



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

**Lower  
Secondary  
Curriculum**



# HISTORY AND POLITICAL EDUCATION SYLLABUS



**NCDC**

NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

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## FOREWORD

The development of this curriculum framework was based on a wide range of stakeholder consultations. It therefore offers a broad and balanced education that emphasises knowledge creation, skills development and the nurturing of values and positive attitudes which will allow learners to develop holistically.

The lower Secondary Framework is also aligned to the Vision 2040, the NDP II, the 2030 Sustainable Development goals and the Education Sector Strategic Plan of Uganda (2017-20). It provides the five different elements of the new curriculum which are: Values, Key Learning Outcomes, Generic Skills, Cross-cutting Issues and the Subject menu. It presents the broad aims of secondary education in Uganda and the four key learning outcomes that should be exhibited by each lower secondary graduate which include; self-assured individuals, responsible and patriotic citizens, lifelong learners and positive contributors to society. The framework emphasises competences that are required in the 21st century. It advocates for an inclusive education with a learner centred approach, to allow for lifelong learning.

The framework demonstrates what should be learned, for how long and how it should be assessed. It focuses on the cross-cutting issues, values and generic skills that must be emphasised during the learning teaching process. The values are at the heart of the learning process therefore and should be nurtured among learners and promoted through the selection of appropriate learning activities. Learners are expected to exhibit the value of; Peace and harmony, Integrity and honesty, Patriotism, Positive attitude towards work and Respect for human rights at the end of the learning experience. The learning process further emphasises the cross-cutting issues specifically; Environmental awareness, Health awareness, Diversity and inclusion, Socio-economic challenges, Citizenship and Life skills. Teachers should endeavour to appropriately use the time allocated for each subject to ensure the achievement of the intention of this framework.

As the Minister responsible for the provision of education, I endorse this framework as the official guiding document for the learning and teaching at the Lower Secondary School level throughout the country.

HON. JANET K. MUSEVENI

**THE FIRST LADY AND MINISTER FOR EDUCATION  
AND SPORTS**

## ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

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

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

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

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

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

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



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## INTRODUCTION

The UNESCO Education Strategy (2014 – 2021) advocates for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. UNESCO further recommends, societies that are just, inclusive, peaceful and sustainable by 2030. The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims of secondary education in Uganda as outlined opposite.

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

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

## BACKGROUND TO THE NEW CURRICULUM

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

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

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

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

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

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

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

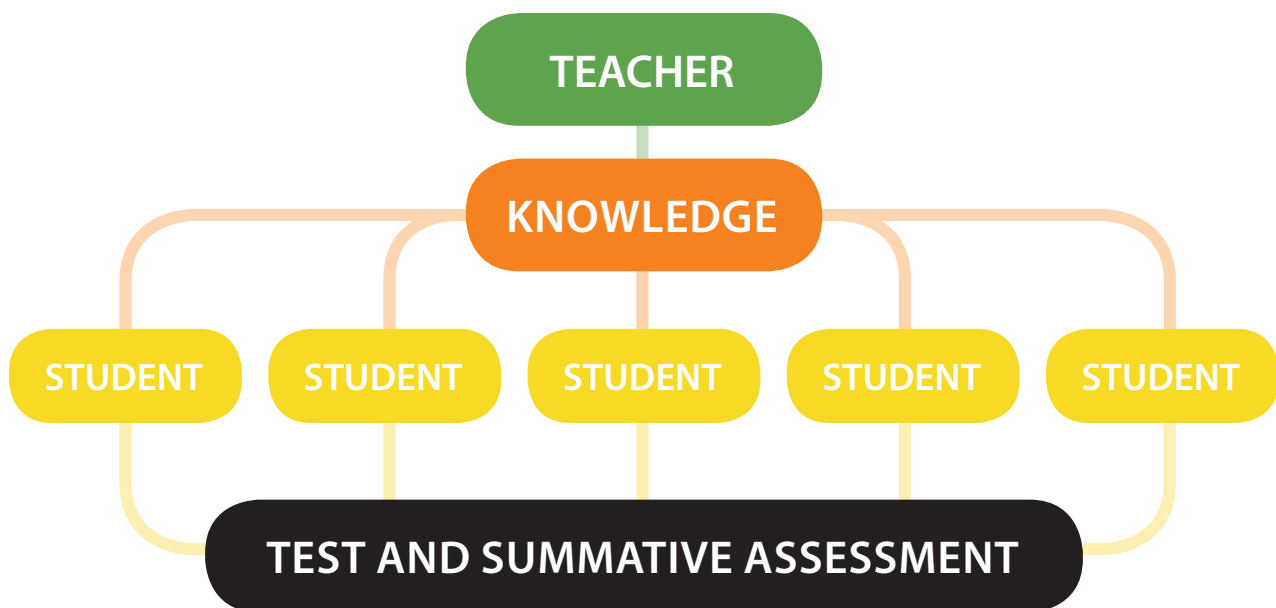
## KEY CHANGES

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

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

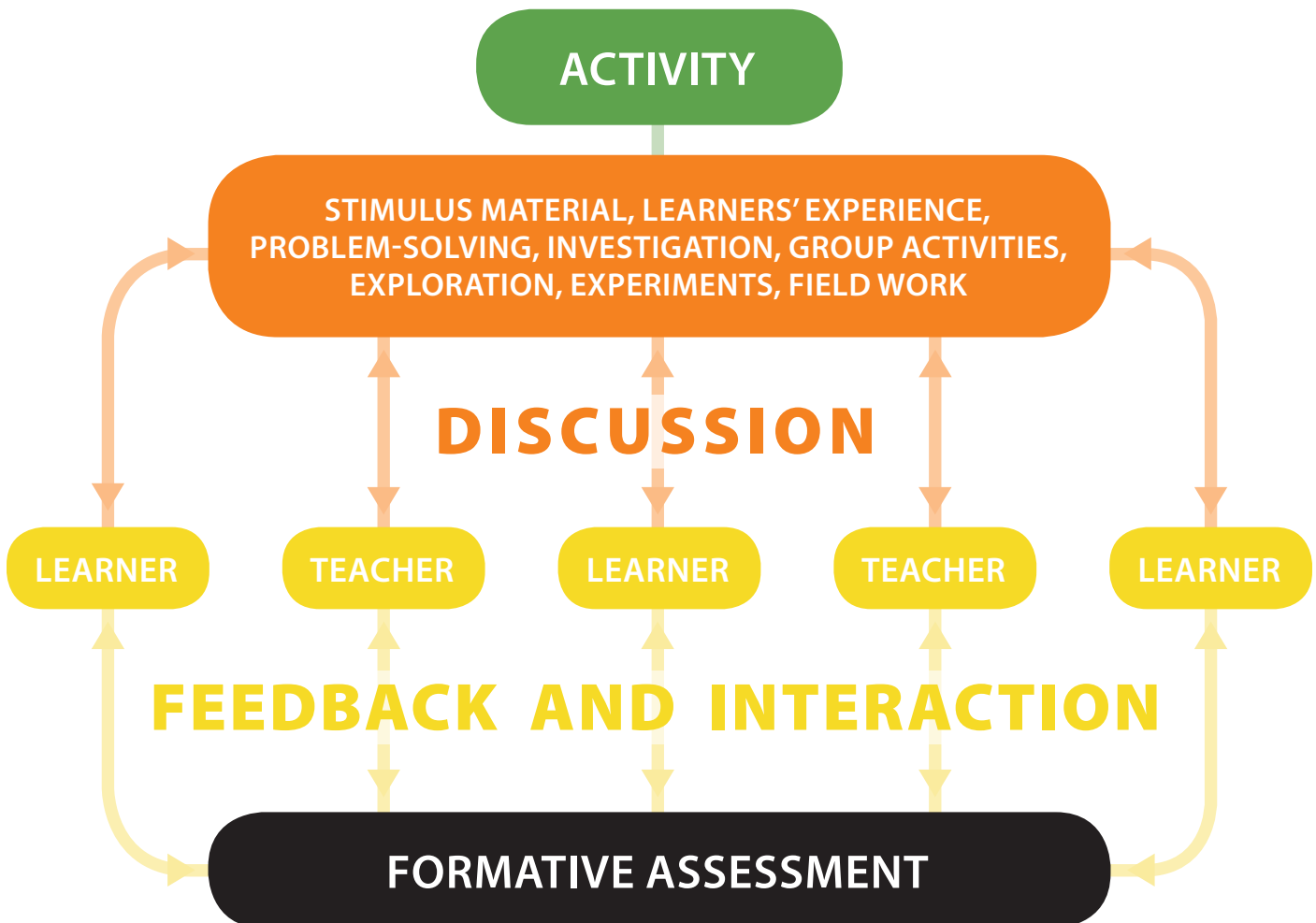
**The change can be summarised in the following diagrams.**

### PREVIOUS KNOWLEDGE-BASED CURRICULUM



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

## NEW COMPETENCE BASED CURRICULUM



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

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

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

## THE NEW CURRICULUM

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

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

### Key Learning Outcomes

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

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

#### **Self-assured individuals who:**

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

#### **Responsible and patriotic citizens who:**

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

#### **Lifelong learners who:**

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

#### **Positive contributors to society who:**

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

### Values

The new curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda.

- Peace and harmony
- Integrity and honesty
- Patriotism
- Positive attitude towards work
- Respect for human rights
- Self-Control

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



## Generic Skills

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

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

### Critical thinking and problem-solving

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

### Creativity and innovation

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

### Communication

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

### Co-operation and Learning

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

### Calculation and ICT

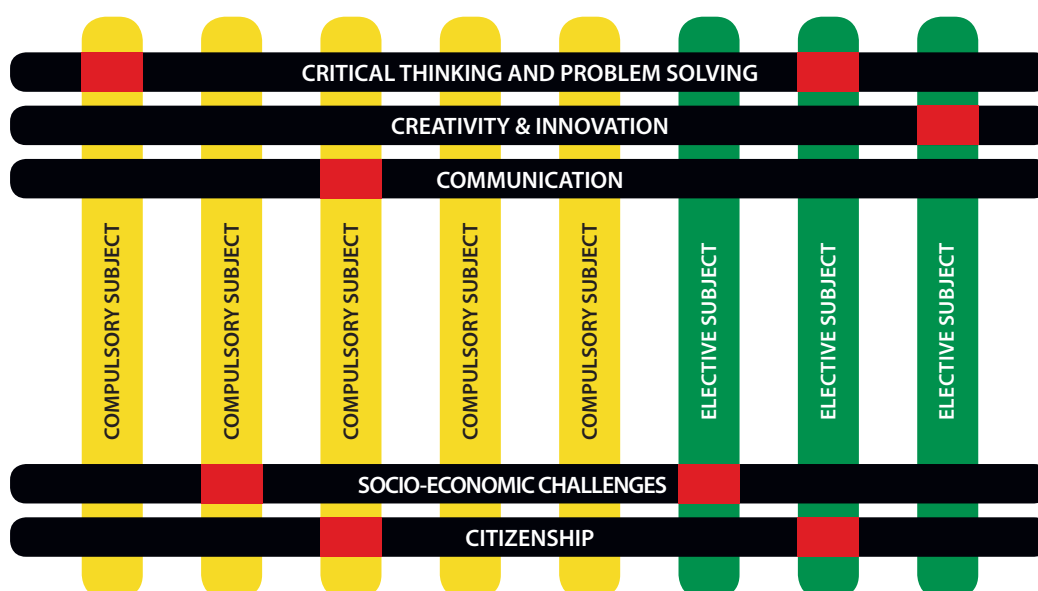
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

## GENERIC SKILLS WITHIN HISTORY AND POLITICAL EDUCATION

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

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

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



## Cross-cutting Issues

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

**The Cross-cutting Issues identified in the curriculum are:**

- Environmental awareness
- Health awareness

- Diversity and inclusion
- Socio-economic challenges
- Citizenship

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

## Part 2: ICT Integration

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

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

## HISTORY AND POLITICAL EDUCATION WITHIN THE NEW CURRICULUM

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

### Time allocation

| HISTORY AND POLITICAL<br>EDUCATION | SENIOR 1 & 2     | SENIOR 3 & 4     |
|------------------------------------|------------------|------------------|
|                                    | 3 periods a week | 3 periods a week |

### Rationale

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

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

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

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

### Teaching and Learning: History and Political Education

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

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

The role of the teacher is to build on learners' existing knowledge and experience, but to extend that by posing problems to the learners. This makes them think about their

own ideas and experiences as well as adding new knowledge and skills to it.

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

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

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

# THE HISTORY AND POLITICAL EDUCATION SYLLABUS

## Programme Planner

| SENIOR 1 | THEME  | DURATION<br>(NUMBER OF PERIODS) |
|----------|--|---------------------------------|
|          | 1: Finding out about our past                                    | 10                              |
|          | 2: The Origin of man   | 14                              |
|          | 3: Migration systems into East Africa since 1000AD               | 14                              |
|          | 4: State formation in East Africa                                | 10                              |
|          | 5: External trade contacts to East African communities           | 10                              |
|          | 6: Colonization and the scramble of East Africa                  | 10                              |
|          | 7: Response to the establishment of colonial rule in East Africa | 10                              |
|          | 8: Leadership and culture in our communities                     | 10                              |
|          | 9: Government administration systems in Uganda                   | 10                              |
|          | 10: Patriotism and History of Uganda since 1986                  | 10                              |
| Total    |  | 108                             |

| SENIOR 2 | THEME  | DURATION<br>(NUMBER OF PERIODS) |
|----------|--|---------------------------------|
|          | 1: Civil society and non-governmental organizations  | 12                              |
|          | 2: How do we own land in Uganda  | 12                              |
|          | 3: Foreign Religions in East Africa  | 12                              |
|          | 4: The colonial Administrative systems in East Africa  | 10                              |
|          | 5: The colonial economy in East Africa   | 10                              |
|          | 6: Trade systems in West Africa  | 14                              |
|          | 7: The 19th Century Islamic Movements in West Africa   | 15                              |
|          | 8: National Movements and struggles for independence in West Africa                          | 15                              |
|          | 9: Regional groups in West Africa: the Economic Organisation of West African States (ECOWAS) | 8                               |
| Total    |  | 108                             |



# HISTORY AND POLITICAL EDUCATION SYLLABUS

| SENIOR 3     | THEME  | DURATION<br>(NUMBER OF PERIODS) |
|--------------|--|---------------------------------|
|              | 1: The Uganda Railway                          | 10                              |
|              | 2: The Devonshire white paper of 1923 in Kenya | 8                               |
|              | 3: The world war II in East Africa, 1939-1945  | 10                              |
|              | 4: Our systems of government                   | 26                              |
|              | 5: Human Rights                                | 16                              |
|              | 6: The Uganda crisis of 1967                   | 12                              |
|              | 7: Leadership of Idi Amin Dada in Uganda       | 14                              |
|              | 8: The recent issues in East African History   | 12                              |
| <b>Total</b> |  | <b>108</b>                      |

| SENIOR 4     | THEME  | DURATION<br>(NUMBER OF PERIODS) |
|--------------|--|---------------------------------|
|              | 1: The East African Community (EAC) and the East African Legislative Assembly (EALA) | 15                              |
|              | 2: Neo-colonialism in East Africa  | 15                              |
|              | 3: Diplomacy and international relations   | 12                              |
|              | 4: Globalization and foreign aid   | 12                              |
|              | 5: Mineral discovery in South Africa   | 14                              |
|              | 6: The Apartheid policy in South Africa  | 10                              |
|              | 7: Liberation struggles in South Africa and the career of Nelson Mandela             | 14                              |
| <b>Total</b> |  | <b>92</b>                       |

The syllabus details for all subjects are set out in three columns:

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:                            | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT ACTIVITIES</b>              |
|---|--|--|
| The knowledge, understanding or skills expected to be learned by the end of the topic | The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes. | Opportunities for assessment within the learning |

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

## DETAILED SYLLABUS FOR HISTORY AND POLITICAL EDUCATION

### SENIOR 1

### Theme 1: Finding out about our past

#### TOPIC: FINDING OUT ABOUT OUR PAST

10 PERIODS

**Competency:** Learners understand different methods of finding out about the past, and evaluate the importance of historical sites.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. appreciate the importance of learning about our past. (u) (v)</li> <li>b. understand how people find out about the past (u) (k) (v)</li> <li>c. know the historical sites in Uganda and the rest of East Africa, and to visit any of these. (k) (s) (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in a discussion on the advantages and disadvantages of learning about the past.</li> <li>• Let learners watch a video or listen to a narration on historical research, and discuss the different sources and methods of finding out about the past.</li> <li>• Guide learners to use ICT in the study to research about our past. (s)</li> <li>• In a discussion, compare modern and traditional methods of researching on the past.</li> <li>• Guide learners to draw a table using ICT that shows the advantages and disadvantages of using different sources and method of finding out about the past the past.</li> </ul> | <ul style="list-style-type: none"> <li>• Converse with learners as they discuss and brainstorm to assess their understanding of historical methods and sources, and their ability to evaluate and compare them.</li> <li>• Observe their ability to draw a comparison table to assess ICT skills and their analysis.</li> <li>• In their written reports, assess their ability to evaluate why the site is important to the nation's history.</li> </ul> |

**SENIOR 1****Theme 2: The origin of man****TOPIC: TRADITIONAL/RELIGIOUS THEORIES ABOUT THE ORIGIN OF MAN 14 PERIODS****Competency:** Traditional/religious theories about the origin of man.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| a. understand traditional East African beliefs about the origin of man. (u) (v) (s)<br>b. understand the origin of man according to the Bible. (u) (v)<br>c. evaluate the value of religious beliefs on the origin of man (k, u) (v) | <ul style="list-style-type: none"> <li>• Guide learners in pairs to discuss about the beliefs that existed in traditional Africa and write about them.</li> <li>• Guide learners to read the Old Testament and role-play the Bible story of the creation of man. .</li> <li>• Guide Learners to read individually the story of the Garden of Eden and analyse its significance in the creation of man.</li> <li>• Let learners discuss the strengths and weaknesses of religious beliefs about the creation of man.</li> <li>• Guide learners to Research on the theory of creation of man according to the bible and compare it with the evolution of man.</li> </ul> | <ul style="list-style-type: none"> <li>• Converse with learners to assess their understanding of traditional African and Biblical accounts of the creation of human beings. Check their critical thinking skills as they identify the strengths and weaknesses of beliefs.</li> <li>• In role plays, observe their understanding of the Bible story, and creativity of expression.</li> <li>• Assess learners ability to analyse and compare the two stories of Creation of man.</li> </ul> |

**SENIOR 1****Theme 2: The origin of man****TOPIC: SCIENTIFIC THEORY AND THE STAGES IN THE EVOLUTION OF MAN**

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| a. understand Charles Darwin's theory of evolution. (v,u)<br>b. understand the reasons why man is different from other animals. (u)<br>c. know and understand the key stages in the evolution of man. (k,u) | <ul style="list-style-type: none"> <li>• Use internet or library research to study Charles Darwin's theory of evolution, and write a summary.</li> <li>• Guide learners to discuss the key features of Charles Darwin's theory of evolution and its impact on traditional/religious beliefs.</li> <li>• Timelines showing the stages in the development of man from animals to accompany the report, using ICT where possible.</li> </ul> | <ul style="list-style-type: none"> <li>• In their written report, learners highlight key aspects of Darwins theory and the stages of human development.</li> <li>• Assess learners critical thinking in arguing and presenting issues on Darwin's theory of man.</li> </ul> |

## SENIOR 1

## Theme 3: Migration into East Africa, and elsewhere

### TOPIC: ORIGINS OF LOCAL PEOPLE

14 PERIODS

**Competency:** : Learners understand and analyse the origins of their own families, as a result of migration and settlement of people in East Africa and else where.

| LEARNING OUTCOMES<br>The learner should be able to:                    | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| a. Know the origins of people in different areas of East Africa, (s,k) | <ul style="list-style-type: none"> <li>Carry out a research using the ICT or library to find out the origins of their families and other people in the area.</li> <li>Explain and illustrate their findings using tables, diagrams and statistics..</li> <li>Illustrate and locate the origins of East African people on a map .</li> <li>Use the above visual aids in the delivery of an oral presentation on this fieldwork to the class.</li> </ul> | <ul style="list-style-type: none"> <li>Observe the the outputs of individual learners research for correctness of facts.</li> </ul> |

## SENIOR 1

## Theme 3: Migration into East Africa, and elsewhere

### TOPIC: THE BANTU, LUO AND MFECANE MIGRATION

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|---|--|---|
| a. understand the origins of Bantu, Luo and Ngoni people who came to East Africa. (u)<br>b. know the reasons for the migration of these peoples into East Africa. (k)<br>c. understand the Bantu, Luo and Mfecane migration into East Africa. (k,u) | <ul style="list-style-type: none"> <li>Use internet or library research to locate the Bantu, Luo and Ngoni migration .</li> <li>Task learners to discuss the origins, culture and history of Bantu,Luo,and Ngoni..</li> <li>Use the internet/library reference books to access information to sketch a map(s) showing the course of Bantu, Luo and Mfecane migration.</li> <li>Discuss the reasons for the migration of these peoples into East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>In conversation, assess their understanding of the Bantu, Luo and Ngoni movement and the reasons for their migration.</li> <li>Assess the accuracy of learners migration maps.</li> <li>Observe learners communication skills and critical thinking in a debate / discussion about the effect of these migrations into East Africa.</li> </ul> |



**SENIOR 1**

**Theme 3: Migration into East Africa, and elsewhere**

**TOPIC: WHERE OTHER PEOPLE CAME FROM**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|--|--|--|
| a. know the various groups of people who settled in North Africa. (k)<br>b. understand the causes and effects of migrations and settlement of people in North Africa. (u)<br>c. know why and how Europeans settled in North America (k)<br>d. understand why and how Africans were taken to North America (u)<br>e. analyse the pros and cons of an ethnically mixed population. (u) | <ul style="list-style-type: none"> <li>• Learners discuss in groups the main groups of people that migrated to North Africa, and their reasons for migration.</li> <li>• Individually learners investigate the effects of the settlement of people in North Africa, and record the positives and negative results.</li> <li>• Through a group discussion, learners create a timeline showing when the main groups of Europeans migrated to North America.</li> <li>• Guide learners in a discussion about why, how and when Africans were taken to North America, and record their findings including how slaves were acquired in West Africa, and how they were treated in North America</li> </ul> | <ul style="list-style-type: none"> <li>• Through a Conversation with learners assess their knowledge of who migrated to North Africa and North America, their reasons for doing so, and the time periods covered.</li> <li>• Observe their critical and analytical thinking discussion and debate on the effects of slavery and ethnically mixed populations.</li> </ul> |

## SENIOR 1

## Theme 4: State formation in East Africa

### TOPIC: PRE-COLONIAL SOCIETIES IN EAST AFRICA

10 PERIODS

**Competency:** Learners to analyse and evaluate the organisation of centralised and non-centralised states in East Africa.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Know the centralised and non-centralised states in East Africa. (v,k)</li> <li>b. understand the characteristics of centralised and non-centralised societies. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners brainstorm and compare the centralised and non centralized states they are familiar with in East Africa:                             <ul style="list-style-type: none"> <li>• Buganda</li> <li>• Ankole,</li> <li>• Bunyoro and</li> <li>• Nyamwezi</li> <li>• Masai,</li> <li>• Bakiga,</li> <li>• Chagga</li> <li>• Acholi</li> </ul> </li> <li>Conduct research to ensure that all existed pre-colonial states have been identified and develop their individual journals.</li> <li>Learners discuss the strengths and weaknesses of each type of society.</li> <li>• Locate each society on a map.</li> </ul> | <ul style="list-style-type: none"> <li>• Check learners drawn maps to see that they have identified and located the societies appropriately .</li> <li>• Converse with learners to find out if they can describe the distinction between the centralised and non-centralised states, and analyse the strengths and weaknesses of each.</li> </ul> |

**SENIOR 1**

**Theme 4: State formation in East Africa**

**TOPIC: ORGANISATION OF PRE-COLONIAL KINGDOMS**

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. Know the organization of selected precolonial kingdoms(k,u,v).</li> <li>b. understand the reasons for growth and expansion of pre- colonial kingdoms. (u,v,s)</li> <li>c. know where these kingdoms are located. (u, s)</li> <li>d. appreciate the level of organisation of these kingdoms before colonialism. (v,u)</li> <li>e. Appreciate the leadership skills of traditional leaders of pre-colonial kingdoms of East Africa . (s,v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners make a research on the organization of kingdoms.. Take notes on Buganda, Ankole and Bunyoro kingdoms before colonization in preparation to present to class.</li> <li>• Learners present and discuss the factors that led to their growth and expansion of states.</li> <li>• Learners draw a sketch map of where these kingdoms are located.</li> <li>• Learners compare the organisation and leadership of the Ankole and the Acholi.</li> <li>• Guide learners to discuss the organization of the pre-colonial states in East Africa (social ,political and economic).</li> <li>• Guide learners to research and discuss pre-colonial styles of traditional leadership in East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Check learners research notes and maps for the accuracy of information given</li> <li>• Observe learners discussion for individual participation and interactions.</li> <li>• Listen to learners ability to analyse the benefits of the organisation and leadership of kingdoms.</li> <li>• Look at their tables to observe their ability to contrast and compare.</li> </ul> |

## SENIOR 1

## Theme 4: State formation in East Africa

### TOPIC: THE ORGANISATION OF DECENTRALISED SOCIETIES

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|--|--|--|
| <ul style="list-style-type: none"> <li>a. Understand the key elements of pre-colonial decentralised societies in East Africa. (k)</li> <li>b. Understand the organisation of the Chagga society. (u)</li> <li>c. analyse the organisation of Northern Uganda societies. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners use library or ICT research and record their findings about the pre-colonial Masai and Bakiga societies with a view to understand their organization.</li> <li>• Using ICT skills, or library learners research and make an oral presentation of the organisation of the Chagga society using visual aids (photos, organisational chart, maps).</li> <li>• Learners research and analyse the organisation of the Acholi society, contrasting it with other decentralised societies they have studied.</li> </ul> | <ul style="list-style-type: none"> <li>• Check that their research demonstrates understanding as well as knowledge.</li> <li>• Observe their oral presentation and clarity of communication.</li> <li>• In a conversation with learners assess their ability to compare and contrast pre-colonial societies</li> </ul> |

## SENIOR 1

## Theme 5: East Africa and its external trade contacts from 1800 to 1880

### TOPIC: SLAVE TRADE AND SLAVERY IN AFRICA

10 PERIODS

**Competency:** Learners understand the external trade contracts of East Africa.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. Know the organization of slave trade and slavery (k).</li> <li>Understand the slave trade and its impact in East Africa. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to discuss the organisation of slave trade and slavery in East Africa.</li> <li>• Engage learners to find out accounts and experiences of slaves in order to understand their impact in East Africa.</li> <li>• Learners are involved in a role play to dramatise about the effects of slave trade in East Africa. Involve learners in library research and or use ICT and find out the problems that were faced by slave traders in East Africa.</li> <li>• Guide learners in a brainstorm session; debate the advantages and disadvantages of slave trade in East Africa</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners participation and contribution on the plight of slaves and the benefits of trade and in a debate or discussion.</li> <li>• Assess their research findings on slave trade to ascertain the facts.</li> </ul> |

**SENIOR 1** Theme 5: East Africa and its external trade contacts from 1800 to 1880**TOPIC: INDIAN OCEAN TRADE**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|--|---|---|
| a. Understand the background of East African trade across the Indian Ocean. (v,s,u)<br>b. Appreciate the impact of Indian Ocean trade. | <ul style="list-style-type: none"> <li>Guide learners to discuss the possible reasons for development of Indian Ocean trade.</li> <li>Learners use library or ICT research to establish the reasons for creation of Indian Ocean trade.</li> <li>Guide learners to draw a sketch map of Indian Ocean trade routes and the goods traded on them.</li> <li>Engage learners in a discussion about the rise, organisation and effects of the Indian Ocean trade.</li> </ul> | <ul style="list-style-type: none"> <li>Converse with learners to ascertain their understanding of Indian Ocean trade.</li> <li>Observe learners discussions and contributions to impact of Indian Ocean trade in East Africa.</li> <li>Assess learners' sketch maps of East African trade routes for knowledge and understanding.</li> <li>Engage in their discussions about this trade to observe their ability to analyse and evaluate it.</li> </ul> |

**SENIOR 1** Theme 5: East Africa and its external trade contacts from 1800 to 1880**TOPIC: EAST AFRICAN LONG DISTANCE TRADE**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|---|--|
| a. Understand the background of East Africa's long distance trade. (u)<br>b. know the reasons for growth and expansion of East Africa trade. (v,k)<br>c. evaluate the impact of East African trade. (s,u,v) | <ul style="list-style-type: none"> <li>Learners use ICT or Library research to find out the background of long distance trade.</li> <li>Guide learners to draw a sketch map of routes used in the long distance trade and the goods traded. .</li> </ul> <p>Learners to use the library or the internet to describe the rise, organisation and benefits of the long distance trade.</p> <ul style="list-style-type: none"> <li>In groups make learners to present findings of their research.</li> <li>Guide learners to participate in a debate session about the effects of Long distance trade.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' on findings key aspects for of long distance trade.</li> <li>Assess learner's accuracy in movements and locating the trade routes in East Africa using a sketch map.</li> <li>Observe learners creativity in presentations for facts.</li> <li>Engage in a discussion about the effects of long distance trade with learners.</li> </ul> |



## SENIOR 1

## Theme 6: Colonisation and the scramble for East Africa

### TOPIC: COLONISATION AND THE SCRAMBLE FOR THE EAST AFRICA

10 PERIODS

**Competency:** Learners should be able to understand and analyse the causes and methods of the colonisation of East Africa, and its impact.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the reasons why Europeans and Asians came to East Africa. (u)</li> <li>b. Understand how Uganda and the rest of East Africa was colonised. (u)</li> <li>c. Analyse the results of colonization of East Africa. (s, u)</li> <li>d. Appreciate the impact of European and Asian influence in East Africa. (s)</li> <li>e. Understand how the rest of Africa was colonized by the different European powers. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in a discussion about the various groups from Europe and Asia who came to East Africa, and their roles:                             <ul style="list-style-type: none"> <li>• Missionaries</li> <li>• Chartered companies' agents</li> <li>• Explorers</li> <li>• Imperialists</li> </ul> </li> <li>• Learners conduct a research, on entry of European and Asian into East Africa construct a timeline and a map.</li> <li>• In groups discuss/debate on the effects of colonization of East Africa</li> <li>• Engage learners in a discussion about the methods used by European countries in colonisation of East Africa and the problems they faced.</li> <li>• Engage learner's in a discussion about the methods of colonization of East Africa.</li> <li>• Construct a matching table and show which European power colonized a specific African country.</li> <li>• Teacher tasks the individual learners to write a story about the life of a colonized.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage learners in Conversation with students to assess agents who came to East Africa and their countries of origin...</li> <li>• Check the accuracy of the information presented by learners on r maps, timelines and colonisation.</li> <li>• Observe learners participation and contribution in a debate giving factual information, and the effects of colonization.</li> </ul> |

**SENIOR 1**      **Theme 7: Response to the establishment of colonial rule in East Africa****TOPIC: INTRODUCTION TO COLONIAL RULE****10 PERIODS****Competency:** Learners understand how East African communities reacted to colonial rule and achieved independence.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| a. Understand the concept of collaboration and resistance. (u)<br>b. know the key agreements made in East Africa with colonialists. (k) | <ul style="list-style-type: none"> <li>Learners discuss in groups the concepts of collaboration, resistance and agreement and prepare a presentation.</li> <li>Learners peer review each other's presentation.</li> <li>Learners use internet or library research to find out about the key agreements made in East Africa and write a report..</li> <li>Learners research on communities that collaborated or resisted to colonial rule and record their findings about the benefits and challenges for publications.</li> </ul> | <ul style="list-style-type: none"> <li>Observe learners' discussion to assess their understanding of the key terms.</li> <li>Check the learners' research report for the accuracy of the information given.</li> <li>Note their creativity and understanding in imagining instances of resistance or collaboration.</li> </ul> |

**SENIOR 1**      **Theme 7: Response to the establishment of colonial rule in East Africa****TOPIC: COLLABORATION IN EAST AFRICA**

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| a. Understand the circumstances that led to collaboration in East Africa. (v,u), (v).<br>b. know the terms and the outcomes of 1900 Buganda Agreement. (v,k) | a. Guide learners in a discussion about Reasons why some East Africans collaborated with Europeans y.<br>b. Learners conduct a research in East African communities that collaborated with colonialists and give the terms, time lines, key personalities and the outcomes of such collaborations in a report form.<br>c. Learners make a presentations on the terms and the effects of the 1900 Buganda Agreement based on research and make a personal record.<br>d. Learners use internet and library research to collect the artifacts about the 1900 Buganda Agreement and display it in a school notice board | <ul style="list-style-type: none"> <li>Listen to learner's discussion to ascertain the understanding of the reasons why the East Africans collaborated with the Europeans..</li> <li>Assess learners' research report for the accuracy of information given on the East African Societies that collaborated with the Europeans..</li> <li>Observe the learners' presentation of terms and effects of 1900 Buganda agreement..</li> </ul> |

## SENIOR 1 Theme 7: Response to the establishment of colonial rule in East Africa

### TOPIC: RESISTANCE TO COLONIAL RULE IN EAST AFRICA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. Understand the circumstances that led to East African resistance to colonial rule. (k,v)</li> <li>b. Know the methods used by East Africans in resistance against colonial rule.(k)</li> <li>c. Appreciate the impact of resistance to colonial rule. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in a discussion about the circumstances that led to resistance against colonial rule, and the methods used.</li> <li>• Learner's research on the key methods used in a resistance against colonial rule and record in their study journals.</li> <li>• Learners in pairs role- play events depicting resistance to colonial rule.</li> <li>• Task learners to prepare an interview guide and carry out an interview in the community around the school on the impact of resistance to colonial rule in East Africa.</li> <li>• Involve learners in a discussion about the advantages and the disadvantages of using resistance as a method to imposition of colonial rule.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to learners in discussion about circumstances and effects of resistance to colonial rule.</li> <li>• Observe learners role-plays key aspects in the events that led to resistance to colonial rule.</li> <li>• Debates on what resistance achieved.</li> </ul> |

**SENIOR 1****Theme 7: Response to the establishment of colonial rule in East Africa****TOPIC: INDEPENDENCE STRUGGLE FOR UGANDA**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. understand the reasons for the rise of nationalism (u)</li> <li>b. know the various approaches used by people of Uganda to demand for their independence from colonial rule (u)</li> <li>c. appreciate the steps taken in the struggle for independence. (u,v)</li> <li>d. Compare the Ugandan struggle for independence with that of the East African states. (k,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT or library research to find out the background for the rise of nationalism in Uganda.</li> <li>• Research on various approaches used by Ugandans to demand their independence and write an imaginative piece work and how they would react on such circumstances.</li> <li>• Read about the events leading to independence, and role-play a key scene from one of those events.</li> <li>• Write about the struggle for the independence on any selected East African country and tease out key highlights which relate to Ugandan struggle.</li> <li>• Let learner s write a summary journal about Uganda's struggle for the independence.</li> </ul> | <ul style="list-style-type: none"> <li>• Converse with learners to assess their understanding of nationalism in principle and how it was expressed in Uganda.</li> <li>• Assess the learners publication for the similarities and differences in the struggle for the independence in the selected countries s of East Africa.</li> <li>• In their imaginative writing and role play, assess their creativity and knowledge.</li> <li>• In their comparative table, look for an analysis of similarities and differences.</li> </ul> |

## SENIOR 1

## Theme 8: Leadership and culture in our communities

### TOPIC: THE ROLE OF DIFFERENT LEADERS

10 PERIODS

**Competency:** Learners understand the roles played by different types of leaders at all levels of society in helping communities and resolving their conflicts.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. Understand different types of leadership in our communities : (u)</li> <li>b. Know the types of leadership in a family. (k)</li> <li>c. Know the best ways to lead a family. (s,u,v)</li> <li>d. Understand the rights, responsibilities and duties of leaders and those they lead in the communities. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• In a discussion guide learners to identify the different types of leaders in the communities in which they live.</li> <li>• Let learners categorise leaders into formal and informal types.</li> <li>• Let learners write about leaders in their respective family and in the guided discussion categorise them.</li> <li>• Let learners conduct an interview an interview with an adult person in the family in a best ways of leading a family. In small groups write a report on their findings and present it to class</li> <li>• Learners compare the rights and responsibilities of each type of leader against the rights and responsibilities of those they serve and write a report.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners discussion to assess their knowledge of types of leaders in communities/families in which they live.</li> <li>• Listen and assess learners presentation on the best ways to lead the family while analysing their critical reasoning about family leadership .Observe their critical thinking in their debates about family leadership.</li> <li>• Assess learners report for accuracy of the comparison between the rights and responsibilities of each type of leader against the rights and the responsibilities of those they serve..</li> </ul> |



**SENIOR 1****Theme 8: Leadership and culture in our communities****TOPIC: THE ROLE OF CULTURE IN LEADERSHIP**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Appreciate the existence of cultural centres in in East Africa. (k,u)</li> <li>b. know the key cultural institutions and their leaders in East Africa.(k)</li> <li>c. Understand the need to respect the cultures of other ethnic groups to avoid conflicts. (u, v)</li> <li>d. Appreciate the value of traditional transitional justice mechanisms in conflict resolutions. (k,v,u)</li> <li>e. Understand the role of culture in leadership(u)</li> </ul> | <ul style="list-style-type: none"> <li>• Task learners to develop an interview guide, visit nearby cultural centres conduct a survey and write report about the form of leadership used in managing the site...</li> <li>• Guide learners to draw a sketch map of the main cultural centres in East Africa.</li> <li>• Discuss how respect for other cultures can be useful in aspect of leadership, and can reduce the possibility of other conflicts.</li> <li>• Guide learners to visit the nearby community and research about the traditional methods of justice used in resolving conflicts.</li> <li>• Guide learners to compare the modern and the traditional methods of resolving the community conflicts and find out which of the two is very effective in stabilising the community leadership.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to the group presentations made after the historical site visit and provide comments to the learners.</li> <li>• Observe class discussion and find out whether learners understood the role of leadership in culture.</li> <li>• In role- plays/debates, assess their critical thinking about justice methods.</li> </ul> |

**SENIOR 1****Theme 8: Leadership and culture in our communities****TOPIC: CULTURE AND GENDER RELATIONS IN OUR COMMUNITIES**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|--|---|
| <ul style="list-style-type: none"> <li>a. understand the changing roles played by women and men in leadership. (u)</li> <li>b. understand the different leadership roles by gender in families (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners brainstorm on the traditional roles of men and women in East Africa.</li> <li>• Guide learners in discussion and they a note about the changing roles of men and women in the leadership of their community and beyond.</li> <li>• Task learners to prepare an interview guide and carry out a survey on the role of gender roles in family leadership and make presentations to class..</li> <li>• Involve learners in a role play about gender issues in family. use pictures or photographs to illustrate gender roles (s)</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to learners as they discuss the roles of men and women in leadership.</li> <li>• Assess the learners survey report and establish the different generational roles about leadership of families.</li> <li>• In role plays, observe learners' critical reasoning by dramatizing gender issues.</li> </ul> |

## SENIOR 1

## Theme 8: Leadership and culture in our communities

### TOPIC: CAUSES AND EFFECTS OF CONFLICTS IN COMMUNITIES

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the recent community conflicts in their society. (k)</li> <li>b. know different forms of conflict using flowcharts. (k)<br/>Understand how conflicts can be caused and resolved. (s,u)</li> <li>c. Evaluate on how conflicts can be solved and avoided in society. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• In a guided discussion let learners brainstorm on the recent conflicts in their community.</li> <li>• Engage learners in a discussion about the common causes and the effects of community conflicts in East Africa.<br/>Learners carry out a research to establish how leadership helped to solve a conflict and report to class.</li> <li>• Guide learners to classify different forms of formal and informal conflict and create flowcharts of how they progress</li> <li>• Task learners to dramatise one type of conflict show various stages through which it progresses up to its resolution.</li> <li>• Organise learners into debate about how leaders can help resolve conflicts in communities, resulting in a Community Charter or a Guide for Peaceful Co-existence.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage and observe learners in a discussion about causes and the results of common community conflicts</li> <li>• Assess their flowcharts for understanding of the progression of conflicts and ability to present this creatively</li> <li>• In role play and debate, observe their critical thinking about the role of a leader in conflict resolution.</li> </ul> |

**SENIOR 1****Theme 9: Government administration systems in Uganda****TOPIC: GOVERNMENT ADMINISTRATION SYSTEMS IN UGANDA****10 PERIODS**

**Competency:** Learners understand and evaluate the relationship between the central government and the decentralised government systems in Uganda.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. understand the role and structure of Uganda's government systems. (k,u,v)</li> <li>b. understand the challenges faced by the two forms of government. (v,u)</li> <li>c. Appreciate the relationship between central and decentralised government. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to discuss the structure of Uganda government systems.</li> <li>• Guide learners to label the responsibilities of each part in the structure.</li> <li>• Invite officials of both central and decentralised government to speak about the relationship between the two systems of government, and the challenges they face.</li> <li>• Let learners summarise what they have learnt in their journals.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners' organizational charts for knowledge and understanding of structures and responsibilities</li> <li>• Observe learners as they engage with government visitors and note their critical thinking in their questions and responses to what they hear, and their ability to summarise the key points.</li> <li>• In discussion afterwards, assess their problem-solving skills about the challenges of government.</li> </ul> |

## SENIOR 1

## Theme 10: Patriotism and the history of Uganda since 1986

### TOPIC: PATRIOTISM

10 PERIODS

**Competency:** Learners understand various meanings of patriotism, how its practiced and evaluate history of Uganda since 1986.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. Know the term "Patriotism"(k)</li> <li>b. Understand the purpose of patriotism (u).</li> <li>c. Know the forms of patriotism (k).</li> <li>d. Understand the importance of patriotism (u).</li> </ul> | <ul style="list-style-type: none"> <li>• In groups learners share and brainstorm on the meaning of the term patriotism.</li> <li>• Organise learners in groups to discuss the benefits of being patriotic.</li> <li>• Support learners to participate in national functions e.g.. Independence day, women's day, labour day etc.</li> <li>• Guide learners to visit a nearby community and participate in a community activity for example ;clean the market centres,paint roads.</li> <li>• Guide learners to participate in national elections and civic activities e.g.. voting,display and updating of registers etc.</li> <li>• Guide learners to discuss the functions of community policing and support them to participate in community policing work e.g.. report criminals,run for rescue of your attacked neighbours, take charge of your neighbours property etc.</li> <li>• Let learners engage in the protection of the elderly,sick ones and the Persons with Disability (PWDs)</li> <li>• Task and allow learners to participate in all forms of fundraising for the community and national drives and write a report about this activity .e.g. car wash drives, marathon etc.</li> <li>• Let learners research and establish the available national resources for development .They can show where they would, start small businesses and ensure creativity and innovativeness.</li> <li>• Organise the class to brainstorm on other activities that show acts of patriotism.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and assess learners as they discuss about the benefits of being patriotic to their country.</li> <li>• Converse with learners and find out whether they can discover and mention more practices of patriotism in their communities.</li> </ul> |

**SENIOR 1****Theme 10: Patriotism and the history of Uganda since 1986****TOPIC: THE POLITICAL HISTORY OF UGANDA SINCE 1986**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the background of NRM ideology(u).</li> <li>b. Understand the reasons for the formation of NRM.</li> <li>c. Appreciate the achievements of NRM since 1986.</li> <li>d. Know the challenges of NRM rule since 1986.</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use the ICT and library research and find out the ideology of NRM.</li> <li>• Task learners to brainstorm on the reasons for the establishment of NRM(Ten point programme).</li> <li>• Organise a debate session and make learners share on the successes and failures of NRM government.</li> <li>• Task learners to identify the limitations of NRM to perform and achieve its set targets.</li> <li>• Guide learners to categorise these limitations into social, Political and economic set up.</li> <li>• Allow learners to move out of class and interact with the nearby community members to find out the possible solutions to these challenges.</li> <li>• Individual learners write an essay proposing solutions to the challenges facing NRM.</li> </ul> | <ul style="list-style-type: none"> <li>1. Observe learners in a discussion analysing the contribution of NRM since 1986.</li> <li>2. Converse with learners about the ways in which the NRM government has promoted patriotism in Uganda since 1986.</li> </ul> <p>Assess learners essays, depicting innovative, problem-solving suggestions.</p> |

## SENIOR 2

## Theme 1: Civil society and non-government organisations

### TOPIC: CIVIL SOCIETY AND NON-GOVERNMENT ORGANISATIONS

12 PERIODS

**Competency:** Learners understand the Civil Society and non-governmental organizations and analyse their roles and challenges they face in promoting community welfare.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Know the difference between Civil Society Organisations (CSO's), and Non-governmental Organisations (NGO's). (k)</li> <li>b. Understand the role of a CSO, and NGOs. (u,k)</li> <li>c. Appreciate the challenges facing civil society organisations and NGOs in Uganda. (u)</li> <li>d. Appreciate the role of Civil Society and NGOs in the development of the the country(u,k,v) school and country. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Use internet or library research to identify the similarities and differences between CSO's, CBO's, NGO's and Labour Unions in East Africa.</li> <li>• Guide learners to create a comparison table of these organizations giving examples of those operating in Uganda.</li> <li>• Host an expert in CSO work let learners listen to presentation.</li> <li>• Using a pre-prepared question guide let learners ask questions about the role of their organisation, the challenges it faces, the different types of CSO. Let learners carry out a research on school clubs and write a report on what they do and their benefits to the community.</li> <li>• Let learners participate in the activities of a local Civil Society Organisations or school club and write a report about their expreinces, highlighting the challenges faced including how they contribute to the community welfare and present to class.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners ability to show the difference between CSOs and NGOs in table drawn using ICT or Manually.</li> <li>• Observe learners engagement and interaction with a CSO representative to assess their communication skills and critical thinking.</li> <li>• In written report assess the learner's summary showing the key points from the presentation.</li> <li>• Listen to the learners conversations or discussions of their reports to establish their understanding of the organisations role and challenges.</li> <li>• Assess the learners report to establish their creativity and innovativeness in carrying out the Civil society work.</li> </ul> |

## SENIOR 2

## Theme 2: How we own land in Uganda

### TOPIC: TYPES OF LAND OWNERSHIP AND ITS HISTORY IN UGANDA

12 PERIODS

**Competency:** Learners understand and evaluate issues of land ownership and management in Uganda.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. Know the various types of land ownership in Uganda. (v,k)</li> <li>b. Understand how land was traditionally owned in Uganda. (v,u)</li> <li>c. Know the difference between ownership, access to, and control of land. (v,u)</li> <li>d. understand the historical development of land ownership in Uganda. (u)</li> <li>e. Appreciate the value of land as a cornerstone to development in Uganda. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use ICT or Library research and record on types of land ownership ,that include ; Mailo, freehold, customary and crown land</li> <li>• Let learners carry out a survey in the community and find out how land was traditionally owned, and compare with the practice today.</li> <li>• Task learners to draw timelines that track the changes that have occurred in land ownership in Uganda since 1900 as related to different ethnic groups, in order to discuss the value of land in the development of Uganda.</li> </ul> | <ul style="list-style-type: none"> <li>• Converse with learners to establish their knowledge about different land ownership types for various communities in Uganda.</li> <li>• Listen to their discussion on how land was traditionally owned in Uganda.</li> <li>• Listen and Observe learners in a discussion about the challenges of land ownership in Uganda.</li> <li>• Involve learners in a discussion about the value of land for the different ethnic groups since 1900 and the historical changes in land ownership, in Uganda and show their appreciation of those changes.</li> </ul> |

## SENIOR 2

## Theme 2: How we own land in Uganda

### TOPIC: CURRENT LAND ADMINISTRATION IN UGANDA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. understand how different laws and policies are used to govern land in Uganda(u).</li> <li>b. Know the merits and the demerits of owning certain type of land in Uganda. (k)</li> <li>c. evaluate the roles of men and women in land ownership in Uganda(u).</li> </ul> | <ul style="list-style-type: none"> <li>• In groups learners discuss on different laws and policies on land ownership in Uganda.</li> <li>• In groups guide learners to conduct an interview in the nearby community, find out and make notes on the advantages and the disadvantages of owning certain type of land and present to class.</li> <li>• Organise class into a debate session about the roles of women and men in land ownership. Share group summaries with the whole class so as to compare ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the learners discussion highlighting on land laws and policies and their co-operation as a group.</li> <li>• Observe class discussion and debate on their analysis of pros and cons, and critical thinking in forming opinions.</li> <li>• Converse with learners and establish their contributions on the role of men and women in ownership of land in Uganda.</li> </ul> |

## SENIOR 2

## Theme 2: How do we own land in Uganda

### TOPIC: LARGER TRACTS OF LAND OWNERSHIP

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. understand the advantages and the disadvantages of owning large pieces of land in Uganda. (k)</li> <li>b. Analyse why and how land ownership often leads to disputes (u)</li> <li>c. evaluate the need for a transparent system of land ownership and the dangers of inequitable distribution of land. (s, u)</li> </ul> | <ul style="list-style-type: none"> <li>• In the light of the value of land in Uganda's future, involve learners in a guided discussion in which they evaluate the advantages and disadvantages of acquiring large tracts of land.</li> <li>• Guide learners to Role-play how a land dispute might begin, and how it might be resolved.</li> <li>• Debate possible solutions to the challenges associated with acquisition of large pieces of land for development.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage with learners' discussion to observe their analysis of pros and cons to large tracts of land.</li> <li>• Observe their creativity in devising role plays about land disputes, and their problem-solving in resolving them.</li> <li>• Note their problem- solving and Communication skills in debates about large land developments.</li> </ul> |



**SENIOR 2****Theme 3: Foreign religions in East Africa****TOPIC: INTRODUCTION TO FOREIGN RELIGIONS IN UGANDA****12 PERIODS**

**Competency:** The learner should understand and analyse and think critically about the influence of foreign religions in Uganda.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| a. know the Christian and Islamic religious groups that came to Uganda in the 19th century, why they came and where they had influence. (k)<br>b. Understand the impact of foreign religions in Uganda. (v,u)<br>c. Know the activities carried out by the European Christian Missionaries. (v,s) | <ul style="list-style-type: none"> <li>Learners discuss foreign religions in their community and the wider East Africa, mentioning differences in beliefs, dress, diet and customs, and raising questions about what they don't understand.</li> <li>Learners conduct a research to identify those religions that arrived in the 19th century, where they came from and why they came</li> <li>Invite and host the leaders of Christian and Muslim to visit the class to talk about their history in Uganda, and their beliefs, customs and influence.</li> <li>Learners to prepare questions in advance and write up what they learned afterwards.</li> <li>Task learners to conduct research to members of their community about the influence of religions faith in their area, and make presentations to class about their findings.</li> <li>Debate missionary activity in Uganda and its positive or negative effects.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' co- operation with others as they discuss religious differences with interest and respect.</li> <li>Look for their listening and communication skills with religious visitors, and members of their communities, and ability to summarise their learning.</li> <li>Observe their analysis and critical thinking when debating missionary activity.</li> </ul> |

**SENIOR 2****Theme 3: Foreign religions in East Africa****TOPIC: THE UGANDA MARTYRS**

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|--|--|--|
| a. understand why these Christians and some Muslims were killed at Namugongo. (v,u)<br>b. appreciate the significance of 3rd June in the history of foreign religions in Uganda. (v,u) | <ul style="list-style-type: none"> <li>Guide learners to Use ICT or Library research and find out why religious people were killed in Namungongo.</li> <li>Organise class into groups and discuss whether or not a belief is worth dying for, and in what circumstances.</li> <li>Learners to write about the significance of the 3rd June to them, and to Uganda as a whole.</li> </ul> | <ul style="list-style-type: none"> <li>In a conversation, assess their creative ability to imagine other outcomes to these events.</li> <li>Observe their critical thinking about how far individuals should go to uphold their beliefs.</li> <li>Read their written product assess the analysis of their views compared to those of all of Uganda.</li> </ul> |

## SENIOR 2

## Theme 4: The colonial administrative systems in East Africa

### TOPIC: COLONIAL ADMINISTRATION IN UGANDA

10 PERIODS

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

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. Understand the colonial administration systems in Uganda. (u)</li> <li>c. Know the effects of indirect rule on Uganda. (v,s,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT or Library research to find out the Colonial administration system used in Uganda</li> <li>• In a brainstorm session guide learners to find out the reason why indirect rule was used in Uganda, and its social and economic effects.</li> <li>• Involve learners in a brainstorm session on the effects of colonial administration in Uganda.</li> </ul> | <ul style="list-style-type: none"> <li>• In conversation, assess learners critical abilities highlighting the characteristics of key features of a colonial system in Uganda.</li> <li>• Observe the discussion and find out whether the learners can highlight the application of indirect rule in Uganda.</li> </ul> |

## SENIOR 2

## Theme 4: The colonial administrative systems in East Africa

### TOPIC: COLONIAL ADMINISTRATIVE SYSTEM IN TANGANYIKA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|--|--|--|
| <ul style="list-style-type: none"> <li>a. understand the reasons why direct rule was applied by the Germans in Tanganyika. (u)</li> <li>b. appreciate the effects of the direct rule system on the peoples of Tanganyika. (s,u)</li> <li>c. evaluate the role played by Lord Cameroon in the colonial administration in Tanganyika. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use internet or library research and find out the factors that led to direct rule in Tanganyika.</li> <li>• Task learners to write reasons why it was used by the Germans.</li> <li>• Organise learners into groups to research about the effects of direct rule on the country.</li> <li>• Arrange the class into a role-play a scene that dramatises the failure of this colonial system.</li> <li>• Learners to read biographical material about Lord Cameroon in Tanganyika, and evaluate his influence in discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Read written product to assess understanding of the reasons for direct rule.</li> <li>• Assess their creativity in a dramatic scene about the failure of direct rule.</li> <li>• Listen to and note their analysis of Lord Cameroon's influence.</li> </ul> |

## SENIOR 2

## Theme 5: The colonial economy in East Africa

## TOPIC: BACKGROUND TO COLONIAL ECONOMY

10 PERIODS

**Competency:** The learner understands and think critically about the advantages and disadvantages of the colonial economy, and the attempts at political/economic union of East Africa.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| a. understand economic conditions before and after the introduction of a colonial economy. (u)<br>b. know the features of colonial economy in East Africa.<br>c. Appreciate the impact of colonial economy in East Africa. (v,u) | <ul style="list-style-type: none"> <li>Guide learners to use internet and/or library research to compare the situation in East Africa before and after a colonial economy was established.</li> <li>Guide learners to discuss the features of colonial economy in East Africa.</li> <li>With regard to the colonial economy, debate the motion: 'Autonomy is of greater value than any economic advantage, no matter what the circumstances.'</li> </ul> | <ul style="list-style-type: none"> <li>Converse with learners to establish whether they know the pre and post colonial economic situations in East Africa.</li> <li>Note their critical thinking and analysis in a debate.</li> </ul> |

## SENIOR 2

## Theme 5: The colonial economy in East Africa

## TOPIC: AGRICULTURAL DEVELOPMENTS IN COLONIAL ECONOMY

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| a. understand the reasons why the colonial administration encouraged both peasant and plantation farming. (v,u)<br>b. Know the problems and benefits of agriculture in the colonial economy of East Africa. (v,k)<br>c. Evaluate an East Africa without the foundation laid by the colonial economy. (s,u) | <ul style="list-style-type: none"> <li>In groups, learners engage in guided discussion about the reasons why the colonial administration encouraged both peasant and plantation farming, speculating as to whether or not this was best for East Africans.</li> <li>Learners use ICT or library research to find out the nature of colonial agriculture and write a report.</li> <li>Read articles that link the colonial economy to the present. Learners to Learners in a debate imagine how East Africa would be different today if the colonial economy had not happened in a</li> </ul> | <ul style="list-style-type: none"> <li>Observe learners in a discussion on the differences about the peasant and the plantation agriculture in colonial economy of East Africa.</li> <li>Converse with learners and establish their ability to outline the characteristics of colonial agriculture.</li> <li>Assess the written piece of work to establish the creativity on the suggestion about how East Africa would have been if colonialism had not happened.</li> </ul> |

## SENIOR 2

## Theme 5: The colonial economy in East Africa

### TOPIC: INDUSTRIAL DEVELOPMENTS EAST AFRICA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. understand why industries were established in colonial East Africa.(v,u)</li> <li>b. Understand differences between the agricultural and industrial economies. (s,k,u)</li> <li>c. Appreciate the impact of colonial economy in East Africa. (s, k)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in reading about and discussing the circumstances that led to the establishment of different industries in East Africa.</li> <li>• Involve learners in a discussion about the challenges faced by whites in the colonial economy.</li> <li>• Perform a debate about the results of colonial economy in East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess their understanding of industrial developments compared to agricultural ones in conversation.</li> <li>• Observe their critical thinking about the effects of industrialisation in their debate.</li> </ul> |

## SENIOR 2

## Theme 5: The colonial economy in East Africa

### TOPIC: SOCIAL DEVELOPMENTS

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the health and social problems that were faced during colonial economy period. (k,u)</li> <li>b. Appreciate the effects of the colonial health centres on the people of East Africa. (k,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use internet or library research to learn about the health and social problems of the colonial period, and the objectives of the East African health centres that were established.</li> <li>• Discuss the changing role of these health centres over time, and what they have contributed to healthcare today.</li> </ul> | <ul style="list-style-type: none"> <li>• Converse with learners about their research, and during discussion, to assess their understanding and analysis.</li> </ul> |

**SENIOR 2****Theme 5: The colonial economy in East Africa****TOPIC: POLITICAL DEVELOPMENTS IN EAST AFRICA**

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| a. Understand the motives for the formation of movement for a 'Closer Union' of East Africa. (k,u)<br>b. Analyse the benefits of the East African Common Services Organisation in 1948. (k,u)<br>c. Know the achievements and failures of the East African Common Services Organisation. (s,u) | <ul style="list-style-type: none"> <li>Learners participate in a guided discussion about the proposed 'Closer Union' to know its aims and objectives, and why it failed.</li> <li>Task learners to read about the East African Common Services Organisation of 1948 and assess how it proposed to benefit the region.</li> <li>Divide the class into Groups to discuss the successes and the failures of African Common Services the East African Common Services Organisation.</li> <li>Hold debates on whether or not the EACSO was fit for purpose.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to learners' discussions to assess their understanding/ analysis of movements for East African unity.</li> <li>Observe their debate for their critical thinking about the effectiveness of the EACSO.</li> </ul> |

**SENIOR 2****Theme 6: Trade systems in West Africa****TOPIC: TRANS-SAHARAN TRADE :  
ORIGIN AND ORGANISATION OF THE TRADE****14 PERIODS**

**Competency:** Learners should understand and evaluate the growth and decline of the Trans-Saharan and Triangular trade in West Africa history.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| a. know the origin, organisation, traded goods, routes and timeline of trans-Saharan trade. (v,k,u)<br>b. appreciate impact of organization of Trans-Saharan trade.. (u,v) | <ul style="list-style-type: none"> <li>Guide learners in their use of the internet or library research to discover the origins, organisation, items of trade, and countries involved in trans-Saharan trade over time.</li> <li>Draw a sketch map of West Africa showing the routes of Trans-Saharan trade.</li> <li>Involve learners in a debate about the impact of Trans-Saharan trade and summarise key issues on the trade and slavery.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' background knowledge gained from research through conversation.</li> <li>Note their ability to imagine different times and ideas in an ethical debate about slavery.</li> </ul> |

## SENIOR 2

## Theme 6: Trade systems in West Africa

### TOPIC: REASONS FOR ITS GROWTH, EXPANSION AND LATER DECLINE

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|--|--|--|
| <ul style="list-style-type: none"> <li>a. Understand the reasons for growth and expansion of Trans-Saharan trade .Analyse the problems encountered during the trans- Saharan trade.(v,u)</li> <li>b. Evaluate the reasons why the Trans-Saharan trade declined (v,u)</li> <li>c. Understand the impact of Trans-Saharan trade in West Africa. (v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use ICT or library research and find out the reasons for the growth, and development of this trade and present to class.</li> <li>• In a guided discussion let learners establish the challenges of Trans-Saharan trade in West Africa.</li> <li>• Organise learners to dramatise on the effects of Trans Saharan trade in West Africa.</li> <li>• Organise learners in a discovery session to brainstorm on the factors that led to decline of Trans-Saharan trade.</li> <li>• Let learners evaluate their contributions on factors in the light of historical fact, with the most successful groups having the most correct predictions.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess their creativity when imagining the life of a trader.</li> <li>• Observe their ability to analyse current knowledge to predict the future of the trade.</li> </ul> |

## SENIOR 2

## Theme 6: Trade systems in West Africa

### TOPIC: THE TRIANGULAR TRADE IN WEST AFRICA THE ORIGIN AND THE BACKGROUND OF TRIANGULAR TRADE

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. Know the background to the Triangular Trade. (k)</li> <li>b. Evaluate the reasons for growth and expansion of this trade. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• In groups, learners take different aspects of Triangular Trade research: origins, trade routes goods traded, timeline, key events, etc., and compile the results into a report to give the class.</li> <li>• Guide the learners in discussion about the reasons for the trade's growth, and its impact on West Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe background research presentations for clarity of communication and identification of key facts.</li> <li>• Assess in conversation their understanding of the reasons for growth of the trade.</li> </ul> |

**SENIOR 2****Theme 6: Trade systems in West Africa****TOPIC: ORGANISATION OF TRIANGULAR TRADE**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|---|---|
| a. Understand the organisation of Triangular Trade. (v,u)<br>b. Understand the methods used in transportation of slave trade. (k)<br>c. Appreciate the impact of the Slave trade. (s,u) | <ul style="list-style-type: none"> <li>• Guide learners to read extracts about how the trade was organised: the currencies and languages used, the shipping issues, the agreements between countries/key individuals.</li> <li>• Let learner summarise findings by creating a collage to describe Triangular Trade.</li> <li>• Organise learners to read accounts of the transportation of slaves, and role-play a scene about slaves being transported across the Atlantic.</li> <li>• Discuss the impact of triangular trade in the West African states.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners' understanding of their reading in conversation.</li> <li>• Observe their creativity in the portrayal of the slave trade.</li> <li>• Assess their critical thinking and analysis in debating issues related to the trade.</li> </ul> |

**SENIOR 2****Theme 7: The 19th Century Islamic movements in West Africa****TOPIC: THE 19TH CENTURY ISLAMIC MOVEMENTS IN WEST AFRICA****15 PERIODS**

**Competency:** The learner understands the causes and evaluates the effects of the Jihad movements in West Africa.

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|--|--|
| a) Understand the background and the origin of the 19th century jihad movements in West Africa. (v,u)<br>b) Know different jihad movements in West Africa and their timeframes and values. (k)<br>c) analyse and evaluate the impact of the Jihad movements in 19th century West Africa. (s, u) | <ul style="list-style-type: none"> <li>• Guide learners to use internet or library research to find out the meaning of the term 'jihad' in 19th century West Africa., Guide learners to discuss the reasons for the jihad movements, when and where they took place, and the key personalities behind them. In guided discussion and discovery , consider the role of Islam in these resistance movements.</li> <li>• Guide learner's conduct further research in order to assess the positive and negative impact of these movements socially, politically and economically, and write summaries of their opinions on their effectiveness in achieving their aims.</li> <li>• Debate the use of religion as a tool against colonial rule and agree as a class on key aspects of the use of religion in this way.</li> </ul> | <ul style="list-style-type: none"> <li>• In conversation, let learners emulate key aspects in a Jihads movement in</li> <li>• Observe learners' ability to analyse the role of religion in the Jihads movements, of 19th Century of West Africa.</li> <li>• In a conversation, listen to learners evaluate the effectiveness of Jihads movements West Africa.</li> </ul> |

## SENIOR 2

## Theme 8: National movements and struggles for independence in West Africa

### TOPIC: BACKGROUND TO INDEPENDENCE IN WEST AFRICA

15 PERIODS

**Competency:** The learner understands the causes and consequences of the independence movements, and be able to compare and contrast them.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. Understand the reasons for the rise of African nationalism and the movements for independence. (u)</li> <li>b. Know the key personalities who led the East African Struggle for the independence.</li> <li>c. Know the key events in the struggle for independence of East African states. (k)</li> </ul> | <ul style="list-style-type: none"> <li>a. Understand the reasons for the rise of African nationalism and the movements for independence. (u)</li> <li>b. Know the key personalities who led the East African Struggle for the independence.</li> <li>c. know the key events in the struggle for independence of East African states. (k)</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners discuss the key aspects for the rise of African Nationalism.</li> <li>• Converse with learners on the key personalities who led the West African struggle for the independence</li> <li>• Assess the learners summaries to establish the presence of key steps taken by West African countries towards attainment of the independence</li> </ul> |

## SENIOR 2

## Theme 8: National movements and struggles for independence in West Africa

### TOPIC: GHANA'S STRUGGLE FOR THE INDEPENDENCE

**Competency:** The learner understands the causes and consequences of the independence movements, and be able to compare and contrast them.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the events, and roles played by various political parties and personalities in Ghana's struggle for independence. (u)</li> <li>b. Appreciate Ghana's contribution to the overall struggle for African independence. (v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use ICT or library to carry out a research Ghana's road to independence with a view to later contrast it with Uganda.</li> <li>• Supervise learners to organize their findings into colonial conditions, and independence figures and parties (e.g., Dr Nkwame Nkrumah, the CPP), and events leading to independence.</li> <li>• In discussion, learners form opinions on Ghana's contribution to Africa's general struggle for independence and document their findings in their journals.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the learners' ability to analyse research content in order to separate it into pre-defined categories on the role played by political parties and personalities in Ghana's struggle..</li> <li>• Engage in their discussion to assess their ability to think critically.</li> </ul> |



**SENIOR 2****Theme 8: National movements and struggles for independence in West Africa****TOPIC: NIGERIA'S STRUGGLE FOR THE INDEPENDENCE**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|--|--|
| a. understand the events, and the roles played by various political parties and personalities, in Nigeria's struggle for independence. (u)<br>b. Appreciate the independence movements of Nigeria and Uganda. | <ul style="list-style-type: none"> <li>Guide learners to conduct research on Nigeria's struggle for independence. And recognise the, key independence figures and their political parties (e.g., Nnandi Azikiwe, the NCNC), and events leading to independence.</li> <li>Guide learners in groups to compile their findings about the independence movements of Nigeria and Uganda, present their similarities and differences.</li> <li>Let learners summarise the key issues discussed in their study journals.</li> </ul> | <ul style="list-style-type: none"> <li>Assess the learners' ability to analyse research content in order to separate it into pre-defined categories.</li> <li>Observe learners' discussing about Nigerias struggle for the independence highlighting the key issues on the road to Nigerian independence.</li> </ul> |

**SENIOR 2****Theme 9: Regional groups in West Africa: the Economic Organisation of West African States (ECOWAS)****TOPIC: ORIGIN AND BACKGROUND OF ECOWAS****8 PERIODS**

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

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|--|---|--|
| a. Know the origin and membership of ECOWAS. (k)<br>b. Understand the aims and objectives of ECOWAS. (u)<br>c. Analyse the factors that led to establishment of ECOWAS (v,k,s) | <ul style="list-style-type: none"> <li>Guide learners to use internet or library research to discover the origins and members of ECOWAS.</li> <li>Learners read extracts from the original Treaty of Lagos, and its revised 1993 version, and summarise ECOWAS's aims and objectives in own words.</li> <li>Learners discuss why ECOWAS was established, and consider its advantages and disadvantages to its members.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners understanding of the background, aims and objectives of ECOWAS in conversation and written summaries.</li> <li>Observe their ability to analyse the benefits of ECOWAS to its members.</li> </ul> |

## SENIOR 2

### Theme 9: Regional groups in West Africa: the Economic Organisation of West African States (ECOWAS)

#### TOPIC: ACHIEVEMENTS AND FAILURES OF ECOWAS, AND THE WAY FORWARD

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

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| a. Understand the successes of ECOWAS since 1993.<br>b. Know the failures of ECOWAS in West Africa. | Guide learners in discussing key events where ECOWAS was involved, in order to know the benefits of their intervention. <ul style="list-style-type: none"> <li>Learners to read news reports and articles to evaluate the achievements and failures of ECOWAS in an essay.</li> <li>In a discussion guide learners to suggest solutions to the problems faced by ECOWAS that would enable the organisation to contribute more to African development.</li> </ul> | Assess learners' ability to evaluate ECOWAS's performance in discussion and in a written essay. <ul style="list-style-type: none"> <li>Observe their arguments in a debate to assess their problem- solving skills.</li> </ul> |

## SENIOR 3

### Theme 1: The Uganda railway

#### TOPIC: BACKGROUND, REASONS, PROBLEMS FACED AND THE RESULTS 10 PERIODS

**Competency:** The learner understands and evaluates the original plans and final outcome of the Uganda railway.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|--|--|--|
| a. understand the justification for construction of the Uganda railway and the obstacles encountered in building it. (u)<br>b. know the regions and major towns served by the Uganda railway. (k)<br>d. Appreciate the impact of Uganda Railway in the development of East Africa. (k,u) | <ul style="list-style-type: none"> <li>Guide learners to read articles and extracts the aims of the railway, and the difficulties of its construction, and share interesting stories in groups.</li> <li>Learners draw a sketch map of the Uganda railway routes, according to their timelines including the key railway town stations.</li> <li>Learners carry out a debate to establish who benefited most between East Africans and the British with the construction of the Uganda Railway.</li> <li>Guide learners in the discussion about the effects for the construction of Uganda Railway in 1896.</li> <li>Discuss the reasons for the decline of Uganda Railway business in East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>Observe learners as they share stories about the background and the challenges met in the construction of Uganda railway.</li> <li>Note their skill of drawing a map and marking the key historical features on it.</li> <li>Assess their analysis of the effects of Uganda Railway in East Africa.</li> <li>Converse with learners and establish their ability to mention the reasons for the decline of Uganda Railway in East Africa.</li> </ul> |

**SENIOR 3****Theme 2: Devonshire white paper of 1923 in Kenya****TOPIC: THE DEVONSHIRE WHITE PAPER****8 PERIODS**

**Competency:** The learner understands the events that led to the signing of the Devonshire White Paper of 1923, and its main terms, and analyse its contribution to attainment of independence of Kenya.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| a. understand the background to the Devonshire White Paper of 1923. (u)<br>b. analyse the terms of the White Paper. (k,u).<br>c. understand the impact of Devonshire White Paper in the struggle for independence in Kenya. (v,u) | <ul style="list-style-type: none"> <li>• Guide learners to use the internet or library research and find out the events that led to the signing of Devonshire White Paper of 1923.</li> <li>• Learners identify the parties that were involved in the signing of the Devonshire white paper of 1923.</li> <li>• Let learners read the White Paper and summarise the main terms and how they applied to:               <ul style="list-style-type: none"> <li>• Africans</li> <li>• Asians</li> <li>• British</li> </ul> </li> <li>• In groups learners analyse the fairness of these terms, and show how they aided the rise to African nationalism in Kenya.</li> <li>• Guide learners to read articles and extracts on the aftermath of the White Paper, and take notes on the part it played in the eventual independence of Kenya, and assess its overall impact on parties involved.</li> </ul> | <ul style="list-style-type: none"> <li>• In a conversation, assess learners knowledge and understanding of the background and terms of the 1923 Devonshire White Paper</li> <li>• Observe their discussions and note their evaluation of the Paper in terms of its fairness and importance in promoting nationalism.</li> <li>• Task learners to write a paper about the reasons for the decline of Uganda Railway business in East Africa.</li> </ul> |

## SENIOR 3

## Theme 3: World War II in East Africa, 1939-1945

### TOPIC: WORLD WAR II IN EAST AFRICA, 1939-1945

10 PERIODS

**Competency:** The learner evaluates and analyses the impact of World War II on East Africa.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. understand the background of World War II. (u)</li> <li>b. understand the reasons for East Africa's involvement in world war II.</li> <li>c. Know the East African leaders who were involved world war II. (u)</li> <li>d. Analyse the role of East Africa world war II. (u)</li> <li>e. Appreciate the impact of world war II towards the rise of independence in the East African states. (v,k,u).</li> </ul> | <ul style="list-style-type: none"> <li>• Learners watch a documentary, or read extracts, about the events that led to WWII, and afterwards be able to identify the world powers that were involved, and why war broke out.</li> <li>• Learners research on how East Africa became involved in WWII, and summarise the role its leaders took.</li> <li>• In groups, organize learners to discuss and analyse the part East Africa had to play in the war, looking at both internal and external factors. Was participation inevitable?</li> <li>• Read articles/watch a documentary about the course of WWII, and create a summary in the form of a timeline of key events.</li> <li>• Learners to be guided in a discussion where they analyse and evaluate the effects of the WW II on East Africa socially, politically and economically, and how it contributed to independence.</li> </ul> | <ul style="list-style-type: none"> <li>• In a class discussion, assess the understanding of learners about the causes for the outbreak, course and aftermath of WWII,</li> <li>• Assess their ability to evaluate East Africa's role in WWII, and the war's effect on the region.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

## TOPIC: SYSTEM OF GOVERNMENT

26 PERIODS

**Competency:** The learner understands and analyses the structures, roles, principles and issues related to parliament, the constitution, the judiciary, citizenship, political parties, elections and the media as they relate to democratic government.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. know the main differences between a country, nation, state and government. (k)</li> <li>b. understand and show the structure of the Uganda government, with its three arms. (vk,s)</li> <li>c. Analyse the best structure for a good government.(s,u)</li> <li>d. Understand other systems of government in East Africa. (u)</li> <li>e. Compare the Ugandan system of government with a system of government in Nigeria.</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use a dictionary or ICT and differentiate between the words country, nation, state and government.</li> <li>• Let learners research about the structure of the Ugandan government, and draw an organisational tree, labelling the three main arms and describing their functions.</li> <li>• In a short essay, evaluate the structure of Uganda government. Ugandan government and suggest changes or improvements that would benefit citizens.</li> <li>• Guide learners to in a discuss about other systems of government in East Africa since independence, and by creating a comparative table, note similarities and differences.</li> <li>• Learners to research another country's system of government to contrast with Uganda: Ghana, the USA or China, and prepare an oral presentation that identifies similarities and differences, and concludes by pointing out what each country could learn from the other.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners in a discussion on the differences between the symbols of Uganda government.</li> <li>• Assess learners' knowledge and understanding as they define the key terms and draw the structure of the Ugandan government.</li> <li>• Observe learners drawing the structure for the government of Uganda.</li> <li>• Listen to their conversation about other types of East African government for their evaluation of other systems.</li> <li>• In their oral presentations, assess their critical thinking and communication skills about the best choice of government.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

### TOPIC: THE NATIONAL CONSTITUTION IN UGANDA

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|---|--|---|
| <ul style="list-style-type: none"> <li>a. understand the importance of the national constitution, national symbols, and values as given in the constitution. (v,k,s)</li> <li>b. understand the duties and the responsibilities of a citizen according to the constitution. (v,s,u)</li> <li>c. appreciate the role of the police, prisons and the army. (u,v)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use internet or library research and find out about the Ugandan constitution and its values, to identify the key national symbols: the national anthem, coat of arms, national emblems, and national flag.</li> <li>• Let learners create a classroom display of the main constitutional values and national symbols.</li> <li>• Guide learners in a discussion on the constitutional rights, duties and responsibilities of a citizen, in which they discuss current or past events where these rights and duties have been challenged.</li> <li>• Invite a government official to speak to the class about the differing roles of the police, prisons and army. Learners to prepare thoroughly in order to be able to engage in a question and answer session with the visitor, writing up what they have learned.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners' understanding and presentation skills in the display of values and symbols.</li> <li>• Observe their understanding of citizenship in discussion and analysis of real events.</li> <li>• Note their communication skills as they converse and interact with a government visitor.</li> </ul> |

**SENIOR 3****Theme 4: Our systems of government****TOPIC: POLITICAL PARTIES IN UGANDA**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|--|---|--|
| a. understand what a political party is and the role of parties in governance. (v,u)<br>b. Identify the challenges faced by political parties in East Africa (k, u). | <ul style="list-style-type: none"> <li>Learners' brainstorm the names of Ugandan and other East African political parties, and discuss their general role in governing a country.</li> <li>In groups, each member choose a different political party and research its leader and objectives and report back.</li> <li>Design a poster to promote the ideas of an imaginary political party representing policies the learner believes in.</li> <li>Read news articles about the challenges faced by East African political parties and share the stories verbally in groups.</li> </ul> | <ul style="list-style-type: none"> <li>In a conversation, assess learners understanding of the role of a political party, and the challenges faced by those in East Africa.</li> <li>Observe their creativity and understanding of political parties in their poster.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

### TOPIC: ELECTIONS

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the reasons for participating in elections of your own country(u)</li> <li>b. Evaluate why should one vote or be voted to power.(u)</li> <li>c. know the process for elections in Uganda (k).</li> <li>d. appreciate the advantages of being able to choose leaders in a fair and peaceful manner. (u, v)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners to use ICT and establish the reasons for individual participation in national elections.</li> <li>• Guide learners to carry out a research and draw a flow chart to describe the procedure for conducting local and national government elections.</li> <li>• Learners take part in a mock election within the school following the pattern of the Uganda constitution.</li> <li>• Display a copy of a ballot paper to learners and show how this is filled in and casted.</li> <li>• Learners to discuss the strengths and the weaknesses of the election process in Uganda.</li> <li>• Conduct imaginary Mock elections to be held for a school or class following the pattern of the Uganda Constitution. Candidates and their teams to prepare a manifesto, campaign publicity and speeches, followed by voting.</li> <li>• Learners find news stories about elections that were perceived to be unfair for discussion. How could the unfairness have been avoided? What is gained by being able to choose one's leaders without any pressure?</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners in a discussion and assess learners' understanding and evaluation of the Ugandan election process.</li> <li>• Observe mock elections in a school setting and assess the understanding and creativity of learners in participating in election process.</li> <li>• Assess their depth of analysis of an unfair election, and the advantages of free and fair elections.</li> </ul> |



## SENIOR 3

## Theme 4: Our systems of government

## TOPIC: THE FORMS OF MEDIA IN UGANDA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Understand what is entailed in media of Uganda.</li> <li>b. know the main forms of media we have in Uganda. (k)</li> <li>c. understand the advantages and the disadvantages of using certain type of media. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to brainstorm on all forms of media sources in Uganda, and compare and contrast them for how popular and effective they are at delivering information and entertainment, including those used in national governance and development.</li> <li>• Learners debate the role of different media with regard to strengths, weaknesses and their future in the 21st century and beyond.</li> <li>• Learners role-play on the discussion of a controversial topic on a phone-in radio or TV show, with the class commenting on how fairly or unfairly the issue was presented by the host.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners' communication skills and knowledge in the brainstorming session about the forms of media..</li> <li>• Observe learners debating on the best form of media for delivering the government information and communication.</li> <li>• In role play, observe the learners pointing out the challenges facing the media industry in Uganda and show their creativity and analysis of bias.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

## TOPIC: CITIZENSHIP

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. Understand the need for citizens to be honest, and respectful of the rights and freedoms of others. (v,u)</li> <li>b. Analyse the reasons for paying taxes in Uganda. (u)</li> <li>c. know how to use persuasive language to involve others in national and civil elections in Uganda. (s,u, v).</li> </ul> | <ul style="list-style-type: none"> <li>• In groups, learners discuss a country in which honesty and respect for others rights and freedoms are not practised, and imagine the consequences.</li> <li>• Find a news story about the rights of citizens particularly the vulnerable based anywhere in the world, and dramatise it for the class.</li> <li>• Using national symbols, design a poster encouraging citizens to be honest in their dealings, and to respect each other.</li> <li>• Learners brainstorm on the reasons why citizens must pay taxes, and what tax revenue is used for.</li> <li>• Individuals to write a letter to a friend who refuses to vote, convincing them why it is so important.</li> </ul> | <ul style="list-style-type: none"> <li>• In their discussions, assess learners understanding of the values of a good citizen, and their knowledge of why taxes should be paid.</li> <li>• In role play, assess their ability to imagine how it would feel to have rights taken away.</li> <li>• In their poster, and their letter to a friend, observe their creativity and use of persuasive language.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

### TOPIC: THE PARLIAMENT OF UGANDA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. Know what a parliament is and the history of parliaments. (k)</li> <li>b. Understand the structure of the Ugandan parliament, and the roles of the people and bodies within it. (u)</li> <li>c. Analyse the key challenges faced by the current parliament of Uganda. (u)</li> </ul> | <ul style="list-style-type: none"> <li>• In groups, learners investigate what a parliament is, consider the history of this type of government, and report back to the class.</li> <li>• Learners listen to a talk by a government official about how the Ugandan parliament works, and ask questions in order to understand the work of the speaker and other leading figures, committees, commissioners and the cabinet.</li> <li>• Learners read news articles to identify and discuss the challenges currently facing the Ugandan parliament.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to the group reports and assess their understanding and knowledge of Parliament and the history of parliaments in Uganda.</li> <li>• Observe their interactions with the guest speaker for their communication skills and critical thinking about what they have heard.</li> <li>• Listen to their discussion of news articles to assess their analysis of current challenges.</li> </ul> |

## SENIOR 3

## Theme 4: Our systems of government

### TOPIC: STRUCTURE OF THE JUDICIARY

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. know the five levels of local courts at LC1-LC5, and understand their functions. (k,u)</li> <li>b. understand the various court levels in Uganda, and their relative strengths and weaknesses. (v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to visit the local Courts, observe their work, and have their questions answered by an official.</li> <li>• Invite a court assessor to give a talk on how court cases are conducted and summarise key issues in their journals.</li> <li>• In groups, learners investigate the remit of the Magistrate courts, the High court, Court of Appeal and the Supreme Court, and the people who officiate in them. Groups to draw up a comparison table.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners' ability to ask pertinent and insightful questions at the local courts.</li> <li>• Listen to groups discussions to assess their analysis of strengths and weaknesses.</li> </ul> |

**SENIOR 3****Theme 4: Our systems of government****TOPIC: CORRUPTION**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>a. know the meaning of the word 'corruption' and understand its causes in Uganda. (v,k,u).</li> <li>b. evaluate the impact of corruption on Uganda. (k,u)</li> </ul> | <ul style="list-style-type: none"> <li>• After looking up the definition of corruption, learners to find examples of it in their community in local news stories.</li> <li>• In groups learners brainstorm on all the forms of corruption they can think of, its causes, and how it could be stopped. Solutions to be presented to the class for further discussion.</li> <li>• Learners investigate the cost of corruption to the Ugandan economy, and how government and the police are combating it, debate if the correct measures are being taken.</li> <li>• Learners to write and illustrate a poster or cartoon, or write a radio public service advertisement, warning people of the effects of corruption to the country.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe their discussion of corruption for knowledge, understanding and problem-solving skills.</li> <li>• In debate, look for communication skills and use of statistics as evidence for their opinions.</li> <li>• In their poster, cartoon or radio advert, assess their creativity and persuasiveness.</li> </ul> |

## SENIOR 3

## Theme 5: Human rights

### TOPIC: HUMAN RIGHTS

16 PERIODS

**Competency:** Learners understand the rule of law and basic human rights, and their importance to a peaceful society and their own lives; and be able to evaluate the benefits of the United Nations Universal Declaration of Human Rights.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the concept of human rights, the rule of law and civil society. (k)</li> <li>b. Understand the role of Civil Society Organisations (CSO's) in promoting and protecting human rights. (u)</li> <li>c. Know various ways of violating human rights and how they can be avoided. (v,u,s)</li> <li>d. appreciate the need to respect human rights and the rule of law in order to maintain a peaceful society (v,u)</li> <li>e. Appreciate the benefits to the people of Uganda in the government following the Universal Declaration of Human Rights. (k,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners are guided in defining the human rights and the key terms used.</li> <li>• In groups guide learners to brainstorm on all the human rights they can think about in the categories of: civil, social, political, economic and cultural, and give examples of how these rights affect their own lives.</li> <li>• Learners research on five CSO's that promote human rights in Uganda, and report to the class about one that interests them.</li> <li>• Learners read a historical account of a time when human rights were violated, summarise the causes and effects, and suggest ways the injustice could have been avoided in a essay.</li> <li>• Learners discuss in groups what their own community would be like without a respect for human rights or the rule of law, and draw conclusions about the basic requirements for a peaceful society.</li> <li>• Learners read the Universal Declaration of Human Rights, and know the role of the United Nations in promoting it. Groups to discuss their reactions to the Declaration, compare it with the human rights granted by the Ugandan constitution, and debate the advantages or disadvantages of Uganda's adoption of the full Declaration.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to the discussion to determine learners' background knowledge and understanding of human rights and key terms used.</li> <li>• Assess their problem- solving skills in their essay about how human rights abuses could have been prevented.</li> <li>• Look for their creative exploration of life without human rights and the law.</li> <li>• Listen to their debate about adopting the Declaration, and note learners' analysis of the pros and cons.</li> </ul> |

**SENIOR 3****Theme 6: The Uganda Crisis of 1967****TOPIC: THE UGANDA CRISIS OF 1967****12 PERIODS**

**Competency:** The learner understands the factors that led to the Uganda Crisis of 1967, and be able to analyse how the situation was handled and its lasting effects on the country.

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|--|---|--|
| a. Understand the political situation that led to the 1967 Uganda Crisis. (u)<br>b. Evaluate the key events that characterised the 1967 Crisis. (s,u)<br>c. analyse the impact of the crisis on peace and development in Uganda. (v,u,s) | <ul style="list-style-type: none"> <li>• Guide learners in a discussion on the issues facing Uganda, and how these were being handled by its leaders, from 1962 to 1966.</li> <li>• Learners carry out Internet and library research into the events of the 1967 Crisis and g role-play key scenes in groups.</li> <li>• Learners read analysis of how leaders handled the crisis, and its immediate and long-term effects, and prepare an oral presentation to the class of their own conclusions using notes.</li> <li>• Guide learners in a comparison of the Crisis of 1967 to the civil war Uganda faced from 1980- 1986.</li> </ul> | <ul style="list-style-type: none"> <li>• In role play, assess creativity and understanding of the dynamics of the crisis.</li> <li>• In their oral presentations, look for good communication skills and analysis of the effects of the crisis.</li> </ul> |

## SENIOR 3

## Theme 7: Leadership of Idi Amin Dada in Uganda

### TOPIC: AMIN'S EARLY LIFE AND RISE TO POWER

14 PERIODS

**Competency:** Learners understand Amin's rise to power, and evaluate the strengths and weaknesses of his regime.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. understand Amin's early life and political situation that led him to power.(u,k)</li> <li>b. Assess the achievements of Idi Amin.(k,u)</li> <li>c. Know the factors that led to downfall of Idi Amin.(k,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to watch a documentary or read biographical extracts to find out about Amin's early life and political career, and take notes.</li> <li>• Instruct the learners to use the library and other sources to gain background for a creative presentation about Idi Amin's rise to power, that might include pictures, music, videos and role play.</li> <li>• Learners form opinions in a discussion about factors in the early life and career of Idi Amin that led to his later style of leadership. Produce a profile in pairs to describe Amin.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners' presentations of Amin's rise to power to assess their creativity and understanding of events.</li> <li>• Assess their ability to think critically in discussions about how and why Amin's career developed as it did.</li> </ul> |

## SENIOR 3

## Theme 7: Leadership of Idi Amin Dada in Uganda

### TOPIC: ACHIEVEMENTS AND WEAKNESSES OF AMIN'S REGIME

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|---|--|---|
| <ul style="list-style-type: none"> <li>a) Evaluate the salient achievements and failures of Amin's regime, including his expulsion of Asians. (u)</li> <li>b) Analyse the factors that led to downfall of Idi Amin. (v,u)</li> <li>c) Understand the causes and the effects of 1978-79 UNLF/UNLA Liberation War in Uganda. (v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Read extracts and watch film clips on Amin's regime in order to create a table of achievements and weaknesses.</li> <li>• Choose a controversial aspect of the Amin regime – e.g., the expulsion of Asians and debate it from both sides.</li> <li>• Learners read newspaper reports and other media coverage of Amin by other countries and summarise the views of outsiders about the regime.</li> <li>• Learners research on the factors that led to Amin's downfall, including the Liberation War, and arrange them in order of most to least important.</li> </ul> | <ul style="list-style-type: none"> <li>• In written product (tables, summaries, ordered lists) look for learners' ability to evaluate the pros and cons of the regime, and understand the views of other countries at the time.</li> <li>• In a debate, look for learners' ability to analyse a controversial issue from both sides.</li> </ul> |

## SENIOR 3

## Theme 8: The recent issues in East African history

## TOPIC: THE LORD'S RESISTANCE ARMY (LRA) CONFLICT

12 PERIODS

**Competency:** The learner applies critical thinking and analysis to the LRA conflict, the restoration of traditional institutions in Uganda, and recent issues in the rest of the world.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|---|--|---|
| <ul style="list-style-type: none"> <li>a. understand why the LRA was formed and its aims. (u)</li> <li>b. analyse the challenges faced by the NRM government in fighting the LRA. (k)</li> <li>c. Know the methods used by the LRA in their fight against the NRM government. (s,u)</li> <li>d. Know the impact of LRA war in Uganda and other countries. (u)</li> <li>e. Analyse the challenges faced by Uganda in restoring traditional leaders. (s,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners share what they know of the LRA, and make a list of questions that remain to be answered.</li> <li>• Internet or library Learners carry out a library or ICT research to fill in the missing details of their knowledge, including how the LRA was formed, its aims, the countries it operates in, and the challenge it presented to the NRM.</li> <li>• Learners in groups debate the methods, objectives and leadership of the LRA.</li> <li>• Learners read news media accounts of the LRA conflict from a variety of sources, and analyse the differences in their reporting of similar events.</li> <li>• In a guided discussion about the political and economic impact of the conflict in Uganda and other countries, with learners expressing their opinions on the conduct of leaders, and why the conflict took so long to resolve.</li> <li>• Research and write about the aftermath of the conflict, reflecting on how peace was restored, traditional leaders reinstated, and the legal measures taken against the LRA leaders. How could the conflict have been resolved earlier, and what is its legacy?</li> </ul> | <ul style="list-style-type: none"> <li>• Observe their debates to assess the depth of their research, and their ability to analyse the conflict based on evidence and form opinions.</li> <li>• In a conversation about their reading, assess their ability to detect differing points of view/bias in news reports.</li> <li>• In their written product, look for problem-solving skills.</li> </ul> |

## SENIOR 3

## Theme 8: The recent issues in East African history

### TOPIC: THE ROLE OF AFRICAN TRADITIONAL INSTITUTIONS IN SOLVING CONFLICTS IN NORTHERN UGANDA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. understand what a traditional institution is, where and why traditional leaders were restored, as well as other government peace and Infrastructure programmes. (k)</li> <li>b. Understand the contribution of traditional and modern transitional justice mechanisms in restoration of peace in Northern Uganda. (k,u)</li> <li>c. Evaluate the role played by traditional leaders in peace building process of Northern Uganda. (s,k)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners discuss what qualifies as a 'traditional institution', and how they benefit Uganda.</li> <li>• Learners are guided in locating on a map where traditional leaders were restored, and in understanding the reasons for reinstating traditional institutions, as well as establishing the NURP and NUSAF.</li> <li>• Learners investigate how traditional and modern justice mechanisms helped restore peace in 1993.</li> <li>• Learners write a comparison of modern and traditional justice.</li> <li>• Learners debate the advantages and disadvantages of returning traditional institutions in Uganda.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners engage in conversation assess their understanding and appreciation institutions and leaders.</li> <li>• Assess their written product for analysis of different systems of justice.</li> <li>• Listen to their debates for their analysis of the benefits of traditional institutions.</li> </ul> |



**SENIOR 3****Theme 8: The recent issues in East African history****TOPIC: EMERGING HISTORICAL EVENTS IN THE WORLD TODAY**

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY  |
|---|---|---|
| a. understand the background of the Cold War. (u)<br>b. know some of the main events of the Cold War. (k)<br>a. understand the causes and results of the communist revolution in China. (u)<br>b. understand China's growing relationship with Africa. (u)<br>c. understand the history of the development of South Korea | <ul style="list-style-type: none"> <li>Guide learners to come up with research projects: on either the Cold War, or the rise of China as a world economic power.</li> <li>Guide learners to plan an oral presentation based on research notes on their topic.</li> <li>Let learners share the presentations to the class.</li> <li>Using internet let learners find out how South Korea has evolved from a recipient country to a donor state.</li> </ul> | <ul style="list-style-type: none"> <li>Assess their communication skills and analysis of their topic from their oral presentations.</li> <li>Observe whether learner can write an individual story about progress and development of South Korea</li> </ul> |

**SENIOR 4****Theme 1: The East African Community (EAC) and the East African Legislative Assembly (EALA)****TOPIC: THE EAST AFRICAN COMMUNITY (EAC)****15 PERIODS**

**Competency:** Learners understand, analyse and suggest solutions to the challenges of East African co-operation.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY   |
|---|--|--|
| a. Understand the background, structure and objectives of the EAC. (u)<br>b. Evaluate the achievements of EAC. (v,k,u)<br>c. Analyze the reasons for the revival of EAC in 1993(u,k,v).<br>d. Appreciate the value of regional cooperation in East Africa. (s, u) | <ul style="list-style-type: none"> <li>Guide learners to carry out the library research or use the internet to establish what led to the formation of the EAC, its members, aims and structure.</li> <li>Guide learners to locate the countries that belong to the East African Community on a map.</li> <li>Let learners read articles about what the EAC achieved, and the challenges it faced, and discuss whether it was meeting its aims.</li> <li>Guide learners in a discussion about why the EAC collapsed in 1977. Was it worth preserving at that point? How could its problems have been solved? It is from its predecessor.</li> </ul> | <ul style="list-style-type: none"> <li>Assess the learners knowledge and understanding from conversations about their research.</li> <li>Observe their ability to analyse points made in their reading in order to answer key questions.</li> <li>Note their ability analyse and compare the old and revived EAC.</li> </ul> |

## SENIOR 4

## Theme 1: The East African Community (EAC) and the East African Legislative Assembly (EALA)

### TOPIC: THE EALA – EAST AFRICAN LEGISLATIVE ASSEMBLY

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|---|--|---|
| <ul style="list-style-type: none"> <li>a. Understand the background for establishment of EALA. (u)</li> <li>b. Understand the reasons for the formation of EALA by EAC. (u)</li> <li>c. Assess the impact of EALA in East African states. (s,u)</li> <li>d. Understand the challenges facing EALA. (k)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in discussing the political, social and economic factors that contributed to the formation of EALA.</li> <li>• Guide learners to put the desire of East African states for common policies into their own words in writing.</li> <li>• Research the positive and negative effects of the EALA in East African countries, and summarise the challenges it faces in groups.</li> <li>• Involve learners in a discussion to suggest possible remedies to challenges facing EALA.</li> <li>• Suggest solutions to the problems facing EALA. (s,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners written product, to note their understanding of the need for a body like the EALA.</li> <li>• Assess their knowledge and understanding of the challenges the EALA faces.</li> <li>• Listen for their problem-solving skills in suggesting remedies to these challenges.</li> </ul> |

**SENIOR 4**

**Theme 2: Neo-colonialism in East Africa**

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

**15 PERIODS**

**Competency:** Learners analyse and debate the challenges posed by neo-colonialism in East Africa.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. understand the concept of 'neo-colonialism'. (u)</li> <li>b. Analyse the reasons why neo-colonialism continues to thrive in East Africa. (s,u)</li> <li>c. Understand the various manifestations of neo-colonialism in East Africa. (k)</li> <li>d. Propose solutions to the challenges brought to East Africa by Neo-colonialism. (s)</li> <li>f. Appreciate the impact of neo-colonialism to post-independence East Africa. (s,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners use ICT or library research to define term 'neo-colonialism'.</li> <li>• Learners discuss the possible reasons why a country, having achieved independence, would return to a new form of colonialism.</li> <li>• In groups, learners investigate the ways in which neo-colonialism manifests itself in East Africa, who is involved, and its effects, and present their findings to the class.</li> <li>• Discuss the methods used by former colonialists to perpetuate their influence by political, social, economic and military means, and the resistance being offered,</li> <li>• Ask learners to suggest solutions to the challenges of neo-colonialism.</li> <li>• Guide learners in debate about the advantages and disadvantages of neo-colonialism to East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen for learners' understanding of the acceptance of neo-colonialism in discussion.</li> <li>• Look for their creativity in expressing a political point in cartoon form.</li> <li>• Note their problem-solving ability when suggesting answers to the challenges of neo-colonialism.</li> <li>• Look for analysis and critical thinking in debate.</li> </ul> |

## SENIOR 4

## Theme 3: Diplomacy and international relations

### TOPIC: THE ROLE OF AU IN INTERNATIONAL RELATIONS

12 PERIODS

**Competency:** Learners understands the concepts of diplomacy and international relations, and analyse how the Organisation of African Unity (OAU/AU) and the UN have promoted peace and development in Africa.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. understand how diplomacy and international relations are employed by governments, and their value in Africa. (u)</li> <li>b. know the origins, composition and remit of the OAU/AU. (k)</li> <li>c. suggest solutions to the challenges facing the AU. (s,u)</li> <li>d. evaluate the impact of the AU in post-independence Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners to assess a case study of diplomacy and international relations as it has been employed in the past by Uganda, and then discuss their understanding of the terms, and the value of diplomacy to conflict resolution in Africa.</li> <li>• Learners research the reasons for the founding of the OAU/AU, its members, aims, functions and structure.</li> <li>• Guide learners to read articles and news stories about the challenges facing the AU, and summarise them for the class. Discuss possible solutions to these challenges.</li> <li>• Learners role-play a situation in which the Secretary General of the AU is facing a crisis, and imagine how it would be handled.</li> <li>• Guide learners in a review of the effectiveness of the AU in promoting diplomacy and international relations after independence.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen for learners' understanding of the key terms from a case study.</li> <li>• Assess their problem- solving skills in suggesting solutions to AU challenges.</li> <li>• Look for their creativity, and understanding of the role of the AU, in role play.</li> </ul> |

**SENIOR 4**

**Theme 3: Diplomacy and international relations**

**TOPIC: THE ROLE OF THE UN IN DEVELOPMENT**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|--|--|---|
| a. know the essential facts about the history, aims and structure of the UN. (k)<br>b. know the role of United Nations in maintaining world peace and development. (k)   | <ul style="list-style-type: none"> <li>• In groups learners divide their research on the UN into history, its peace role, its structure, leaders and membership, and compile their findings into a creative presentation to the class that includes diagrams and maps.</li> <li>• Learners are guided in a case of history discussion about the UN's role in a particular world crisis, with learners analysing and evaluating the UN's actions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assess group presentation for knowledge, creativity and communication skills.</li> <li>• Listen to their discussion and note their critical thinking about UN actions in a historical situation.</li> </ul>  |
| a. understand the roles and functions of the United Nations and its subsidiary bodies in detail. (u)<br>b. understand the contribution of the United Nations in maintaining peace and development in Uganda. (s,u) | <ul style="list-style-type: none"> <li>• Watch a documentary on the UN in action, both in the field, and its General Assembly and Security Council meetings in New York City.</li> <li>• Guide learners in discussing the subsidiary bodies of the UN and their functions.</li> <li>• Hold a mock UN debate on an international issue using knowledge of how the General Assembly works, with students playing the parts of representatives of various countries. Guide learners to investigate how and when the UN has assisted with the peace and development of Uganda, and discuss the benefits of their interventions; then compare this role and assistance with that of other international organisations that have helped Uganda/East Africa, and discuss similarities and differences.</li> <li>• Guide learners in a brainstorm session to identify the challenges facing the United Nations today, and how they can be overcome.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe the mock UN debate to assess learners' knowledge and understanding of how the General Assembly functions, and their creativity and critical thinking in debate.<br/>Listen to discussions about the role and benefits of the UN and other organisations in East Africa, looking for learners' analysis of similarities and differences.</li> <li>• Look for problem-solving skills in their brainstorm session.</li> </ul> |

## SENIOR 4

## Theme 4: Globalisation and foreign aid

### TOPIC: GLOBALISATION

12 PERIODS

**Competency:** Learners analyse and evaluate the parts played by globalisation and foreign aid in Uganda's development.

| LEARNING OUTCOMES<br>The learner should be able to:   | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|---|---|--|
| <ul style="list-style-type: none"> <li>a. understand the key terms related to globalisation. (u)</li> <li>b. analyse Uganda's imports and exports with other countries. (s)</li> <li>c. Evaluate the advantages and the disadvantages of globalisation in Uganda. (k,s)</li> <li>d. Analyse the impact of globalization in Uganda.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners make a list of all the things they possess, and all those in their classroom and school, which have come from outside East Africa, and list where they have been imported from.</li> <li>• Learners discuss which items would be hard to live without, and the pros and cons of imports to a country.</li> <li>• Learners look at a summary of Uganda's imports and exports and answer questions that require analysis of the statistics.</li> <li>• Learners take part in a guided discussion to understand the terms 'globalisation', 'dependency' and 'interdependency'. Compile a list of key words and phrases to describe each term.</li> <li>• Learners read articles and news extracts about globalisation in a Ugandan context, and the roles of NGOs and CBOs in promoting globalisation, and write about the advantages and disadvantages of globalisation, and its importance to Uganda in the future, citing evidence from the reading.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess learners' understanding of Uganda's dependency on imports from their ownership of imported items.</li> <li>• Note their analytical skills in drawing conclusions from import-export statistics.</li> <li>• Look for their critical thinking and analysis in evaluating globalisation's benefits for Uganda now and in the future.</li> </ul> |

**SENIOR 4****Theme 4: Globalisation and foreign aid****TOPIC: FOREIGN AID**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|--|---|
| a. understand the sources and types of Uganda's foreign aid,<br>b. Evaluate the factors that make Uganda receive foreign aid. (u)<br>c. Analyse the advantages and disadvantages of receiving Foreign Aid (k,s) | <ul style="list-style-type: none"> <li>Learners to consult government figures on how much foreign aid Uganda receives, and where it comes from, and answer questions that allow them to draw conclusions on how dependent the country is on it.</li> <li>Learners conduct research for a debate about foreign aid; e.g., whether or not it has helped the economy, made Uganda more autonomous, or encouraged corruption.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' ability to analyse and draw conclusions from statistics.</li> <li>Observe learners' understanding of the issues surrounding foreign aid, and their critical thinking in defending their point of view in debate.</li> </ul> |

**SENIOR 4****Theme 5: Mineral discovery in South Africa****TOPIC: LIFE IN SOUTH AFRICA BEFORE THE DISCOVERY OF MINERALS 14 PERIODS**

**Competency:** The learner understands and analyses the impact of the 'mineral revolution' on the different peoples in South Africa.

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|--|--|
| a. Understand the situation in South Africa before the discovery of minerals. (u)<br>b. Understand why 'Uitlanders' came to South Africa. (u) | <ul style="list-style-type: none"> <li>Guide learners in a brainstorming session on the economic, social and political situation in South Africa before the discovery of minerals.</li> <li>Guide learners to research on the Afrikaans term 'Uitlanders', and discover their reasons for their coming to South Africa.</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' understanding of the conditions in South Africa before mineral discovery, and the impact of foreigners coming to the country.</li> </ul> |

## SENIOR 4

## Theme 5: Mineral discovery in South Africa

### TOPIC: EFFECTS OF MINERAL DISCOVERY ON SOUTH AFRICA

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES  | SAMPLE ASSESSMENT STRATEGY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>a. know the meaning of the term 'mineral revolution'. (k)</li> <li>b. understand the changes brought about by the discovery of minerals in South Africa. (u)</li> <li>c. Evaluate the problems posed by the exploitation of minerals for different groups of people, South Africa, and Africa generally. (s,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Guide learners in groups to speculation about the meaning of the term 'mineral revolution' in the context of South Africa, and the changes brought about by the discovery of minerals in South Africa.</li> <li>• Let learners on the research on the impact and advantages of the revolution for Boers, Africans and the British.</li> <li>• Guide learners to compare and contrast this between the three groups, evaluating who profited, and who suffered, the most in a written report.</li> <li>• Guide learners to read articles and extracts about the problems posed by mineral exploitation in South Africa, and discuss the impact it had socially, politically and economically there, and also on the rest of Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• In conversation, note learners' understanding of the changes brought about by mineral discovery from their research and discussion.</li> <li>• Assess their writing for its analysis of who benefited most from mineral exploitation.</li> </ul> |

## SENIOR 4

## Theme 6: The apartheid policy in South Africa

### TOPIC: INTRODUCTION TO APARTHEID RULE

10 PERIODS

**Competency:** The learner understands and analyses the objectives of apartheid rule, resistance methods, and factors that led to its end.

| LEARNING OUTCOMES<br>The learner should be able to:  | SUGGESTED LEARNING ACTIVITIES   | SAMPLE ASSESSMENT STRATEGY   |
|--|---|--|
| <ul style="list-style-type: none"> <li>a. Understand the meaning of the term apartheid rule. (u)</li> <li>b. Know the origin of racial segregation in South Africa. (k)</li> <li>c. Know some of the laws that formalised apartheid in South Africa. (k)</li> <li>d. Know areas in South Africa where Bantustan camps were located. (s)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners brainstorm the meaning of 'apartheid' and its effects on native South Africans.</li> <li>• Learners conduct a research on how apartheid came to be established, the laws that enforced it, and the 'Bantustan' or 'homeland' areas that were established.</li> <li>• Learners draw a map of south Africa and shade areas that were occupied by the Bantustan camps.</li> <li>• Learners conduct a role play in which a non-white South African challenges a white government official about apartheid.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe learners background knowledge of the subject in their brainstorming.</li> <li>• Note their creativity and imagination on both sides of apartheid in a role play.</li> </ul> |



**SENIOR 4****Theme 6: The apartheid policy in South Africa****TOPIC: APPLICATION OF APARTHEID POLICY**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:   | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|--|--|---|
| a. Know how the apartheid policy was exercised in the different sectors. (k)<br>(u)<br>b. Analyse the challenges faced by the government of South Africa during the apartheid era. (s,u) | <ul style="list-style-type: none"> <li>Learners to watch a documentary on how apartheid was maintained and enforced.</li> <li>Learners take part in a discussion about the effects of apartheid policy in South Africa.</li> <li>Learners research on the growing challenges of apartheid rule to the South African government. Was the system always going to fail because it was minority rule?</li> </ul> | <ul style="list-style-type: none"> <li>Listen for learners' understanding of the feelings of those living under apartheid.</li> <li>Assess their analysis of the challenges faced the government then.</li> </ul> |

**SENIOR 4****Theme 6: The apartheid policy in South Africa****TOPIC: AFRICAN REACTION TO APARTHEID RULE**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>  |
|---|--|--|
| a. Analyse the strategies used by Africans to fight against apartheid rule. (u)<br>b. Evaluate the steps taken in the struggle to end apartheid. (s,u,v)<br>c. Understand the internal and external factors leading to the liberation of South Africa from apartheid. (u,v) | <ul style="list-style-type: none"> <li>Guide learners to read articles and watch documentaries about the methods used to fight against apartheid rule, and the government responses, and discuss if there might have been other ways of resisting.</li> <li>Individually learners produce a summary of key events during the Apartheid era. Groups organise event summaries chronologically along a timeline.</li> <li>Engage learners in a guided discovery discussion about the internal factors, and external pressure that led to the end of apartheid. What was the turning point?</li> </ul> | <ul style="list-style-type: none"> <li>Assess learners' analysis of resistance methods, and the factors that led to the end of apartheid rule.</li> <li>Check their written summaries for factual and chronological accuracy.</li> </ul> |

**SENIOR 4****Theme 7: Liberation struggles in South Africa  
and the career of Nelson Mandela****TOPIC: BACKGROUND****14 PERIODS****Competency:** Learners evaluate the role of Nelson Mandela and the ANC in the liberation struggle, and assess his lasting legacy.

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>  | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Understand the meaning of the words 'nationalism' and 'liberation' in the light of South African history. (u)</li> <li>b. Know the key parties, leaders and Frontline States in the liberation movements of South Africa. (k)</li> <li>c. Evaluate the factors that led to rise and growth of liberation movements in South Africa. (v,k,u)</li> <li>d. Evaluate the influence of these struggles on the rest of Africa. (s,v,u)</li> </ul> | <ul style="list-style-type: none"> <li>• Learners define the words 'nationalism' and 'liberation', and discuss how they apply to the history of South Africa.</li> <li>• Guide learners in a discussion about the key roles of the African National Congress in the struggle, and the factors that led to its rise and that of other liberation movements.</li> <li>• In a discussion guide learners to evaluate the influence of the rise of South African nationalism and its struggle for independence on the rest of Africa with particular reference to East African countries.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate learners' co-operation in working together in groups to write a research report on Nationalism and liberation of South Africa.</li> <li>• Assess learners' ability to analyse and evaluate the role of ANC, and the influence South Africa's struggles had on the rest of the continent.</li> </ul> |

**SENIOR 4****Theme 7: Liberation struggles in South Africa  
and the career of Nelson Mandela****TOPIC: THE CAREER OF NELSON MANDELA**

| <b>LEARNING OUTCOMES</b><br>The learner should be able to:  | <b>SUGGESTED LEARNING ACTIVITIES</b>   | <b>SAMPLE ASSESSMENT STRATEGY</b>   |
|---|--|---|
| a. understand the role of Nelson Mandela in the liberation of South Africa. (u)<br>b. Evaluate the role of Nelson Mandela with that of Steve Mbiko (u,s).<br>c. Analyse the key events in the career of Nelson Mandela (s,u)<br>d. Appreciate the impact of Nelson Mandela in the world politics. | <ul style="list-style-type: none"> <li>• Watch a documentary/biopic, or read extracts, about Nelson Mandela's role in the Liberation of South Africa, and discuss what was learned.</li> <li>• Learners individually compare Nelson Mandela with another key figure of the time, e.g.:               <ul style="list-style-type: none"> <li>• Albert Lithuli</li> <li>• Steve Biko</li> <li>• Robert Sobukwe</li> <li>• F. W. de Klerk,</li> </ul>               in order to assess the differences in their objectives and styles of leadership in a written piece.             </li> <li>• In groups learners debate a controversial moment in Mandela's career to analyse the pros and cons of his leadership.</li> <li>• Organise the class to brainstorm all things Mandela will be remembered for in Africa, and the rest of the world.</li> </ul> | Mandela's importance to the liberation movement. <ul style="list-style-type: none"> <li>• Read their written pieces to assess their analysis of one leader against another.</li> <li>• In debate, look for learners' ability to think critically about leadership decisions and actions in a historical context.</li> </ul> |

## ASSESSING HISTORY AND POLITICAL EDUCATION

This section should be considered alongside the Assessment Guidelines.

### Assessing the new expectations for learning

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

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k,u,s & a.

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

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

|                      |   |
|----------------------|---|
| <b>Knowledge</b>     | The retention of information  |
| <b>Understanding</b> | Putting knowledge into a framework of meaning – the development of a ‘concept’. |
| <b>Skill</b>         | The ability to perform a physical or mental act or operation                    |

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

### Knowledge

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

### Understanding

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

### Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example a piece of writing, a picture or diagram. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

## Examinations

There will no longer be examinations or tests set at the end of every year. Instead, there will be a summing up of on-going teacher assessments made in the context of learning.

## Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

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

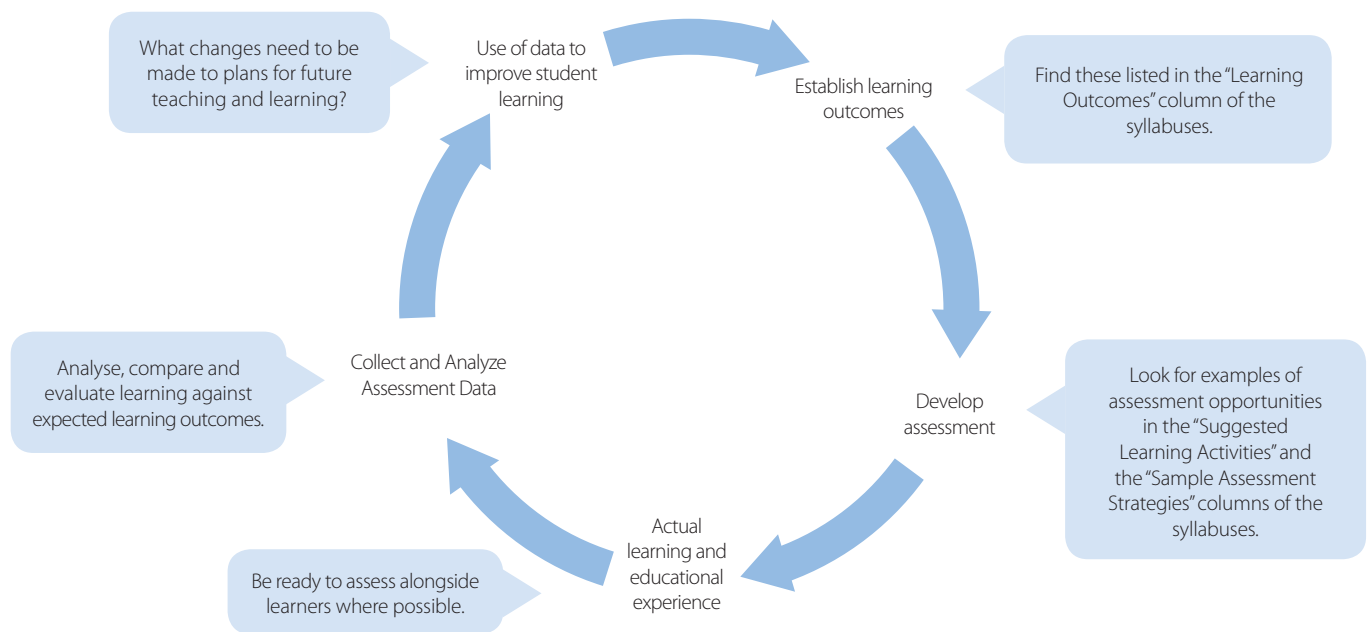
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes has been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



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

## ASSESSING HISTORY AND POLITICAL EDUCATION

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

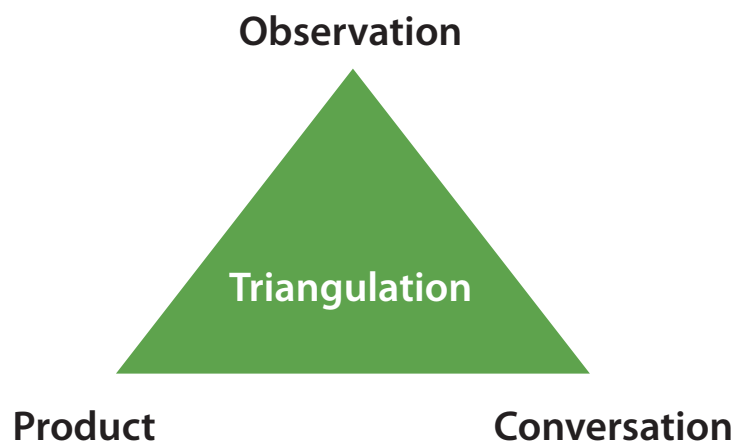
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are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

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

These opportunities occur in three forms and are often called:

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

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



Triangulation of assessment opportunities

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

## Generic Skills

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

## Attitudes

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

## Record keeping

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

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

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

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

Each Sub-Strand is made up of a number of Learning Outcomes. Therefore teachers need to consider all the Learning Outcomes when making an overall judgement about the Sub-Strand as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the Sub-Strand as a whole to be achieved. This will vary with the Learning Area and Topic.

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

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

## ASSESSING HISTORY AND POLITICAL EDUCATION

### There is no need to set a test to find this out.

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

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

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

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

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

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

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

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

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

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

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

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



## Glossary of Key Terms

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



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