

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SCHEME OF WORK

TEACHER'S NAME:

SCHOOL NAME:

SUBJECT: HISTORY

FORM: SIX

YEAR: 2024/25

TERM: 1ST AND 2ND

COMPETENCE	OBJECTIVE	MONTH	WEEK	MAIN TOPIC	SUB TOPIC	PERIOD	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	REFERENCE	T/L AIDS	ASSESSMENT	REMARKS
Explain open farming methods	The students should be able to: a) analyse problems that faced feudalism in Europe. b) assess the impact of the introduction of the Enclosure system on agriculture, science and technology in Britain. c) show how the agrarian revolution led to the growth of capitalism in Europe			RISE OF CAPITALISM IN EUROPE	Transition from feudal to agrarian		<ul style="list-style-type: none"> - To guide students in groups to share and discuss the individual findings on the problems which faced agriculture in Europe under the open field system. - To guide the students in groups to present in class their findings for further discussion, the students to discuss the reasons for the introduction of the enclosure system through written texts. - To guide students in groups to conduct class discussion for enrichment. 	<ul style="list-style-type: none"> - The students in groups to present in class their findings for further discussion, - Students through class discussion to clarify and enrich the responses raised. - Students to brainstorm on how agrarian revolution facilitated the growth of capitalism in Europe.. 	Mastering Adavanne level history(Paper 1&2) By Mwl. Kato Kassim	braille, written texts clarification and the discardment of open field system	Is the student able to explain open field system as used in Europe was adopted and the open field system discarded and assess the impact of the enclosure system on: i) Agriculture? ii) Science and technology?	
						<ul style="list-style-type: none"> - To guide students in groups to conduct a library research on the impact of the introduction of the enclosure system on the development of agriculture, science and technology. - To guide students to in groups to discuss their findings from the library research. - To guide the students in groups to present in the class. 	<ul style="list-style-type: none"> - Students in groups to conduct a library research on the impact of the introduction of the enclosure system on the development of agriculture, science and technology 	& Advance learners History (Oxford)	Is the student able to show how the agrarian revolution led to the growth of capitalism in Europe?			
Asses the contribution	By the end of this subtopic, the student should be able to: a) explain the concept of merchantilism and its characteristics b) discuss the evolution, cause and impact of merchantilism on Europe, America, the Caribbeans and Africa.				Rise of Merchantilism		<ul style="list-style-type: none"> - To guide individual students to conduct library research on the concept of merchantilism and its characteristics. - To guide students in groups to present and discuss individual findings and write summary of major issues for presentation in class. - The teacher to guide the groups to present their findings in class for discussion, clarification and enrichment. 	<ul style="list-style-type: none"> - Students to conduct library research on the concept of merchantilism and its characteristics. - Students in groups to present and discuss individual findings and write summary of major issues for presentation in class 		Written texts in braille.	Is the student able to explain meaning merchantilism? Is the student able to explain: i) Evolution of merchantilism? ii) Cause of merchantilism? iii) Impact of merchantilism on Europe, America?	
						<ul style="list-style-type: none"> - Using wall maps the teacher to guide students to draw a sketch map of the world showing the European merchant colonies in the Americas, Asia and the Far East. - To guide the students in groups to read written texts and discuss the evolution, cause and impact of merchantilism on Europe. America; the Carribeans and Africa - To guide groups to present their findings on the evolution, cause and impact of merchantilism on Europe 	<ul style="list-style-type: none"> - Students to draw a sketch map of the world showing the European merchant colonies in the Americas, Asia and the Far East. - Students in groups to read written texts and discuss the evolution, cause and impact of merchantilism on Europe. America; the Carribeans and Africa. - Sstudents to do a project work on the contribution of merchantilism to the rise of capitalism in Europe. 	& Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written texts on the contributon of merchantilism to the rise of capitalism in Europe.	Is the student able to — assess the contribution of merchantilism to the rise of capitalism in Europe?		

Analyse the contribution of Africans in Europe.	b) analyse the trading relations between Africa, Europe and America during the era of mercantilism and their impact on Africa, Europe and North America. c) relate the exploitation of African slave labour in the Americas and Caribbeans with the development of Capitalism in Europe and North America. d) assess the economic and social reasons that led to the abolition of the Atlantic slave trade and the rise of new trading relations between Africa, Europe and North America and their impact..			RISE OF CAPITALISM IN EUROPE	Africa's Contribution to the Development of Capitalism in Europe and North America		<ul style="list-style-type: none"> - To guide groups to present in plenary their group findings for further discussion, clarification and enrichment. - To distribute pictures showing African slaves and European plantations in plantations for students to make description - Through library research, the teacher to guide students individually to read written texts on the trading relations between Africa, Europe and Africa during th era of mercantilism and their impact. 	<ul style="list-style-type: none"> - Groups to present in plenary their group findings for further discussion, clarification and enrichment - Students individually to read written texts on the trading relations between Africa, Europe and Africa during th era of mercantilism - Students identify trade routes through a wall world ma - Students in groups to share. individual findings on the trading relations between Africa, Europe and America and 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written texts on trading relations between Africa. Europe and America. Written texts in braille. Wall world map showing the major trade routes during the Atlantic slave trade.	Is the student able to analyse the trading relations between Africa, Europe and America and their impact on Africa, Europe and North America? Is the student able to relate the development of capitalism in North America and Europe through the exploitation of African labour?	
Analyse the role of industrial revolution in developing Europe	The student should be able to: a) explain the transition from Cottage (Put Out) System to factory System in Britain. b) assess why Britain was the first country in Europe to industrialize. c) explain how and why industrial revolution spread to Belgium, France, Germany, USA and Italy between 1850 and 1890s and its impacts. d) assess how the spread of industrialisation in Europe and USA led to Competitive Capitalism.				Industrial Revolution Phase 1 (Britain 1750 — 1850) Belgium, France, Germany, USA and Italy (1850 — 1890s)Phase 11 (Spread of Industrial revolution to	10	<ul style="list-style-type: none"> - To guide students in groups to read written sources and explain the transition from cottage (put out) system to factory system in Britain. - - The teacher to guide the groups to present their findings in plenary for discussion, clarification and enrichment. - To guide students individually to conduct a library research on the reasons which led Britain to be the industrial revolution. - To guide students in groups to discuss individual findings and summarize major issues. - To guide the students to present groups' summaries in plenary for further discussion and - To guide individual students to read text on the spread of Industrial Revolution to Belgium, France, Germany and Italy. 	<ul style="list-style-type: none"> - Students in groups to read written sources and explain the transition from cottage (put out) system to factory system in Britain. - Students individually to conduct a library research on the reasons which led Britain to be the industrial revolution. - S tudents to present groups' summaries in plenary for further discussion and clarifications. - Students to read text on the spread of Industrial Revolution to Belgium, France, Germany and Italy. - students to make further readings to enrich the points raised during the talk by the guest speaker and write summaries. 			Is the student able to explain the transition from cottage (put out) system to factory system in Britain? Is the student able to assess how the spread of industrialisation in Europe and USA led to Competitive Capitalism?	
Show the link between capitalism and development	By the end of this subtopic, the student should be able to: a) explain the meanings of demographic revolution and scientific revolution. b) analyse the causes of Scientific revolution and Demographic revolution between 1600s and 1850. c) assess the impact of the Demographic Revolution to the development of Capitalism in Europe.				Show the link between capitalism and development	10	<ul style="list-style-type: none"> - To guide students to brainstorm the concepts of: • Demographic revolution • Scientific revolution - To guide students through question and answers technique to analyse the causes of scientific revolution and demographic revolution in Europe. - To guide students to read written texts on the causes of demographic revolution and scientific revolution. - To guide the students in groups to present in class their responses for further discussion, clarification and enrichment - The teacher to guide the students to conduct a library research on the impact of demographic revolution and scientific revolution to the development of Capitalism 	<ul style="list-style-type: none"> - Students through question and answers technique to analyse the causes of scientific revolution and demographic revolution in Europe. - Students to read written texts on the causes of demographic revolution and scientific revolution. - Students to conduct a library research on the impact of demographic revolution and scientific revolution to the development of Capitalism in Europe. - Students in groups to share individual findings on the impact of demographic revolution to the development of capitalism in Europe. 		Written texts on demographic revolution and scientific revolution Braille texts on demographic revolution and scientific revolution	Is the student able to define and assess the impact of demographic and scientific revolutions to the development of capitalism in Europe?	

Explain the dynamics of Europeans politics	By the end of this subtopic, the student should be able to: a) explain the principles which governed politics in Europe before b). Principle of Divine Rule which glorified feudal aristocracy and absolutism)			RISE OF DEMOCRACY IN EUROPE	Background to the Rise of Democracy in Europe	10	<ul style="list-style-type: none"> - To invite a guest speaker to talk on the principle which governed politics in Europe before the rise of Democracy - After the talk to guide students ask questions on the points raised during the talk. - To guide the students to make further readings to enrich the points raised during the talk by the guest speakers and write summaries. 	-Students to make further readings to enrich the points raised during the talk by the guest speakers and write summaries.	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Themes In African History(Papaer 2) By Ismail Ngobi	Written texts on the Principle of Divine rule of Kings. Written texts	Is the student able to explain the principle which governed politics in Europe before the rise of democracy?	
give the impact of glorious revolution.	Student should be able to: a) assess the causes written sources on and aims of the causes, aims English and effects of the revolution of English revolution 1640 and their of 1640. c) analyse the causes and objectives of the Glorious Revolution of 1689 in Britain and its impact on . the development of Democracy.				The English Revolution (1640 — 1689)	10	<ul style="list-style-type: none"> - To conduct a plenary discussion for students to discuss on causes, aims and effects of the English revolution of 1640 - Using question and answers technique, to guide the students summarise the best responses raised. the causes and aims of the English Civil War. - Through question-answers technique, the teacher to guide students in groups to discuss in plenary the causes, objectives and impact of the Glorious Revolution in Britain. 	<ul style="list-style-type: none"> - Students to discuss on causes, aims and effects of the English revolution of 1640 2.students in groups to discuss in plenary the causes, objectives and impact of the Glorious Revolution in Britain. - Students to read texts on Glorious revolution to find its causes and objectives. - Sstudents in groups to present in class their responses for further discussion and clarification. 		Written sources on the Glorious revolution Written sources in braille	Is the student able to analyse: i) The causes of the Glorious Revolution of 1689? ii) The objectives of the Glorious Revolution? iii) The impact of the Glorious Revolution to the development of democracy?	
explain the contribution of revolution to democracy in europe.	By the end of this subtopic, the student should be able to: a) explain the causes and aims of the French Revolution of 1789; b) assess the contribution of the French Revolution to the development of democracy in Europe.				The French Revolution (1789)	05	<ul style="list-style-type: none"> - To guide students to conduct a library research on the causes and aims of the French Revolution of 1789. - To guide the students in groups to discuss information collected from the library research. - To guide students in groups to present in plenary groups' responses for further discussion and clarification. 	<ul style="list-style-type: none"> - Students to conduct a library research on the causes and aims of the French Revolution of 1789. - Students in groups to discuss information collected from the library research. 		Written texts on the causes and aims of the French Revolution (1789).		
						05	<ul style="list-style-type: none"> - To guide students in groups to read written texts on the contribution of the French Revolution to the development of democracy in Europe. - To guide the students in groups to discuss the contribution Revolution to the development in Europe. - To guide students individually to read written texts on the contribution of the 1848 revolutions towards the development of democracy in Europe. 	<ul style="list-style-type: none"> - Students in groups to read written texts on the contribution of the French Revolution to the development of democracy in Europe. - Students in groups to discuss, clarify and enrich major issues raised on the contribution Revolution to the development in Europe. 	Written texts on the 1848 revolutions in Europe.	Is the student able to discuss the contribution of the 1848 revolutions to the development of democracy in Europe?		
Describe the concept of imperialism.	By the end of this subtopic, the student should be able to: a) explain the concept of imperialism b) discuss the basic economic features of imperialism from the Marxist — Lenin's view.			IMPERIALISM AND THE TERRITORIAL DIVISION OF THE WORLD	The concept of imperialism	05	<ul style="list-style-type: none"> - To guide students to brainstorm the concept of imperialism from the bourgeoisie and from the bourgeoisie and Marxist - Afrocentric view Marxist-Africentric view. - To guide students to conduct library research on the economic features of imperialism from the Marxist —Leninist view. - To guide students in class to present, discuss, clarify and enrich the groups' responses. 	<ul style="list-style-type: none"> - Students to brainstorm the concept of imperialism from the bourgeoisie and from the bourgeoisie and Marxist - Afrocentric view - Students to conduct library research on the economic features of imperialism from the Marxist —Leninist view. 		Written texts on the concept of imperialism.	Is the student able to discuss the basic economic features of imperialism from the Marxist Leninist view?	

To give impact of unification of Italy and Germany.	Is the student able to: a) analyse the reasons for and strategies used to achieve Unification in Italy and Germany from 1848 — 1870/71. b) evaluate the impact of Unification of Germany and Italy in Europe.			IMPERIALISM AND THE TERRITORIAL DIVISION OF THE WORLD			<ul style="list-style-type: none"> - To invite a guest speaker to talk to the class on the reasons for and strategies used to achieve unification in Italy and Germany from 1848 — 1870/71. - After the talk the teacher to guide students ask questions on the points raised during the talk. - To guide the students to make further readings to enrich the points raised - To guide students through question-answers to evaluate the impact of Unification of Germany and Italy in Europe. - To guide students in groups to read written texts on the impact of Unification of Germany and write summary. 	<ul style="list-style-type: none"> - Students ask questions on the points raised during the talk. - Students to make further readings to enrich the points raised - Students in groups to read written texts on the impact of Unification of Germany and write summary. - The groups to present in plenary the information collected for further discussion, clarification and enrichment. - To present in plenary the information collected for further discussion, clarification and enrichment. 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African	Written texts on the Unification of Germany and	Is the student able to analyse the reasons and strategies used to achieve Unification in Italy and Germany? Is the student able to evaluate the impact of Unification of Germany and Italy in Europe?		
Analyse the role of international court of justice.	By the end of this subtopic, the student should be able to: a) analyse the causes of Alliance Systems or "Armed Camps" in Europe. b) explain the causes of militarism and arms' race in Europe. .explain events leading to the Berlin Congress of 1878 and the Creation of the International Court of arbitration at Hague in Holland.					Manifestations of European Imperialism in the 19th Century	05	<ul style="list-style-type: none"> - To guide students to read written texts in groups and analyse the causes of Alliance Systems and their types in Europe. - To guide students in groups to conduct a class discussion in plenary to explain how the military alliances rose in Europe was typical example of the manifestations of Imperialism in the 19'n century. - To guide student's to clarify and enrich ' major issues raised discussion. - To guide students through question-answers .technique to explain the cause of militarism and arms race in Europe. 	<ul style="list-style-type: none"> - Students to read written texts in groups and analyse the causes of Alliance Systems and their types in Europe. - Students in groups to conduct a class discussion in plenary to explain how the military alliances rose in Europe was typical example of the manifestations of Imperialism in the 19th century. - Students through question — answers .technique to explain the cause of militarism and arms race in Europe. - Students to write summaries of the information discussed. 	History(Papaer 2) By Ismail Ngobi	Written texts on Alliance Systems. Written texts in braille.	Is the student able to explain events which led to: i) Berlin Congress of 1878? ii) Creation of the International Court at Hague? Is the student able to discuss the reasons for colonial rivalry in Africa the Middle East and the Far East?	
Show the application of the concept monopoly capitalism.	By the end of this subtopic, the student should be able to: a) explain competitive _ capitalism and its characteristics. b) show the processes of transition from competitive to monopoly capitalism. c) relate the subsequent division of the World between Capitalist al I ales with the Development of Monopoly Capitalism.					Transition from Competitive to Monopoly Capitalism	10	<ul style="list-style-type: none"> - To guide students to brainstorm the concepts of: Competitive Capitalism • Monopoly Capitalism and their - To guide individual students to read written texts on the processes of the transition from competitive to monopoly capitalism. - To guide students in groups to discuss the findings of each individual student and present in class their points for further discussion, clarification and enrichment. - To guide students in groups to read written texts on how the division of the world between capitalist alliances was related to the development of monopoly capitalism. - To guide students in groups to present in plenary and discuss their group findings for further discussion and clarification. 	<ul style="list-style-type: none"> - Sstudents to brainstorm the concepts of: , • Competitive Capitalism • Monopoly Capitalism - Students to read written texts on the processes of the transition from competitive to monopoly capitalism. - Students in groups to discuss the findings of each individual student and present in class their points for further discussion, clarification and enrichment. - Students in groups to present in plenary and discuss their group findings for further discussion and clarification. 		Written sources on the concepts of Competitive Capitalism and -Monopoly Capitalism	Is the student able to relate the subsequent division of the world between Capitalist alliances with the development of monopoly of Capitalism?	

describe how fascism spread in europe.	By the end of this subtopic, the student should be able to: a) explain the meaning and origins of Fascism; b) explain the meaning and origins of Italian Fascism; c) analyse the role of Versailles Treaty in facilitating the dictatorship; d) assess the influence of the Great Depression towards the rise of Dictatorship governments;			THE RISE OF DICTATORSHIPS IN GERMANY, ITALY AND JAPAN	Causes of the rise of the dictatorships	05	<ul style="list-style-type: none"> - Using written text to guide students in groups to define and explain the origins of Fascism in Germany, Italy and Japan. - Through library research to guide students in groups to: a) Describe the origins of Italian Fascism b) Discuss relationship between Fascism and the effects of first world war. c) Explain the role of Italian Fascism leaders and their impact to the movement. 	<ul style="list-style-type: none"> - Students in groups to define and explain the origins of Fascism in Germany, Italy and Japan. - Students in groups to present their work in plenary for further explanation and clarification. - Students to present their work in plenary for further explanation. 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written texts in braille for visual impaired students. Written texts on Italian facism. Written texts in braille for visual impaired	Is the student able to explain the meaning and origins of ItalianFascism?	
						05	<ul style="list-style-type: none"> - To guide students to present their work in plenary for further explanation. - To guide students to brainstorm on rise of Versailles treaty. - Using written texts to guide students in groups to: a) discuss the relationship between Fascism in Germany and the Post World 	<ul style="list-style-type: none"> - Students present their work in plenary for further clarification the impact of Great Depression on Germany. 		Is the student able to assess the influence of the Great Depression towards the rise of Dictatorship governments?		
Analyse the impact of dictotorship in japan, italy and japan.	By the end of this subtopic, the student should be able to: a) explain the social, political anal economic :impact of the rise of dictatorships in Germany. b) compare and contrast the internal and				Impact of the rise of dictatorship government on world history	10	<ul style="list-style-type: none"> - To invite a guest speaker to explain on the social, political and economic impact of the rise of dictatorship in Germany. - Using written texts to guide students in different groups to compare and contrast the internal and foreign policies of the dictatorship governments focusing on: a) Fascist demands for the re-division of the world as illustrated by Japanese aggression in the far East and the invasion of Ethiopia by Italy in 1935. b) the manifestations of Nazism in Germany and Fascism in Italy and Japan. c) Impact of dictatorship governments in Germany, Italy and Japan. - To demonstrate maps of Germany, Italy and Japan for the origins and spread of dictatorship territories. 	<ul style="list-style-type: none"> - Students conclude what the guest speaker has explained. 2.students in different groups to compare and contrast the internal and foreign policies of the dictatorship governments focusing on: a) Fascist demands for the redivision of the world as illustrated by Japanese aggression in the far East and the invasion of Ethiopia by Italy in 1935. b) the manifestations of Nazism in Germany and Fascism in Italy and Japan. c) Impact of dictatorship governments in Germany, Italy and Japan. 3.students in groups to present their work in plenary for further 'Comparison 	Written texts on the, social, political and economic impact of the rise of dictatorships in Germany	Is the student able to explain the impact of the rise of dictatorships in Germany in terms of: (i) Socially? (ii) Political? (iii) Economic? Is the student able to: (i) compare the internal and foreign policies of the dictatorship governments in Germany, Italy and Japan?		
Highlight utopian socialism manifestations.	By the end of this subtopic the student should be able to: a) Trace the development of socialist thought', b) explain the origins and features of utopian socialism; c) explain the origins and features of scientific socialism			THE RISE OF SOCIA LISM	The Development of Socialist Theory	10	<ul style="list-style-type: none"> - Through library research to guide individual students to trace the development of socialist theory. - To guide students to join their answers in groups and present their task in plenary. - Using written texts the teacher to guide students in groups to explore the origins and basis of Utopian Socialism and the development of those theories - To guide students in groups to present their task in plenary. - To guide students to conduct a debate on: "Oppression and exploitation can be overcome through appeals to exploiters and oppressors Vs revolution through class struggle". 	<ul style="list-style-type: none"> - Students to read texts on scientific socialism to commence on what the invited guest speaker has said. - Students to trace the development of socialist theory. - S tudents in groups to present their task in plenary - Student to conclude features of Utopian socialism. To invite a guest speaker to explain the origins and features of scientific socialism focusing on: 	Books(text from Library on the rise of socialism • Books in brailles'	Is the student able to trace the development of socialist thoughts? Is the student able to explain: (i) Origins of Utopian Socialism? (ii) Features of Utopian socialism? Is the student able to explain Origins of scientific socialism?		

Give the modern impact of October Russian Revolution.	By the end of this subtopic the student should be able to: a) Analyse the causes of the Russian October Revolution. political and economic effects of Russian Revolution to Russia and the world.			THE RISE OF SOCIALISM	The October Russian Revolution and its impacts on world history.	10	<ul style="list-style-type: none"> - To guide students to read written texts on the origins and causes of the Russian Revolution focusing on: a) nature and characteristics of capitalist development in Russia. b) exploitation and oppression of the workers and peasants. - to guide students in groups to analyse the role of the workers and peasants in this revolution. - From workers and peasants' roles the teacher to guide students analyse the political and economic effects of the Revolution to Russia itself and the world. 	<ul style="list-style-type: none"> - Students to read written texts on the origins and causes of the Russian Revolution focusing on: ii) students in groups to analyse the role of the workers and peasants in this revolution. - Students analyse the political and economic effects of the Revolution to Russia itself and the world. - Students to present their work in plenary for further analysis and clarifications. 	Mastering Adavane level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) &	Written texts Braille Russian revolution	Is the student able to analyse the October Russian Revolution?	
Give an opinion on the significance of revolution	Student should be able to: a) analyse the causes of the Chinese Communist Revolution. b) analyse the internal, political and economic effects of the revolution. c) discuss the regional and wider international effects of the revolution.				Revolution of 1949 and its Impact on World History	10	<ul style="list-style-type: none"> - To guide students to explain factors that gave rise to the Chinese Communist Revolution focusing on: a) socio-economic conditions before 1949. b) nature of the feudal dynasty and the imperialist powers - Using written texts to guide students to explain the political and economic development strategies initiated by the communist through the revolution. - To assign different groups to discuss the objectives and achievement of those different strategies. - To guide students to brainstorm on current relationships between China and Tanzania. 	<ul style="list-style-type: none"> - Students to explain factors that gave rise to the Chinese Communist Revolution focusing on: a) socio-economic conditions before 1949. b) nature of the feudal dynasty and the imperialist powers - Students present their research findings for clarifications. - Students to present their work for further analysis and clarifications - Students to brainstorm on current relationships between China and Tanzania. - Through gallery walk students to present their work for further analysis and clarifications 	Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written texts in Chinese Revolution of 1949	Is the student able to analyse the internal, political and economic effects of the revolution? Is the student able to discuss the regional and wider international effects of the revolution?	
analyse modern impacts of Arusha declarations.	By the end of this subtopic the student should be able to: a) analyse the Arusha Declaration b) analyse Ujamaa and Self Reliance c) Evaluate the political and economic effects of Arusha Declaration on Tanzania				Tanzania's Socialist Experiment (1967 -- 1985)	05	<ul style="list-style-type: none"> - To guide students to brainstorm on the objectives of the Arusha Declaration. - To guide students to give their answers in analyzing the Arusha Declaration - To invite a guest speaker to analyse Ujamaa and Self Reliance focusing on: a) Theories of 'Ujamaa' b) Objectives of Ujamaa and Self Reliance. c) The physical practicability of Self Reliance with vivid examples d) Successes and challenges emanated from practising Ujamaa and Self Reliance. 	<ul style="list-style-type: none"> - Students to brainstorm on the objectives of the Arusha Declaration. - Students to give their answers in analyzing the Arusha Declaration - Students to consult written texts on Ujamaa to add from the guest speakers' presentation. - Students to conclude on what they discuss. 		Written texts on Arusha Declaration -	Is the student able to analyse the Arusha Declaration? Is the student able to analyze: (i) Ujamaa? (ii) Self Reliance?	
					05	<ul style="list-style-type: none"> - To guide students to consult written texts on Ujamaa to add from the guest speakers' presentation. - The teacher to conduct a plenary discussion and guide students to conclude on what they discuss. - To guide students to evaluate the economic, political and social impacts of Arusha Declaration by origin and objectives 	<ul style="list-style-type: none"> - Students to consult written texts on Ujamaa to add from the guest speakers' presentation. - Students to evaluate the economic, political and social impacts of Arusha Declaration by origin and objectives 		Written texts on Arusha Declaration -	Is the student able to evaluate the economic and political effects of Arusha declarations?		

give an account for the collapse of soviet block.	subtopic the student should be able to: a) analyse the causes that led to the collapse of the soviet block. b) analyse the political and economic impact of the collapse on East-west relations and on the third world.				(Collapse) Russia and the Communist, Block	10	<ul style="list-style-type: none"> - To guide students in groups to explain the process of disintegration and the collapse of Russia and the Communist Block focusing on political and economic factors. - To guide students present their work in plenary for further analysis. - To guide students into group and assign them a task to work on it; i.e. one group to analyse the impact on the East- West relations, and the other group to analyse the impact on the third world. 	<ul style="list-style-type: none"> - To explain the process of disintergration and ,z, collapse of Russia and the Communist Block focusing on political and economic factors. - To guide students to present their work in plenary for 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written texts from library	Is the student able to: i) analyse the political and economic impact of the collapse on Eas-west relations? ii) analyse the political impact of the collapse on the third world?	
describe the role of decline in capitalism to african countries.	By the end of this subtopic the student should be able to: a) assess the factors which led to the Decline of European Capitalism. b) explain the impact of the Decline of European Capitalism. c) analyse the factors which led to the rise of USA capitalism.			EMERGENC E OF USA AS A NEW CAPIT ALIST SUPER POWE R	Decline of European Capitalism	10	<ul style="list-style-type: none"> - Through library research the teacher to guide students to assess the factors which led to the decline of - European Capitalism focusing on way back from: a) Great depression and its impact of European countries, b) Scramble for colonies c) The transition from competitive to monopoly capitalism. d) Power struggles between European powers in the last quarter of the 19th century. - From the factors of decline discussed before the teacher to conduct a plenary discussion and uses questions: and answers for students to explain the impact of the decline to European capitalism. 	<ul style="list-style-type: none"> - Students to assess the factors which led to the decline of - European Capitalism focusing on way back from: a) Great depression and its impact of European countries, b) Scramble for colonies c) The transition from competitive to monopoly capitalism. - Students to present their work in plenary for further assessing and clarification. 		Written texts on the impact of the Decline of European Capitalism	Is the student able to assess factors that led to the decline of European Capitalism and its impacts?	
give factors which can contribute to modern day capitalism	By the end of this subtopic the student should be able to: a) explain the background to the rise of USA capitalism. b) assess the impact of the rise of USA's capitalism in the World.				Factors leading to the rise of USA Capitalism	10	<ul style="list-style-type: none"> - To guide students in groups through written texts to explain the background to the rise of USA capitalism. Groups to focus on: a) USA's contribution to the factors which led to the Great Depression, b) USA's economic advancement in the 19th century i.e. construction of railways, machinery industries, ship building industries, manufacture of arms, military air crafts etc. - Through library research the teacher to guide students in groups to use background, reasons to analyse the factors which led to the rise of USA capitalism i.e. how USA enjoyed her economic development and managed to supply to other European nations. 	<ul style="list-style-type: none"> - Students in groups through written texts to explain the background to the rise of USA capitalism. Groups to focus on: a) USA's contribution to the factors which led to the Great Depression, b) USA's economic advancement in the 19th century i.e. construction of railways, machinery industries, ship building industries, manufacture of arms, military air crafts etc. - Through gallery walk students to present their work for further discussion 		Written texts from library	Is the student able to explain the background to the rise of USA capitalism and analyse factors leading to the rise of USA capitalism? Is the student able to assess the impact of the rise of USA's capitalism in the World?	
Explain the position of american economy after second world war.	c) assess the position of American economy during and after the Second World War.				Capitalism in USA.	05	<ul style="list-style-type: none"> - To invite a guest speaker to assess the position of American economy during and after the Second World War. - To guide students to search for more information from written texts. - To conduct a plenary discussion for students to conclude and commense on what has been discussed by a guest speaker. 	<ul style="list-style-type: none"> - Students to search for more information from written texts. - Students to conclude and commense on what has been discussed by a guest speaker. 		Written texts in braille for visual impaired students	Is the student able to assess: (i) position of American economy during 2nd World War? (ii) position of American economy after the Second World War?	

Analyse the relations between Japan and US.	By the end of this subtopic the student should be able to: a) explain the relations which developed between USA and Japan after the second world war. b) appreciate the effects of USA relations with Japan.			EMERGENC E OF USA AS A NEW CAPITALIST SUPER POWER	Relations with Japan	05	<ul style="list-style-type: none"> - Using written texts the teacher to guide students in groups to explain the nature and character of relations between USA and Japan after the Second World War. - To provide wall maps showing Japan and her Asian neighbours to students to use during presentations. - To guide students present their work in plenary for further explanations and clarification. - Using written text to guide students in groups to appreciate the effects of USA relations with Japan i.e.: - Domination of US over Japan. - US Aid to Japan the USA. - Expansion of US imperialism in Asia using Japan as the base. 	<ul style="list-style-type: none"> - Students in groups to explain the nature and character of • relations between USA and Japan after the Second World War. - Students present their work in plenary for further explanations and clarification. - In groups, student to present their work in plenary for further discussion and clarification. 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African	Wall map of Japan and the Asian Continent	Is the student able to explain the relations which developed between USA and Japan after the Second World War?		
analyse the causes of second world war	By the end of this subtopic the student should be able to: a) explain the factors which caused the cold war.				The Cold War	05	<ul style="list-style-type: none"> - To guide students to explain about the relations between the US- USSR Western Europe relations since the Socialist texts on the Russian Revolution same. of October 1917. - To guide students to discuss the manifestations of the Cold war, e.g. The division of Germany, the formation of NATO and the Warsaw Pact, the Berlin Wall, the Cuban Missile Crisis, etc. 	<ul style="list-style-type: none"> - Students to explain about the relations between the US- USSR Western Europe relations since the Socialist texts on the Russian Revolution same. of October 1917. - Students to read text about Soviet expansion during and after the Second World War Students to present their answers for discussion. 	History(Papaer 2) By Ismail Ngobi	newspaper cuttings videos on war	Can the student explain the causes of second world war?		
	By the end of this subtopic the student should be able to: a) explain the motives to divide Palestine (1947). b) show the impact of the 1948 Declaration of the Independence of new state of Israel. c) explain the causes and outcome of the Jewish-Arab wars of 1956, 1967, 1973 and their impact. d) analyse the factors leading to Camp David and the Egyptian-Israel Peace (1978 — 9) between Israel and the PLO				THREATS TO WORLD PEACE AFTER THE SECOND WORLD WAR	The Creation of the State of Israel (1948) and the Palestinian Problem.	10	<ul style="list-style-type: none"> - To guide students in group to conduct research on UNO's motives to divide Palestine. - To guide groups of students to conduct a library research on social economic and political effects of the creation of the state of Israel. - To guide groups to present in plenary for further enrichment. - Students to conduct library research on: a) Causes b) Outcome of the Arab Israel wars (1956 — 1973) (ii) - To guide students to :..., make class presentations for more discussions, clarifications and enrichment. •• (i) To assign different groups different tasks and guide them to conduct a library research on: After the 1946 Conflict After the 1956 Conflict After the 1967 Conflict From the 1973 	<ul style="list-style-type: none"> - Students in group to conduct research on UNO's motives to divide Palestine. - Students to conduct a library research on social economic and political effects of the creation of the state of Israel. - Students to conduct library research on: a) Causes b) Outcome of the Arab Israel wars (1956 — 1973) iv)groups to present their task in plenary for further clarification 		Written texts on the Independence of New State of Israel	Is the students able to explain UNOs motives to the division of Palestine and the creation of the state of Israel? Is the student able to show the impact of 1948 creation of the state of Israel? Is the student able to explain the causes and outcome of the Jewish-Arab Wars? _ Is the student able to analyse factors leading to Camp David and the Egyptian -- Israel Peace?	
Show how neo-colonism has led to under-developm ent of our country.	By the end of this subtopic the student should he able to: a) explain the concepts of: (i) Neo - Colonialism (ii) Underdevelopm ent b) describe examples of the implementation of Neo colonialism and underdevelopment.				NEO-COLONIALISM AND THE QUESTION OF UNDER DEVELOPMENT IN THIRD WORLD COUNTRIES.	Concepts of Neo-Colonialism and Underdevelopm ent	10	<ul style="list-style-type: none"> - To guide students to brainstorm the meaning of: a) Neo-colonialism b) Underdevelopment - Using, written texts to guide students to explain reasons for neo- colonialism - Students to present their work in plenary for further discussion and clarifications. - To conduct a plenary discussion for students to discuss the implementation of neo colonialism and underdevelopment by citing vivid examples from Africa. 	<ul style="list-style-type: none"> - To guide students to brainstorm the meaning of: a) Neo-colonialism b) Underdevelopment - Using, written texts to guide students to explain - Using, written texts the teacher to guide students to explain reasons for neo-colonialism - Students to present their work in plenary for further discussion and clarifications. 		Written sources on Neo colonialism and underdevelopm ent.	Is the students able to explain the concepts of Neocolonialism and underdevelopment? Is the student able to describe examples of the implementation of Neo colonialism and underdevelopment?	

show how neocolonialism manifests itself today.	By the end of this subtopic the student should be able to: a) explain the characteristics of neo-colonialism in developing nations politically, socially, technologically and economically. b) assess the nature and character of a neo-colonizing power.				Political, Social, Technological and Economic manifestations of Neo-colonialism	10	<ul style="list-style-type: none"> - To guide students in groups to conduct a library research on characteristics of a neo-colonialist state: politically, socially, technologically and economically. - To guide groups to present their findings in plenary for further clarifications - With students to discuss on a) The nature and b) Character of a neo-colonizing power. 	<ul style="list-style-type: none"> - Students in groups to conduct a library research on characteristics of a neo-colonialist state politically, socially, technologically and economically. - Students to brainstorm on the meaning of the term: Neo-colonizing power. 	Mastering Adavanve level history(Paper 1&2) By Mwl. Kato Kassim & Advence learners History (Oxford) & Basic Theme sIn African History(Papaer 2) By Ismail Ngobi	Written sources on Neo colonialism and underdevelopm ent.	Are students able to explain the characteristics of neo-colonialism socially, technologically and economically?	
Account for causes of under-developm ent	By the end of this subtopic the student should be able to: a) discuss the internal causes of underdevelopme nt in developing nations. b) assess the external causes of underdevelopme nt in developing nations.				Causes of Underdevelopm ent in Developing Nations	10	<ul style="list-style-type: none"> - Using written texts to guide students to discuss the internal causes of ' underdevelopment in the poor countries. - To guide students in groups to present and discuss'one of the causes for further discussions. - To guide groups of student to conduct research on external causes of undevelopment. - To guide students present their findings in plenary for further clarification. 	<ul style="list-style-type: none"> - Students to discuss the internal causes of ' underdevelopment in the poor countries. - Students in groups to present and discuss'one of the causes for further discussions - Students present their findings in plenary for further clarification. - Using vivid examples students to identify how underdevelopment affects their daily 		Written texts on underdevelopm ent in developing countries	Is the student able to discuss the internal and external causes of underdevelopment in the developing contries?	
	By the end of this subtopic tte student should be able to: a) appreciate the influence of the 1979 Non-Aligned Conference in Havana (Cuba) towards the efforts to solve problems of underdevelopme nt. b) discuss the Brandt Report (1980) on Third World Poverty question and its outcome. c) assess the reasons leading to the "South- South Dialogue" and its challenges. d) explain the reasons leading to the Structural Adjustment Programmes (SAP) by IMF and World Bank and their Subsequent political, Social and Economic impact on Developing nations				Efforts to solve the Problems of Underdevelopm ent in Developing Nations	10	<ul style="list-style-type: none"> - Using oral questions, to guide students to discuss the influence of the 1979 Non-Aligned Conference in Havana Cuba towards the efforts to solve problems of underdevelopment in developing nations. - To guide students in groups to read written texts on the influence of the 1979 Non-Aligned Conference towards the efforts to solve problems of underdevelopment. - To guide students in groups present - To invite a guest t, speaker to give a talk on the Brandt Report (1980) on Third World Poverty question and its outcome. 	<ul style="list-style-type: none"> - tudents to discuss the influence of the 1979 Non-Aligned Conference in Havana Cuba towards the efforts to solve problems of underdevelopment in developing nations. - Students in groups to read written texts on the influence of the 1979 Non-Aligned Conference towards the efforts to solve problems of underdevelopment - After the talk the teacher to guide students to ask some questions on the points raised during the talk. - Students to write summaries on the major issues raised during the 		Written texts on efforts to solve the problems of underdevelopm ent	Is the student able to appreciate the influence of the 1979 Non-Aligned Conference in Havana towards the efforts to solve probems of underdevelopment? Is the student able to assess the reasons leading to the South-South Dialogue" and its challenges?	

REVISION NATIONAL EXAMINATIONS