

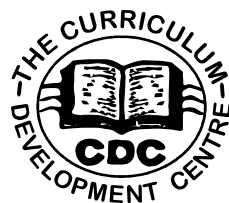


Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

HISTORY SYLLABUS

GRADE 10 - 12



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Vision

Quality, lifelong 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 Nkasha

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.

C.N.M Sakala (Mrs)
Director-Standard and Curriculum
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.

The Grade 12 Examination will consist of two (02) papers as follows:

PAPER 1: African History 1½ Hours

This Paper will consist of two (02) Sections as follows:

Section A will have ten (10) essay questions.

Section B will also have ten (10) questions.

Candidates will be expected to answer three (03) questions and not more than two (02) questions shall be attempted from any one Section. Each question shall carry twenty (20) marks.

PAPER 2: World History 1½ Hours

This Paper will consist of two (02) Sections as follows:

Section A will have ten (10) essay questions.

Section B will also have ten (10) questions.

Candidates will be expected to answer three (03) questions and not more than two (02) questions shall be attempted from any one Section. Each question shall carry twenty (20) marks.

Rationale

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.

GRADE 10

GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOMES	KEY COMPETENCES
Appreciate and understand the origins and development of the Southern African society to the present time	<ul style="list-style-type: none">• 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

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 and their influence on the distribution of people	<ul style="list-style-type: none"> Relief and climatic features of Southern Africa 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Awareness of the influence of physical and climatic influence on people distribution
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	<ul style="list-style-type: none"> Socio-economic and political organisation of the Saan and Khoi-khoi 	<ul style="list-style-type: none"> Analysis of the socio-economic and political organisation of indigenous communities of South Africa Drawing a map showing the movements of the Bantu-speaking people into South Africa Identification of the kingdoms established in south-eastern South Africa Analysis of the causes and course of the Mfecane Assessment of the relationship between the Bantu and the Saan and Khoi-Khoi 	<ul style="list-style-type: none"> Appreciation of the way of life of the indigenous Africans of South Africa
	10.2.2 Bantu Migration into Southern Africa	10.2.1.2 Describe the movements of Bantu speaking people into Southern Africa	<ul style="list-style-type: none"> Nguni speaking groups in the eastern wing and the Ambo and Herero group in the western wing 		
	10.2.3 Kingdoms and Nation-States	10.2.1.3 Describe the establishment of kingdoms and nation states in south-eastern South Africa	<ul style="list-style-type: none"> Establishment of the Ndwandwe, Zulu and Ndwane kingdoms and the Basuto Nation 		
	10.2.4 The Mfecane	10.2.1.4 Explain the cause and results of the Mfecane	<ul style="list-style-type: none"> Causes: shortage of resources (land, water and pasture) population increase Effects: social, political, economic and military 		
	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	<ul style="list-style-type: none"> Conflict over resources (land, water, pasture and livestock) 		

TOPICS	SUB -TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
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	<ul style="list-style-type: none"> European search for a sea route to the Far East 	<ul style="list-style-type: none"> Assessment of the impact of the arrival of Europeans in South Africa 	<ul style="list-style-type: none"> Awareness of the impact of the arrival of Europeans on African ways of life in Southern Africa Appreciation of the causes of differences between the Dutch and the British at the Cape and beyond and how these were resolved
	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	<ul style="list-style-type: none"> Conflict over resources and attitude towards the African population 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Causes: Introduction of English as official language and law, circuit courts, land tenure, attitude towards Africans Course: First and Second Trek 	<ul style="list-style-type: none"> 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 Wars	<ul style="list-style-type: none"> First and Second Anglo-Boer Wars 		
	10.3.6 The Union of South Africa	10.3.6.1 Describe the steps leading to the Union of South Africa	<ul style="list-style-type: none"> Vereeniging Treaty, 1902 Unification of states Boer recognition of British authority Bloemfontein National Convention, 1908 Economic reconstruction Union Act, 1909 effected 1910 	<ul style="list-style-type: none"> Analysis of the steps leading to the Union of South Africa 	

TOPICS	SUB -TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
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	<ul style="list-style-type: none"> Conflicts over ownership of resources and provision of labour Discovery of minerals, confinement to native reserves, pass system, de-enfranchisement, land seizure 	<ul style="list-style-type: none"> Analysis of the relationships between the European settlers and the indigenous Africans Assessment of the significance of early African resistance to white domination 	<ul style="list-style-type: none"> Appreciation of the resistance of Africans to the domination by the White community
	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			
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	<ul style="list-style-type: none"> The African National Congress (ANC) and the Pan-Africa Congress (PAC) End of Apartheid Social, economic, political and industrial developments in post- Apartheid South Africa 	<ul style="list-style-type: none"> Analysis of the role of political parties and liberation movements in the attainment of majority rule in South Africa Analysis of social, economic, political and industrial developments in post- Apartheid South Africa 	<ul style="list-style-type: none"> Appreciation of the role of 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			
	10.5.3 Post-Independence Developments	10.5.2.2 Analyse the social, economic, political and industrial developments in post Apartheid South Africa			

GRADE 11

GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOME	KEY COMPETENCES
<ul style="list-style-type: none">• Appreciate and understand the state and development of the modern world social, economic and political order from 1870 to the present time	<ul style="list-style-type: none">• 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

PART II: 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	<ul style="list-style-type: none"> National geographical divisions of Europe before 1870 Political set up of Europe by 1870 Political divisions of Europe by 1870 Economic status of major world nations by 1914 	<ul style="list-style-type: none"> Map reading Analysing Comparing and contrasting 	<ul style="list-style-type: none"> Appreciation of the national geographical set up of Europe
	11.2 NATION BUILDING 1850-1900	11.2.1 Bismarck and the Unification of Germany, 1870			
	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			

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	11.2.1 China, 1900 – 1914	11.2.6.1 Describe China’s political, economic and social development before the First World War	•		•
	11.2.2 Japan, 1900 – 1914	11.2.7.1 Describe Japan’s political, economic and social 11.2.7.2 development before the First World War			
	11.2.3 The United States of America, 1900 – 1914	11.2.3.1 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	<ul style="list-style-type: none"> • Three Emperor’s League, Dual Alliance, Triple Alliance • Entente Cordiale, Dual Entente and Triple Entente • Social, economic, political reasons 		
	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			
	11.3.3 First World War	11.3.3.1 Explain the causes of the First World War			

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
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 11.4.1.2 Describe Woodrow Wilson's Fourteen Points	12 Terms of the Versailles Treaty 13 Wilson's Fourteen Points	14	•
	14.4.1 The Weimar Republic – 1919-1933 14.4.2 The Rise of Adolf Hitler	11.4.2.1 Explain the weaknesses of the Weimar Republic 11.4.3.1 Discuss the circumstances that led to the rise of Adolf Hitler and Nazism 11.4.3.2 Analyse Hitler's political career, showing his role in the Second World War, 1939-1945	<ul style="list-style-type: none"> • The Weimar Republic • The rise of Hitler and Nazism • Hitler's domestic and foreign policies 		
	14.4.3 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 11.4.4.2 Analyse Mussolini's political career, showing his role in the Second World War, 1939-1945	<ul style="list-style-type: none"> • The rise of Benito Mussolini • Mussolini's domestic and foreign policies. 		
	14.4.4 1917 Russian Socialist Revolution	11.4.5.1 Describe conditions in Russia under the monarchy 11.4.5.2 Discuss the role of Lenin in the 1917 Socialist Revolution and thereafter 11.4.5.3 Describe Stalin's home and foreign policy	<ul style="list-style-type: none"> • Russia under Tsarist rule • 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 • Russia after 1917 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	11.4.1 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	<ul style="list-style-type: none"> The Spanish Civil War and General Franco 	12	<ul style="list-style-type: none">
	12.4.1 China from 1919 to 1939	11.4.7.1 Discuss the political and economic developments in China from 1919-1939	<ul style="list-style-type: none"> China before the First World War China during the First World War China during the inter-war period 		
	12.4.2 Japan from 1919 to 1939	11.4.8.1 Describe the political and economic developments in Japan from 1919 to 1939	<ul style="list-style-type: none"> Japan before the First World War Japan during the First World War Japan during the inter-war period 		
	12.4.3 The Second World War	12.4.3.1 Discuss the causes of the Second World War	<ul style="list-style-type: none"> 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	11.5.5.1 Discuss the origins, aims, successes and failures of the League of Nations	<ul style="list-style-type: none"> Origins, aims, successes and failures of the League of Nations 		
	11.5.2 The United Nations Organisation	11.5.5.2 Discuss the origins, aims, successes and failures of the United Nations Organisation	<ul style="list-style-type: none"> Origins, aims, successes and failures of the United Nations Organisation 		
	11.5.3 The North Atlantic Treaty Organisation	11.5.5.3 Discuss the origins, aims, and membership of the North Atlantic Organisation	<ul style="list-style-type: none"> Origins, aims, and membership of the North Atlantic Organisation 		
	11.5.4 The Non-Aligned Movement	11.5.5.4 Discuss the origins, aims, and membership of the Non-Aligned Movement	<ul style="list-style-type: none"> Origins, aims, and membership of the Non-Aligned Movement 		
	11.5.5 The Warsaw Pact	11.5.5.5 Discuss the origins, aims, and membership of the Warsaw Pact	<ul style="list-style-type: none"> Origins, aims, and membership of the Warsaw Pact 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
11.6 OTHER INTERNATIONAL ORGANISATIONS	11.6.1 The Commonwealth of Nations	11.6.1.1 Describe the objectives of The Commonwealth of Nations	<ul style="list-style-type: none"> Objectives of the Commonwealth of Nations 	11	<ul style="list-style-type: none">
	11.6.2 The European Union	11.6.2.1 Describe the objectives of The European Union	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Objectives of the Maghreb Union 		
	11.6.8 The Arab League	11.6.8.1 Describe the objectives of The Arab League	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Objectives of the Association of South-East Asian Nations 		
	11.6.10 The Common Market for	11.6.10.1 Describe the objectives of The Common Market for	<ul style="list-style-type: none"> Objectives of the Common Market for Eastern and Southern Africa 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Eastern and Southern Africa 11.6.1 The Southern Africa Development Community	11.6.10.1 Eastern and Southern Africa 11.6.1.1 Describe the objectives of The Southern Africa Development Community	<ul style="list-style-type: none"> Objectives of the Southern Africa Development Community 	11	•
11.7 CONTEMPORARY ISSUES	11.7.1 The Middle East Crises 11.7.2 DR Congo Regional Conflict 11.7.3 Rwanda Genocide 11.7.4 The Land Issue in Zimbabwe 11.7.5 International Terrorism 11.7.6 HIV/AIDS 11.7.7 Environmental Degradation 11.7.8 Child Labour and Child Abuse 11.7.9 Human Trafficking 11.6.2 Gender-Based Violence 11.6.3 Drug Trafficking and Abuse	11.7.1.1 Discuss the major causes of conflicts and their consequences in the modern world 11.7.1.2 Discuss the efforts applied in conflict resolution and management in the modern world 11.7.6.1 Discuss the effects of HIV/AIDS in economic development 11.7.7.1 Discuss major causes and effects of environmental degradation 11.7.8.1 Discuss the effects of child labour and abuse to children 11.7.9.1 Describe possible solutions to human trafficking 11.6.10.2 Discuss gender-based violence 11.6.10.3 Explain drug trafficking and abuse	<ul style="list-style-type: none"> Explain how various contemporary issues have affected man and suggest possible solutions to these 		

GRADE 12

GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOME	KEY COMPETENCES FOR SENIOR SECONDARY SCHOOL HISTORY
<ul style="list-style-type: none">• Appreciate the origins and development of the Central African society to the present time	<ul style="list-style-type: none">• 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

PART III: HISTORY OF CENTRAL AFRICA

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			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	<ul style="list-style-type: none"> • Influence of relief and rainfall patterns on population distribution 	<ul style="list-style-type: none"> • Map drawing • Interpretation • Analysis • Identification • Location of places 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Sense of belonging • Awareness • Courage • Patriotism • Self-identity
12.2 INDIGENOUS AFRICAN POPULATION	12.2.1 Bantu Migrations into Central Africa	<p>12.2.1.1 Describe the causes and courses of Bantu migrations</p> <p>12.2.1.2 Locate on the map the areas of Bantu settlement after migration</p> <p>12.2.1.3 Discuss the results of the Bantu migrations</p>	<ul style="list-style-type: none"> • 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, • 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 • Results of Bantu migrations (social, political, economic) 	<ul style="list-style-type: none"> • Comparing and contrasting • Critiquing 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Sense of belonging • Awareness • Courage • Patriotism • Self-identity

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<p>12.2.1 Decentralised Societies</p> <p>12.2.2 Centralised Societies of Central Africa</p>	<p>12.2.2.1 Identify decentralised societies of Zambia</p> <p>12.2.2.2 Describe the social, political and economic organisation of decentralised societies</p> <p>12.2.2.1 Identify centralised societies of Central Africa</p> <p>12.2.2.2 Describe the social, political and economic organisation of centralised societies</p>	<ul style="list-style-type: none"> • Tonga, Lenje, Soli, Sala, Senga, Nsenga, Kunda, Tumbuka • Social, political, and economic organisation • 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 • Social, political, and economic organisation 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
12.3 EXPLORATION OF CENTRAL AFRICA	12.3.1 Opening up of Central Africa by Europeans	<p>12.3.1.1 Identify Europeans who opened up Central Africa prior to colonisation</p> <p>12.3.1.2 State the results of the activities of explorers and missionaries in Central Africa</p>	<ul style="list-style-type: none"> • 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) 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
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	<ul style="list-style-type: none"> • 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 	•	•
	12.5.1 Relationship Between Indigenous Africans and White Settlers 12.5.2 Colonial Administration	12.5.1.1 Describe the relationship between Africans and Europeans 12.5.2.1 Discuss colonial direct and indirect methods of ruling Africans	<ul style="list-style-type: none"> • 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) 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	12.5.3 African Resistance to European Domination	<p>12.5.3.1 Distinguish between primary and secondary resistance</p> <p>12.5.3.2 Discuss specific incidents of early African resistance to colonialism</p> <p>12.5.3.3 Describe important welfare associations which represented the interests of Africans in Northern Rhodesia</p> <p>12.5.3.4 Describe how early African church leaders resisted colonial rule</p> <p>12.5.4.1 Describe the methods employed by Africans in resisting colonial rule</p> <p>12.5.4.2 Explain the role of educated Africans in the struggle for independence</p> <p>12.5.4.3 Explain the role of educated Africans in the struggle for independence</p> <p>12.5.4.4 Describe the role played by labour movement in fighting colonial rule</p>	<ul style="list-style-type: none"> • Primary resistance: early resistance to arrival of Europeans in Central Africa • Secondary resistance: later resistance against colonial rule in Central Africa • Chilembwe Uprising in Nyasaland, Ndebele and Shona Rebellions in Southern Rhodesia, Chewa rebellion led by Nyangu • The Mwenzo Welfare Society • Through sermons, open rebellions, formation of African dominated churches • Welfare societies, trade unions, formation of political parties 	•	•

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	12.5.4 The rise of African Nationalism	12.5.4.1 Analyse the political parties and liberation movements in Central Africa that fought for independence 12.5.4.2 Describe the role played by labour movement in fighting colonial rule 12.5.4.3 Analyse the political parties and liberation movements in Central Africa that fought for independence	<ul style="list-style-type: none"> • Formation of political parties, conscientising other Africans • Organising strikes 	•	•
	12.5.5 The Federation of Rhodesia and Nyasaland	12.5.5.1 Discuss the reasons for and against the formation of the Federation	<ul style="list-style-type: none"> • Northern Rhodesia: Northern Rhodesia African National Congress, African National Congress, United National Independence Party • Nyasaland: Malawi Nationalist Party • Southern Rhodesia: ZAPU, ZANU • Reasons for: economic integration, united front for European domination over Africans • Reasons against: slow progress towards political independence, 		
	12.5.6 Steps Leading to the Independence of the Three Central African Territories	12.5.6.1 Analyse the successes and failures of the Federation 12.5.6.2 Analyse the steps leading to the independence of the three Central African territories (Northern Rhodesia, Southern Rhodesia and Nyasaland)	<ul style="list-style-type: none"> • Successes: • Failures: • Northern Rhodesia • Southern Rhodesia • Nyasaland 		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Physical and climatic features of Southern Africa 	<ul style="list-style-type: none"> Geographical positions of major European kingdoms, 1870 – 1900 	<ul style="list-style-type: none"> Physical features and their influence on population distribution in Central Africa
Indigenous Settlers	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Bantu migrations into Central Africa Centralised and decentralised societies of Central Africa
European Settlers	<ul style="list-style-type: none"> Arrival of the Dutch at the Cape Arrival of the British at the Cape Relationships between the Dutch and the British up to 1810 		<ul style="list-style-type: none"> Arrival of the European settlers into Central Africa Rivalry among Europeans for the colonisation of Central Africa
Race Relations	<ul style="list-style-type: none"> Relationships between indigenous Africans and the white settlers African resistance to white domination and the rise of African nationalism 		<ul style="list-style-type: none"> Relationships between indigenous Africans and the white settlers African resistance to white domination and the rise of African nationalism
Majority Rule	<ul style="list-style-type: none"> Liberation movements in Southern Africa Attainment of majority rule Post-independence developments 		<ul style="list-style-type: none"> Liberation movements in Central Africa Attainment of majority rule Post-independence developments
Nation Building, 1860 – 1914		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> The European Alliance Systems European scramble and partition of Africa The First World War, 1914 – 1918 	

Grade Theme	10	11	12
The World During the Inter-War Era		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> •
Regional Organisations		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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 	

