Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Childhood Education

GRADE 10 – 12 HISTORY SYLLABUS

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC).The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five(5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at senior secondary school as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkosha
Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.
Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.
The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.
We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

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MINISTRY OF EDUCATION, SCIENCE,VOCATIONAL TRAINING AND EARLY EDUCATION

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INTRODUCTION

The Zambia Senior Secondary School syllabi (Grades 10 to 12) are a result of extensive consultation undertaken to reform the existing one.

The new curriculum is outcomes based and focuses on results rather than on goals, aims and objectives. It places emphasis on observable and measurable knowledge, skills and values to be acquired by learners at specific levels of their schooling. The new curriculum emphasises learner centredness and provides for increased learner-teacher contact time.

Continuous assessment is another prominent feature of the new curriculum. This allows for regular monitoring of individual learning process, diagnosis of learning difficulties and provision of remedial teaching.

In addition, the curriculum integrates cross-cutting issues and themes such as HIV and AIDS, Life Skills, Gender, Human Rights, Reproductive Health, Good Governance, Environmental Education and Water and Sanitation across the curriculum to ensure holistic development of the learner. Throughout the learning process, the curriculum will lead to the development of entrepreneurship skills.

In view of the magnitude of what is to be accomplished, there will be need for firm commitment by learners, teachers, educational administrators, parents and other stakeholders to the achievement of the changes designed to make the education system responsive to individual, community and national needs.

SUGGESTED METHODOLOGIES

These shall include, but not limited to:

- Desk and field research;
- Role play/drama;
- Debate;
- Teacher exposition;
- Group discussions;
- Education tours to relevant historical sites;
- Learning and teaching aids;
- Questions and answers.

TIME ALLOCATION

High School History will be offered over a period of three (3) years, i.e., from Grade 10 to 12. Each class taking History will have four (4) periods of allocated per week, each period lasting forty (40) minutes. All the four periods will be single.

ASSESSMENT

In order to ensure that learning is taking place there will be need to have the learners assessed regularly. This assessment will take the form of continuous assessment to be done at specified periods determined by school administrators, termly tests as well as the final examination which will be set by the Examination Council of Zambia at the end of Grade 12.

RATONALE

The History syllabus has been prepared and produced against the background and needs of the Education Sector, Millennium Development Goals and Vision 2030 which emphasise on Zambia being a middle income country. It is also in line with the structure of the Reviewed Curriculum Framework. It underscores the importance of understanding the historical development of man from antiquity to the present time. Once this understanding is developed, the learner would be able to appreciate the present events and have an informed direction of where society is likely to be in future.

To this effect the History syllabus aims at:

- Applying historical knowledge, skills and values to the understanding of historical events;
- Enabling learners evaluate sources of historical information to determine their authenticity;
- Empowering learners with skills to write reasoned essays on some historical topics;
- Assisting learners in evaluating current social, political, economic and cultural challenges with a view to offering possible solutions.

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE 10

GENERAL OUTCOMES
Appreciate and understand the origins and development of the Southern African society to the present time

KEY COMPETENCES FOR SENIOR SECONDARY SCHOOL HISTORY
• Write essays on selected topics based on the history of Southern Africa; • Perform elementary historical research from primary and secondary sources; • Evaluate sources of historical information to determine their validity

GRADE 10

PART I: HISTORY OF SOUTHERN AFRICA

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.1 Geographical Setting	10.1.1 Physical and climatic features of Southern Africa	10.1.1.1 Describe the physical and climatic features of Southern Africa	• Relief and climatic features of Southern Africa	• Drawing a map showing physical and climatic features of South Africa • Analysis of the influence of physical and climatic features on the distribution of people	• Appreciation • Awareness
10.2 Indigenous Communities	10.2.1 Earlier inhabitants of Southern Africa	10.2.1.1 Discuss the socio-economic and political organisation of the Saan and Khoi-khoi	• Socio-economic and political organisation of the Saan and Khoi-khoi	• Analysis of the socio-economic and political organisation of indigenous communities of South Africa	• Appreciation of the way of life of the indigenous Africans of South Africa • Awareness
	10.2.2 Bantu migration into Southern Africa	10.2.1.2 Describe the movements of Bantu-speaking people into Southern Africa	• Nguni speaking groups in the eastern wing and the Ambo and Herero group in the western wing	• Drawing a map showing the movements of the Bantu-speaking people into South Africa	
	10.2.3 Kingdoms and nation-states	10.2.1.3 Describe the establishment of kingdoms and nation-states in south-eastern South Africa	• Establishment of the Ndwandwe, Zulu and Ngwane kingdoms and the Basuto Nation	• Identification of the kingdoms established in south-eastern South Africa	
	10.2.4 The Mfecane	10.2.1.4 Explain the causes and results of the Mfecane	• Causes: shortage of resources (land, water and pasture) population increase • Effects: social, political, economic and military	• Analysis of the causes and course of the Mfecane	
	10.2.5 Relationships between the Bantu and Saan and Khoi-khoi	10.2.1.5 Explain the conflict between the Khoi-Saan and the Bantu	• Conflict over resources (land, water, pasture and livestock)	• Assessment of the relationship between the Bantu and the Saan and Khoi-Khoi	
10.3 European Settler Communities	10.3.1 Arrival of the Dutch at the Cape	10.3.1.1 Describe the arrival of the European settlers at the Cape	• European search for a sea route to the Far East	• Assessment of the impact of the arrival of Europeans in South Africa	
	10.3.2 Arrival of the British at the Cape				
	10.3.3 Relationship between the British and Dutch settlers at the Cape	10.3.3.1 Explain the conflicting political and economic interests between the British and the Dutch	• Conflict over resources and attitude towards the African population	• Analysis of the relationships between the Dutch and British settlers	
	10.3.4 The Great Trek	10.3.4.1 Describe the causes and course of the Great Trek	• Causes: Introduction of English as official language and law, circuit courts, land tenure, attitude towards Africans	• Identification of the causes and course of the Great Trek and the causes of the Anglo-Boer Wars	
	10.3.5 Anglo-Boer War	10.3.5.1 Describe the Anglo-Boer	• Course: First and Second Trek		

		Wars			
	10.3.6 The Union of South Africa	10.3.6.1 Describe the steps leading to the Union of South Africa	• First and Second Anglo-Boer Wars • Vereeniging Treaty, 1902 • Unification of states • Boer recognition of British authority • Bloemfontein National Convention, 1908 • Economic reconstruction • Union Act, 1909 effected 1910	• Analysis of the steps leading to the Union of South Africa	
10.4 Race Relations in Southern Africa	10.4.1 Relationships between indigenous Africans and the white settlers	10.4.2.1 Describe the socio-economic interactions between the European settlers and the indigenous communities	• Conflicts over ownership of resources and provision of labour	• Analysis of the relationships between the European settlers and the indigenous Africans	
	10.4.2 African resistance to white domination and the rise of African nationalism	10.4.2.1 Explain the reasons leading to African resistance to white domination	• Discovery of minerals, confinement to native reserves, pass system, de-enfranchisement, land seizure	• Assessment of the significance of early African resistance to white domination	
10.5 Majority Rule	10.5.1 Liberation movements in Southern Africa	10.5.1.1 Describe the various liberation movements in South Africa after the formation of the Union of South Africa	• The African National Congress (ANC) and the Pan-Africa Congress (PAC)	• Analysis of the role of political parties and liberation movements in the attainment of majority rule in South Africa	
	10.5.2 Attainment of majority rule	10.5.2.1 Describe the process leading to the end of Apartheid and introduction of majority rule	• End of Apartheid		
	10.5.3 Post-independence developments				

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE 11

GENERAL OUTCOME
• Appreciate and understand the state and development of the modern world social, economic and political order from 1870 to the present time

KEY COMPETENCES
• Master major events taking place in Europe and the rest of the world since 1870; • Offer some solutions to the world's major economic, social and political challenges • Write reasoned essays on selected topics based on world history

GRADE 11

PART I1: WORLD HISTORY FROM 1870 TO THE PRESENT

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
11.1 Geographical Setting	11.1.1 Geographical positions of major European kingdoms, 1850 – 1870	11.1.1.1 Locate on the map of Europe the major European empires by 1870	• Political set up of Europe by 1870	• Map reading • Analysing • Comparing and contrasting	• Appreciation • Reflection • Self-identity • Courage • Loyalty • Independence • Patriotism • Cooperation • Bravery
11.2 Nation Building, 1850 – 1900	11.2.1 Bismarck and the unification of Germany, 1870	11.2.1.1 Describe the stages leading to the unification of Germany 11.2.1.2 Explain Bismarck's home and foreign policies	• Political divisions of Europe by 1870 • Economic status of major world nations by 1914		
	11.2.2 The Ottoman Empire up to 1914	11.2.2.1 Analyse the factors that led to the decline of the Ottoman Empire			
	11.2.3 The British Splendid Isolation Policy	11.2.3.1 Assess the advantages and disadvantages of the British policy of Splendid Isolation			
	11.2.4 Russia under Tsarist rule, 1870 – 1914	11.2.4.1 Describe Russia's efforts at industrialisation leading to the Russo-Japanese War of 1904-05 11.2.4.2 Assess the impact of Russia's defeat by Japan on revolutionary activity leading to the 1905 Revolution			
	11.2.5 France, 1870 – 1914	11.2.5.1 Explain the efforts France made to regain her lost provinces of Alsace and Lorraine to Germany			
	11.2.6 China, 1900 – 1914	11.2.6.1 Describe China's political, economic and social development before the First World War			

	11.2.7 Japan, 1900 – 1914	11.2.7.1 Describe Japan's political, economic and social development before the First World War			
	11.2.8 The United States of America, 1900 – 1914	11.2.8.1 Briefly explain America's non-involvement in the alliance systems of Europe before 1917			

11.3 Rivalry among Major World Kingdoms and Nations	11.3.1 The European Alliance Systems	11.3.1.1 Describe the alliance systems that European states entered into before 1914	• Three Emperor's League, Dual Alliance, Triple Alliance • Entente Cordiale, Dual Entente and Triple Entente		
	11.3.2 European scramble for and partition of Africa	11.3.2.1 State and analyse the reasons for the European scramble and partition of Africa	• Social, economic, political reasons		
	11.3.3 First World War	11.3.3.1 Explain the causes of the First World War	• System of alliances, militarism, nationalism, international crises, the Eastern Question, domestic political factors		
11.4 The World During the Inter-War Era	11.4.1 The end of the First World War and the Treaty of Versailles	11.4.1.1 Discuss terms of the Treaty of Versailles and their impact on defeated nations	12 Terms of the Versailles Treaty		
		11.4.1.2 Describe Woodrow Wilson's Fourteen Points	13 Wilson's Fourteen Points		
	11.4.2 The Weimar Republic – 1919-1933	11.4.2.1 Explain the weaknesses of the Weimar Republic	• The Weimar Republic		
	11.4.3 The rise of Adolf Hitler	11.4.3.1 Discuss the circumstances that led to the rise of Adolf Hitler and Nazism	• The rise of Hitler and Nazism		
		11.4.3.2 Analyse Hitler's political career, showing his role in the Second World War, 1939-1945	• Hitler's domestic and foreign policies		
	11.4.4 The rise of Benito Mussolini in Italy	11.4.4.1 Discuss the circumstances that led to the rise of Benito Mussolini and Fascism in Italy	• The rise of Benito Mussolini		
		11.4.4.2 Analyse Mussolini's political career, showing his role in the Second World War, 1939-1945	• Mussolini's domestic and foreign policies.		
	11.4.5 1917 Russian Socialist Revolution	11.4.5.1 Describe conditions in Russia under the monarchy	• Russia under Tsarist rule		

		11.4.5.2 Discuss the role of Lenin in the 1917 Socialist Revolution and thereafter	• Lenin and the formation of the Bolshevik Party • The Russo-Japanese War and the 1905 Revolution • Russia during the First World War • The October 1917 Socialist Revolution		
		11.4.5.3 Describe Stalin's home and foreign policy	• Russia after 1917		
	11.4.6 The Spanish Civil War, 1936 – 1939	11.4.6.1 Explain the causes of the 1936 – 1939 Spanish Civil War and the role played by Francisco Franco	• The Spanish Civil War and General Franco		
	11.4.7 China from 1919 to 1939	11.4.7.1 Discuss the political and economic developments in China from 1919-1939	• China before the First World War • China during the First World War • China during the inter-war period		
	11.4.8 Japan from 1919 to 1939	11.4.8.1 Describe the political and economic developments in Japan from 1919 to 1939	• Japan before the First World War • Japan during the First World War • Japan during the inter-war period		
	11.4.9 The Second World War	11.4.9.1 Discuss the causes of the Second World War	• Causes of the Second World War		

11.5 Attempts at World Peace and the Balance of Power, 1919 to Present	11.5.1 The League of Nations	11.5.1.1 Assess the successes and failures of the League of Nations	• Successes and failures of the League of Nations		
	11.5.2 The United Nations Organisation	11.5.2.1 Outline the steps leading to the formation of the United Nations Organisation 11.5.2.2 Describe the objectives, structure and functions of the United Nations Organisation 11.5.2.3 Assess the achievements and failures of the United nations Organisation	• The formation of the United Nations Organisation (its objectives, structure, functions, failures and achievements)		
	11.5.3 The North Atlantic Treaty Organisation	11.5.3.1 Describe the objectives of The North Atlantic Treaty Organisation	• Objectives of the North Atlantic Treaty Organisation		
	11.5.4 The Non-Aligned Movement	11.5.4.1 Describe the objectives of The Non-Aligned Movement	• Objectives of the Non-Aligned Movement		
	11.5.5 The Warsaw Pact	11.5.5.1 Describe the objectives of The Warsaw Pact	• Objectives of the Warsaw Pact		
11.6 Other International Organisations	11.6.1 The Commonwealth of Nations	11.6.1.1 Describe the objectives of The Commonwealth of Nations	• Objectives of the Commonwealth of Nations		
	11.6.2 The European Union	11.6.2.1 Describe the objectives of The European Union	• Objectives of the European Union		
	11.6.3 The Caribbean and Pacific States	11.6.3.1 Describe the objectives of The Caribbean and Pacific States	• Objectives of the Caribbean and Pacific States		
	11.6.4 The Organisation of African Unity/African Union	11.6.4.1 Describe the objectives of The Organisation of African Unity/African Union	• Objectives of the Organisation of African Unity/African Union		
	11.6.5 The Organisation of American States	11.6.5.1 Describe the objectives of The Organisation of American States	• Objectives of the Organisation of American States		
	11.6.6 The Economic Community of West African States	11.6.6.1 Describe the objectives of The Economic Community of West African States	• Objectives of the Economic Community of West African States		
	11.6.7 The Maghreb Union	11.6.7.1 Describe the objectives of The Maghreb Union	• Objectives of the Maghreb		

			Union		
	11.6.8 The Arab League	11.6.8.1 Describe the objectives of The Arab League	• Objectives of the Arab League		
	11.6.9 The Association of South-East Asian Nations	11.6.9.1 Describe the objectives of The Association of South-East Asian Nations	• Objectives of the Association of South-East Asian Nations		
	11.6.10 The Common Market for Eastern and Southern Africa	11.6.10.1 Describe the objectives of The Common Market for Eastern and Southern Africa	• Objectives of the Common Market for Eastern and Southern Africa		
	11.6.11 The Southern Africa Development Community	11.6.11.1 Describe the objectives of The Southern Africa Development Community	• Objectives of the Southern Africa Development Community		
11.7 Contemporary Issues	11.7.1 The Middle East Crises	11.7.1.1 Discuss the major causes of conflicts and their consequences in the modern world	• Causes: conflict over resources, ethnicity		
	11.7.2 DR Congo regional conflict				
	11.7.3 Rwanda genocide	11.7.1.2 Discuss the efforts applied in conflict resolution and management in the modern world	• Conflict resolution and management: arbitration, mediation, prosecution, compromise		
	11.7.4 The land issue in Zimbabwe				
	11.7.5 International terrorism				
	11.7.6 HIV/AIDS	11.7.6.1 Discuss the effects of HIV/AIDS in economic development	• Loss of life		
	11.7.7 Environmental degradation	11.7.7.1 Discuss major causes and effects of environmental degradation	• Greed, ignorance		
	11.7.8 Child labour and child abuse	11.7.8.1 Discuss the effects of child labour and abuse to children	• Traumatisation,		
	11.7.9 Human trafficking	11.7.9.1 Describe possible solutions to human trafficking	• Prosecution,		
	11.7.10 Gender-based violence	11.7.10.1 Discuss gender-based violence	• Conflict between man and woman		

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE 12

GENERAL OUTCOME
•Appreciate the origins and development of the Central African society to the present time

KEY COMPETENCES FOR SENIOR SECONDARY SCHOOL HISTORY
• Detail major political changes which took place in Central Africa in general and Zambia in particular since the era of Bantu migrations; • Analyse the economic, social and political problems Zambia and the rest of the world are facing and offering possible solutions to them; • Write reasoned essays on selected topics based on the history of Central Africa

GRADE 12

PART III: HISTORY OF CENTRAL AFRICA

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
12.1 Geographical Setting	12.1.1 Physical and climatic features and their influence on population distribution	12.1.1.1 Describe the physical features of Central Africa in relation to population distribution by 1800	• Influence of relief and rainfall patterns on population distribution	• Map drawing • Interpretation • Analysis • Identification • Location of places • Comparing and contrasting • Critiquing	• Appreciation • Acceptance • Sense of belonging • Awareness • Courage • Patriotism • Self-identity
12.2 Indigenous African Population	12.2.1 Bantu migrations into Central Africa	12.2.1.1 Describe the causes and courses of Bantu migrations	• Causes: social, political, economic • Courses: Earlier migrations of the Tonga, Tumbuka, Namwanga, Mambwe, Iwa, Lungu, Lambya, and later migrations from Luba and Lunda kingdoms (Lunda, Bemba, Bisa, Lenje, Kaonde, Luvale, Luyi,		
		12.2.1.2 Locate on the map the areas of Bantu settlement after migration	• The Tonga in southern Zambia, Luyi and associated groups in western Zambia, Bemba and associated groups in Northern and Luapula Provinces, Luvale, Kaonde and other groups in North-western Province, Lunda in North-western and Luapula Provinces		
		12.2.1.3 Discuss the results of the Bantu migrations	• Results of Bantu migrations (social, political, economic)		
	12.2.2 Decentralised societies	12.2.2.1 Identify decentralised societies of Zambia	• Tonga, Lenje, Soli, Sala, Senga, Nsenga, Kunda, Tumbuka		
		12.2.2.2 Describe the social, political and economic organisation of	• Social, political, and economic organisation		

		decentralised societies			
	12.2.3 Centralised societies of Central Africa	12.2.3.1 Identify centralised societies of Central Africa	• Luba and Lunda empires of Congo, Kongo and Ndongo kingdoms of Angola, the Ngoni kingdom, the Chewa kingdom of Kalonga and Undi, and Mwenemutapa kingdom, Luyi kingdom, Luvale kingdom of Ndungu and Lunda kingdom of Kanongesha, Bemba kingdom and Kazembe-Lunda kingdom		
		12.2.3.2 Describe the social, political and economic organisation of centralised societies	• Social, political, and economic organisation		

12.3 Exploration of Central Africa	12.3.1 Opening up of Central Africa by Europeans	12.3.1.1 Identify Europeans who opened up Central Africa prior to colonisation 12.3.1.2 State the results of the activities of explorers and missionaries in Central Africa	• Explorers: David Livingstone and Henry Morton Stanley • Traders and hunters: F C Selous and George Cobb Westbeech • Missionaries: David Livingstone, Francois Coillard • The Portuguese in Angola and Mozambique • Introduction of Christianity, introduction of slave trade (by the Portuguese), imposition of foreign culture on Africans (assimilation), stopping of slave trade and introduction of legitimate trade (by the British, colonisation		

12.4 European Acquisition of Territories in central Africa	12.4.1 European scramble for and the colonisation of Central Africa	12.4.1.1 Describe the Scramble for and Partition of Central Africa 12.4.1.2 Discuss the steps leading to the colonisation of Central Africa by the British and Portuguese	• Contra Costa policy of the Portuguese • Cape to Cairo policy of the British • The Berlin Colonial Conference and the Partitioning of Central Africa • The Ware, Lawley and Lochner Concessions in western Zambia • Military conquest of eastern and northern Zambia by the British • The Rudd Concession in Zimbabwe • Military conquest of Angola and Mozambique		
12.5 European Settlers in Central Africa	12.5.1 Relationship between indigenous Africans and white settlers 12.5.2 Colonial Administration 12.5.3 African Resistance to European Domination	12.5.1.1 Describe the relationship between Africans and Europeans 12.5.2.1 Discuss colonial direct and indirect methods of ruling Africans 12.5.3.1 Distinguish between primary and secondary resistance	• Reasons behind the uprisings against colonial rule: resources, tax and forced labour • Direct rule: direct involvement of colonial administration (by the Portuguese and French • Indirect rule: colonial administration through traditional rulers (by the British) • Primary resistance: early resistance to arrival of Europeans in Central Africa • Secondary resistance: later resistance against colonial rule in Central Africa		

		12.5.3.2 Discuss specific incidents of early African resistance to colonialism	• Chilembwe Uprising in Nyasaland, Ndebele and Shona Rebellions in Southern Rhodesia, Chewa rebellion led by Nyangu		
		12.5.3.3 Describe important welfare associations which represented the interests of Africans in Northern Rhodesia	• The Mwenzo Welfare Society		
		12.5.3.4 Describe how early African church leaders resisted colonial rule	• Through sermons, open rebellions, formation of African dominated churches		
	12.5.4 The rise of African nationalism	12.5.4.1 Describe the methods employed by Africans in resisting colonial rule	• Welfare societies, trade unions, formation of political parties		
		12.5.4.2 Explain the role of educated Africans in the struggle for independence	• Formation of political parties, conscientising other Africans		
		12.5.4.3 Describe the role played by labour movement in fighting colonial rule	• Organising strikes		
		12.5.4.4 Analyse the political parties and liberation movements in Central Africa that fought for independence	• Northern Rhodesia: Northern Rhodesia African National Congress, African National Congress, United National Independence Party • Nyasaland: Malawi Nationalist Party • Southern Rhodesia: ZAPU, ZANU		
	12.5.5 The Federation of Rhodesia and Nyasaland	.5.5.1 Discuss the reasons for and against the formation of the Federation	• Reasons for: economic integration, united front for European domination over Africans • Reasons against: slow		

	12.5.6 Steps leading to the independence of the three Central African territories	.5.5.2 Analyse the successes and failures of the Federation 12.6.1.1 Analyse the steps leading to the independence of the three Central African territories (Northern Rhodesia, Southern Rhodesia and Nyasaland)	progress towards political independence, • Successes: • Failures: • Northern Rhodesia • Southern Rhodesia • Nyasaland		
12.6 Majority Rule	12.6.1 Post-independence developments	12.6.1.1 Analyse the development of post-independence economic and political systems of the three Central African territories	• Economic developments: mining, agriculture and manufacturing, regional economic blocks, infrastructure • Zambia and Malawi: multi-party politics just after independence, declaration of one party participatory democracy, rebirth of multi-party democracy • Zimbabwe: Unilateral Declaration of Independence, formation of Zimbabwe-Rhodesia, genuine independence under ZANU • Other political developments		

SCOPE AND SEQUENCE CHART

Grade **Theme**	**10**	**11**	**12**
Geographical Set Up	• Physical and climatic features of Southern Africa	• Geographical positions of major European kingdoms, 1870 – 1900	• Physical features and their influence on population distribution in Central Africa
Indigenous Settlers	• Earlier inhabitants of Southern Africa: The Saan (Bushmen) and Khoi-khoi (Hottentots) • Bantu migrations into South Africa • Establishment of kingdoms and nation-states • Relationships between the Bantu and the Bushmen and Hottentots		• Bantu migrations into Central Africa • Centralised and decentralised societies of Central Africa
European Settlers	• Arrival of the Dutch at the Cape • Arrival of the British at the Cape • Relationships between the Dutch and the British up to 1810		• Arrival of the European settlers into Central Africa • Rivalry among Europeans for the colonisation of Central Africa
Race Relations	• Relationships between indigenous Africans and the white settlers • African resistance to white domination and the rise of African nationalism		• Relationships between indigenous Africans and the white settlers • African resistance to white domination and the rise of African nationalism
Majority Rule	• Liberation movements in Southern Africa • Attainment of majority rule • Post-independence developments		• Liberation movements in Central Africa • Attainment of majority rule • Post-independence developments
Nation Building, 1860 – 1914		• Unification of Germany, 1870 • The Ottoman Empire, 1870 – 1914 • The British Splendid Isolation Policy • Russia under Tsarist Rule, 1870 – 1914 • France, 1870 – 1914 • China, 1900 – 1914 • Japan, 1900 – 1914 • The United States of America, 1900 – 1914	
Rivalry Among Major World Kingdoms and States		• The European Alliance Systems • European scramble and partition of Africa • The First World War, 1914 – 1918	
The World During the Inter-War Era		• The end of the First World War and the Treaty of Versailles • The rise of Adolf Hitler • The rise of Benito Mussolini	

		• The socialist revolution in Russia • Francisco Franco and the Spanish Civil War • France, 1918 – 1939 • China, 1918 – 1939 • Japan, 1918 – 1939 • America, 1918 – 1939 • The Second World War, 1939 – 1945	
Attempts at World Peace and the Balance of Power, 1919 to the Present		• The League of Nations • The United Nations Organisation • The Commonwealth of Nations • The Caribbean and Pacific States • The North Atlantic Treaty Organisation • The Non-Aligned Movement • The Warsaw Pact • Organisation of African Unity	•
Regional Organisations		• The European Union • The African Union • The Organisation of American States • Economic Community of West African States • The Maghreb Union • The Arab League • The Association of East Asian States • The Common Market for Eastern and Southern Africa • The Southern Africa Development Community	
Contemporary Issues		• The Middle East Crises • Conflict in Democratic Republic of Congo • The Rwanda genocide • The land question in Zimbabwe • HIV and AIDS • Environmental degradation • International terrorism • Child labour and abuse • Gender-based violence	