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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| To demonstrate knowledge of the process of establishing Colonial rule in Africa. | By the end of form three students should be able to understand and explain in the different colonial administrative systems. | **FEBRUARY JANUARY** | 3  4 | ESTABLISHMENT OF COLONIALISM. | (i)  Scramble for and partition of Africa.  (ii)  Impacts and areas which had intensive scramble.  (iii)  Berlin Conference. | 12 13  13 | i)  To guide the students individually to read the written sources.  ii)  To guide the students in the class to present their findings in the class.  iii)  To guide the students to write the notes, drawing the maps. | i)  Students will read written sources  ii)  Students will present their findings in the class.  iii)  Students will be obliged to answer various questions and write their brief notes. | i)  Written sources  ii)  Map of Africa  iii)  List of guiding questions. | 1. African History from 19th C to 21st C A.D by Stephen James. 2. African from 1850 to the present |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MARCH** | 3 |  | (iv)  African reaction  -Forms of reaction  -Causes of reaction  -Factors which determined the nature of African reactions  -Impact of various forms of reaction. |  | -do-  -do-  -do- | -do-  -do-  -do- |  |  |  |  |
| **MID TERM TEST**  **MID – TERM BREAK** | | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| To demonstrate knowledge n the similarities and differences of colonial administrative systems applied in African and shows the ability to assess their impact. | To let the students be able to understand the different Colonial administrative systems applied in African and assess their impacts. | **APRIL** | 3 | COLONIAL ADIMINISTRATIVE SYSTEM | (a)  Direct rule  i)  Indirect rule  ii)  Assimilation the application of the various forms of Administrative systems  iii)  Similarities and differences |  | To guide the students individually to read the written sources.  ii)  The students to be guided to present in the class their findings.  Iii)  To guide the students to write the notes, drawing the maps and answering questions. | i)  To read written sources.  ii)  Students to presents in the class their findings.  iii)  Students will write the notes, drawing maps, answering oral and written questions. | i)  Written sources  ii)  Wall paper  iii)  List of guiding questions. | -do- |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **JUNE MAY** | 4  1 |  | (b)  Colonial military & legal Institution  i)  Functions of @ colonial Institution  ii)  Tactics used. |  | -do-  -do- | -do-  -do- | -do-  -do- | -do-  -do- |  |  |
| **TERMINAL EXAMINATION**  **LONG VACATION** | | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| To demonstrate their ability and to analyse the different sections of colonial Economy in Africa and assess their impact on Africa. | To enable the students to explain the sectors of colonial  economy, their factors and impacts on Africa. | **OCTOBER SEPTEMBER AUGUST JULY** | 1  4  2  4 | COLONIAL ECONOMY IN AFRICA | (A)  Established of Colonial Economy  -Meaning  -Objectives  -Tactics used to establish to established Colonial Economy  (ii)  Sectors of Colonial Economy | 13  13 | i)  To guide students to present their findings in the class.  ii)  To guide the students to conduct the groups discussion  iii)  To guide the students to conduct the process of asking the questions.  -do-  -do- | i)  Students will write the notes and asking the questions.  ii)  Students will present their findings in the class.  iii)  Students will draw various sketch maps.  -do-  -do- | i)  Written sources.  ii)  Map of Africa.  iii)  List of guiding questions. | -do-  -do-  -do- |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  |  |  |  | -Agriculture  -Mining  - Trade  -Industries  -Transport.  -Communication |  | -do- | -do- | -do- | -do- |  |  |
| **ONE WEEK MID TERM BREAK** | | | | | | | | | | | | | |
|  |  | **OCTOBER** | 4 |  | (b)Features of Colonial Economy  ii)Colonial labour force  iii)Types of C.I.E | 8 |  |  |  | -do- |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| To demonstrate the ability to analyse the various colonial social services and shows  how they consolidated Colonialism. | To enable the students to demonstrate knowledge on the various colonial social services and  shows how they consolidated. | **NOVEMBER** | 2 | COLONIAL SOCIAL SERVICES | i)Colonial Education  -Features  -Impacts  ii)  Health social services  -features and impacts  iii)  Provision of water  Objects  Features  Motives and Distribution |  | i)Guiding the students to present their class their findings  ii)Guiding the students to write the notes.  iii)Guiding the students to read the written sources and answering the oral and drawing the maps. |  |  | -do-  -do-  -do- |  |  |
| **DECEMBER** |  | **REGIONAL EXAMINATION**  **LONG VACATION FOR FIVE WEEKS** | | | | | | | | |