THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY
CURRICULUM

HISTORY
SYLLABUS

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

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FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centered approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This History Syllabus focuses on the practical application of humanities knowledge and skills, empowering learners to tackle real-world challenges such as political, social and economic resources, conservation of culture and heritage, digital information, and other areas of application in their communities.

Furthermore, the syllabus promotes the development of higher-order thinking skills, including enquiry, creativity, innovation, decision-making, critical thinking, and problem-solving. It advocates for learner-centred pedagogies that provide hands-on experience while accommodating diverse abilities and learning styles.

As the Minister responsible for Education, I endorse this syllabus as the official document for teaching and learning History at the Advanced Level of secondary education in Uganda.

Hon. Janet Kataaha Museveni
First Lady and Minister of Education & Sports

ACKNOWLEDGEMENTS

Dr Grace K. Baguma
Director
National Curriculum Development Centre

1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

i)   appropriate.
ii)   high-pitched.
iii) overloaded.
iv) covered at Lower Secondary.
v)   obsolete.
vi) repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

1.1. Changes in the Curriculum

The alignment of the A-Level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This History syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

1.2. Classroom-based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in History will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. (See detailed syllabus)

1.3. Learners with Special Educational Needs

The Advanced Secondary Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

Teaching History to Special Needs Education (SNE) learners requires inclusive methods that cater for diverse needs. These teaching and learning methods include multi-sensory teaching, visual aids, simplified storytelling, differentiated tasks and scaffolding. More methods include active engagement through role-play, interactive activities, real-life connections, technology and peer collaboration, repetition and reinforcement, flexible assessments, a calm and structured environment, and individualised learning. Teachers need to be attentive and apply the above methods and many others to cater for the needs of all learners.

1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

The key generic skills include:

1

Critical thinking and problem-solving
i)   Planning and carrying out investigations
ii) Sorting and analysing information
iii) Identifying problems and proposing solutions
iv) Predicting outcomes and making reasoned decisions
v)   Evaluating different solutions

2

Co-operation and Self-Directed Learning
i)   Working effectively in diverse teams
ii) Interacting effectively with others
iii) Taking responsibility for own learning
iv) Working independently with persistence
v)   Managing goals and time

3

Creativity and Innovation
i)   Using imaginations to explore possibilities
ii) Working with others to generate ideas
iii) Suggesting and developing new solutions
iv) Experimenting with innovative alternatives
v)   Looking for patterns and making generalisation

4

Communication
i)   Listening attentively and with comprehension
ii) Talking confidently and explaining ideas/opinions clearly
iii) Reading accurately and fluently
iv) Writing and presenting information coherently
v)   Using a range of media to communicate ideas

5

Mathematical Computation
i)   Using numbers and measurements accurately
ii) Interpreting and interrogating mathematical data
iii) Using mathematics to justify and support decisions

6

Information and Communication Technology (ICT) Proficiency
i)   Using technology to create, manipulate and process information
ii) Using technology to collaborate, communicate and refine work

7

Diversity and Multicultural Skills
i)   Appreciate cultural diversity
ii) Respectfully responding to people of all cultures
iii) Respecting positive cultural practices
iv) Appreciating ethnicity as a cradle for creativity and innovation

1.5. Cross-cutting Issues

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

i)   Environmental awareness
ii) Health awareness
iii) Life skills
iv) Mixed abilities and involvement
v)   Socio-economic challenges
vi) Citizenship and patriotism

These are a concern to all mankind irrespective of their areas of speciality. They are infused in the different learning outcomes of the different subjects.

1.6. Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

i)   Respect for humanity and the environment
ii)   Honesty, upholding and defending the truth at all times
iii) Justice and fairness in dealing with others
iv)   Hard work for self-reliance
v)   Integrity; moral uprightness and sound character
vi)   Creativity and innovation
vii) Social responsibility
viii) Social harmony
ix)   National unity
x)   National consciousness and patriotism

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated into some learning outcomes and are developed as learners progress.

1.7. Information and Communication Technology Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-level adapted curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.

ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like projectors
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like MathType
Carry out academic search/research	Use the Internet, AI models, and other academic applications like "Encarta", "Britannica", etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

1.8. Projects

Projects and project-based learning are part and parcel of learning in the 21st century History subject. A number of projects have been integrated into the syllabus for different topics. These are but samples. Teachers are encouraged to guide learners to engage in projects that can easily be linked to what is happening in their local environment. While doing this, make an effort to keep aligned to the learning outcomes of the History topics you are teaching.

1.9. The Aims of Secondary Education

The aims of secondary education in Uganda are to:

i)   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;

ii)   promote an appreciation and understanding of the cultural heritage of Uganda, including its languages;

iii)   impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;

iv)   enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;

v)   provide up-to-date and comprehensive knowledge of 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;

vi)   enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;

vii)   enable individuals to develop personal skills of problem-solving, information-gathering and interpretation, independent reading and writing, self-improvement through learning, and the development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;

viii)   lay the foundation for further education;

ix)   enable the individual to apply the acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;

x)   instill positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities; and

xi)   develop a positive attitude towards learning as a lifelong process.

1.10. Aims of the Advanced Secondary Curriculum

The A level curriculum aims to:

i)   adopt a competency-based learning approach.

ii)   develop holistic education for personal and national development based on clear shared values.

iii)   develop key skills which are essential to work and life and promote life-long learning.

iv)   adopt an integrated approach to learning that develops the ability of learners to apply learning.

v)   improve on assessments by incorporating school-based assessment into end-of-cycle assessment.

vi)   emphasise learners' participation through engagement with the community.

vii)   prepare for further education.

1.11. Rationale for Teaching History at Advanced Level

The Advanced Level History Syllabus aims to:

i)   broaden learners' understanding of political, social, and economic developments in history from the earliest times to the present;

ii)   equip learners with the ability to evaluate information and critically analyse historical events;

iii) develop learners' skills in gathering information and expressing historical ideas coherently and logically;

iv)   enable learners to connect historical events to contemporary contexts;

v)   encourage historical research and the use of diverse source materials;

vi)   stimulate critical thinking and discussion through case studies and relevant examples; and

vii) bridge the gap between the Lower Secondary Curriculum and courses offered in higher education institutions.

1.12. Subject Overview

The areas of study in the syllabus have been reorganised to create an adapted version, by merging the existing six Advanced Level History units into two units:

Unit 1: History of Africa Since 1800

This unit integrates four Advanced Level existing History units:

i)   National Movements and New States in Africa Since 1935

ii)   Social and Economic History of East Africa Since 1800

iii)   Theory of Government and Constitutional Development and Practice in East Africa

iv)   History of Africa 1855–1914

Unit 2: History of World Affairs Since 1789

This unit combines content from the following two existing Advanced Level History units:

i)   European History of 1789–1970

ii)   World Affairs Since 1939

1.13. Time Allocation

The time allocated to this subject is eight (8) periods per week from Senior Five to Senior Six.

1.14. Suggested Approaches to Teaching History

The suggested approaches aim to enhance learning and equip teachers to effectively guide learners as they prepare for History assessments. Teachers are encouraged to work collaboratively with learners, providing guidance, direction and supervision throughout the research process. These approaches include:

a) **Inquiry-based learning**: Learners investigate topics through research driven by their interests, solving problems using a series of questions and scenarios. This approach enhances critical thinking, communication, and research skills.

b) **Experiential learning**: Learners actively engage in hands-on experiences during research and reflect on their activities, fostering the development of reflective skills.

c) **Problem- and project-based learning**: Learners tackle real-world problems through research and projects, developing critical thinking, social, and research skills in the process.

d) **Case-based learning**: Learners analyse real-world scenarios, developing critical thinking, analytical, and research skills through discussion and examination.

e) **Discovery learning**: Learners construct knowledge through active participation, exploration, and inquiry, encouraging critical thinking, questioning, and hypothesis development during research.

1.15. Programme Planner of the Advanced Level History Syllabus

The adapted Advanced Level History is comprised of two broad compulsory units:

Unit 1: History of Africa Since 1800

Unit 2: History of World Affairs Since 1789

The syllabus has 8 periods per week with each unit receiving 4 periods per week and a total of 48 periods per term. Together, the syllabus has 96 periods per term.

Senior 5 Unit   1: History of Africa Since 1800

Term	Topics		Sub-topic	Periods
Senior Five Term 1	**Topic 1:** The Social and Economic Systems in the Pre-Colonial Institutions in Africa	1.1	The Clan	20
		1.2	Initiation Ceremonies	
		1.3	African Traditional Religions	
		1.4	Pre-Colonial Production	
	Topic 2: The Pre-Colonial Trade Systems in Africa	2.1	The Trans-Saharan Trade	28
		2.2	The Trans-Atlantic Slave Trade	
	Total			**48**
Senior Five Term 2	**Topic**		**Sub-topic**	**Periods**
	Topic 3: Islamic Revolutions in Africa	3.1	Islam in North Africa	16
		3.2	Jihad Movements in West Africa	
		3.3	The Mahdist Movement in Sudan	
	Topic 4: The Scramble for and Partition of Africa 1880–1914	4.1	Background to the Scramble for and Partition of Africa	20
		4.2	The Berlin Conference of 1884 – 85	
		4.3	Impact of Colonisation	
	Topic 5: Establishment of Colonial Rule in Africa	5.1	Methods Used in the Establishment of Colonial Rule	20
		5.2	The Agents of Colonial Rule: Explorers, Missionaries, Imperialists and Chartered Companies	
	Total			**48**
Senior Five Term 3	**Topic**		**Sub-topic**	**Periods**
	Topic 6: Colonial Administration in Africa	6.1	Colonial Administration in West Africa	13
		6.2	Response to Colonial Rule	

	Topic		Sub-topic	Periods
	Topic 7: Foreign Struggles for Economic Resources and Unification in Southern Africa	7.1	First Anglo-Boer War 1880 –1881	18
		7.2	Jameson Raid 1895	
		7.3	Second Anglo-Boer War	
		7.4	Vereeniging Settlement of 1902	
		7.5	Act of Union of 1910	
	Topic 8: The Rise of African Nationalism	8.1	Key Features of African Nationalism	17
		8.2	The Factors Responsible for the Rise of African Nationalism	
		8.3	The Challenges Faced in the Independence Struggles in Africa	
	Total			**48**

Senior Five Unit 2: History of World Affairs Since 1789

Term	Topic		Sub-topic	Periods
Senior Five Term 1	**Topic 1:** The French Revolution of 1789	1.1	Europe on the Eve of the 1789 French Revolution	32
		1.2	Causes of the French Revolution of 1789	
		1.3	Key Events in the Course of 1789 French Revolution	
		1.4	Impact of the French Revolution of 1789	
	Topic 2: The Era of Napoleon Bonaparte 1799 –1815	2.1	Rise of Napoleon Bonaparte to Power	16
		2.2	The Domestic and Foreign Policies of Napoleon Bonaparte I	
		2.3	The End of Napoleon Bonaparte I Era	
	Total			**48**

Class/Term	Topic		Sub-topic	Periods
Senior Five Term 2	**Topic 3**: Restoration of Order and Stability in Europe (1814 – 1830)	3.1	Vienna Settlement	32
		3.2	Congress System	
	Topic 4: The Revolutions of 1848 in Europe	4.1	The 1848 Revolutions in Europe	
	Topic 5: The Unification Struggles in Europe up to 1871	5.1	The Unification of Italy up to 1870	16
		5.2	The Unification of Germany up to 1871	
		Total		**48**
	Topic		**Sub-topic**	**Periods**
Senior Five Term 3	**Topic 6:** Lessons from the Rise of the United States of America and Canada	6.1	The Natives of America and Canada	24
		6.2	The Colonisation of America and Canada	
		6.3	The Creation of the USA	
		6.4	The Rise of the Civil Rights Movement	
	Topic 7: Sierra Leone and Liberia in the World Context	7.1	The Origins of Sierra Leone and Liberia	24
		7.2	The Significance of the Creation of Sierra Leone and Liberia to the History of West Africa	
	TOTAL			**48**

Senior 6 Unit 1: History of Africa Since 1800

Class/Term	Topic		Sub-topic	Periods
Senior Six Term 1	**Topic 1:** The Growth of Pan-Africanism	9.1	The Objectives of Pan-Africanism	23
		9.2	Key Figures and Key Events in the Rise of Pan-Africanism	
		9.3	The Factors for the Rise of Pan-Africanism	
		9.4	The Challenges to the Growth of Pan-Africanism	
		9.5	The Achievements of the Pan-African Movement	
	Topic 2: Post-Colonial Socio-Economic Developments in East Africa	10.1	Trade Unions in East Africa	09
		10.2	Cooperative Movements in East Africa	
	Topic 3: Regional Economic Groupings and International Relations	11.1	The Non-Aligned Movement (NAM)	16
		11.3	COMESA	
		11.4	SADC	
		11.5	AMU	
	Total			**48**
Class/Term	Topic		Sub-topic	Periods
Senior Six Term 2	**Topic 4:** Sovereignty and Constitutionalism in East Africa	12.1	The Concepts of Sovereignty and Constitutionalism	17
		12.2	The Will of the People and the Powers of Parliament	
		12.3	Constitutionalism and the Rule of Law	
		12.4	The Rights of Minority Groups	
		12.5	Freedom of the Press and Constitutionalism	
		13.1	Ujamaa Policy in Tanzania	

Class/Term	Topic		Sub-topic	Periods
	Topic 5: Social and Economic Developments in East Africa Since Independence	13.2	Harambe Philosophy in Kenya	13
		13.4	Asian Activities in Post-Colonial East Africa	
	Topic 6: Separatism and Ethnic Nationalism in Africa	14.1	The Civil War in Sudan, 1955–2005	18
		14.2	The Civil War in Rwanda 1990–94	
		14.3	Katanga Secession War 1960–1963	
		14.4	Biafran Civil War of 1970 in Nigeria	
	Total			**48**
Class/Term	**Topic**		**Sub-topic**	**Periods**
Senior Six Term 3	**Topic 7:** Nationalisation of Education in Uganda	15.1	Problems of Colonial Education	30
		15.2	Role of Education in the Modernisation of Uganda	
		15.3	Africanising the Education in Uganda	
		15.4	Universal Primary and Secondary Education in Uganda	
		15.5	Tertiary Education in Uganda	
	Topic 8: Challenges of African Growth and Development	16.1	Debt Burden	18
		16.2	Corruption	
		16.3	Unemployment	
	Total			**48**

Senior Six Unit 2: History of World Affairs Since 1789

Class/Term	Topic		Sub-topic	Periods
Senior Six Term 1	**Topic 1:** The Eastern Question 1815–1913	8.1	The Ottoman Empire	25
		8.2	The Syrian Question of 1831–1841	
		8.3	The Crimean War 1854-1856	
		8.4	The Berlin Congress of 1878	
		8.5	The Balkan Crisis of 1908–1913	

Class/Term	Topic		Sub-topic	Periods
	Topic 2: World War I and Its Aftermath	9.1	World War I (1914–1918)	23
		9.2	The Versailles Treaty of 1919	
		9.3	The League of Nations of 1920–1939	
		9.4	The Economic Depression	
	Total			**48**
Class/Term	**Topic**		**Sub-topic**	**Periods**
Senior Six Term 2	**Topic 3:** Post-World War I Ideologies in Europe	10.1	The Russian Revolutions of 1917	18
		10.2	Nazism in Germany 1933–45	
		10.3	Fascism in Italy1922–45	
	Topic 4: World War II (1939 –1945) and Its Aftermath	11.1	The World War II 1939–45	30
		11.2	UNO 1945–1970	
		11.3	The European Economic Community (EEC) (1953–1990)	
		11.4	The Cold War Politics	
		11.5	NATO and Warsaw Pact	
		11.6	The Strategic Arms Limitation Talks (SALT)	
	Total			**48**
Class/Term	**Topic**		**Sub-topic**	**Periods**
Senior Six Term 3	**Topic 5:** Nationalism and Challenges of Integration in the Middle East	12.1	Arab Nationalism and Unity	28
		12.2	The Discovery of Oil and Its Role in the Middle East	
		12.3	The United Arab Republic (UAR)	
		12.4	The Middle East and the Western World	
		12.5	Political and Economic Instability in the Middle East, 1973 – 2003	

		12.6	The Palestine and the Israel Relations, 1948 – 1978	
	Topic 6: Developments in Southern Asia and the Far East Since 1939	13.1	The Impact of World War II Conferences on Asia and the Far East	20
		13.2	The Kuomintang and the Communists in China	
		13.3	The Korean Problem	
	Total			**48**

1.16. Note to Users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategy
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learnt by the end of the topic. Hence each learning outcome is coded with some of these as **k,u,s,gs** and **v/a** for emphasis to the teacher on what to consider during the lesson.	The sort of hands-on and minds-on engagements, which enable the learner to achieve the learning outcome, including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse (**DEAA**) as they participate in knowledge construction.	Opportunities for assessment within the learning process, that is, during and after the lesson.

The learning activities and assessment strategies in the syllabus are "suggested" and "samples", respectively, and not exhaustive. The teacher is encouraged to develop more learning activities and assessment strategies that are based on the learning outcomes. In addition, the teacher is free to customise the suggested learning activities to make them suitable for their respective learning environments and for learners with Special Educational Needs (SEN).

2.0 DETAILED SYLLABUS

SENIOR FIVE UNIT 1: HISTORY OF AFRICA SINCE 1800
SENIOR FIVE TERM 1

TOPIC 1: The Social and Economic Systems in the Pre-Colonial Institutions in Africa
Duration: 20 Periods

Competency: The learner appreciates pre-colonial social and economic systems by analysing their structures and how they can be used to address current societal challenges.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) assess the importance of the clan in pre-colonial societies as the foundation of shared values, heritage and governance. (u, v, a) b) analyse the role of age groups in promoting social harmony so as to understand his/her role in the community. (gs, v, u) c) evaluate the role of initiation ceremonies instilling pride and a sense of identity to appreciate being a member of a particular society. (u, v, a)	a) Learners brainstorm the concept of a clan. Through questioning and explanation, the class reaches a common understanding of what constitutes a clan. b) Learners form groups to discuss their respective clans and generate a list of clans represented in their group. c) Learners, in groups, use textbooks, the internet, and other sources to search for the roles and significance of clans in African traditional societies. d) Learners, in groups, share ideas on the potential impact of the absence of clans on their community and country. e) Learners participate in a project to identify a community problem related to the neglect or misunderstanding of clan laws. They research its causes, engaging with a clan leader to explore solutions. f) Learners, in small groups, search using textbooks and online resources, for the roles of age groups in traditional African societies. g) Learners, in groups, identify their own age groups and analyse their roles in promoting harmony and responsibility within their communities.	Observe learners' ability to: a) demonstrate their understanding of the concept of the clan by: i) analysing historical data to make informed personal decisions. ii) applying logical reasoning to assess historical facts. iii) clearly and effectively communicating insights into the historical and cultural roles of clans. iv) collaborating in group activities, presenting arguments, and supporting them with evidence.

d) analyse the role of African traditional religion in pre-colonial societies as a means of preserving societal knowledge and values. (u, v, gs)

e) examine the role of pre-colonial production in ensuring the survival of pre-colonial African societies and how this knowledge can be applied to address current societal challenges. (gs, v, u)

h) In groups, learners identify initiation ceremonies in their own communities and other parts of Uganda. They discuss the activities involved and the value of each activity.

i) Learners, in groups, analyse the contributions of initiation ceremonies to traditional African societies and present their insights to the class.

j) Learners prepare an interview guide and visit a local community to interview elders about the practices, rituals and beliefs in African traditional religion within their community and write a report.

k) Learners create a journal on the role of age sets or other society social structures, which is then presented and discussed in class.

l) Individually, learners draw a comparison table showing the features of traditional African religion and their own religion, focusing on beliefs, values and rituals. They then display the tables in the classroom for peer review.

m) Learners, in groups, search specific pre-colonial economic activities using textbooks, the internet and other sources and analyse the role of these activities in societal survival and write a report.

n) Invite a guest speaker or a panel of teachers to discuss a predominant pre-colonial economic activity in the area and its contribution to the survival of their community.

b) Converse with learners to assess their ability to sustain a logical discussion on the role of age groups in any community. Take note of:
   i) their listening and comprehension levels.
   ii) their confidence in explaining issues clearly.

c) Evaluate the relevance, accuracy and coherence of the report created by learners focusing on the identified problem in the community and suggesting a solution.

d) Assess the relevance, accuracy and the coherence of the contributions of initiation ceremonies given by learners from the traditional African societies.

TOPIC 2: The Pre-Colonial Trade Systems in Africa   **Duration:** 28 Periods

Competency: The learner evaluates pre-colonial trade systems in Africa by examining their impact to appreciate their contribution to the continent's economic development and the struggle for equality.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) describe the organisation of the Trans-Saharan trade and its role in the development of African states to appreciate their contribution to the growth of modern trade systems. (u,gs,v, a) b) describe the organisation of the Trans-Atlantic slave trade and its impact on Africa and the world to understand the rise of African diasporas. (gs,v, a) c) analyse the process of abolition of slave trade in West Africa and its impact on African societies to appreciate the foundations of human rights and civil liberties. (gs, v, a)	a) Learners, in groups, using textbooks, the internet and any available map, discuss the organisation of Trans-Saharan trade by identifying major trade routes, cities, major traders and goods traded. b) Learners, in groups, read textbooks or history extracts about the Trans-Saharan trade in West African communities like Mali and Songhai. They note down its impact on the communities. c) Learners in a role-play session, dramatise the challenges faced by traders during the Trans-Saharan trade. d) Learners, in groups, using textbooks, the internet and any available map, discuss the organisation of the Trans-Atlantic slave trade by identifying major trade routes, cities, major traders and goods traded. e) Learners use textbooks, magazines or the internet to analyse the role of African traditional leaders in the Trans-Atlantic slave trade. f) In a class discussion, learners compare the Trans-Atlantic slave trade with other forms of human trafficking today. g) In a storytelling session, learners narrate cases in which they have seen or heard about oppression and exploitation similar to that of slave trade. h) Learners, in groups, compare the problems faced in Trans-Saharan trade and those faced in Trans-Atlantic trade. i) Learners, in groups, read an extract about the British Slave Trade Act (1807) to understand abolition strategies. j) Learners engage in a debate about human trafficking and the teacher does a wrap-up.	a) Observe learners as they identify and locate trade routes, cities, major traders and goods on a West African historical map. Assess their ability to: i) accurately and fluently interpret maps symbols, legends, and scales. ii) systematically sort and analyse data presented on the map, such as distinguishing between different trade routes and identifying key trading towns. b) Converse with learners as they compare the problems faced in both Trans-Saharan trade and Trans-Atlantic slave trade and take note of their ability to: i) talk confidently and explain ideas clearly. i) sort and analyse information. c) Evaluate the relevance and coherence of the stories narrated by learners about oppression and exploitation similar to that of slave trade.

SENIOR FIVE TERM 2

TOPIC 3: Islamic Revolutions in Africa   **Duration:** 16 Periods

Competency: The learner analyses the Islamic revolutions in Africa by examining their impact to appreciate how they have shaped cultural diversity in contemporary Africa

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the factors that contributed to the spread of Islam in North Africa and its influence on cultural practices in modern Africa. (gs, u, v, a)
 	
b) explore the role of jihad movements in West Africa and their contribution to contemporary cultural diversity in Africa. (gs, v, a)
 	
c) assess the causes and effects of the Mahdist Revolt to appreciate the role of religion in influencing events in society. (gs, v, a)
	a) Learners individually search, using the internet and other sources, for the factors that contributed to the spread of Islam in North Africa.
	b) Learners engage in a debate on the spread of Islam in North Africa.
	c) Learners, in groups, search the internet or textbooks to find out the various strategies Muslim clerics employed to encourage Africans to adopt Islam.
	d) Learners watch a guided documentary or listen to a narration about jihad movements in West Africa. They analyse their origins, groups and causes in West Africa.
	e) Learners participate in a debate on the results of jihad movements in West Africa.
	f) Learners use textbooks, the internet and other reliable sources to investigate the influence of jihad movements in modern Islamic practices.
	g) Learners, in groups, read textbooks, historical extracts and other sources about the Mahdist Revolt in Sudan. They identify its features and causes.
	h) Learners, in a role-play, act out scenes of an Islamic leader mobilising support for war and its possible results and a panel of teachers does a wrap-up.
		a) Observe learners as they share factors that attracted Muslims to North Africa, taking note of:
		  i) their eloquence in explaining facts.
		  ii) their ability to structure information logically.
		b) Engage in dialogue with learners to assess their understanding of the influence of Islam on African cultural practices. Focus on their ability to:
		  i) talk confidently.
		  ii) explain issues clearly and critically.
		c) Examine the relevance, accuracy and coherence of learners' presentation on the features and causes of the Mahdist revolt.

TOPIC 4: The Scramble for and Partition of Africa 1880–1914

Duration: 20 Periods

Competency: The learner analyses European imperialism in Africa by examining its causes, processes and impact to appreciate the contemporary African challenges.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Assessment Strategies
a) examine the motives behind the 19th-century scramble for Africa to appreciate the contemporary interests of foreign powers in Africa. (gs, v, a) b) analyse the process of European colonisation of Africa to understand how European colonialism was planted on the continent. (gs, v, a) c) evaluate the impact of European colonialism in Africa to appreciate its influence in his/her own community. (gs, v, a)	a) Learners participate in a brainstorming session to express their understanding of the concept of the scramble and partition of Africa. b) Learners, in groups, using internet sources, historical extracts and textbooks about the scramble and partition, find out and present the factors for the scramble for and partition of Africa by Europeans. c) Learners use historical and contemporary maps to compare how Africa was affected by different colonial powers in the 19th century and how modern foreign powers have taken control of Africa. d) Learners, using historical extracts or textbooks on the Berlin Conference of 1884–85, find out reasons why it was convened and show its impact on the colonisation of Africa. e) Learners, in groups, use the internet, textbooks or other sources to investigate the shortcomings of the Berlin Conference 1884–85 and share their insights through class presentations. f) Learners, in a brainstorming session, identify and discuss elements within their community that originated from European colonialism (e.g. architecture, legal systems, education, language, and administrative structures). g) Learners, in groups, conduct an internet or library search to examine case studies on the impact of the scramble for and partition of Africa in any two countries under different colonial powers.	a) Observe learners as they analyse the factors for 19th-century European occupation of Africa. Assess their ability to: i) sort and analyse information. ii) work with others to generate ideas. b) Engage learners in a conversation to evaluate their understanding of current border conflicts in Africa. Assess their ability to: i) identify underlying problems. ii) propose practical and innovative solutions. c) Evaluate learners' selected case studies on the impact of the scramble for and partition of Africa by taking note of the following: i) relevance of content. ii) accuracy of facts. iii) coherence and logical flow of arguments.

TOPIC 5: Establishment of Colonial Rule in Africa   **Duration:** 12 Periods

Competency: The learner evaluates how European colonialism was established in Africa by examining the strategies employed by European powers to understand the diverse methods used to impose colonial rule.

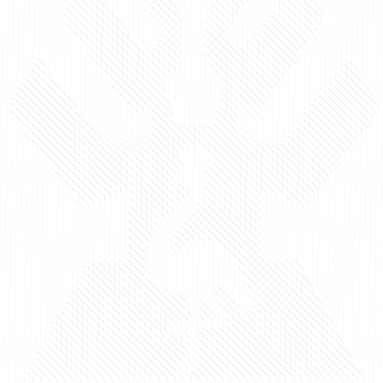| Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) evaluate the methods used by European powers to establish colonies in Africa to understand the European resolve to take over Africa so as to be able to defend its independence. (gs, v, a)
 	
b) examine the role played by colonial agents in advancing colonial interests in Africa to understand how the loss of Africa's independence was a collective effort. (gs, v, a)
	a) Learners collaboratively brainstorm and discuss various methods employed by European powers to colonise Africa and the teacher wraps up.
	
	b) Learners, in a role-play, act out a scene on the methods used by different European powers and African leaders during the late 19th century colonisation of Africa.
	
	c) Learners undertake individual research projects to investigate the roles of traders, explorers and missionaries in the colonisation of Africa and make reports for class discussion.
	
	d) Learners, in groups, use textbooks, magazines, the internet and other sources to explore the problems faced by colonial agents.
		a) Observe learners' ability to create scenes depicting colonial acquisitions in Africa. Take note of their:
		  i) eloquence and confidence.
		  ii) effectiveness in interacting with others.
		b) In a conversation, engage learners in a discussion to assess their analytical skills, sort and analyse information regarding the contributions of various colonial agents.
		c) Evaluate the relevance and accuracy of the problems faced by colonial agents in Africa.

SENIOR FIVE TERM 3

TOPIC 6: Colonial Administration in Africa   **Duration:** 13 Periods

Competency: The learner investigates how colonies were administered by examining selected colonial administrative policies to appreciate their impact on Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the reasons behind the French administration policy in West Africa to appreciate its continued influence on African people. (gs, v, a) b) evaluate the impact of the French administration policy to understand its influence on contemporary West African societies (gs, v, a) c) Compare the French administration policy with other European administration policies to appreciate various related administration policies in Africa today. (gs, v, a) d) analyse the factors that led to the French change of policy in West Africa to appreciate why sometimes there is	a) Learners use think-pair-share to explain the meaning and types of colonial administration in Africa. b) Learners in a class participate in a debate on colonial administration in Africa. Teacher wraps up. c) Learners use textbooks and the internet to find out the the reasons for the adoption of the assimilation policy by the French in West Africa. d) Learners, in groups, discuss the impact of the French assimilation policy on African societies. e) Learners use textbooks and the internet to find out the shortcomings of the French assimilation policy and compare it to the British system of indirect rule, highlighting their key differences. f) Learners, in groups, discuss the features of European colonial administration policies and make comparisons among them. g) In a group discussion, learners explore the reasons behind France's abandonment of the assimilation policy in West Africa.	a) Observe learners during debate as they argue for or against the effectiveness of the assimilation policy. Assess their: i) ability to attentively listen to opposing viewpoints in a debate. ii) clarity and assertiveness in presentations iii) respect for peers and acknowledgement of differing opinions. b) Dialogue with learners to assess their ability to identify and analyse the shortcomings of the French colonial policy in West Africa and assess: i) their ability to effectively distinguish between relevant and irrelevant information during discussions. ii) the depth of analysis. c) Assess their reports to compare the relevance, accuracy and coherence of the French and the British colonial administration systems in Africa. d) Assess learners' accuracy and logical presentation of historical facts during class discussions on French and

need for flexibility in approach. (gs, v, a) e) analyse the African responses to colonial rule to understand their influence on the contemporary political landscape across Africa. (gs, v, a)	h) Learners, in groups, use the internet, textbooks and extracts to gather information on the reasons for collaboration by personalities such as: i) Kakungulu of Buganda ii) Khama of the Tswana iii) Laibon Lenana of the Masai iv) The Fante of the West African Confederation i) Using internet sources, textbooks and extracts, learners, in groups, gather information on the reasons for resistance by personalities such as: i) Samoure Toure of the Mandika Empire ii) Kabalega of Bunyoro iii) King Shaka of the Zulu iv) Lubengula of the Ndebele	British colonial administration in Africa.

TOPIC 7: Foreign Struggles for Economic Resources and the Unification in South Africa

Duration: 18 Periods

Competency: The learner analyses Anglo-Boer relations in Southern Africa by examining their causes and impact to draw lessons that can foster unity and justice in Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the causes and effects of the Anglo-Boer conflicts between 1880 and 1902 in Southern Africa and how they promoted unity among minority groups. (gs, v, a)
 	
b) examine the impact of the Treaty of Vereeniging to understand how it gave rise to racial discrimination in Southern Africa. (gs, v, a)
 	
c) assess the significance of the 1910 Act of Union to appreciate its impact on the creation of modern Southern African states. (gs, v, a)
	a) Learners, in groups, analyse excerpts and discuss the historical relationship between the Dutch, the British, and the Africans in South Africa before the establishment of apartheid regime.
	b) Learners, in groups, search using textbooks, the internet, and other relevant sources the causes and effects of the Anglo-Boer conflicts.
	c) Learners, in groups, read and analyse an extract from the Treaty of Vereeniging to explore the lessons for contemporary African governance. Groups present their findings and critique one another's work.
	d) Learners, in a drama session, show how minority groups can contribute to national unity when faced with external threats.
	e) In groups, learners use textbooks, the internet, extracts, and other relevant sources to analyse how the 1910 Act of Union created legal structures that justified inequality and injustice.
	f) In a brainstorming session, learners present ideas on how modern governments can use laws to promote justice rather than perpetuate injustice.
	g) Learners, in groups, discuss challenges in a specific African country and create strategies to address unity, governance, and socio-economic injustices.
		a) Through observation, evaluate learners' understanding of pre-apartheid in South Africa. Take note of their ability to:
		  i) explain facts clearly.
		  ii) ability to articulate historical narratives effectively.
		b) Converse with learners about the terms and impacts of the Vereeniging Treaty and assess them on:
		  i) proficiency in mentioning historical facts.
		  ii) levels of comprehension and listening skills.
		c) Converse with learners to bring out the relationship between the Dutch, British, and the Blacks, noting their ability to:
		  i) talk confidently and explain issues clearly.
		  ii) sort and analyse information well.
		d) Assess the relevance and accuracy of the learners' presentation on the creation of legal structures by the 1910 Act of Union.

TOPIC 8: The Growth of African Nationalism

Duration: 17 Periods

Competency: The learner demonstrates an understanding of African nationalism by analysing its growth and development to appreciate its impact on independence and post-independence struggles in Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the forms and features of African nationalism to appreciate varied African responses of European colonialism. (k, u)
 	
b) examine the factors that contributed to the rise of African nationalism to appreciate the conditions that can cause discontent among people. (gs, v, a)
 	
c) evaluate the challenges in Africa's struggle for independence to appreciate the efforts of freedom fighters. (gs, v, a)
	a) Learners, in groups, using African history extracts and internet sources, find out the meaning of the concept of African nationalism and its features.
	
	b) Learners, in groups, engage in a discussion about the challenges of colonial rule and their role in the rise of African nationalism.
	
	c) Learners, in groups, use textbooks, the internet and other sources to search factors that contributed to the growth of African nationalism.
	
	d) In groups, learners carry out a library or internet search to assess the contributions of any two nationalistic movements towards the achievement of independence in Africa.
	
	e) Learners, in groups, compare the rise of African nationalism in different countries and assess how these movements shaped the struggle for independence.
	
	f) In groups, learners discuss the challenges of African independence struggles and reflect on the lessons for Africa's unity.
		a) Observe learners' ability to discuss the challenges of colonial rule that contributed to the rise of African nationalism and take note of:
		  i) accuracy of facts.
		  ii) their ability to sort and analyse issues.
		
		b) Dialogue with learners to assess their understanding of the contribution of selected nationalistic movements in Africa to the struggle for independence.
		
		c) Evaluate the learner's ability to write and present coherently about African personalities who contributed to Africa's independence.

SENIOR FIVE UNIT 2: HISTORY OF WORLD AFFAIRS SINCE 1789
SENIOR FIVE TERM 1

TOPIC 1: The French Revolution of 1789   **Duration:** 32 Periods

Competency: The learner analyses the influence of the 1789 French Revolution by examining its causes, events and impact to appreciate how oppression and poor leadership can lead to conflicts in society.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the political and socio-economic conditions in Europe on the eve of the 1789 French Revolution to understand the conditions that can lead to a revolution in society. (gs, v, a). b) examine the causes of the 1789 French Revolution and identify ways to prevent similar conflicts in the future. (v, a) c) identify the major events and progression of the 1789 French Revolution to understand how historical events unfold and evolve. (u,v, a) d) analyse the impact of the 1789 French Revolution on France and the world to understand how people can take charge of their own destiny. (gs, v, a)	a) Learners, in groups, use the internet, textbooks, extracts and other sources to search for the political and socio-economic conditions in Europe before the 1789 French Revolution. b) Learners use the internet, textbooks, extracts and other sources to investigate the causes of the 1789 French Revolution and discuss how these factors contributed to the revolution in France. c) Learners, in an essay competition, write essays on the lessons Uganda can learn from the 1789 French Revolution. Learners pin up their essays in a portfolio corner. d) Learners, in groups, search, using textbooks and internet sources, for major events during the 1789 French Revolution. e) Learners, in pairs, act out different scenes (e.g. King Louis XVI, Marie Antoinette, revolutionaries, peasants etc.) to demonstrate their roles in the French Revolution. f) In a brainstorming session, learners discuss the impact of the 1789 French Revolution and take notes. g) Learners participate in a discussion on how failure to bring about reforms can result in a conflict.	a) Observe learners as they present on the conditions in Europe before the outbreak of the 1789 French Revolution and take note of: i) the level of interaction with peers. ii) respect for one another's opinions. b) Converse with learners during their discussion on the causes of the 1789 French Revolution and take note of their ability to: i) listen attentively. ii) present issues logically. c) Evaluate the relevance, accuracy and coherence of the facts used in the essays to explain the lessons learnt by Ugandans from the outbreak of the French Revolution in 1789.

TOPIC 2: The Era of Napoleon Bonaparte, 1799–1815   **Duration:** 16 Periods

Competency: The learner demonstrates an understanding of how Napoleon Bonaparte I dominated European affairs by examining his background and policies to appreciate how leadership can shape society.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the factors that contributed to the rise of Napoleon I of France to appreciate how his leadership was influential on society. (gs, a, v)
 	
b) assess Napoleon Bonaparte's policies to appreciate the lessons that modern leaders in Africa can draw from his leadership. (u,v, a)
 	
c) evaluate the factors leading to the end of the Napoleonic era in 1815 and their implications for ending aggressive regimes in modern times. (gs, v, a)
	a) Learners, in a brainstorming session, discuss the relationship between the French Revolution and the rise of Napoleon Bonaparte.
	b) Learners search, using textbooks and internet sources, for the factors that led to the rise of Napoleon Bonaparte I to power.
	c) Learners, in groups, using an extract on Napoleon Bonaparte I, analyse and present key aspects of his domestic policies.
	d) Learners, in pairs compare Napoleon Bonaparte's domestic policies with those of any modern African leader and present their findings in class.
	e) Learners, using the internet or any other sources, search for Napoleon Bonaparte's foreign policy.
	f) In a brainstorming session, learners explore the reasons behind Napoleon Bonaparte's downfall and the teacher wraps up the lesson.
		a) Observe learners as they brainstorm the background of Napoleon I and assess their ability to:
		  i) listen attentively with comprehension.
		  ii) sort and analyse connections of events.
		b) Converse with learners to gauge their level of listening skills, their eloquence and fluency in presentation as they discuss the factors that led to the rise of Napoleon 1.
		c) Evaluate the relevance and accuracy of the write-ups on the reasons for the downfall of Napoleon 1.

SENIOR FIVE TERM 2

TOPIC 3: Restoration of Order and Stability in Europe (1814–1830)

Duration: 16 Periods

Competency: The learner analyses the peace restoration efforts in Europe between 1814 and 1830 by examining selected peace agreements to appreciate the need for diplomacy in resolving political disputes.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the role of the 1814–1815 Vienna Settlement to appreciate its contribution in restoring peace in Europe. (gs, v) b) assess the role of the Congress System on diplomatic efforts in Europe to appreciate the contribution of collective efforts after periods of conflict. (gs, v)	a) Learners, using the internet, textbooks and other sources, explore the background and objectives of the Vienna Settlement. b) Learners, in groups, discuss the terms for the calling of the Vienna Settlement (1814–1815). c) Learners, in a debate session, discuss the impact of the 1814 –15 Vienna Settlement and the teacher does a wrap-up. d) Learners in think-pair-share session discuss the meaning of the term Congress System. e) Learners, in groups, discuss the major congresses in Europe that include: Aix La Chapelle in1818, Troppau in 1820, Laibach in 1821, Verona in 1822, St. Petersburg 1825 and London 1827. f) Learners, in groups, using the internet and textbooks, search for the impact of the Congress System and its contribution to the restoration of peace in Europe. g) Learners, in groups, discuss and take note of the factors that led to the collapse of the Congress System by 1830.	a) Observe learners' ability to manage goals and time and use accurate facts in a sharing session about the establishment of the Vienna Settlement. b) Engage learners in a conversation to assess their ability to generate a list of congress meetings that took place in Europe after 1814, focusing on their ability to: i) use facts accurately. ii) write and present coherently. c) Evaluate learners' accuracy and coherence of written summaries on the effects of the Congress System to understand the class comprehension levels.

TOPIC 4: The Revolutions of 1848 in Europe   **Duration:** 16 Periods
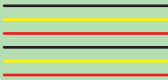
Competency: The learner demonstrates an understanding of one of the most volatile periods in European history by examining the 1848 revolutions to appreciate how poor leadership can lead to conflicts in society.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the role of 1848 revolutions in the 19th century political order in Europe to understand some of the current political movements and changes in the world. (v, a)	a) Learners, in a guided discovery, use the internet, textbooks, extracts and other sources to search for and present the major countries where the 1848 revolutions took place in Europe. These countries include France, Austria - Hungary, Prussia and the Italian states. b) Learners, in groups, discuss the causes of the 1848 revolutions in Europe. c) Learners, in a brainstorming session, share the characteristics of the 1848 revolutions in Europe and the teacher wraps up the lesson. d) Learners, in groups, using textbooks and the internet, search for the reasons for the absence of revolutions in some parts of Europe in 1848. e) Learners, in a brainstorming session, discuss and share factors for the success of 1848 revolutions in some parts of Europe. f) Learners, in a think-pair-share session, discuss reasons for the failure of 1848 revolutions in some parts of Europe. g) Learners, in a debate session, discuss the results of the 1848 revolutions in Europe.	a) Observe learners in a discussion on the causes of the 1848 European revolutions and take note of their ability to: i) analyse historical ideas using logical reasoning. ii) use historical timelines properly. b) Engage learners in a dialogue as they discuss the factors for the success of the1848 revolutions in Europe and take note of their ability to: i) interact effectively with others. ii) use evaluative questions. c) Assess the relevance and accuracy of learners' speeches in a debate session on the impact of the 1848 revolutions in Europe.

TOPIC 5: The Unification Struggles in Europe up to 1871 **Duration:** 16 Periods

Competency: The learner analyses how the unification efforts of several fragmented states in Europe led to the rise of two formidable states by examining the unifications of Italy and Germany to appreciate the need for national unity and independence.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) explain the process involved in the unification of Italy by 1870 to understand its relevance to contemporary movements for national unity and independence in Africa. (gs, v, a) b) analyse the process involved in the unification of Germany by 1871 to understand its relevance to contemporary movements for national unity and independence in Africa. (gs, v, a)	a) Learners, in groups, using the internet, textbooks or extracts, search for the nature of Italian states before 1870. b) In a brainstorming session, learners explore the challenges that hindered the unification of Italian states. c) In a learning station session, learners share and discuss the stages of Italian unification. d) Learners, in a think-pair-share session, discuss the challenges faced during the unification processes of Italy. e) Learners, in groups, using the internet, textbooks or other sources, search for the roles of any two personalities in the unification of Italy, such as Giuseppe Mazzini, Giuseppe Garibaldi, Victor Emmanuel, Camillo Cavour, Pope Pius IX, or Orsini. f) Learners, in groups, engage in a class discussion to analyse the factors that facilitated Italian unification by 1870. g) Learners, in groups, using the internet, textbooks or extracts, search for the nature of German states before 1871. h) In a brainstorming session, learners explore the challenges that hindered the unification of German states. i) In a learning station session, learners share and discuss the stages of Germany unification.	a) Observe learners as they participate in discussions about the nature of Italian states before the unification struggles and find out their ability to: i) work with others and generate ideas. ii) listen critically and comprehend ideas. iii) establish meaningful connections between pieces of information. b) Engage learners in targeted discussions to assess their depth of understanding regarding the contributions of key personalities to the unification of Italy and Germany. c) Assess learners' ability to sort and analyse factors that hindered the unification struggles for both Italy and Germany. d) Assess learners' ability to accurately and coherently present the factors that facilitated the unification of Italy and Germany.

<table>
<tr><td></td><td>j)</td><td>Learners, in a think-pair-share session, discuss the challenges faced during the unification process of Germany.</td><td></td></tr>
<tr><td></td><td>k)</td><td>Learners, in groups, using the internet, textbooks or other sources, search for the roles of any two personalities in the unification of Germany such as Fredrick William IV, William I, Otto von Bismarck, Von Roon or Von Maltke.</td><td></td></tr>
<tr><td></td><td>l)</td><td>Learners, in groups, engage in a class discussion to analyse the factors that facilitated German unification by 1971.</td><td></td></tr>
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SENIOR FIVE TERM 3

TOPIC 6: The Emergence of the United States of America and Canada

Duration: 24 Periods

Competency: The learner demonstrates an understanding of the rise of powerful nations by analysing the creation of the USA and Canada to appreciate their contribution to emerging human rights and civil liberties.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the ways of life of the indigenous peoples of early America and Canada before European colonisation to appreciate ways of life that are similar to those of their own. (gs, v, a)
 	
b) evaluate the effects of European colonisation on America and Canada to understand how foreign influence can impact indigenous populations. (gs, v, a)
 	
c) analyse the impact of the civil rights movement to appreciate its contribution to the fight against injustice and inequality in the world. (gs, v, a)
	a) Learners, in groups, use online sources and other materials to search for and analyse the history of America and Canada before European colonisation.
	
	b) Learners, in groups, use online sources, textbooks and other materials to search for the effects of European colonisation on indigenous populations in America and Canada.
	
	c) Learners, using online sources and other materials, search for specific indigenous communities in America and Canada, and analyse how European colonisation affected their land, culture and social systems.
	
	d) Learners, in groups, discuss and compare the impact of European colonisation on America and Canada with that of Africa.
	
	e) Learners, in groups, use the internet and textbooks to search for the origin of the racial and minority problems in the USA.
	
	f) Learners, in groups, use the internet and textbooks to find out Martin Luther King Jr.'s role in the fight against racial discrimination. Other civil rights activists included Rosa Parks, Malcolm X, Andrew Young,
		a) Observe learners' ability to work effectively in diverse teams and handle constructive criticism while discussing ways of life in America and Canada before British colonisation.
		
		b) Engage learners in discussions about their findings on Martin Luther King Junior and his team in their role of addressing racial discrimination, focusing on their ability to:
		  i) connect personal experiences with historical concepts.
		  ii) form evidence-based judgements.
		
		c) Evaluate the relevance, accuracy and coherence of interview reports on human rights in Uganda.
		
		d) Assess learners' ability to sort and analyse information about the rise of the civil rights movement and its impact on the United States.

| | Louis Farrakhan, John Lewis, W.EB. Dubois etc.

g) Learners, in groups, use the internet and other sources to search for other anti-racial groups and their impact on the civil rights movement in the USA.

h) Learners, in groups, prepare a guide to interview a knowledgeable person in their community or use online sources to gather information about the concept of human rights, its history and its challenges in Uganda. | |

TOPIC 7: The Creation of Sierra Leone and Liberia
Duration: 24 Periods

Competency: The learner analyses the role of Britain and America in the resettlement of freed slaves by examining the creation of Sierra Leone and Liberia to appreciate the quest for identity and freedom in Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the factors that led to the founding of Sierra Leone and Liberia and to understand their contribution to the repatriation of freed slaves. (gs, u, v) b) analyse the challenges faced in the resettlement and establishment of Sierra Leone and Liberia to appreciate problems involved in the resettlement of people. (gs, v, a) c) assess the impact of Western resettlement efforts on Africa to understand how these efforts shaped and continue to shape international relations. (gs, v, a)	a) Learners, in groups, draw a map of Africa and locate the Trans-Atlantic slave trade routes connecting to America and Europe, and pin up their maps in portfolio corners. b) Learners, in groups, use the internet and textbooks to find out the reasons why Sierra Leone and Liberia were selected as settlement areas for ex-slaves. c) Learners, in small groups, use History extracts on the founding of Sierra Leone and Liberia to identify and discuss the challenges faced during the resettlement in these areas. d) Learners engage in a think-pair-share activity to discuss the impact of the creation of Sierra Leon and Liberia. e) Learners, in groups, discuss and compare the historical humanitarian efforts that led to the establishment of Sierra Leone and Liberia with current humanitarian initiatives in Africa.	a) Observe learners as they use a map of Africa to identify key routes associated with the Trans-Atlantic slave trade and assess their ability to: i) accurately draw and interpret the map. ii) communicate effectively using a map. b) Engage with learners during discussions on the founding of Sierra Leone and Liberia and take note of their ability to: i) interact and collaborate effectively with peers. ii) analyse historical information accurately. c) Evaluate the relevance and accuracy of group presentations on human rights efforts/initiatives today and the then establishment of Liberia and Sierra Leone.

SENIOR SIX UNIT 1: HISTORY OF AFRICA SINCE 1800
SENIOR SIX TERM 1

TOPIC 1: The Growth of Pan-Africanism
Duration: 22 Periods

Competency: The learner demonstrates an understanding of the influence of the Pan-African movement on the liberation of Blacks to appreciate the need for a united and developed Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the origins of Pan-Africanism, its key events and figures to appreciate their contribution to the foundation of African independence struggles. (k, u, v) b) evaluate the factors for the rise of Pan-Africanism to understand its impact on the need for African freedom, equality and a fair world. (gs, v, a) c) analyse the challenges to the growth of Pan-Africanism to appreciate the challenges of modern African states. (gs, v, a) d) examine the impact of Pan-Africanism to appreciate its role in promoting unity, independence and social justice across Africa and beyond. (gs, v, a)	a) Individually, learners use textbooks and internet sources to investigate the origins, objectives and key personalities of Pan-Africanism. b) Learners, in groups, use an extract about Pan-Africanism to find out the factors that led to the rise of Pan-Africanism and present their findings to class. Teacher does a wrap-up. c) In groups, learners analyse any two case studies outside East Africa on how specific African countries have struggled since the 20th century to implement the ideals of Pan-Africanism. d) Learners in a think-pair-share session, discuss and present the challenges being faced by Pan-Africanism. e) Learners write an essay on how the rise of Pan-Africanism has impacted the global world in the aspects of freedom, equality and justice.	a) Observe learners' ability to analyse factors that contributed to the rise of Pan-Africanism and take note of their ability to: i) write and present coherently. ii) work effectively in diverse teams. b) Converse with learners to assess their understanding of the challenges faced by Pan-Africanists during the post-colonial era in Africa and take note of: i) their eloquence. ii) their respect for one another. iii) how they consult one another. c) Evaluate learners' ability to sort and analyse the activities of Pan-Africanism and their contributions to Africa's independence in the aspects of justice, freedom and equality.

TOPIC 2: Post-Colonial Socio-Economic Developments in East Africa

Duration: 09 Periods

Competency: The learner demonstrates an understanding of post-colonial socio-economic developments in Africa by examining the trade unions and the cooperative movement in East Africa to appreciate the need to address workers' welfare and promote development.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the evolution of trade unions to understand the beginning of worker's organisations in Uganda. (u,v, a) b) evaluate the role of trade unions in East Africa to appreciate their contribution to the fight for workers' rights. (gs, v, a) c) analyse the history of the cooperative movement in East Africa to understand the beginning of farmer's collective efforts to uplift themselves in East Africa. (gs,v, a) d) examine the role of the cooperative movement in East Africa to understand the region's economic development and social change. (gs, v, a)	a) Learners collaboratively explore the concept of "trade union" and give examples such as: Uganda Railway Workers Union (URWU), the National Organisation of Trade Unions (NOTU), Uganda National Teachers' Union (UNATU) and Tanganyika Federation of Labour (TFL), among others, through questioning and discussion. b) Learners use textbooks, magazines and internet sources to investigate the evolution of trade union movement in East Africa. c) Learners, in a brainstorming session, discuss and present the key objectives of trade unions in East Africa and the teacher does a wrap-up. d) Learners search, using textbooks, extracts or the internet, to find out the role of trade unions in Uganda. e) Learners, in a think-pair-share session, discuss and present the role of trade unions in advocating for the rights of workers in East Africa and the teacher does a wrap-up. f) Learners collaboratively explore the concept of "cooperative movement" and give examples such as Bugisu Cooperative Union, Banyankole-Kweterana Cooperative Union, and East Mengo Cooperative Union, among others, through questioning and discussion.	a) Observe learners during a class discussion to assess their ability to explain the role of trade union movements in East Africa and take note of their ability to: i) respect one another. ii) use accurate facts. iii) use proper timelines. b) Dialogue with learners in a discussion to assess their ability to analyse the impact of cooperative movements during the debate and take note of their: i) comprehension of facts. ii) level of teamwork. c) Assess learners' relevance and accuracy of facts during the presentation on the strategies used to empower cooperative members in our communities today.

e) analyse the challenges faced by trade unions and the cooperative movement in East Africa by 1985 to appreciate how best trade unions and the cooperative movement can be managed today in East Africa.	g) Learners use textbooks, magazines and the internet sources to investigate the evolution of the cooperative movement in East Africa. h) Learners, in a brainstorming session, discuss and present the key objectives of cooperative movements in East Africa. i) In groups, learners search, using sources like textbooks and the internet, for the role of cooperative societies in the socio-economic development of East Africa. j) Learners work, in groups, to explore strategies used by cooperative unions to empower communities today. k) Learners, in a think-pair-share session, discuss and present the challenges of any one cooperative movement in Uganda today. l) Learners, in a debate session, discuss the results of the establishment of cooperative movements in East Africa.	

TOPIC 3: Regional Economic Groupings and International Relations

Duration: 17 Periods

Competency: The learner demonstrates an understanding of the need to address common challenges by analysing the activities of selected regional organisations and economic groupings to appreciate regional integration in Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the Non-Aligned Movement (NAM) to understand its role in promoting the sovereignty and independence of member states. (gs v, a)
 	
b) assess the role of the Common Market for Eastern and Southern Africa (COMESA) to appreciate its impact on regional trade and economic integration among member states. (gs, v, a)
 	
c) analyse the role of the Southern African Development Community (SADC) to understand its role in promoting regional trade and economic integration in contemporary Africa.(gs, v, a)
	a) In a think-pair-share session, learners use diverse resources such as textbooks, extracts, newspaper articles, magazines and the internet to research the Non-Aligned Movement (NAM). They summarise key ideas on its composition, origins, principles and roles, focusing on its influence on global politics during and after the Cold War.
	
	b) Learners compare the strategies of the NAM with those founded on the grounds of socialism and capitalism.
	
	c) In groups, learners carry out a search on the origin, aims, and achievements of the Common Market for Eastern and Southern Africa (COMESA) using textbooks, magazines, the internet, and other credible sources.
	
	d) Learners analyse a case study of a COMESA-led project or initiative, focusing on its impact on regional economic integration and development. They present their analysis in a structured format, such as a report or presentation, and facilitate a class discussion on the project's implications.
	
	e) In groups, using textbooks and other internet sources, learners investigate the origin, aims and achievements of the formation of Southern African Development Community (SADC).
	
	f) In groups, learners analyse a specific SADC development initiative, such as the North-South Corridor, and assess its impact on member states.
		a) Observe learners as they present the role of NAM and assess their ability to communicate effectively using relevant historical data and good listening skills.
		
		b) Converse with learners to assess their ability to explain the contributions of SADC to the socio-economic and political development of central African states and take note of their:
		  i) confidence.
		  ii) interactivity and teamwork.
		
		c) Evaluate the relevance, accuracy and coherence of learners' write-ups on the impact of COMESA on regional trade

d) evaluate the role of the Arab Maghreb Union (AMU) to appreciate its contribution to fostering regional trade, economic integration and development among its member states. (v, a)	g) Learners design a short documentary showcasing one SADC-led project or initiative. The documentary should highlight the project's goals, implementation and impact on regional economic integration and development. h) Learners collaborate, in groups, to explore the origin, aims and achievements of the Arab Maghreb Union (AMU) using textbooks, magazines, the internet, and other resources. Each group presents their findings in a creative format, such as role-play, a poster or a digital presentation. i) Learners analyse a specific AMU-led project or initiative, examining its impact on regional economic integration and development. Their findings are shared through an interactive presentation. j) Learners compare the strategies and initiatives of the AMU with those of another African economic community. The comparison focuses on the strategies used to enhance regional integration, and learners present their analysis in structured debates or comparative reports.	and economic integration. d) Assess learners' ability to work individually or collaboratively in identifying the roles of SADC in the development of southern African states.

SENIOR SIX TERM 2

TOPIC 4: Sovereignty and Constitutionalism in East Africa

Duration: 17 Periods

Competency: The learner demonstrates an understanding of the concepts of sovereignty and constitutionalism by examining the role of parliament, the press and media to appreciate their contribution to democracy, good governance and respect for human rights in East Africa.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the concepts of sovereignty and constitutionalism to understand their rights, responsibilities and their limits. (gs, v, a)
 	
b) explain how parliament represents the will of the people and reflects their voice in decision-making to promote inclusive governance. (v, a)
 	
c) analyse the representation and respect of the rights of minority groups in parliament so as to appreciate the need to respect the rights of others.(v, a)
 	
d) analyse the role of the press and media in the constitutional development of East Africa to appreciate its role in promoting good governance. (v, a)
	a) In pairs, learners read and analyse texts or watch videos about sovereignty. They summarise key ideas about its meaning, key aspects (components), characteristics, and how it relates to laws and personal actions.
	
	b) Each group creates a schematic chart to illustrate the ideas they have summarised and their interrelationships. The charts are displayed in the classroom for peer critique and constructive feedback.
	
	c) Learners discuss how parliament represents the will of the people, providing specific examples of how parliamentary decisions impact citizens' lives.
	
	d) Learners view video documentaries or story narrations by a guest speaker on various parliament systems worldwide to understand how they represent their people and interests. This is followed by a teacher's wrap-up and a guided discussion analysing the roles and functions of parliamentary systems and governance.
	
	e) Learners role-play a parliamentary session, debating and voting on a key policy
		a) Observe learners during class discussion to assess their ability to work positively with their peers, listening attentively while sharing the concept of sovereignty.
		
		b) Engage in a dialogue with learners and assess their ability to explain the structure and operations of parliament. Focus assessment on:
		  i) eloquence of the voice used.
		  ii) respect for historical timelines.
		  iii) willingness to work in teams.
		
		c) Evaluate the relevance, accuracy and coherence of learners' write-ups examining the role of special minority groups in parliament.
		
		d) Evaluate learners' relevance, accuracy and coherence of facts while explaining the role of the media

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f) Learners use textbooks, newspapers, ICT tools and other sources to search for the roles of different special minority groups in Uganda's parliament.

g) Learners role-play as members of special minority groups in parliament, debating a current issue to explore how these groups influence legislative decisions.

h) Learners brainstorm and list the various forms of media used in Uganda, discussing their unique roles and significance.

i) Learners conduct a search on and investigate the role of the media in Africa's constitutional development, analysing its impact on public opinion, political participation, and the promotion of democratic values.</td><td>in the constitutional development of Africa.</td></tr>
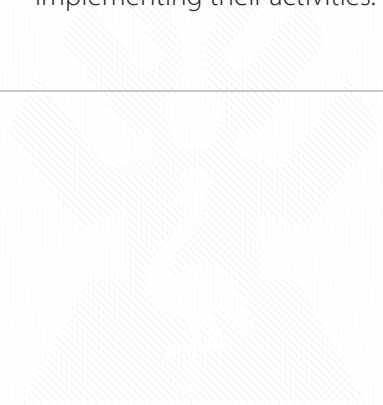</table>

TOPIC 5: Post- Independence Ideologies in East Africa   Duration: 13 Periods

Competency: The learner evaluates the efforts of the early post-independence leaders by examining the ideologies they adopted to appreciate their contribution to the transformation of people.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse Nyerere's Ujamaa policy to appreciate its contribution to the rural development initiative, unity and patriotism. (gs, v, a) b) evaluate Kenyatta's Harambee philosophy to appreciate the need for self-reliance strategies for growth and development. (gs, v, a) c) examine the activities of Asians in post-colonial East Africa to appreciate the value of inclusivity as well as their contribution to the development of East Africa. (gs, v, a)	a) Learners, in pairs, use textbooks, internet sources and other reading materials to analyse the concept of "Ujamaa villages", and photographs of rural communities working together to explain the functions of the policy, note down their findings, make presentations, and provide feedback on each pairs' work. b) Learners discuss examples of communities in their localities or other parts of Uganda that apply ideas similar to those of Ujamaa and explore possible reasons for such practices. c) Learners use textbooks or extracts on Ujamaa to investigate the origin, principles, goals and developmental impact of the Ujamaa policy in Tanzania. d) Learners study a teacher-provided textbook or digital map showing the distribution of Ujamaa villages in Tanzania. They select specific examples of Ujamaa villages (e.g. Matondombiri) to research the methods used to implement the Ujamaa policy, its successes and challenges in improving rural community life.	a) Observe learners as they write and present coherent explanations of the impact of the Ujamaa policy on Tanzania's development. b) Engage learners in a dialogue to assess their ability to organise and analyse historical information on the socio-economic impact of the Harambee philosophy in Kenya. Focus assessment on their ability to listen attentively and demonstrate comprehension. c) Assess learners' ability to present relevant, accurate and coherent facts on the Asian contributions to the development of East Africa, highlighting their analysis and critical thinking skills.

	e) Learners brainstorm the meaning and evolution of Kenya's Harambee philosophy.	
	f) In groups, learners create a journal outlining the key principles, goals and socio-economic impacts of the Harambee philosophy in Kenya.	
	g) Learners develop a journal showcasing the contributions of Asians in Ugandan communities through a variety of activities.	
	h) Learners use textbooks, newspapers, ICT tools and other sources to study the history of Asian communities in Uganda. They identify the challenges faced by these communities in implementing their activities.	

TOPIC 6: Separatism and Ethnic Nationalism in Africa   **Duration:** 18 Periods

Competency: The learner demonstrates an understanding of the turbulent history of Africa by analysing selected case studies of civil wars in Africa to appreciate the need for peaceful coexistence.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) examine the causes and effects of the 1955–1972 and 1983–2005 civil wars in Sudan to appreciate the importance of inclusive government, social cohesion and the value of sharing resources equally. (gs, v, a) b) analyse the causes and outcomes of the 1990–94 Rwandan Civil War to promote peace-building initiatives and fight against ethnic divisions. (gs, v, a) c) analyse the causes and consequences of the 1960–64 Katanga Secession to understand our own resource sharing-related challenges. (gs, v, a) d) Evaluate the causes and the consequences of the Biafran Civil War of 1970 in Nigeria to strengthen the peace-building initiatives among the African states.	a) In a brainstorming session, learners share on the concept of a civil war and its features, giving relevant examples from African continent. b) Learners use textbooks, newspapers, ICT tools and other sources to investigate the causes of the Sudanese Civil War of 1955–1972 and 1983–2005. They present their findings to class, highlighting key issues such as ethnic divisions, political tensions, and resource distribution. c) Learners, using textbooks, internet sources and other reading materials, present their evaluations of the war's impact on both Sudan and South Sudan, discussing socio-economic and political outcomes. d) Learners watch a documentary or listen to a narration on the 1990–94 Rwandan Civil War, take notes, and discuss the causes of the civil war. e) Learners, in a debate session, discuss the results of 1990–1994 Rwanda Civil War. A panel of teachers do a wrap-up. f) In groups, learners discuss socio-economic and political reforms in Rwanda after the civil	a) Observe the learners as they work in a group to generate the causes of the civil war in Sudan from 1955–1972 and 1983–2005 and take a note of their ability to: i) interact with one another. ii) use ICT tools responsibly to generate correct ideas. b) Engage learners in a dialogue to assess their ability to organise and analyse the results of the 1990–1994 Rwandan Civil War in Central Africa and take note of their ability to: i) make logical presentations. ii) sort and analyse historical information clearly. c) Assess the relevance, accuracy and coherence on the lessons learnt from the Katanga Secession of 1960–1964 by modern African states.

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war. They assess the impact of the reforms on national unity and development.

g) Learners explore resources, including articles, historical documents and videos, to establish the causes and consequences of the 1960–64 Katanga Secession in Congo. They focus on the political, economic, and social factors.

h) Learners engage in a discussion on how the Katanga Secession influenced national identity and international relations. They explore lessons learnt from the secession and their relevance to modern governance and unity.

i) In a think-pair-share session, learners discuss and present the causes of the 1970 Biafran Civil War.

j) In a debate session, learners discuss the results of the 1970 Biafran Civil War.

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SENIOR SIX TERM 3

TOPIC 7: Nationalisation of Education in Uganda   Duration: 30 Periods

Competency: The learner appreciates efforts to reform colonial education in Uganda by analysing the different education policies of the Ugandan government since independence to address the needs and aspirations of Ugandans.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the problems of colonial education to appreciate the efforts taken to reform post-independence education systems in Uganda. (gs, v, a)	a) Learners, in a brainstorming session, discuss and present features of colonial education in Uganda.	a) Observe learners during a discussion on the problems of colonial education and assess their ability to:
b) analyse the role of education in the modernisation of Uganda to appreciate the country's effort to build a progressive society. (gs, v, a)	b) Learners, in small groups, use the internet, textbooks and other sources to find out the challenges of colonial education in Uganda.	i) collaborate effectively with peers in a diverse group setting.
	c) Learners, in groups, using the extract about the 1992 Education White Paper in Uganda, read and analyse its recommendations on how to reform colonial education.	ii) respect and consider different perspectives during the discussion.
c) evaluate the efforts that have been taken to Africanise the curriculum to appreciate efforts to align education with the country's development agenda and the global job market demands. (v, a)	d) Learners, in groups, conduct a field study in their local community to investigate how access to education has improved people's lives. They write a report for a gallery walk presentation.	b) Engage with learners as they discuss how access to education has improved people's lives and take note of the following:
	e) Learners, in pairs, discuss the concept of "Africanising the curriculum" and present their findings to class.	i) How they sort and analyse information.
	f) Learners, in groups, use media articles, documentaries or the internet to find out about curriculum reforms in Uganda. They write a report and present to class.	ii) The clarity and coherence of their expression.
d) evaluate one of the education policies in Uganda to appreciate how it has addressed education needs	g) Learners, in groups, visit a local school implementing Universal Secondary Education (USE), interview stakeholders and report on its benefits and challenges.	iii) Their ability to write and present ideas clearly and logically.
		c) Assess the relevance, accuracy and coherence of learners' facts on the steps being taken to Africanise the Ugandan curriculum.

of the country. (gs, v, a) e) evaluate the development of tertiary education in Uganda to understand its impact on the country's socio-economic development. (gs, v, a)	h) Learners use the internet, textbooks, extracts and other sources to search for and present the role of technical and university education in Uganda. i) Learners compare Uganda's technical and university education systems with those of Belgium, focusing on lessons Uganda can learn from them.	

TOPIC 8: Challenges to Africa's Growth and Development

Competency: The learner demonstrates an understanding of Africa's current position in terms of development by examining the key challenges facing the continent since independence to contribute to solutions to these challenges.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the reasons for Africa's huge debt burden as well as its effects to understand its impact on Africa's development. (gs, v, a) b) investigate the reasons for the prevalence of corruption in Africa as well as its effects on Africa's development so as to be able to build an honest, transparent and accountable society. (gs, v, a) c) analyse the causes and effects of unemployment in Africa to understand how to live an independent self-sustaining life. (gs, v, a)	a) Learners, in groups, use the internet, textbooks or other sources to find out about the concept of debt burden and its causes in Africa. b) Learners, in a brainstorming session, discuss and present facts on how the debt burden is used as a neo-colonial tool to influence governance and economic policies in Africa. c) In a debate session, learners discuss the impact of the debt burden on national development of African states d) Learners, in groups, use an extract from the World Bank or International Monetary Fund to discuss and present the historical implications of the debt burden on social services, governance and economic self-reliance. e) Learners, in a think-pair-share session, discuss and present historical factors contributing to Uganda's rising debt burden. Examples are: i) post-colonial economic policies: how early policies laid the groundwork for dependency. ii) Corruption: how corrupt practices undermined financial management during and after colonial rule. iii) Global economic influences: how historical economic conditions, such as commodity price changes and inflation, have increased the debt burden.	a) Observe learners as they discuss how the debt burden has caused neo-colonialism and take note of the following abilities: i) Managing time and goals. ii) Recognising the need to consult others. b) Converse with learners on the challenges hindering anti-corruption measures in Uganda and take note of their ability to: i) listen attentively with comprehension. ii) work effectively in teams. c) Evaluate the relevance and accuracy of factors presented as solutions to unemployment in Uganda.

|		

	f) Learners, in pairs, use the internet and textbooks to find out the challenges African countries face due to the huge debt burden.
	
	g) Learners, in groups, use the internet and other materials to search for and present the forms, causes and impacts of corruption in Uganda's history.
	
	h) Learners, in groups, are guided in producing a classroom journal on corruption in Uganda, highlighting:
	   i) historical reflections on corruption and its persistence.
	   ii) making a list of the most corrupt organisations and government parastatals.
	   iii) proposals for reducing corruption based on lessons from the history of Uganda.
	
	i) Learners, in small groups, write an essay analysing the historical importance of transparency, accountability and ethical behaviour in addressing corruption and building a sustainable future for Uganda.
	
	j) Learners, in a think-pair-share session, discuss and present factors hindering the success of anti-corruption measures in Uganda.
	
	k) Learners, in groups, find out the causes and effects of unemployment in Uganda.
	
	l) Learners, in groups, use textbooks and internet sources to develop programmes aimed at reducing unemployment in Uganda with purposeful strategies.	

SENIOR SIX UNIT 2: HISTORY OF WORLD AFFAIRS SINCE 1789
SENIOR SIX TERM 1

TOPIC 1: The Eastern Question 1815–1913   Duration: 25 Periods

Competency: The learner demonstrates an understanding of the interests of major powers in the Balkans by analysing the conflicts in Eastern Europe to appreciate how foreign interests can result in conflicts.

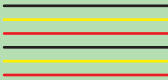| Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the factors behind the rise of the Ottoman Empire and its impact on Europe to understand the challenges related to state formation and consolidation. (k, gs, v, a) b) examine the challenges posed by the 1831–1841 Syrian Question on Europe to understand how conflicting foreign interests can hinder the building of peaceful nations. (v, a) c) analyse the causes of the 1854–1856 Crimean War and its impact on Europe to understand the current geopolitical conflicts and alliances in the world. (v, a) d) assess the impact of the 1878 Congress of Berlin on settling European disputes and its relevance to modern diplomatic resolutions in Africa. (v, a) e) evaluate the impact of the 1908–1913 Balkan Crisis on Europe to appreciate the need for unity, patriotism and nationalism. (v, a)	a) Learners, in class, use the internet, textbooks, extracts and other sources to research the factors that led to the rise and expansion of the Ottoman Empire. b) Learners, in a debate session, discuss the impact of the growth and expansion of the Ottoman Empire on the growth of Europe. c) Learners, in a jigsaw session, share ideas on the 1831–1841 Syrian Question, focusing on the background, causes, course and impact. d) Learners, in a learning station session, share and discuss the background, causes, course and effects of the 1854–1856 Crimean War. e) Learners, in a debate session, discuss the significance of the 1856 Paris Peace Treaty that concluded the Crimean War. f) Learners, in groups, use the internet, textbooks or other sources to find out the	a) Observe learners as they discuss factors for the rise and expansion of the Ottoman Empire and take note of their ability to: i) collaborate positively with team members. ii) sort and analyse issues clearly. iii) talk confidently and explain issues clearly. b) Converse with learners as they discuss the impact of the 1856 Crimean War and assess their ability to: i) work effectively in diverse teams. ii) evaluate different situations. c) Assess the relevance, accuracy and coherence of the learners' write-up on the terms of the 1878 Berlin Congress in providing peace in Europe.
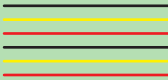
| | events that led to the 1878 Berlin Congress, its terms and significance for Europe and Asia.

g) Learners, in groups, use textbooks, history extracts and other sources to find out the causes and impacts of the 1908–1913 Balkan Crisis on Europe. | |

TOPIC 2: World War I and its Aftermath   **Duration:** 23 Periods

Competency: The learner analyses one of the international conflicts by evaluating the causes and effects of World War I to appreciate how the war has shaped world order since 1918.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the causes and results of the 1914–1918 World War I and its relevance to contemporary conflict prevention and international relations. (gs, v, a)	a) Learners, in a think-pair-share session, interact on the concept of World War I by focusing on its origin and major events leading to the war.	a) Observe the learners' ability to interact effectively with others as they discuss the factors that led to the outbreak of World War I.
b) evaluate the role of the Versailles Peace Treaty of 1919 to understand its impact on Europe and international diplomacy. (gs, v, a)	b) Learners, in groups, use the internet, textbooks and other reading materials to search and present on the causes of World War I of 1914–1918.	b) Converse with learners to assess their confidence as they present the terms of the 1919 Versailles Peace Treaty.
c) analyse the role of the 1920–1939 League of Nations in maintaining world peace to promote the workings of international diplomacy. (gs, v, a)	c) Learners, in learning stations, discuss and present the reasons for the defeat of the Central Powers. d) Learners, in a brainstorming session, discuss the effects of World War I and its role in shaping international relations. e) Learners, in groups, use the internet, textbooks or other sources to search for the Treaty of Versailles, focusing on its terms and the extent to which it contributed to peace in Europe. f) Learners, in groups, write essays evaluating the successes and shortcomings of the Versailles Peace Treaty.	c) Analyse learners' ability to take notes and record accurate and coherent ideas during the debate on the effectiveness of the League of Nations in maintaining world peace.
d) evaluate the causes and impact of the 1929–1935 World Economic Depression to understand how bad economic policies can result in economic crises. (gs, v, a)	g) Learners, in groups, use the internet, textbooks and history extracts to search for the objectives and founding members of the League of Nations. h) Learners, in a think-pair-share session, discuss and present the challenges faced by the League of Nations. i) Learners, in a debate session, discuss how the League of Nations was an instrument of peace after World War I. The teacher does a wrap-up. j) Learners, in pairs, discuss and present the concept of the World Economic Depression of 1929–35.	d) Evaluate the relevance and accuracy of the consequences of the 1929–1935 World Economic Depression presented by the learners.

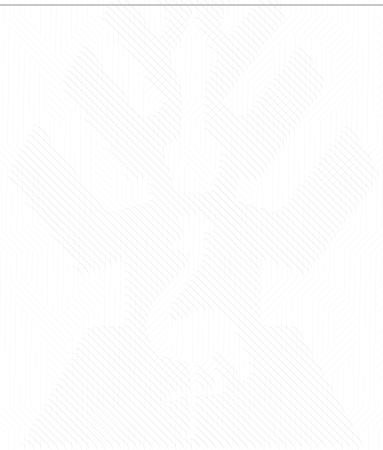|		
	k) Learners, in groups, use the internet, textbooks and other sources to explore the causes and results of the World Economic Depression. l) Learners, in groups, brainstorm strategies adopted by European powers to overcome the challenges of the World Economic Depression of 1929–35.	53

SENIOR SIX TERM 2

TOPIC 3: Post-World War I Ideologies in Europe   Duration: 18 Periods

Competency: The learner analyses the influence of authoritarianism on the post-World War I period by examining the repressive systems in Europe to appreciate the need to avoid extremism in modern politics

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the causes and outcomes of the 1917 Bolshevik Russian Revolution to understand its impact on global politics. (u, gs, v)
b) analyse the rise of Nazism in Germany (1933–45) and its impact on Europe to understand its influence on world order. (gs, v, a)
c) analyse the rise of fascism in Italy from 1922–45 and its impact on Europe to understand its influence on world order. (gs, v, a)
	a) Learners use internet sources, textbooks, extracts and other sources to search for and present the background of the 1917 Bolshevik Russian Revolution.
	b) Learners, in groups, use various sources to search for the causes and outcomes of the 1917 Bolshevik Russian Revolution.
	c) In a think-pair-share activity, learners analyse the factors that contributed to the success of the 1917 Bolshevik Russian Revolution and share with the class.
	d) Learners, in a debate, discuss the significance of the 1917 Russian Revolution in shaping contemporary political ideologies and social change.
	e) Learners use various sources to search for the concept of Nazism in Germany.
	f) Learners use the internet and textbooks to search for and present the social, economic and political conditions in post-World War I Germany that facilitated the rise of Nazism.
	g) Learners, in groups, discuss the methods used by the Nazis to consolidate their ideology in Germany. The teacher does a wrap-up.
	h) Learners, in groups, read an extract on Adolf Hitler's career and analyse the factors that led to the collapse of Nazism in Germany.
	i) Learners individually write essays on the impact of Nazism, and analyse the dangers of extremism and authoritarianism in the contemporary world.
		a) Observe learners as they present the causes and outcomes of the 1917 Russian Revolution and focus on their:
		  i) skill to manage goals and time.
		  ii) ability to work effectively in diverse teams.
		b) Engage with learners in a dialogue to assess their ability to identify and analyse the reasons for the emergence of Nazism in Germany (1933–1945).
		c) Evaluate learners' ability to write accurate and coherent historical accounts of the factors behind the rise of fascism in Italy (1922–1945).

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j) In a brainstorming session, learners explore the concept of fascism in Italy. The teacher does a wrap-up.

k) Learners, in groups, use online sources, textbooks, extracts and other materials to search for the social, economic and political conditions in post-World War I Italy that facilitated the rise of fascism.

l) Learners, in groups, use textbooks and internet sources to search for the methods used by the fascists to consolidate their ideology in Italy.

m) Learners, in groups, read an extract on Benito Mussolini's career, analyse and present the factors that led to the collapse of fascism.

n) Learners, in groups, discuss and present the impact of fascism in contemporary politics.

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TOPIC 4: World War II (1939-1945) and Its Aftermath   **Duration:** 30 Periods

Competency: The learner analyses the second international conflict by evaluating the causes and effects of World War II to appreciate how the war has shaped world order since 1945.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) examine the causes and results of the 1939–1945 World War II and its relevance to contemporary conflict prevention and international relations. (gs, v, a)
b) analyse the role of the United Nations since 1945 to understand its effectiveness in promoting global peace, security and cooperation. (gs, v, a)
c) evaluate the role of the European Economic Community 1953–1990 (EEC) to appreciate the need for integration and cooperation among nations. (gs, v, a)
d) evaluate the ideological tensions of the "Cold War" period to understand their impact on
	a) In pairs, learners search for the background and the causes of World War II and present to class.
	b) In a brainstorming session, learners share the reasons for the defeat of the Axis powers in World War II, considering factors like strategic errors, resource limitations and strategies.
	c) Learners, in groups, use textbooks and internet sources to search and present on the social, economic and political effects of World War II.
	d) Learners, in groups, compare the causes and outcomes of World War II with those of any current global conflict, analysing similarities and differences.
	e) Learners, in groups, use the internet, textbooks, extracts and other sources to search for and present the background, objectives and achievements of the United Nations since 1945.
	f) Learners, in groups, discuss cases in Africa where the UN has fallen short of expectations and examine the reasons for its shortcomings.
	g) Learners, in groups, analyse the primary objectives of the United Nations Charter and evaluate their significance in the modern global context.
	h) Learners, in groups, use the internet, textbooks, extracts and other sources to search for and present the background, objectives and achievements of the European Economic Community (EEC)1953 – 1990.
		a) Observe learners' ability to use ICT tools effectively as they search for the causes and outcomes of World War II.
		b) Converse with learners as they analyse the achievements of the United Nations Organisation (UNO) and take note of their ability to:
		  i) listen attentively with comprehension.
		  ii) read and write accurate facts.
		c) Assess learners' ability to present relevant, accurate and coherent historical facts about the impact of the European Economic Community (EEC) on Europe.
		d) Evaluate learners' ability to analyse the relevance of SALT I and SALT II in achieving their global objectives.

global alliances. (gs, v, a) e) assess the role of NATO and Warsaw Pact as collective defence organisations to understand their relevance in addressing international conflicts. (gs, v, a) f) analyse the role of the Strategic Arms Limitation Talks (SALT) agreement in limiting the production of deadly weapons to appreciate the need for arms control and global security. (gs, v, a)	i) In a brainstorming session, learners share the challenges the European Economic Community (EEC) faced by 1990. j) Learners, in groups, compare the European Economic Community (EEC) and the African Union (AU), focusing on their objectives, achievements and challenges. k) Learners brainstorm and explain the meaning of the concept of "Cold War politics" and its features. l) Learners work, in groups, to search for and present the key causes and effects of Cold War politics. m) Learners, in groups, use the internet, textbooks, extracts and other sources to search for and discuss the Cold War events like the Cuban Missile Crisis, the Vietnam War and fall of Berlin Wall, examining how they reflect ideological conflicts and their significance for modern geopolitical tensions. n) In groups, learners use the internet, textbooks, extracts and other sources to search for and give a presentation on the formation, objectives and achievements of NATO and discuss how they influenced global issues during the Cold War. o) In groups, learners use the internet, textbooks, extracts and other sources to search and present the formation, objectives and achievements of the Warsaw Pact and discuss how it influenced global issues during the Cold War. p) Learners use the internet, textbooks, extracts and other sources to search for and present the challenges affecting NATO and the Warsaw Pact. The teacher wraps up the lesson. q) In groups, learners use the internet, textbooks and extracts to search for the concept of SALT I and SALT II agreements and their objectives. r) In a think-pair-share session, learners discuss the challenges and impacts of SALT I and SALT II on global politics.

SENIOR SIX TERM 3

TOPIC 5: Nationalism and Challenges of Integration in the Middle East

Duration: 28 Periods

Competency: The learner analyses how marginalisation in the allocation and use of resources can lead to the rise of discontent by examining nationalism and the challenges of integration in the Middle East to appreciate the need for equity.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the rise of Arab nationalism and its efforts towards unity to appreciate the relevance of the current Middle East issues. (gs, v, a) b) evaluate the impact of the discovery of oil in the Middle East to appreciate its influence on global energy markets and international relations. (gs, v, a) c) analyse the impact of the formation of the United Arab Republic (UAR) to understand the search for unity worldwide. (gs, v, a) d) evaluate the relationship between the Middle East and the Western world to understand its influence on contemporary	a) Learners use the internet, textbooks, extracts and other sources to investigate and present the meaning of Arab nationalism, its origins, and its composition in the Middle East. b) Learners use the internet, textbooks, extracts and other sources to analyse the causes of the rise and results of Arab nationalism. c) Learners use the internet and textbooks to search for and discuss the socio-economic and political benefits of Arab unity with the class. d) Learners read an extract on the Arab League, identify the challenges to integration that hindered their unity. e) Learners use an extract on the Organisation of the Petroleum Exporting Countries (OPEC) to research and present the top oil-producing countries in the Middle East, and create a labelled map showing production statistics and key oilfields. f) In a think-pair-share session, learners discuss the impact of the oil industry in the Middle East in both the short and long term. g) Learners listen to a guest speaker or read an extract about the oil industry in the Middle East and explore how oil wealth has shaped the region's role in international relations. h) Learners use the internet, textbooks, extracts and other sources to search for and present the background and origins of the United Arab Republic (UAR) and create a timeline of key events from its formation in 1958 to its collapse in 1961.	a) Observe learners' comprehension and critical thinking skills as they explain the factors behind the rise of Arab nationalism. b) Engage with learners as they discuss the long-term impact of oil discoveries in the Middle East and assess their ability to: i) work effectively in diverse teams. ii) suggest and develop new solutions. c) Evaluate learners' ability to draw a relevant and accurate map of the Middle East highlighting key oilfields and their production statistics. d) Assess learners' ability to write

global diplomacy. (gs, v, a) e) evaluate the causes and impact of the instabilities in the Middle East between 1973 and 2003 to understand their influence on regional development. (gs, v, a) f) analyse the relations between Palestine and Israel (1948–1978) to understand their impact on regional stability and international diplomacy. (gs, v, a)	i) Learners read and analyse documents related to the UAR, identifying the reasons for its formation and the factors that led to its collapse. j) Learners, in pairs, use the internet, textbooks and extracts to search for and present the reasons behind Western countries' involvement in the Middle East. k) Learners use the internet, textbooks, extracts and other sources to investigate the consequences of Western military and political interventions in the Middle East. l) In groups, learners brainstorm the major political and economic problems affecting the Middle East, take notes, and then the teacher provides a wrap-up. m) Learners use the internet, textbooks, extracts and other sources to investigate the main causes (roots) of political and economic problems in the Middle East. n) Learners, in groups, use the internet and other sources to search for potential solutions to the political and economic challenges in the Middle East. o) Learners in a learning station session, explore available sources to investigate the events leading to the creation of Israel and create a detailed timeline of its key developments. p) In groups, learners use the internet and other sources to search for the reasons for the partition of Palestine into Palestine and Israel. q) Learners, in small groups, discuss and present to the class the effects of the partition of Palestine into Palestine and Israel. r) Learners use the internet, textbooks, extracts and other sources to explore the consequences of the creation of Israel on the Palestinian land. s) In groups, learners use the internet, textbooks or extracts to search for the Arab-Israeli Wars between 1948 and 1978, and analyse their consequences for the region.	accurately and present coherently the impact of the state of Israel.

TOPIC 6: Developments in Southern Asia and the Far East Since 1939

Duration: 20 Periods

Competency: The learner demonstrates an understanding of global affairs by examining the political developments in Southern Asia and the Far East since 1939 to appreciate their impact on regional development.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the impact of World War II conferences on Southern Asia to understand their influence on regional relations and geopolitics. (gs, v, a) b) analyse the collapse of the Kuomintang government in China to understand the challenges of nation-building. (gs, v, a) c) examine the causes and results of the rise of communism in China to appreciate the role of ideologies in spurring development. (gs, v, a) d) analyse the division of Korea and its impact to understand its influence on regional security and international relations. (gs, v, a)	a) Learners read excerpts on major World War II conferences to find out their background and objectives. Such conferences include: the Atlantic Charter (1941), the Casablanca Conference (1943), the Tehran Conference (November 1943), the Yalta Conference (February 1945) and the Potsdam Conference (July 1945). b) Learners, in groups, discuss the terms of the World War II conferences. c) In groups, learners use the internet or other sources to find out the significance of World War II conferences for Southern Asia. d) In groups, learners use the internet, textbooks or other sources to find out the socio-economic record of the Kuomintang in China. e) Learners, in groups, use textbooks and other sources to find out the factors for the rise and fall of Kuomintang rule in China in 1949. f) Learners, in groups, discuss the causes and effects of the rise of communism in China and take notes. g) Learners use the internet and textbooks to search for the reasons for the success of the Communist Revolution in China.	a) Observe learners as they discuss the post-World War II conferences to assess their understanding of the background and objectives of these conferences, and take note of their comprehension and listening skills. b) Engage in dialogue with learners to assess their ability to analyse the reasons for the rise of the Kuomintang and communist governments in China, and evaluate their level of sorting and analysing information. c) Evaluate learners' ability to provide accurate and coherent explanations of the factors that led to the partition of Korea in 1948.

	h) In groups, learners search the internet and textbooks to find out the background and contribution of Mao Tse-tung in China. i) Learners, in groups, discuss the problems of China's foreign policy and write a report. j) Learners, in groups, engage in a debate on the leadership of Mao Tse-tung in China. k) Learners use the internet and textbooks to search for and present the historical background of Korea's division and analyse the reasons for this geopolitical division. l) Learners conduct a search using the internet and other sources to explore the impact of Korea's partition on the Korean Peninsula and international relations. m) In groups, learners read a historical extract on the Korean War (1950–1953) to analyse its causes and impact on the Korean Peninsula.	

3.0 ASSESSMENT

3.1 Assessing the Adapted History Syllabus

This Advanced Secondary Curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The "Learning Outcomes" in the syllabi are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess values and 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 values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examinations. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

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

3.2 Formative Assessment

In this curriculum, the teacher's role in assessment is not only to write tests for the learner but also to make a professional judgment about the learner's learning during the teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learner is performing in terms of each Learning Outcome.

These judgements focus on how well learners achieve the learning outcomes specified in the syllabus. Teachers assess learners' performance based on their attainment of these outcomes.

3.3 Assessing Generic Skills

Generic skills are integrated into the syllabuses and reflected in the Learning Outcomes. As a result, there is no need to assess them separately. These skills develop progressively within the increasingly complex contexts of the subject content and are evaluated as part of the subject-specific Learning Outcomes.

3.4 Assessing Values and Attitudes

Unlike knowledge, understanding and skills, values and attitudes cannot be assessed through traditional tests and examinations. These aspects are inherently personal, variable and long-term in nature. Their importance, however, remains undeniable. Instead of relying on conventional assessment methods, values and attitudes are best evaluated over time through careful observation and meaningful interactions with learners.

3.5 Assessment of Project-based Learning

Project-based learning is a teaching method in which learners or participants gain knowledge and skills by engaging for an extended period of time to investigate and respond to an authentic challenge. The task must have a driving question and it involves sustained inquiry. Project-based learning is assessed using a rubric and an observation checklist.

3.6 Examinations

In the adapted curriculum, a single school-based summative assessment will be conducted at the end of the year. Regular termly examinations or tests are no longer required. Instead, assessment will focus on continuous teacher evaluations during Activities of Integration, which contribute to:

1) End-of-year assessment for class promotion.
2) End-of-cycle assessment for certification.

Comprehensive guidelines for end-of-cycle assessment will be outlined in the assessment manual.

3.7 Record-keeping

In competency-based learning, accurate and comprehensive record-keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school **must keep accurate records about learners' achievement.**

Various assessment tools and strategies are employed to capture learners' demonstration of abilities and achievements, including observation checklists, rubrics and scoring grids. These tools provide a holistic picture of learners' strengths, weaknesses and areas for improvement.

The collected data and evidence from these assessments are correctly recorded and maintained in learners' files, portfolios and anecdotal notes.

3.8 Approach to Assessment

Effectively assessing knowledge, understanding and skills requires varied strategies:

Knowledge can be partially assessed through written tests.

Skills, along with the application of knowledge and deeper understanding, demand diverse approaches, such as:

i)   debates
ii) projects
iii) journal creation
iv) documentary development

Given these diverse assessment methods, the teacher's role in the process becomes even more pivotal.

3.9 General Skills in Writing History Essays

Teaching History involves fostering strong writing skills, with a focus on:

Research-based writing: Guiding learners to construct evidence-supported arguments from historical research.

Organisational skills: Teaching learners to structure essays logically, with clear introductions, cohesive body paragraphs, and strong conclusions.

Language and style: Promoting clarity, precision, and an academic tone in writing.

Self-reflection: Encouraging learners to revise, present, and refine their work through feedback and review.

Triangulated Assessment Methods

Formative assessment integrates three key methods:

Observation: Monitoring learners as they engage in activities (ideal for assessing skills, values and attitudes).

Conversation: Engaging learners in discussions or asking targeted questions (effective 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.

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

By combining these three methods, referred to as triangulated assessment, teachers ensure comprehensive evaluation. Evidence from one method (e.g. observation) is supported and reinforced by evidence from the other two (e.g. conversation and product), creating a well-rounded assessment approach.

Observation

Triangulation

Product   **Conversation**
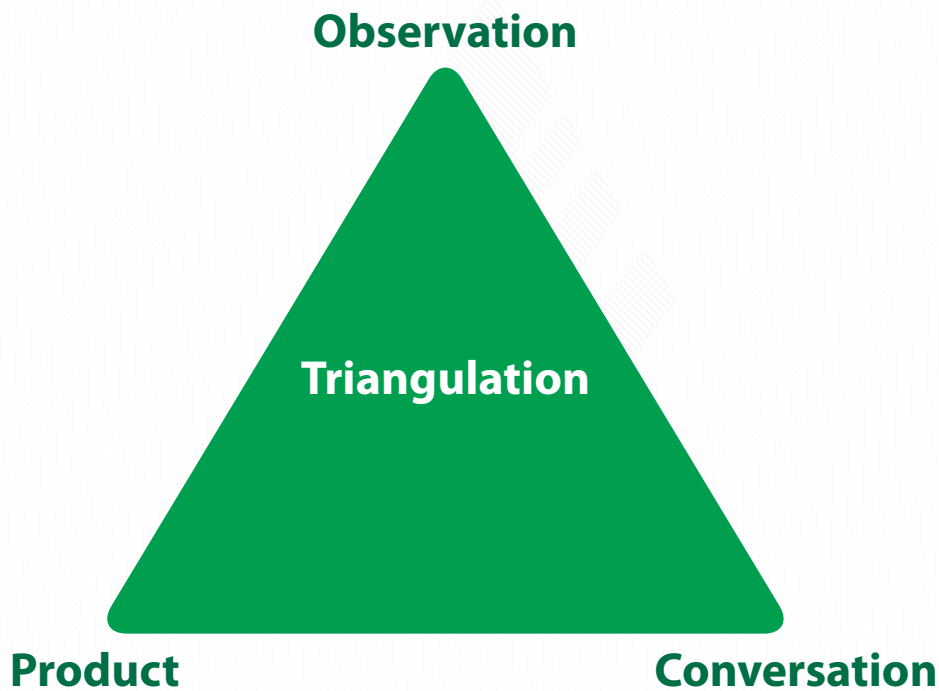
Glossary of Key Terms

Term	Definition
competency curriculum	A curriculum where learners develop the ability to apply their learning with confidence in a range of situations.
differentiation	The design or adaptation of learning experiences to meet individual learners' needs, strengths, preferences and abilities.
formative assessment	The process of evaluating a learner's performance by interpreting responses to tasks to gauge progress and inform subsequent learning steps.
generic skills	Skills applicable across all subjects, enhancing the learning and preparing young people for work and life.
inclusion	An approach to planning learning experiences that ensures each learner feels confident, respected, safe and equipped to learn to his or her full potential.
learning outcome	A statement specifying what a learner should know, understand or be able to do within a particular aspect of a subject area.
process skill	A capability acquired through a specific programme of study in a learning area, enabling learners to apply their knowledge and understanding.
sample assessment activity	An activity providing the learner with the opportunity to demonstrate their achievement of Learning Outcomes, typically integrated into regular teaching and learning.
suggested learning activity	An activity within the regular teaching and learning process that facilitates formative assessment.