

Lower Secondary  
Curriculum, Assessment and Examination  
Reform Programme

# Social Studies Learning Area Syllabus

National Curriculum Development Centre





# Syllabus Distribution and Revision Sheet

**Project Name:** CURASSE

**Project Code:** 266845

**Deliverables:** DEL 009, 010 and 011

**Title:** **Social Studies Syllabus**

Revision	Date of Issue	Originator	Checker	Approver	Scope
1	31/10/2013	Julian Treadaway	Patrick Dawes	Mike McRory	As below

## Scope of Checking

This Syllabus has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

## Distribution

Directorate, NCDC  
CURASSE Coordinator, Head of Department-Secondary, Secondary Curriculum Specialists, NCDC  
CURASSE Team Leader, Project Manager and Consultants  
UPPET Senior Education Specialist, World Bank  
Principal Economist (projects), MOES  
Cambridge Education

## Syllabus status

The first major reform of the Lower Secondary School curriculum since independence is under way. The development of syllabuses for the eight Learning Areas of the proposed Lower Secondary curriculum represents a major step in this reform process. This is one of the proposed syllabuses.

**The syllabuses are draft proposals only.** As first drafts, they will be shared widely. There will be extensive consultations. The Cambridge Education CURASSE Phase 1 Completion Report contains commentary on the syllabuses. It notes strengths, and draw attention to areas to be improved. Consultations will generate further suggestions.

Should you wish to comment, please contact NCDC via [curasse@ncdc.go.ug](mailto:curasse@ncdc.go.ug)

## Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.



# Contents

Glossary of Key Terms	vi
Foreword	vii
Acknowledgements	viii
<b>1. Rationale for Social Studies</b>	<b>9</b>
<b>2. Strands and strand statements</b>	<b>10</b>
<b>3. Scope and Sequence Chart</b>	<b>14</b>
<b>4. Social Studies Sub-strands</b>	<b>30</b>
<b>5. Programme Planner</b>	<b>100</b>
<b>6. Contribution of Social Studies to Skills Development</b>	<b>102</b>
6.1 What does it mean to be 'skilled' in Social Studies?	102
6.2 Social Studies Process Skills	102
6.3 Contribution of Social Studies to the Generic Skills	105
<b>7. Contribution of Social Studies to the curriculum's Key Learning Outcomes</b>	<b>108</b>
<b>8. Contribution of Social Studies to the Curriculum Core Values</b>	<b>111</b>
8.1 Social Studies Values	111
8.2 Social Studies and the Curriculum Core Values	112
<b>9. How learners will learn</b>	<b>113</b>
9.1 Learning approaches	113
9.2 Inclusive Education	114
9.3 Links with other learning areas	114
9.4 Controversial or sensitive issues	115
<b>10. Assessment</b>	<b>117</b>
10.1 Formative assessment	117
10.2 Expected Levels of Achievement (summative assessment in the school)	121
10.3 Certificate of Lower Secondary Education	124
<b>11. Learning time allocation</b>	<b>132</b>
<b>12. Teaching and Learning Resources</b>	<b>133</b>
12.1 Textbooks & Teachers Guides	133
12.2 Other Resources	133

# Glossary of Key Terms

Term	Definition
<b>Differentiation</b>	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities
<b>Evidence of Achievement statement</b>	Specifies observable behaviour - a <i>product</i> or <i>process</i> ; indicates what a learner can do to show the degree of success s/he has achieved on a Learning Outcome
<b>Extended L.O.</b>	LO of a Learning Area Strand considered suitable for study mainly by more able learners.
<b>Formative Assessment</b>	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps (CF 'Summative Assessment')
<b>Generic skill</b>	Capability necessary to function effectively as an educated person in today's world. Generic skills are grouped into eight 'baskets'
<b>Inclusion</b>	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential
<b>Learning Area</b>	A group of related areas of study which form one of the major segments of the curriculum
<b>Learning Outcome</b>	A statement which specifies what the learner should know, understand, be able to do or demonstrate, or the attitude or value s/he should assimilate, as a result of the learning process for part of a sub-strand
<b>Process Skill</b>	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the LA
<b>Programme of Study</b>	The prescribed set of expected learning for a Learning Area over a period of time; presented as a Scope and Sequence and a series of sub-strands in a syllabus
<b>Scope and Sequence</b>	An outline which shows the range of what is covered in a particular Learning Area (the <i>scope</i> ) and the order in which it is covered (the <i>sequence</i> )
<b>Skill</b>	The ability to do something either practically (practical skill) or intellectually (cognitive skill)
<b>Strand</b>	A sub-division of a Learning Area; Strands usually recur during each year of the programme of study; each Strand is further divided into sub-strands.
<b>Strand Statement</b>	Overall statement of the understandings, concepts, skills and values /attitudes intended to be acquired by learners during study of a Strand; it summarises the expected learning in a strand for the entire Programme of Study
<b>Suggested Assessment Activity</b>	Task which gives a learner opportunity to show the extent to which s/he has achieved the Learning Outcomes for a sub-strand.
<b>Summative assessment</b>	A set of activities which measure the achievement of Learning Outcomes at the end of a unit of study or section of study time e.g. one topic, one month, one term.
<b>Syllabus</b>	A document which prescribes the full Programme of Study within a given Learning Area. The syllabus presents the Strands, sub-strands and their intended learning outcomes in terms of knowledge, understanding, skills and attitudes / values, and other guidance.

# Foreword

This Syllabus document presents the four-year programme of study for Social Studies, one of the eight Learning Areas of the Lower Secondary school curriculum. Social Studies contributes to the development of the knowledge, understandings, skills, attitudes and values that learners need to participate in society. It helps them to be active citizens of the communities in which they will live and work. Learners become aware of the interdependence between Uganda and other countries as a result of globalisation. Social Studies inculcates in learners a sense of appreciation and responsibility for the society and the natural environment. It helps learners to become informed citizens who will become life-long learners.

The study of Social Studies also imparts a range of important skills, such as mapping skills, and data interpretation, and critical evaluation – crucial in the modern world. Learner acquisition of these skills is a central intention of this programme of study.

The challenge for teachers of Social Studies is to shape the learning experiences so that the needs and interests of all learners are catered for. Good learner textbooks will greatly assist teachers to do this. Also, fieldwork and case-study approaches will make school learning relevant to the experiences of learners. There is a blend of chronological and case-study approaches in the organisation of the sub-strands. The Learning Outcomes of the programme of study give learners opportunities to develop understandings and skills within **four** strands.

Learners will become aware of our nation's history and heritage. They will understand the country's challenges and know about some of the strategies used to overcome these.

Social Studies also helps to build a knowledgeable, skilled and responsive workforce. This is crucial for the development of the country's economy, thus contributing to the livelihoods of all.

The Lower Secondary programme of study in Social Studies builds upon concepts, skills, attitudes and values developed in primary school. It also provides a sound foundation for further learning in the disciplines of History, Economics, Geography or Politics. The programme of study meets the specific needs of the higher-achieving minority of learners who will go on to study these disciplines at a higher level. Learners can achieve the Learning Outcomes within specific Sub-strands at levels commensurate with their abilities.

As the Minister responsible for the provision of education services, I endorse this syllabus. It is the official document for the learning and teaching of Social Studies in Lower Secondary Schools throughout our country.

---

Hon. Maj. Jessica Alupo  
Minister  
Ministry of Education and Sports  
Uganda

# Acknowledgements

The Ministry of Education and Sports is grateful to the following individuals, groups of people and agencies, whose work has contributed to the development of the lower secondary Social Studies syllabus:

## Schools

Learners and teachers from the link schools and trial schools who worked with NCDC specialists and consultants.

## Members of the Social Studies Working Group

### National Curriculum Development Centre

- Director
- Deputy Director
- CURASSE Coordinator
- Social Studies Curriculum Specialists

### Technical Assistance

Cambridge Education, a member of the Mott MacDonald group, for the 24-month Technical Assistance input into the Curriculum, Assessment and Examinations Reform programme.

### Funding

The World Bank, for funding support to NCDC for Lower Secondary Curriculum reform. This funding is a component of the World Bank / Ministry of Education and Sports *Uganda Post-primary Education and Training* programme.



# 1. Rationale for Social Studies

Social Studies focuses on the study of people in relation to the societies in which they live and the natural and created environments in which they exist. The study of Social Studies develops the knowledge, skills, attitudes and values that learners need to participate actively in society. It helps them to be informed, confident and responsible citizens of the local, national, regional and global communities in which they will live and work. Learners gain knowledge about Uganda and its position in the world. They become more aware of the increasing interdependence between Uganda and other countries as a result of globalisation. They become aware of the importance of developing a sustainable relationship with the natural environment and of achieving a sustainable use of natural resources.

Learners acquire a range of important skills, such as mapping skills, data handling and interpretation, visual skills, interactive and collaborative skills, and critical thinking and evaluation.

The Social Studies Learning Area combines elements of the hitherto separate subjects of Geography, History, Government and Politics, Economics and Sociology. It emphasises the relationship between these domains of study. At the Lower Secondary level, it is important to develop the understanding that all aspects of people, society and environment are inter-related.

## 2. Strands and strand statements

Strands are the organising mechanism for presenting the expected learning. Each strand deals with a set of concepts, understandings, skills, values and attitudes that have inherent philosophical linkages. Within the structure of Strands, the range of expected learning is scoped and sequenced. Each strand is developed throughout all four years of the programme of study. Learners study different aspects in each year.

The Social Studies Learning Area has four strands: **Society and leadership**; **Time and Continuity**; **People and their environment**; and **Resources and sustainable development**. The four Strand Statements below outline what is covered by the Strands and present the aims of studying the Strands.

**Society and leadership** includes the relationship of people within the society and the types of leadership and government. This is based on studying leadership within the local community, as well as leadership and the structure of government in the country as a whole and beyond. It includes what is often called Civics, as well as elements of sociology, government and politics. It includes the concepts of Patriotism, Human Rights and Civil Society and examples of how these affect Uganda society. It also includes aspects of international relations, including Uganda's relations to the rest of East Africa and the world.

**Time and Continuity** includes an appreciation of the learners' own heritage, including culture, language and traditions and how these have changed over time. It includes aspects of the history of Uganda, East Africa, Africa and the world, including the nature of traditional societies, coming of Europeans and colonial rule, the struggle for independence and challenges since independence.

**People and their environment** includes studying the natural environment by understanding appropriate aspects of physical geography, including climates and physical features, and the relationship of people to their natural environment i.e. how the natural environment affects the way of life of the people living in an area. It includes an understanding of the relationship of the earth and sun including temperature, day and night and seasons. It also examines climate change and the possible causes and consequences of this.

**Resources and sustainable development** includes study of resources, natural and created, the way the resources are used and the way the products are distributed within the society through trade and the distribution of wealth. It includes elements of economics and geography. Learners will study the use of land, water, vegetation, minerals and energy as well as types of farming, the development of manufacturing industries and tourism. They will look at population and population growth in relation to resources, including urbanisation and the wise use of resources.

## Learning Outcomes

The understandings, skills and values that learners are expected to acquire by following the Social Studies programme of study are presented here. They are organised according to the four strands.

### Understandings

Learners should **understand**:

#### ***Society and leadership***

- the society in which they live;
- their relationship to other people in their society;
- the inter-relationship between people in the society;
- the nature of some other contrasting societies in the world;
- the relationship of their society to other societies in the world.

#### ***Time and continuity***

- the history and development of the society;
- the historical development of local, national and international areas;
- causes, motives and consequences of historical events;
- interpretations of different historical events.

#### ***People and their environment***

- the main physical features of the physical environment and climate, their origins and causes and how these are changing by natural and human causes;
- the relationship of the society and other societies to the physical and created environments;
- local, national and international environments and how these affect the way people live.

#### ***Resources and sustainable development***

- the nature of the resources in the society and the way these are used and distributed;
- the concept of sustainable and unsustainable use of natural resources;
- patterns and relationships between population growth and economy;
- how resources are used and distributed locally and in different parts of the world;
- how the modern economic system leads to specialisation, industrialisation and urbanisation;
- how Uganda is linked to other societies in the world through the modern economic system.

## Skills

Learners **should be able to**:

### ***Society and leadership***

- draw a diagram to represent the government structure and leadership of a given community;
- develop skills to search for personal rights as a citizen of the country;
- develop skills to know what the government expects of you and what you expect from the government;
- use interviews to find out information about the local society or societies in other areas.

### ***Time and continuity***

- draw a time-line;
- interpret simple cartoons;
- select important from less important historical events;
- establish the difference between history and fiction;
- develop the ability to make connections, comparisons and relationship between different events in history;
- use historical language;
- use an atlas to find historical information.

### ***People and their environment***

- draw and read maps;
- understand the difference between a map, a photograph and reality;
- read and interpret large scale survey maps;
- use atlases to find information about the world;
- use maps for field work activities;
- collect data in the field and show it on a map or graphically;
- use graphs, maps and statistics to show information about aspects of climate.

### ***Resources and sustainable development***

- use graphs and statistics to interpret social studies , for example, population and economic growth;
- read and interpret statistical information showing features of Social Studies such as population and economic development;
- read a graph showing population changes;
- read and understand population pyramids;
- interpret the demographic transition model on a graph.

## Values

Learners should **appreciate and value**:

### ***Society and leadership***

- the idea of people choosing their own leaders;

- respect for people regardless of their race, religion, gender, tribe and social status/ class;
- the concept of human rights;
- the need for people of different languages and cultures to live together peacefully;
- ways in which conflicts between groups of people can be solved by peaceful means;
- needs and methods of reconciliation after conflicts;
- the impact of race, gender and class as causes of inequalities and conflict in societies.

***Time and continuity***

- their own culture heritage;
- pride in their own country and cultural heritage;
- the cultural heritage of others and the need to respect the cultural heritage of others as much as our own;
- that cultures have differences but it is wrong to say that one culture is superior to another;
- the importance of understanding their own history as a means of understanding the present.

***People and their environment***

- the natural environment and how to care for it;
- Having care for and concern for the preservation of the soil and the use of sustainable farming techniques;
- that people's way of life is often influenced by the environment in which they live.

***Resources and sustainable development***

- the need to preserve natural resources and use them in a sustainable way;
- the dangers of population growth;
- the political and economic interdependence in the modern world;
- the dangers of over-use of our natural resources;
- the problems which may be caused by rapid population increase in relation to natural resources;
- the need for an economic system which helps to distribute the natural and created resources in a fair and equitable way;
- the dangers of corruption leading to an unfair and inequitable distribution of resources.

## 3. Scope and Sequence Chart

This is a summary chart of the programme of study for the Learning Area. It presents the overview of the learning that is expected across the four years. The chart shows, in one table, how the entire course is structured. It presents the strands, the sub-strand titles and the Learning Outcomes. For each year of study, the sub-strands are arranged in learning order.





There are five categories of Learning Outcome:

- (k) = knowledge
- (u) = understanding
- (s) = skill
- (gs) = generic skill
- (v/a) = values / attitudes

In the chart, each Learning Outcome is coded according to its category.

The Social Studies skills are embedded within four strands. Many of these are 'process' skills: they occur throughout the programme of study. Learners will have many opportunities to practise and master them during the course. Section 6 (page 102) provides a list of the Social Studies process skills.







The following key explains the strand symbols used in the Scope and Sequence.




	Society and Leadership		Time and Continuity		People and their Environment		Resources and Sustainable Development
---	------------------------	---	---------------------	---	------------------------------	---	---------------------------------------

### Pattern of the Social Studies Scope and Sequence


The Social Studies programme of study follows a pattern of moving from the familiar to the less familiar. Each year starts by studying the local area, Uganda and the rest of East Africa. The programme of study then moves on to learning about the rest of Africa and the rest of the World.



To present this pattern, each year of the programme of study is in two parts – A and B. Part A usually spans the first two terms. Part B occupies Term 3. Hence, about two thirds of the programme of study deals with Uganda and East Africa; about one third deals with the rest of Africa and the World. Fieldwork is an important learning tool in Social Studies. Case Studies are also a necessary component of the programme of study. Section 10 (How Learners Will Learn) deals with how these approaches are used in the Social Studies programme of study.




<b>Social Studies Scope &amp; Sequence</b>				
Strand	Senior 1	Senior 2	Senior 3	Senior 4
<b>Local area, Uganda and the rest of East Africa</b>				
	<p><b>1.1 Finding out about our past</b> Periods: 12 Page: 30</p> <p>a. understand how people find out about the past (u) b. be able to locate important historical sites in Uganda and the rest of East Africa and to visit any local historical site (s) c. appreciate the importance of learning about our past (a/v)</p> <p><b>1.2 Where we came from</b> Periods: 12 Page: 32</p> <p>a. be able to do research using field work to find out the origins of people in their own area (s, gs) b. understand the movement and migration patterns by which Uganda and the rest of East Africa was peopled between</p>	<p><b>2.1 How we live in communities</b> Periods: 15 Page: 48</p> <p>a. Know what a community is, and the duties and responsibilities of different members of a community (k, gs) b. Know the names of the main ethnic groups in Uganda. (k) c. Be able to draw a map of Uganda showing different ethnic groups. (s) d. Understand the way of life of different types of communities in Uganda and the Rest of East Africa (u, gs) e. Understand the role of modernisation and urbanisation in changing communities (u) f. Be able to visit the local community to study their</p>	<p><b>3.1 How we re-gained independence</b> Periods: 18 Page: 65</p> <p>a. understand the reasons for the rise of nationalism (u) b. understand the ways in which people demanded independence from colonial rule (u) c. understand the main events in the period leading to independence (u) d. be able to construct time lines of the events leading to independence (s)</p> <p><b>3.2 Our systems of Government</b> Periods: 25 Page: 66</p> <p>a. understand the main differences between a country, a nation, a state and government (u)</p>	<p><b>4.1 Post-Independence developments</b> Periods: 12 Page: 82</p> <p>a. understand the political, social and economic developments and challenges since independence (u, gs) b. be able to draw a time line or diagram to summarise the political events since independence (s) c. appreciate the efforts being taken by the East African countries to address the political, economic and social challenges (a/v, gs)</p> <p><b>4.2 How we cooperate in the region</b> Periods: 10 Page: 83</p> <p>a. understand the need for East Africa co-operation and how this is being</p>
		 	 	

Social Studies Scope & Sequence							
Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
	<p>approximately 1000AD and 1860 AD (u)</p> <p>c. be able to draw a map to locate these movements (s, gs)</p> <p>d. Be able to draw a simple time line for the peopling of Uganda and the Rest of East Africa. (s, gs)</p> <p>e. Understand the effects of these movements and settlements on Uganda and the Rest of East Africa (u)</p>		<p>way of life through observation, interviews, questionnaires and collecting statistics (s, gs)</p> <p>g. Appreciate the advantages and challenges of having many ethnic groups in a country (a/v, gs)</p> <p>h. Appreciate the importance of preserving language, art and crafts, food and other aspects of traditional cultural identity and expression (a/v, gs)</p>	<p><b>2.2 How outsiders have influenced us</b> Periods: 15 Page: 50</p>	<p>b. be able to show the structure of the Uganda government on a tree diagram (u, gs)</p> <p>c. understand the importance of the national constitution, national symbols and values as given in the Constitution and elsewhere(u, gs)</p> <p>d. understand the duties and the responsibilities of a citizen according to the constitution (u, gs)</p> <p>e. understand the roles of the police, prisons and army (u)</p> <p>f. understand the processes of elections and take part in a mock election within the class, or school following the pattern of the Uganda Constitution (u, s, gs)</p> <p>g. understand what a political party is and the</p>		<p>enhanced</p> <p>b. understand the challenges of achieving East African co-operation and unity and the ways in which these have been addressed (u, gs)</p> <p>c. Be able to take part in a role play of a meeting of East African leaders and appreciate the value of regional cooperation in East Africa. (a/v, gs)</p>
	<p><b>1.3 Where we live</b> Periods: 25 Page: 33</p> <p>a. Be able to draw a sketch map of the school and the local area (s, gs)</p> <p>b. Be able to use and interpret symbols and identify features on a map using a key (s, gs)</p> <p>c. Be able to identify directions on a map using basic compass points (s,</p>		<p><b>4.3 Population growth and problems</b> Periods: 12 Page: 84</p> <p>a. understand the concepts related to population (u)</p> <p>b. understand the relationship between population, resources and the provision of services (u)</p> <p>d. understand the demographic transition</p>				






<b>Social Studies Scope &amp; Sequence</b>						
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>	
	<p>gs)</p> <p>d. Be able to follow routes on a map (s, gs)</p> <p>e. Be able to draw a map using a simple scale and to use scale on a map (s, gs)</p> <p>f. Be able to use letter and number co-ordinates, or directions and bearings to locate places on a map (s, gs)</p> <p>g. Be able to use the local area maps drawn above to find information about people living in the local area (s)</p> <p>h. Be able to locate places on an atlas map using latitude and longitude, and be able to find out information about the places from the map (s, gs)</p> <p>i. Understand the difference between a map and a photograph (u, s, gs)</p>		<p>after colonisation (k)</p> <p>c. be able to draw a time line to show the stages of the coming of Europeans (s)</p> <p>d. understand how Uganda and the Rest of East Africa was colonised (u)</p> <p>e. understand the effects of European and Asian influence on Uganda and East African societies (u, gs)</p> <p>f. be able to use pictures and photographs to illustrate the coming of Europeans and Asians (s)</p> <p>g. form opinions about the effects of European and Asian influence (a/v, gs)</p> <p><b>2.3 How we lead ourselves</b> <b>Periods: 22 Page: 52</b></p> <p>a. understand the roles of the different leaders in a local community; including traditional, political, religious and</p>		<p>role of parties in governance (u)</p> <p>h. appreciate the advantages of being able to choose our own leaders in a peaceful manner (a/v, gs)</p> <p>i. understand the similarities and differences in systems of government in East Africa since independence (u)</p> <p>j. form opinions about the best structure of government for Uganda (a/v)</p> <p>k. understand the meaning of corruption, its causes and its consequences for governance and economic development (u, gs)</p> <p>l. understand the main sources of national information and the role of media in governance and development (u)</p> <p>m. be able to participate in media activities on</p>	<p>model and how this relates to the historical growth and population structures of East Africa</p> <p>e. understand the factors which have led to rapid population increase in Uganda and the rest of East Africa (u)</p> <p>f. understand the methods which can be used to control the rate of population growth (u)</p> <p>g. be able to use maps, statistics, graphs and diagrams to analyse population (s)</p> <p>h. form opinions on the need for and use of population control methods (a/v, gs)</p> <p><b>4.4 Urbanisation and its consequences</b> <b>Periods: 12 Page: 86</b></p> <p>a. be able to use field work to study a trading centre,</p>
						

<b>Social Studies Scope &amp; Sequence</b>					
Strand	Senior 1	Strand	Senior 2	Strand	Senior 3
 <p><b>1.4 How we live now</b> Periods: 15 Page: 35</p> <p>a. Understand different types of leadership and the difference between formal and informal leadership within families, including their own families (u, gs)</p> <p>b. Understand the different roles played by gender in families (u, gs)</p> <p>c. Be able to use pictures or photographs to illustrate gender roles (s, gs)</p> <p>d. Understand the rights, responsibilities and duties of members of a family (u, gs)</p> <p>e. Appreciate that individuals and members of families have patriotic duties and responsibilities towards their community and country (u, gs)</p> <p>f. Be able to visit local families to find out about</p>	<p>informal leaders (u, gs)</p> <p>b. be able to use photographs and diagrams to illustrate leadership in communities (s)</p> <p>c. understand the roles played by belief systems and culture in leadership (u, gs)</p> <p>d. understand the roles played by women and men in community leadership and the need for both genders to be involved in leadership (u, gs)</p> <p>e. understand the concept of self-help projects within communities and be able to participate in self-help projects and community work (s, gs)</p> <p>f. understand the causes and effects of conflict within their community and any three types of</p>		<p>governance (s, gs)</p> <p><b>3.3 Human Rights</b> Periods: 8 Page: 69</p> <p>a. understand the meaning of Human Rights, the Rule of Law and the role of civil society in promoting and protecting human rights (u, gs)</p> <p>b. know the rights and freedoms of the individual, including the United Nations Declaration of Human Rights (k, gs)</p> <p>c. appreciate the need to respect Human Rights and the Rule of Law in order to maintain a peaceful society (a/v, gs)</p> <p><b>3.4 Civil Society and Non-Government Organisations</b> Periods: 10 Page: 70</p>	<p>town or-other urban area (s, gs)</p> <p>b. understand the concept of urbanisation, the factors influencing urbanisation and the functions of urban areas (u)</p> <p>c. understand the advantages, disadvantages and problems resulting from urbanisation (u, gs)</p> <p>d. Be able to use statistics and photographs to illustrate urbanisation and its problems. (s, gs)</p> <p>e. Understand Kampala city as an example of rapid urbanisation. (u)</p> <p>f. Form opinions on the implications of urbanisation for development. (a/v, gs)</p> <p><b>B The rest of Africa and the World</b></p>	<p><b>Senior 4</b></p>



Social Studies Scope & Sequence				
Strand	Senior 1	Senior 2	Senior 3	Senior 4
	<p>family leadership, and how this is influenced by clans and age grade systems (s)</p> <p><b>g.</b> Be able to role play different types of leadership in a family (s, gs)</p> <p><b>h.</b> Appreciate the need for leadership within a family, and form opinions about the best ways to lead a family (a/v, gs)</p> <p><b>1.5 Local weather and climate</b> <b>Periods: 25 Page: 37</b></p> <p><b>a.</b> Understand the elements of weather and how they are measured (u)</p> <p><b>b.</b> Be able to carry out a project to observe, measure and record the elements of weather, make suitable instruments for this, and visit a</p>	<p>community conflicts in the recent history of Uganda and how they have been resolved (u, gs)</p> <p><b>g.</b> appreciate the importance of conflict resolution, including traditional / cultural mechanisms, in communities (a/v, gs)</p> <p><b>h.</b> be able to tell a story or develop a role play of conflict resolution within their community (s, gs)</p> <p><b>i.</b> appreciate the need to respect the cultures and customs of all-ethnic groups to avoid conflicts (a/v, gs)</p> <p><b>2.4 How our lives are affected by landscape features</b> <b>Periods: 14 Page: 54</b></p> <p><b>a.</b> understand the main concepts of plate tectonics and how this has led to the formation of</p>	<p><b>a.</b> use case studies to explain the roles of civil society and non-government organisations, including Labour Unions (u)</p> <p><b>b.</b> Be able to take part in the activities of any NGO or CBO in their own community or in</p> <p><b>c.</b> School organisations (s, gs)</p> <p><b>d.</b> Appreciate the role of school clubs, civil society, NGOs, CBOs and Labour Unions in the development of the school and country (a/v, gs)</p> <p><b>3.5 Our Trade Relations</b> <b>Periods: 10 Page: 71</b></p> <p><b>a.</b> Be able to study a local market/ shopping centre to identify the patterns of trade (s, gs)</p>	<p><b>4.5 Post-independence Africa</b> <b>Periods: 12 Page: 87</b></p> <p><b>a.</b> understand the political, social and economic challenges facing African states since independence (u, gs)</p> <p><b>b.</b> understand neo-colonialism and why it has continued to thrive in Africa (u)</p> <p><b>4.6 Diplomacy and International Relations.</b> <b>Periods: 10 Page: 88</b></p> <p><b>a.</b> understand the concept of diplomacy and international relations (u)</p> <p><b>b.</b> be able to show on a map the areas of recent conflicts in Africa (s)</p> <p><b>c.</b> understand the causes and the effects of conflicts in Africa (u, gs)</p> <p><b>d.</b> understand the role of</p>
				

<b>Social Studies Scope &amp; Sequence</b>						
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>	
	<p>weather station (s, gs)</p> <p>c. Understand the positive and negative effects of the weather on their own lives and those of their communities (u)</p> <p>d. Understand the differences between weather and climate (u)</p> <p>e. Understand the relationship between the Earth and the Sun and how this affects temperatures and the seasons (u)</p> <p>f. Be able to draw diagrams to show the relationship between the earth and the Sun's rays and the causes of temperature variations, and use these to show why the Earth can be divided into tropical, temperate and polar regions (s)</p> <p>g. Be able to draw climate graphs of local and other</p>		<p>the main physical features of East Africa (u)</p> <p>b. understand the characteristics of important kinds of physical features in East Africa, including mountain ranges, volcanoes, plateaus, basins and rift valleys (u)</p> <p>c. be able to study through field work any of the above physical features in the local area (s, gs)</p> <p>d. understand how their own lives and the lives of their communities are affected by physical features of the local area, including natural hazards (u)</p> <p>e. understand through case studies how the physical features affect the lives of people in selected areas of East Africa (u)</p> <p>f. be able to draw diagrams</p>		<p>b. Know the main exports of Uganda and their contribution to intraregional and international trade (u)</p> <p>c. Use flow charts, statistics and maps to show trade patterns (s)</p> <p>d. Appreciate the need for an economic system which helps to distribute the resources in an equitable way (a/v, gs)</p>	<p>diplomacy and international relations in conflict resolution(u)</p> <p>e. be able to draw a diagram to show the structure of the African Union (s)</p> <p>f. understand the role of the African Union (formerly Organisation of African Unity) in promoting peace and development in Africa (u, gs)</p>
						
				<p><b>3.6 Our Tourism</b> Periods: 12 Page: 72</p> <p>a. Understand the factors influencing development of tourism in Uganda and the rest of East Africa (u)</p> <p>b. Understand that tourism is an important form of trade (u)</p> <p>c. Understand the benefits of tourism (u)</p> <p>d. Understand the problems which can be brought by</p>	<p><b>4.7 Population and urbanisation</b> Periods: 15 Page: 89</p> <p>Case Studies:</p> <p>1 A developing country in tropical Africa: Nigeria</p> <p>a. know where Nigeria is situated (k)</p> <p>b. use a population map to understand the distribution of population in Nigeria (u)</p> <p>c. use statistics and graphs to analyse the size and</p>	




<b>Social Studies Scope &amp; Sequence</b>						
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>	
	<p>areas and describe climates using these (s)</p> <p><b>h.</b> Appreciate that people's life styles are influenced by the type of weather and climate (a/v, gs)</p> <p><b>1.6 Our vegetation and its relationship with climate</b> Periods: 12 Page: 39</p> 		<p>to show the formation of important physical features (s)</p> <p><b>g.</b> be able to recognise physical features from photographs (s)</p> <p><b>h.</b> be able to use contours to show physical features on maps and draw cross-sections from simple contour maps (s)</p> <p><b>2.5 How we own land in Uganda</b> Periods: 15 Page: 56</p> 		<p>tourism (u)</p> <p><b>e.</b> Be able to study a tourist attraction or potential tourist attraction in the local area through field work (s, gs)</p> <p><b>f.</b> Be able to guide visitors and tourists around attractions in the local area or any other area (gs)</p> <p><b>g.</b> Appreciate that tourism can bring both benefits and problems (a/v, gs)</p> <p><b>3.7 How the lives of people are affected by features of erosion, transportation and deposition</b> Periods: 12 Page: 74</p> 	
	<p><b>a.</b> Understand the characteristics of the climates of Uganda and the rest of East Africa and the factors affecting them (u)</p> <p><b>b.</b> Understand through field work the characteristics of the vegetation in the local area and how these are affected by the climates (u)</p> <p><b>c.</b> Form opinions on the dangers of the over use of the natural vegetation. (a/v)</p>		<p><b>a.</b> understand the different types of land ownership in Uganda (u)</p> <p><b>b.</b> understand the difference between ownership, access to and control of land (u, gs)</p> <p><b>c.</b> understand the historical development and current administration of land ownership (u)</p> <p><b>d.</b> understand the role of</p>		<p><b>e.</b> Be able to study a tourist attraction or potential tourist attraction in the local area through field work (s, gs)</p> <p><b>f.</b> Be able to guide visitors and tourists around attractions in the local area or any other area (gs)</p> <p><b>g.</b> Appreciate that tourism can bring both benefits and problems (a/v, gs)</p> <p><b>3.7 How the lives of people are affected by features of erosion, transportation and deposition</b> Periods: 12 Page: 74</p> <p><b>a.</b> Understand the meaning of erosion, transportation and deposition (u)</p> <p><b>b.</b> Be able to use field work to find out how these processes affect the local landscape and the lives of</p>	<p><b>Senior 4</b></p> <p>structure of Nigeria's population (u)</p> <p><b>d.</b> understand the relationship between Nigeria's population and its resources (u)</p> <p><b>e.</b> form opinions about the advantages and problems of having a large or rapidly increasing population (u, gs)</p> <p><b>f.</b> understand the relationship between a rapidly growing population and urbanisation (u)</p> <p><b>g.</b> use statistics and graphs to show the rapid urban development in Nigeria (s)</p> <p><b>h.</b> understand the problems facing urban areas and the effects of urbanisation on the environment (u)(gs)</p> <p><b>2</b> <b>A developed country in a temperate region: Britain</b></p> <p><b>a.</b> understand the population structure of</p>





Social Studies Scope & Sequence				
Strand	Senior 1	Senior 2	Senior 3	Senior 4
	<p>d. Appreciate the need to love and care for their local area by replanting the vegetation and be able to carry this out (a/v, s)</p> <p>e. Understand through case studies how selected climates and types of vegetation affect the way of life of the people in those areas (u)</p> <p>f. Appreciate that the differences in the ways of life and cultures of people are partly a product of differences in climate (a/v)</p> <p>g. Be able to draw graphs to show the climates in the case study areas (s)</p> <p>h. Be able to draw a map showing the climates and vegetation of East Africa (s)</p>	<p>men and women in land ownership (u, gs)</p> <p>e. understand the advantages and problems which may be associated with the acquisition of land for large scale development (u)</p> <p>f. understand why and how land ownership often leads to disputes (u, gs)</p> <p>g. appreciate the need for a transparent system of land ownership and the dangers of inequitable distribution of land (a/v, gs)</p>	<p>the people and communities in the local area (s, gs)</p> <p>c. Understand examples of other features of erosion, transportation and deposition in East Africa and how these affect the lives of people (u)</p> <p>d. Appreciate that erosional and depositional features affect the lives of everyone (a/v)</p> <p>e. Be able to recognise physical and other features on conventional survey maps and photographs (s)</p> <p>f. understand the effects of human activity on the landscape (u)</p> <p><b>B The rest of Africa and the World</b></p> <p><b>3.8 How the lives of other people are affected by features of erosion,</b></p>	<p>Britain and use statistics and graphs to analyse it (s)</p> <p>b. understand the relationship between population and resources (u)</p> <p>c. know the distribution of the main urban areas in Britain (k)</p> <p>d. understand the challenges arising from urbanisation in Britain (u, gs)</p> <p>e. be able to use statistics, charts and graphs to analyse trends in urban development</p> <p><b>4.8 The role of United Nations in Development</b> <b>Periods: 10 Page: 91</b></p> <p>a. Be able to draw a diagram to show the structure of the United Nations (s)</p> <p>b. understand the roles and functions of the United Nations and its subsidiary</p>
		<p><b>2.6 How we manage disasters</b> <b>Periods: 8 Page: 58</b></p> <p>a. understand the causes of disasters which occur in areas other than their own (u)</p> <p>b. understand through examples how people try</p>		




<b>Social Studies Scope &amp; Sequence</b>				
Strand	Senior 1	Strand	Senior 2	Strand
	<p><b>1.7 The use of land and water resources</b> Periods: 15 Page: 41</p> <p>a. Be able to carry out field study to find out the nature of the land and water resources in the local area, and the use of land and water resources for agriculture (s, gs)</p> <p>b. Understand the main types of agriculture in Uganda and the rest of East Africa and the factors influencing them (u)</p> <p>c. Appreciate the importance of land and water as a source of food, livelihood and income for families, clans and communities (a/v, gs)</p> <p>d. Form opinions on the dangers of over-use of land and water resources and the need to conserve these in the local area (a/v, gs)</p>		<p>to manage disasters(u)</p> <p>c. know the main organisations and government departments which assist during disasters (k)</p> <p>d. appreciate the importance of community planning and preparedness for disasters(v/a)(gs)</p> <p><b>2.7 Transport</b> Periods: 10 Page: 59</p> <p>a. understand the factors which influence the distribution of the major transport routes in Uganda and the rest of East Africa (u)</p> <p>b. use maps to show the major transport routes in East Africa (s)</p> <p>c. understand the role of the different forms of transport in development (u)</p> <p>d. use photographs to</p>	
			<p><b>transportation and deposition</b> Periods: 18 Page: 75</p> <p>Case studies</p> <ol style="list-style-type: none"> <li>River valley: Nile Valley</li> <li>Flood plain: Ganges</li> <li>Coastline: British Colombia</li> </ol> <p>a. Be able to draw maps to show the areas of the case studies (s)</p> <p>b. Understand how the physical features affect the lives of people (u)</p> <p>c. Understand how problems of the physical landscape can be overcome (u, a/v)</p> <p><b>3.9 How Independence was re-gained in the rest of Africa</b> Periods: 16 Page: 76</p> <p>a. Understand how changed conditions in the world</p>	
				<p><b>4. 9 Recent issues in World History</b> Periods: 18 Page: 92</p> <p>Case studies</p> <p><b>1. The Cold War and after</b></p> <p>a. understand the background of the Cold War (u)</p> <p>b. understand some of the main events of the Cold War (u)</p>
				<p>bodies (u)</p> <p>c. Understand the roles and functions of other international organisations from which Uganda and the rest of East Africa receives benefits (u)</p> <p>d. Be able to take part in a mock debate of the United Nations (s)</p> <p>e. appreciate the role the United Nations plays in maintaining world peace and development (a/v, gs)</p>




Social Studies Scope & Sequence						
Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	
	<p>e. Be able to take part in activities to improve local land and water resources (s, gs)</p> <p>f. Appreciate that caring for and preserving resources in the local environment, community and country are signs of love for one's country (a/v, gs)</p> <p><b>1.8 Mineral resources</b> Periods: 10 Page: 43</p> <p>g. understand the use of mineral resources in the development of any two industries in Uganda (u)</p> <p>h. be able to locate the main mining centres of East Africa on maps (s)</p> <p>i. be able to recognise types and consequences of mining on photographs (s)</p> <p>j. appreciate the positive and negative contribution of mineral resources to development (a/v)</p>		<p>identify the different types/modes of transport (s)</p> <p>e. form opinions on the importance of transport in national and regional development (a/v)</p> <p><b>2.8 Manufacturing industries</b> Periods: 12 Page: 60</p> <p>a. understand the factors influencing the distribution and development of any three manufacturing industries in Uganda or East Africa (u)</p> <p>b. understand the effects of manufacturing industries on the environment (s, u)</p> <p>c. be able to visit a local factory to find out how a factory works and show its effects on the environment (s, gs)</p> <p>d. appreciate the</p>		<p>after World War 2 influenced the movement towards African independence (u)</p> <p>b. Understand through selected case studies the different methods through which countries gained independence (u)</p> <p>c. Understand the term apartheid and the internal and external factors leading to the liberation of South Africa from apartheid (u)</p> <p>d. Be able to role play or act the story of one example of the struggle for independence in any African country (s, gs)</p> <p><b>3.10 How independence was gained in other parts of the world</b> Periods: 16 Page: 77</p> <p><b>1 American War of</b></p>	<p>Senior 4</p> <p>c. understand the effects of the Cold War (u)</p> <p>d. understand how the Cold War came to an end (u)</p> <p>e. understand the changes caused by the ending of the Cold War (u)</p> <p><b>2. The emergence of China</b> a. understand the causes and results of the communist revolution in China (u)</p> <p>b. know how China has changed and developed during recent times (u)</p> <p>c. understand how and why China is becoming economically powerful (u)</p> <p>d. understand the effect of the emergence of China on Africa (u, gs)</p> <p>e. understand why other countries in South and East Asia are also becoming economically important (u)</p> <p>f. appreciate the effect of</p>



<b>Social Studies Scope &amp; Sequence</b>					
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>
	<p>k. appreciate the possible negative effects of mining (a/v)</p> <p><b>1.9 Energy resources</b> Periods: 10 Page: 44</p> <p>a. know the different types of energy resources and use a map to show their distribution in Uganda (u, s)</p> <p>b. be able to use photographs, pictures and diagrams to recognise types of energy (s)</p> <p>c. understand the use of energy resources in the development of manufacturing industries in Uganda or the rest of East Africa (u)</p> <p>d. understand the advantages and disadvantages of renewable and non-renewable forms of energy (u)</p>		<p>contribution of manufacturing industries in transforming primary products (a/v)</p> <p><b>B The rest of Africa and the World</b></p> <p><b>2.9 People in communities and their surrounding environment</b> Periods: 24 Page: 61</p> <p><b>Case studies:</b></p> <ol style="list-style-type: none"> <li>1. Plateau: Jos Plateau, Nigeria</li> <li>2. Rift Valley: Rhine Rift Valley</li> <li>3. Volcanoes: Java</li> <li>4. Mountain range: Atlas mountains</li> </ol> <p>a. understand different types of communities and their life styles (u)</p> <p>b. be able to use photographs to understand the way of life of communities (s)</p> <p>c. understand how different</p>		<p><b>Independence</b></p> <p>a. Be able to locate North America, USA, Canada and Britain on a map (s)</p> <p>b. Understand the causes and effects of the American War of Independence (u)</p> <p><b>2 Indian struggle for independence</b></p> <p>a. Be able to locate the main areas of the-Indian sub-continent on a map (s)</p> <p>b. understand the causes and effects of the Indian struggle for independence (u)</p> <p>c. know the main leaders involved in the struggle and the main events therein (k)</p> <p>d. understand the concept of non-violence as used in the struggle (u)</p> <p>e. understand how Gandhi's ideas of non-violence have influenced African leaders</p>
					<p>the emergence of China on Africa (a/v, gs)</p> <p><b>4.10 Climate change</b> Periods: 14 Page: 94</p> <p>a. understand the concept of climate change and its indicators and be able to draw diagrams to show the causes of climate change (u)(s)</p> <p>b. understand the possible causes of climate change (u)</p> <p>c. understand the political and other difficulties faced in addressing climate change and carrying out measures to reduce its effects (u, gs)</p> <p>d. Understand how climate change may affect Uganda and the Rest of East Africa. (u)</p> <p>e. Understand possible ways in which local communities and</p>

<b>Social Studies Scope &amp; Sequence</b>					
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	
	<p>e. appreciate the importance of moving towards the use of renewable energy resources (a/v) (gs)</p> <p><b>B The rest of Africa and the World</b></p> <p><b>1.10 Where other people came from</b> Periods: 20 Page: 45</p> <p><b>The Peopling of North Africa (Morocco, Algerian, Tunisia, Libya, Egypt)</b></p> <p>a. be able to draw a map showing the migration routes in North Africa (s)</p> <p>b. know the various groups of people who settled in North Africa (k)</p> <p>c. be able to draw a timeline showing when the various groups of people settled in North Africa (s)</p> <p>d. understand the causes</p>		<p>landforms affect the lives of people living in these communities (u)</p> <p>d. understand and appreciate how problems of the physical landscape can be overcome with traditional or modern technology (u, a/v, gs)</p> <p>e. be able to locate the areas of the cases studies on maps (s)</p> <p>f. be able to understand the way of life in relation to any one community in Uganda. (u, gs)</p> <p><b>2.10 How the rest of Africa was colonised</b> Periods: 15 Page: 62</p> <p>a. understand how the rest of Africa was colonised and administered (u)</p> <p>b. be able to locate on a map the areas occupied by the different European powers (s)</p>	<p>in their struggle for independence (u, gs)</p> <p>f. Form opinions about the use of violence and non-violence in political struggles (a/v, gs)</p> <p><b>3.11 Systems of government</b> Periods: 15 Page: 79</p> <p><b>Case studies</b></p> <ol style="list-style-type: none"> <li>Democratic government in Africa: Ghana</li> <li>Federal government: USA</li> <li>One party state: China</li> </ol> <p>a. Be able use a world map to locate each country (s)</p> <p>b. understand different systems of government and construct a table to compare them (u)(s)</p> <p>c. Form opinions about the advantages and disadvantages of the different types of</p>	<p>government can reduce the effects of climate change (u)</p> <p>f. Be able to use two case studies to examine the possible effects of climate change in other areas of Africa and the world (u)</p> <p>g. Form opinions about measures to reduce or mitigate climate change (a/v) (gs)</p> <p>h. Be able to participate in tree planting and other activities which might help to alleviate the effects of climate change in their own communities (s, gs)</p> <p><b>4.11 Globalisation</b> Periods: 10 Page: 95</p> <p>a. understand the concepts of globalisation, dependency and interdependency (u)</p> <p>b. understand the effects of</p>
					

<b>Social Studies Scope &amp; Sequence</b>						
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>	
	<p>and effects of migration and settlement of people in North Africa (u)</p> <p><b>Movement of people into North America since the seventeenth century</b></p> <p>a. understand why and how Europeans settled in North America (u)</p> <p>b. understand why and how Africans were taken to North America (u)</p> <p>c. understand the causes of more recent migration into North America (u)</p> <p>d. be able to appreciate the advantages and problems of having migrants from many different areas (a/v)</p> <p>e. be able to locate on maps where migrants to North America came from (s, gs)</p>	 <p><b>2.11 How places in the Rest of the World were colonised</b> Periods: 15 Page: 63</p> <p><b>Case studies:</b></p> <p>1. British colonisation of India</p> <p>a. be able to locate India on a world map (s)</p> <p>b. understand the methods used by the British to colonise India (u)</p> <p>c. understand the results of the British colonisation of India (u)</p> <p><b>Japanese colonisation of Asia and the Pacific in 1930s and 1940s</b></p>	<p>c. understand the African response towards the imposition of colonial rule (u)</p> <p>d. form opinions about European influence on the rest of Africa (a/v, gs)</p> <p><b>3.12 Trade Relations</b> Periods: 10 Page: 80</p> <p><b>Case studies:</b></p> <p>1. Africa: South Africa</p> <p>2. Rest of World: Singapore</p> <p>a. understand the trade patterns of the selected countries and the factors influencing them (u)</p> <p>b. understand the contributions of trade to the development of the selected countries(s)</p> <p>c. appreciate the role of trade in development (a/v)</p> <p><b>3.13 Tourism</b> Periods: 10 Page: 72</p> <p><b>Case studies</b></p> <p>1. Africa: Egypt</p> <p>2. Rest of the World: China</p> <p>a. understand the factors</p>		<p>government (a/v, gs)</p> <p><b>4.12 The Wise Use of Resources</b> Periods: 15 Page: 97</p> <p>a. understand the need for wise and sustainable use of resources (u)</p> <p>b. understand some of the political and economic pressures which may prevent the wise or sustainable use of resources (u)(gs)</p> <p>c. understand the concept of</p>	<p>Foreign Aid (u)</p> <p>c. form opinions about the advantages and disadvantages of receiving Foreign Aid (a/v, gs)</p> <p>d. form opinions about the advantages and disadvantages of globalization (a/v, gs)</p> <p>e. be able to understand contemporary global issues contained in the media (u)(s, gs)</p>
					<p>Foreign Aid (u)</p> <p>c. form opinions about the advantages and disadvantages of receiving Foreign Aid (a/v, gs)</p> <p>d. form opinions about the advantages and disadvantages of globalization (a/v, gs)</p> <p>e. be able to understand contemporary global issues contained in the media (u)(s, gs)</p>	

Social Studies Scope & Sequence							
Strand	Senior 1	Strand	Senior 2	Strand	Senior 3	Strand	Senior 4
  <p><b>1.11 The use of resources in tropical areas</b>  <b>Periods: 24 Page: 47</b></p> <p><b>Case studies:</b></p> <ol style="list-style-type: none"> <li>Equatorial: Amazon Basin</li> <li>Savannah: Zambia</li> <li>Desert: Sahara</li> <li>Monsoon: Thailand</li> </ol> <p>a. be able to draw maps to show the areas of the case studies and graphs to illustrate their climates (s) (gs)</p> <p>b. understand the main characteristics of the climates and how each affects the vegetation of the area (u)</p> <p>c. understand how the traditional agriculture and way of life was influenced by the climate (u)</p> <p>d. understand how water resources and the natural vegetation are used and how water resources are controlled (u)</p>	<p><b>2.12 How other people use resources</b>  <b>Periods: 15 Page: 64</b></p> <p>a. know the main industries which have been</p>		<p>a. be able to mark on a map the extent and periods of colonisation and retreat of Japan in Asia and the Pacific (s)</p> <p>b. understand why Japan colonised areas of Asia and the Pacific and the methods used by the Japanese in the colonisation (u)</p> <p>c. understand why and how the Japanese were forced to retreat from their colonies (u)</p> <p>d. understand why the Japanese colonisation of East Asia was less successful than the British colonisation of Africa (u)</p>	<p>influencing tourism in the selected countries (u)</p> <p>b. use statistics, maps and photographs to compare tourism in the selected countries (s)</p> <p>c. appreciate the contribution of tourism to development (a/v, gs)</p>	<p>d. re-cycling resources(u, gs) be able to take part in an activity involving re-using and re-cycling resources or the use of renewable energy (s)(gs)</p> <p>e. use case studies to contrast places where resources have been used wisely to those where they have been unwisely or unsustainably used (s/u, gs)</p> <p>f. Form opinions on the methods of resource conservation. (a/v)(gs)</p>		

<b>Social Studies Scope &amp; Sequence</b>							
<b>Strand</b>	<b>Senior 1</b>	<b>Strand</b>	<b>Senior 2</b>	<b>Strand</b>	<b>Senior 3</b>	<b>Strand</b>	<b>Senior 4</b>
	<p>e. using photographs, understand how and why the way of life is changing (s, u, gs)</p>		<p>developed in South Korea (k)</p> <p>b. understand the factors contributing to the rapid industrialisation of South Korea (u)</p> <p>c. be able to use photos and statistics to illustrate industrialisation in South Korea (s)</p> <p>d. understand the problems caused by rapid industrialisation and how these may be solved (u)</p> <p>e. appreciate what lessons Uganda can learn from the rapid industrialisation in South Korea (a/v, gs)</p>				

## 4. Social Studies Sub-strands

This is the main section of the syllabus. It is organised as a series of sub-strand tables. Each sub-strand table has the same three columns, detailing the Learning Outcomes (Column 1), Evidence of Achievement statements (Column 2), Exemplar Assessment Activities (Column 3). The Learning Outcomes in Column 1 are an exact copy of those in the Scope and Sequence Table. The series of sub-strand tables are presented in learning order for each year of study.

The example below explains the function of each part of the table.

<b>Brief statement of the intended learning in this sub-strand</b>		
<b>Learning Outcomes</b> <i>Learners should:</i>	<b>Evidence of Achievement statements</b> <i>Learners can:</i>	<b>Exemplar assessment activities</b>
<p>A Learning Outcome is a brief statement of what the learner knows, understands, is able to do, or of the attitude or value developed, as a result of a learning process.</p> <p>Learning Outcomes are expressed as one of:</p> <ul style="list-style-type: none"> <li>• Knowledge;</li> <li>• Understanding;</li> <li>• Skill;</li> <li>• Value or attitude;</li> <li>• Generic skill</li> </ul> <p>LOs start with the stem '<b>Learners should...</b>'</p> <p><i>e.g. Learners should understand that an object may have energy due to its motion or its position</i></p>	<p>An Evidence of Achievement statement is a statement of actual behaviour which would show that a learner has achieved a degree of success on a Learning Outcome. It describes the <b>product</b> or <b>process</b> which results from the learning experience.</p> <p>EAs start with the stem '<b>Learners can...</b>'</p> <p><i>e.g. Learners can use a map to describe the migration patterns of the major ethnic groups in Uganda</i></p>	<p>Exemplar Assessment Activities present <b>learning situations</b> that allow Learners to show what they have achieved. These situations give opportunities to assess and record learner behaviour.</p> <p>As the name suggests, they are only examples: teachers may choose to use these in addition to their own activities, or to not use them at all.</p>

1.1: Finding out about our past

Learners are introduced to different methods of finding out about the past Strand: Time and Continuity. 12 periods.		
Learning Outcomes Learners should:	Evidence of Achievement Strand statements Learners can:	Exemplar assessment activities
a. understand how people find out about the past (u)	<ol style="list-style-type: none"> <li>list the different sources and methods used to find out about the past.</li> <li>explain at least three sources and methods of reconstructing the past.</li> <li>construct a table to compare and show the advantages and disadvantages of any three sources and methods.</li> <li>compare the modern and traditional methods of learning about our past.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare charts showing the main historical periods in Uganda and the rest of East Africa.</li> <li>Draw a sketch map of Uganda and the rest of East Africa showing archaeological and historical sites.</li> </ol>
b. be able to locate important historical sites in Uganda and the rest of East Africa and to visit any of these (s)	<ol style="list-style-type: none"> <li>use a map to identify important historical sites in Uganda and the rest of East Africa.</li> <li>draw a sketch map of East Africa and on it mark and name some important archaeological and historical sites.</li> <li>visit a historical site and describe the importance of the site.</li> <li>write a group report about the site(s) visited.</li> </ol>	<ol style="list-style-type: none"> <li>Write a report showing a comparison between the traditional and modern methods of learning about the past.</li> </ol>
c. appreciate the importance of learning about our past (a/v)	<ol style="list-style-type: none"> <li>take part in a discussion on the advantages and disadvantages of learning about the past.</li> </ol>	

1.2: Where we came from

Learners should be able to understand the origins of their families, and the migrations and settlements of different societies in Uganda and the rest of East Africa. Strand: Time and Continuity. 12 periods.		
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to do research using field work to find out the origins of people in their own area (s)	<ol style="list-style-type: none"> <li>1. carry out field work study in the local area, to find out where the people came from.</li> <li>2. use tables, diagrams, maps or statistics to explain what information they found out from their field work study and how they found it.</li> <li>3. use information from the field work to locate and draw a map to show where their family and the people in their area came from.</li> <li>4. draw a map to show the origins of the people in their area</li> </ol>	<ol style="list-style-type: none"> <li>1. Display and discuss the information learnt through field work</li> <li>2. Explain the effects of the settlement of the different ethnic groups on the population of Uganda and the rest of East Africa today</li> </ol>
b. understand the movement and migration patterns by which Uganda and the rest of East Africa was peopled between 1000AD and 1860 AD (u)	<ol style="list-style-type: none"> <li>1. use a map to describe the migration patterns of the major ethnic groups in Uganda and the rest of East Africa.</li> <li>2. explain reasons for the migration patterns of different ethnic groups.</li> <li>3. explain the effects of the migration and settlement of the ethnic groups.</li> </ol>	
c. be able to draw a map to locate these movements (s)	<ol style="list-style-type: none"> <li>1. draw a sketch map of East Africa to show the migration routes and areas where the various groups settled.</li> </ol>	
d. be able to draw a simple time line for the peopling of Uganda and the rest of East Africa (s) e. understand the effects of these movements and settlements on Uganda and the Rest of East Africa (u)	<ol style="list-style-type: none"> <li>1. construct a simple timeline showing the peopling of Uganda and the rest of East Africa.</li> <li>2. describe the effects of the movements and settlements</li> </ol>	



1.3: Where we live

Learners should be able to draw and use simple sketch maps of their local area; know the main features of a map, and understand the differences between a map and reality. Strand: People and their Environment. 25 periods.		
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to draw a sketch map of the school and/or the local area (s)	<ol style="list-style-type: none"> <li>draw a simple sketch map of the school and the local area.</li> <li>list the main differences between a map and reality.</li> <li>draw an improved map based on the main features of a map i.e. view from above, comparative sizes of features, directions, use of symbols, but not accurate scale</li> <li>use the key to identify and interpret features on a map</li> <li>illustrate using compass points the direction of different places from each other</li> <li>use symbols and colouring to show features on a map</li> <li>follow a route on a map from one point to another</li> <li>draw a route map to guide a visitor to the school or other area</li> </ol>	<ol style="list-style-type: none"> <li>Draw a simple sketch map of an area, showing comparative size, shape and distance, using symbols and colours</li> <li>Draw a sketch map to scale using all the features of a map</li> </ol>
b. be able use and interpret symbols and identify features on a map using a key (s)		
c. be able to identify directions on a map using basic compass points (s)		
d. be able to follow routes on a map (s)		
e. be able to draw a map using a simple scale and to use scale on a map (s)	<ol style="list-style-type: none"> <li>convert a line measured in metres, or by pacing, into a simple scale</li> <li>draw the map of the classroom and/or desks using a simple scale</li> <li>draw a sketch map of part of the school using a scale</li> <li>use a line scale to measure distances on a map</li> <li>use representative fraction scales to measure distances on a map</li> </ol>	
f. be able to use letter and number co-ordinates or bearings and directions to locate places on a map (s)	<ol style="list-style-type: none"> <li>use letter and number coordinates to locate places on a map</li> <li>use bearings and directions to locate places and features on a map</li> </ol>	
g. be able to use the local area maps drawn in (a) above	<ol style="list-style-type: none"> <li>display and share the information about the local area derived from the map drawn in (a) above</li> </ol>	

<p>to find information about people living in the local area (s)</p>		
<p>h. be able to locate places on an atlas map using latitude and longitude and describe the places from information on the map (s)</p>	<ol style="list-style-type: none"> <li>1. use atlas maps to locate or identify places using latitude and longitude</li> <li>2. use atlas maps to describe places from information on the map</li> </ol>	
<p>i. understand the difference between a map and a photograph (u, s)</p>	<ol style="list-style-type: none"> <li>1. list the main differences between a map and a photograph</li> <li>2. identify simple features shown on a photograph</li> <li>3. draw a sketch map showing the landscape on a photograph</li> </ol>	

1.4: How we live now

Learners should understand aspects of the way we live now, including our family and community leaders and the roles of gender, belief systems and culture in leadership and the family		Strand: Society and leadership. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand different types of leadership, and the difference between formal and informal leadership, within families, including their own families, (u)	<ol style="list-style-type: none"> <li>1. explain with examples from their own families what leadership means</li> <li>2. explain the difference between formal and informal leaders and give examples of each</li> <li>3. classify the leadership in families into different types and draw diagrams or pictures to illustrate each</li> <li>4. decide which type their family leadership fits into and give reasons</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a description of their own family including leadership in the family, the place or role of themselves and others in the family and the benefits they get from being members of a family</li> <li>2. Write a story of someone with no family and describe the problems they face</li> </ol>
b. understand the different roles played by gender in families (u)	<ol style="list-style-type: none"> <li>1. explain who the important leaders in their family are: men or women</li> <li>2. describe the kinds of jobs done and the types of decisions are made by women and men in their family</li> <li>3. describe what kinds of changes are being made in the roles of men and women and the reasons for these</li> <li>4. make up and take part in a role play to show aspects of the roles of men and women in their family</li> </ol>	
c. be able to use pictures or photographs to illustrate gender roles (s)	<ol style="list-style-type: none"> <li>1. use pictures or photographs to illustrate the roles of men and women in families (s)</li> </ol>	
d. understand the rights, responsibilities and duties of members of a family(u)	<ol style="list-style-type: none"> <li>1. draw a diagram to illustrate the jobs in their family which are done by themselves, and older members of the family</li> <li>2. explain what is meant by duties and responsibilities of members of a family</li> <li>3. list what benefits they receive from being members of a family</li> <li>4. explain what the rights of a member of a family are</li> </ol>	
e. appreciate that individuals and members of families have patriotic duties and responsibilities towards their community and	<ol style="list-style-type: none"> <li>1. suggest ways in which individuals and members of families have duties and responsibilities towards the communities they belong to, including class, school and local community</li> <li>2. take part in a discussion about the duties and responsibilities they have towards the country</li> <li>3. explain the term patriotism</li> </ol>	

country	4. participate in activities of cleaning the school and the local area	
f. be able to visit local families to find out about family leadership, and how this is influenced by clans and age grade systems (s)	<ol style="list-style-type: none"> <li>1. through field work, visit families in the local area to find out information about them including the influence of clans and age grades</li> <li>2. summarise the information obtained in a table</li> </ol>	
g. be able to role play different types of leadership in a family (s)	1. take part in role plays or write stories to illustrate different styles of leadership in families	
h. appreciate the need for leadership within a family and form opinions about the best ways to lead a family (a/v)	1. take part in a discussion on the importance of having a leader in a family and the best styles of leadership for their own family ,Uganda and the rest of East Africa today	

1.5: Local weather and climate

Learners should understand the different elements of weather; the difference between weather and climate; the influence of the movement of the Earth around the sun on climate; and the effects of weather and climate on people’s ways of life.		Strand: People and their Environment. 25 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the elements of weather and how they are measured (u)	<ol style="list-style-type: none"> <li>list the elements of weather</li> <li>describe, using diagrams, how elements of weather are measured and recorded at a weather station, or can be recorded through observation</li> </ol>	<ol style="list-style-type: none"> <li>Show evidence that you have measured and recorded elements of the weather on a regular basis</li> </ol>
b. be able carry out a project to observe, measure and record the elements of weather ,make suitable instruments and visit a weather station(s)	<ol style="list-style-type: none"> <li>record on a daily basis the observed elements of weather</li> <li>construct a simple rain gauge and wind vane</li> <li>describe what they saw and learnt from the visit to a local weather station</li> </ol>	<ol style="list-style-type: none"> <li>Explain three examples of how weather and climate affect people’s ways of life</li> <li>Draw a line and bar graph showing the climate of a place in their locality</li> </ol>
c. understand the positive and negative effects of the weather on their own lives and those of their communities (u)	<ol style="list-style-type: none"> <li>explain examples of how the weather affects their own way of life and those of other people</li> <li>explain what a hazard is and how hazards can cause disasters</li> <li>list the types of hazards in their local environment and draw diagrams to show them</li> </ol>	<ol style="list-style-type: none"> <li>Write about the disasters which have occurred in the local area in the recent past as a result of the weather hazards you listed</li> </ol>
d. understand the differences between weather and climate (u)	<ol style="list-style-type: none"> <li>state the main differences between weather and climate</li> </ol>	<ol style="list-style-type: none"> <li>In your own words and with the help of diagrams explain:                             <ul style="list-style-type: none"> <li>Why the sun rises in the east and sets in the west</li> <li>Why we have day and night</li> <li>Why it is usually hotter at midday than in the early morning</li> <li>Why some places in the</li> </ul> </li> </ol>
e. understand the relationship between the Earth and the Sun and how this affects temperatures and seasons (u)	<ol style="list-style-type: none"> <li>observe from a demonstration the meaning of the Earth being round, its revolution on its axis and its movement round the sun.</li> <li>draw and label diagrams to show the above demonstration</li> <li>use a globe or other round objects and a source of light to demonstrate the position of a place on the Earth in daytime and night time</li> <li>demonstrate by using a source of light the angle of the sun rays at different times of day; draw and label a diagram to show the effect of this on temperatures</li> <li>describe what happens to the axis and tilt of Earth as it revolves round the Sun</li> <li>copy and label diagrams to show how the</li> </ol>	

	revolution of the Earth round the sun causes seasons	world have winter and summer and we do not.
f. be able to draw diagrams to show the relationship between the Earth and the Sun's rays and the causes of temperature variations and use these to show why the earth can be divided into tropical, temperate and polar regions (s)	1. draw diagrams to explain why the earth can be divided into zones with different temperatures: tropical, temperate and polar	
g. be able to draw climate graphs of local and other areas and describe climates using these	1. draw, from the available statistical data, line and bar graphs to show the local climate or the climate of a similar area 2. draw line and bar graphs from rainfall and temperature figures of other areas and describe the climates from these	
g. appreciate that people's life styles are influenced by the type of weather and climate (a/v)	1. take part in a discussion of how people's life styles are influenced by the type of weather and climate	

## 1.6 Our vegetation and its relationship with climate

Learners should understand the different types of climates and natural vegetation in East Africa and appreciate them as natural resources which can be sustainably used to benefit the present and future generations.		Strand: People and their Environment. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the characteristics of the climates of Uganda and the rest of East Africa and the factors influencing them (u)	<ol style="list-style-type: none"> <li>1. identify the main types of climate in Uganda and the rest of East Africa</li> <li>2. describe the characteristics of each type of climate including temperature, rainfall, pressure and wind</li> <li>3. draw a map showing the climates and vegetation of East Africa (s)</li> <li>4. construct a table to compare these climates with each other and with the climate of their local area (s)</li> <li>5. draw diagrams to explain the factors influencing climate including latitude, altitude, distance from the sea, the apparent movement of the sun, vegetation, relief and human activities</li> <li>6. draw a diagram and explain in simple terms the concept of Inter-tropical Convergence Zone (ITCZ).</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine the climate of your own area changed by becoming hotter and drier or cooler and wetter. Explain what aspects of the lives of the people in the area might change</li> <li>2. Write group reports about how you planted and nurtured the trees at school, or in your home or local community area.</li> <li>3. Using library research make notes about the way of life of the people in one of the selected areas in(f)</li> </ol>
b. understand through field work the characteristics of the vegetation and how vegetation is affected by the climates (u)	<ol style="list-style-type: none"> <li>1. carry out a field study on the natural vegetation in the local area ; describe the vegetation and find out how the natural vegetation has changed and why.</li> <li>2. explain how the climate causes the area to have this type of vegetation</li> <li>3. identify the main types of vegetation in Uganda and the rest of East Africa</li> <li>4. describe using sketches/ photographs the characteristics of the vegetation types in other areas of Uganda and the rest of East Africa</li> <li>5. recognise the different types of vegetation from photographs</li> <li>6. explain with diagrams the factors influencing vegetation including climate, altitude, soils and human activities</li> </ol>	
c. form opinions about the dangers of the over use of the natural vegetation (a/v)	<ol style="list-style-type: none"> <li>1. take part in a discussion about any evidence of over-use of vegetation in their local area</li> </ol>	
d. appreciate the need to love and care for	<ol style="list-style-type: none"> <li>1. take part in planting and nurturing trees on the school compound, at home or in the local</li> </ol>	

<p>their local area, community and country by replanting the vegetation and be able to carry this out (a/v, s)</p>	<p>community</p> <ol style="list-style-type: none"> <li>take part in a discussion about how they can contribute to their community and country through helping to conserve the environment</li> </ol>	
<p>e. understand through case studies how selected climates and types of vegetation affect the way of life of the people in those areas (u)</p>	<ol style="list-style-type: none"> <li>relate clothing, housing, agriculture, customs, traditions and other human activities to climate and vegetation in their own area and in two other selected areas</li> </ol>	
<p>f. appreciate that the differences in the ways of life and cultures of people are partly a product of the different climates (a/v)</p>	<ol style="list-style-type: none"> <li>take part in a discussion about the ways in which climate affects the way people live in their own and other areas, and whether climate is the most important factors influencing people's lives</li> </ol>	
<p>g. be able to draw graphs to show the different climates (s)</p>	<ol style="list-style-type: none"> <li>draw bar and line graphs showing the climate in the areas selected in (f) above</li> <li>use the bar and line graphs to recognise the different types of climate</li> </ol>	
<p>h. be able to draw a map showing the climates and vegetation of East Africa</p>	<ol style="list-style-type: none"> <li>draw a map showing the climates and vegetation of East Africa</li> </ol>	



### 1.7 The use of land and water resources

Learners should understand how land and water are important resources to sustain life.		Strand: Resources and Sustainable Development. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to carry out a field study to find out the nature of the land and water resources in the local area and the use of land and water resources for agriculture (s)	<ol style="list-style-type: none"> <li>draw a sketch map of the local area to show how land is used for agriculture and what water resources are available.</li> <li>interview local farmers to find out the crops grown or animals kept; the farming methods used; and the uses to which the products are put</li> <li>draw a chart to show the seasonal activities of the farmers and relate this to the climate</li> <li>find out any problems the farmers face</li> <li>classify the farming into small or large scale; subsistence or cash; arable or pastoral</li> </ol>	<ol style="list-style-type: none"> <li>Choose any one area of East Africa and describe how the land and water resources are used in this area for the benefit of the people..</li> <li>Select any one area of East Africa and identify problems arising from the misuse of land and water resources</li> </ol>
b. understand the main types of agriculture in Uganda and the rest of East Africa and the factors influencing them (u)	<ol style="list-style-type: none"> <li>describe three other ways land is used for agriculture in Uganda and the rest of East Africa and contrast them with the local area</li> <li>list the main types of farming in Uganda and the rest of East Africa and locate the main areas for each type on a map</li> <li>explain how each type of farming is related to the climate</li> <li>recognise from photographs four types of agriculture carried out in Uganda and the rest of East Africa</li> <li>Use a table to explain the advantages and disadvantages of each agricultural type</li> </ol>	<ol style="list-style-type: none"> <li>Write a report on how you can protect a water source in your home, school or local area.</li> </ol>
c. appreciate the importance of land and water as a source of food, livelihood and income for families, clans and communities (a/v)	<ol style="list-style-type: none"> <li>take part in a discussion about the way land and water provides people in Uganda and the rest of East Africa with food, livelihood and income</li> <li>discuss and make a list of the ways people use water in urban areas</li> <li>write a group report on how land and water provide people with livelihood</li> </ol>	
d. form opinions about the dangers of over-use of land and water resources and the need to conserve these in the local area	<ol style="list-style-type: none"> <li>find out from old people whether the amount of food crops produced by their gardens, and of fish caught in rivers and lakes, is the same as 50 years ago or is decreasing, and suggest reasons for the answers</li> <li>explain the effect of the growth in population on the land and water resources</li> <li>give reasons why we should try to conserve the</li> </ol>	

	<p>natural resources and suggest ways we can do this</p> <ol style="list-style-type: none"> <li>4. use diagrams to explain the effects of misuse of land and water resources on the local environment</li> <li>5. take part in a discussion about the need to conserve resources in the local area</li> </ol>	
e. be able to take part in activities to improve local land and water resources	<ol style="list-style-type: none"> <li>1. take part in any activity in the home or school area which helps to preserve land or water resources such as planting more trees, using methods which prevent soil erosion, using organic methods of farming or making energy saving stoves</li> </ol>	
f. appreciate that caring for and preserving resources in the local environment, community and country are signs of love for one's country	<ol style="list-style-type: none"> <li>1. take part in a discussion about how the activities carried out in (e) show love for one's community and country</li> </ol>	

### 1.8 Mineral resources

Learners should understand the contribution of minerals to development and the consequences of mining on the environment.		Strand: Resources and Sustainable Development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the use of mineral resources in the development of any two industries in Uganda (u)	<ol style="list-style-type: none"> <li>1. explain the importance of minerals as sources of raw materials, power and energy in the development of two industries in Uganda</li> <li>2. draw a flow diagram to show the processing stages in each of the above industry</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine oil is found and extracted in your local area. Discuss the benefits and problems this may bring to the local people.</li> </ol>
b. be able to locate the main mining centres on the map of East Africa (s)	<ol style="list-style-type: none"> <li>1. draw sketch maps to locate the main mining centres</li> </ol>	
c. be able to recognise types and consequences of mining on photographs (s)	<ol style="list-style-type: none"> <li>1. recognise the different types of mining on photographs and diagrams: open cast and underground</li> <li>2. recognise from photographs the positive and negative effects of mining on the environment</li> </ol>	
d. appreciate the positive and negative contribution of mineral resources to development (a/v)	<ol style="list-style-type: none"> <li>1. take part in a discussion about the importance of mineral resources to development</li> <li>2. Give a talk to the people of the local area or make a poster to warn them of the possible negative effects of mining on the environment</li> <li>3. take part in a discussion about the possible negative social, economic and political effects of mining, including corruption</li> </ol>	

## 1.9 Energy Resources

Learners should understand different types of energy resources, their distribution and how they can best be used to benefit the people.		Strand: Resources and Sustainable Development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. know the different types of energy resources and use a map to show their distribution (u)	<ol style="list-style-type: none"> <li>list the types of energy resources available in Uganda and the rest of East Africa</li> <li>explain the differences between renewable and non-renewable energy resources</li> <li>use a table to classify the resources into renewable and non-renewable</li> <li>draw a map to show the distribution of energy resources in East Africa</li> <li>explain the factors which influence the distribution of energy resources</li> </ol>	<ol style="list-style-type: none"> <li>Prepare group exhibitions to illustrate the importance of using renewable forms of energy in the local area and how this could be done</li> </ol>
b. be able to use photographs, pictures and diagrams to recognise types of energy resources (s)	<ol style="list-style-type: none"> <li>recognise the different types of energy resources from photographs, pictures and diagrams</li> </ol>	
c. understand the use of energy resources in the development of manufacturing industries in Uganda or the rest of East Africa(u)	<ol style="list-style-type: none"> <li>locate two manufacturing industries in Uganda or the Rest of East Africa on a map</li> <li>relate the energy resources to the development of the manufacturing industries</li> <li>draw a map to locate any two manufacturing industries</li> </ol>	
d. understand the advantages and disadvantages of renewable and non-renewable forms of energy (u)	<ol style="list-style-type: none"> <li>construct a table to show the advantages and disadvantages of using renewable and non-renewable forms of energy</li> </ol>	
e. appreciate the importance of moving towards the use of renewable energy resources (a/v)	<ol style="list-style-type: none"> <li>take part in a discussion on the advantages of moving towards using renewable forms of energy</li> </ol>	

### 1.10 Where other people came from

Case studies of the movement of people: 1. The Peopling of North Africa 2. Movement of people into North America since the seventeenth century

Learners should be able to understand the nature and significance of the peopling of North Africa and the modern migrations of people into North America.		Strand: Time and Continuity. 20 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<b>1. The Peopling of North Africa (Morocco, Algeria, Tunisia, Libya and Egypt)</b>		
a. draw a map showing the migration routes in North Africa (s)	1. draw a map of North Africa to show the migration routes	1 Describe how North Africa was peopled and compare this with how East Africa was peopled.
b. know the various groups of people who settled in North Africa	1 .list the various groups of people who settled in North Africa	
c. .be able to draw a timeline showing when the various groups of people that settled in North Africa(s)	1. draw a timeline showing when the various groups of people settled in North Africa	
d. understand the causes and effects of migrations and settlement of people in North Africa(u)	1.explain the causes and effects of migration and settlement of people in North Africa	
<b>2. Movement of people into North America since the seventeenth century</b>		
a. understand why and how Europeans settled in North America (u)	1. draw a table and show the main groups of Europeans who migrated to and settled in North America and the time when they migrated 2. explain the reasons why the Europeans migrated to, and settled, in North America 3. use a map to describe the migration and settlement of Europeans into North America.	1. Describe the organisation of Triangular trade in the 17 <sup>th</sup> Century period. 2. Write an imaginary story of someone who migrated to North America: a slave or a modern migrant 3. Would you like to migrate to North America and live there permanently? Give your reasons.
b. understand why and how Africans were taken to North America (u)	1. explain why, how and when Africans were taken to North America 2. use the map of the Atlantic Ocean to describe the triangular trade including the movement of Africans into North America. 3. describe how slaves were acquired in West Africa, and how they were treated in North America 4. explain the events leading to the abolition of slavery and the life of the ex-slaves	
c. be able to locate on	1. locate on the world map the origins of people	

<p>maps where migrants to North America came from (s)</p>	<p>who have recently migrated into North America</p>	
<p>d. understand the causes and results of more recent migration into North America (u)</p>	<ol style="list-style-type: none"> <li>1. explain why, how and when other groups of people have recently migrated into North America</li> <li>2. explain the results of recent migrations into North America</li> </ol>	
<p>e. be able to appreciate the results and problems of having migrants from many different areas (a, v)</p>	<ol style="list-style-type: none"> <li>1. describe the impact and challenges faced by North America as a result of having a culturally and racially mixed population</li> <li>2. compare the problems and challenges of the culturally and ethnically mixed population in East African countries with that of North America</li> <li>3. take part in a discussion or debate about whether a culturally and ethnically mixed population is a good or bad thing</li> </ol>	

### 1.11 The use of resources in tropical areas

Case studies of how land, water and natural vegetation are used: 1 Equatorial: Amazon Basin; 2 Savannah: Zambia; 3 Desert: Sahara; 4 Monsoon: Thailand

Learners should use case studies to understand the main characteristics of equatorial, savannah, desert and monsoon areas, how these areas are influenced by the climate, and how they use the land, water and natural vegetation.		Strand: People and their Environment AND Resources and Sustainable Development. 24 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to draw maps to show the areas of the case studies and graphs to illustrate their climates(s)	<ol style="list-style-type: none"> <li>draw maps to locate each area of the case study</li> <li>draw graphs to show the temperature and rainfall in this type of climate</li> </ol>	<ol style="list-style-type: none"> <li>Construct a table to compare the climate, natural vegetation, farming, way of life and changes in any of the areas studied with those of any known area of Uganda and the rest of East Africa.</li> </ol>
b. understand the main characteristics of the climates and how each affects the vegetation of the area (u)	<ol style="list-style-type: none"> <li>use a climate graph to describe the main characteristics of the climate and compare this with climates in Uganda and the rest of East Africa</li> <li>describe the vegetation from photographs</li> <li>explain how climate influences the vegetation in each area of the case study.</li> <li>compare the vegetation with the types of vegetation in Uganda and the rest of East Africa and explain how the similarities or differences are influenced by the climate</li> </ol>	
c. understand how the traditional farming and way of life was influenced by the climate (u)	<ol style="list-style-type: none"> <li>using photographs describe the traditional forms of farming and other aspects of the way of life and how they are influenced by the climate</li> </ol>	
d. understand how water resources and natural vegetation are used and how water resources are controlled (u)	<ol style="list-style-type: none"> <li>explain the importance of water resources in the farming and how water resources are used and controlled</li> <li>use sketches to describe how people make use of the natural vegetation</li> <li>draw diagrams to show methods of water control</li> </ol>	
e. using photographs, understand how and why the way of life is changing (u)	<ol style="list-style-type: none"> <li>by using photographs of traditional and modern life explain how and why the traditional way of life is changing with modern technology and other influences</li> <li>compare these changes with the changes in life in Uganda and the rest of East Africa</li> </ol>	

## 2.1 How we live in communities

Learners should understand the characteristics of the way of life of East African communities and how communities are changing. They should appreciate the importance of preserving the identity and culture of ethnic groups.		Strand: Society and Leadership. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<p>a. know what a community is and the duties and responsibilities of different members of a community (k)</p> <p>b. know the names of the main ethnic groups in Uganda. (k)</p> <p>c. be able to draw a map of Uganda showing different ethnic groups. (s)</p>	<p>1. state what a community is</p> <p>2. list the categories of different members of a community and draw a diagram to show the interrelationships between them</p> <p>3. describe the duties and responsibilities of different members of the community</p> <p>1. List the names of the main ethnic groups in Uganda</p> <p>1 draw a map showing the different ethnic groups</p>	<p>1. Write a report explaining the duties and responsibilities of four different members of your local community.</p> <p>2. In a group, visit old people in your area and ask them to explain to you how the community has changed since they were young. Present a report to the class</p>
<p>d. understand the way of life of different types of communities in Uganda and the rest of East Africa (u)</p>	<p>1. explain the way of life of at least three different types of communities, including one community in each of the East African countries.</p>	
<p>e. understand the role of modernisation and urbanisation in changing communities (u)</p>	<p>1. explain the different aspects of modernisation and urbanisation resulting in changes in communities.</p>	
<p>f. be able to visit a local community to study their way of life through observation, interviews, questionnaires and collecting statistics (s)</p>	<p>1. carry out a study in a local community about their way of life through observation, interviews, questionnaires and the use of available statistics.</p>	
<p>g. know the names of the main ethnic</p>	<p>1. list the names of important ethnic groups in Uganda and the rest of East Africa</p>	



groups in Uganda and the rest of East Africa. (k)		
h. draw a map of Uganda and the rest of East Africa showing different ethnic groups. (s)	1. draw a map of Uganda and the rest of East Africa showing different ethnic groups	
i. appreciate the advantages and challenges of having many ethnic groups in a country (a, v)	1. take part in a discussion about the advantages and challenges of having many ethnic groups in a country.	
j. appreciate the importance of preserving language, art and crafts, food and other aspects of traditional cultural identity and expression (a, v)	1. take part in a debate on a motion about whether it is important to preserve traditional cultural identity and expression including language, art and crafts, food and other .	

## 2.2 How outsiders have influenced us

Learners should be able to understand the factors that led to the coming of Europeans and Asians, the process of colonisation and the influence of Europeans and Asians on Uganda and the rest of East Africa.		Strand: Time and Continuity. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the reasons for the coming of Europeans and Asians (u)	1. explain the reasons that led to the coming of Europeans and Asians into East Africa	1. In groups make up and perform any story based on the colonisation of East Africa  2. Assuming you were a King or Chief of one of the East African societies at the time of the coming of Europeans, how would you respond to their coming?
b. know the various groups of Europeans and Asians who came to Uganda and the rest of East Africa before and after colonisation (k)	1. list the various groups of Europeans and Asians who came and locate on a map where they came from	
c. be able to draw a time line and sketch map to show the stages of the coming of Europeans and Asians (s)	1. draw a timeline to show when these people moved into this area 2. draw a sketch map of East Africa and show how these people moved and where they settled	
d. understand how Uganda and the rest of East Africa was colonised (u)	1. identify and locate on a map the different European powers that colonised East Africa. 2. describe the methods used by Europeans in the colonisation 3. explain the results of European colonisation	
e. understand the effects of European and Asian influence on Uganda and the rest of East African societies (u)	1. recognise the effects of European and Asian influence on Uganda and the rest of East African societies during and after colonisation	
f. be able to use pictures and photographs to illustrate the coming of Europeans and Asians (s)	1. use pictures and photographs to illustrate the influence of Asians and Europeans on East African life	
g. form opinions about	1. compare the way of life in East Africa before	

the effects of European and Asian influence (a/v)	and after the coming of Europeans and Asians and suggest good and bad influences they have had on the way of life	
---	---	--

### 2.3 How we lead ourselves

Learners should understand how the roles played by different leaders contribute to harmonious living; and appreciate the importance of conflict resolution in a community.		Strand: Society and Leadership. 22 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the roles of the different leaders including traditional, political, religious and informal leaders (u)	<ol style="list-style-type: none"> <li>list examples of the different types of leaders</li> <li>use a table to categorise the leaders into formal and informal</li> <li>explain the roles played by different leaders including traditional, political, religious and informal leaders</li> </ol>	<ol style="list-style-type: none"> <li>Write a report about any self-help project you have ever participated in, explaining the benefits of that project to the community.</li> <li>Write a story of how a dispute or conflict in your community or clan was resolved.</li> </ol>
b. be able to use photographs and diagrams to illustrate leadership in communities (s)	<ol style="list-style-type: none"> <li>use photographs and diagrams to illustrate leadership</li> </ol>	
c. understand the roles played by belief systems and culture in leadership (u)	<ol style="list-style-type: none"> <li>explain the ways in which belief systems and culture influence leadership in their community and elsewhere</li> </ol>	
d. understand the roles played by women and men in community leadership and the need for both genders to be involved in leadership (u)	<ol style="list-style-type: none"> <li>explain the roles played by both women and men in leadership in their community and elsewhere</li> <li>explain who plays the main part in leadership in their community and elsewhere</li> <li>take part in a role play to show the roles of women and men in the community</li> <li>describe what changes are taking place in the role of men and women in leadership and suggest reasons for this</li> <li>take part in a discussion on the idea that both men and women should be involved in leadership</li> </ol>	
e. understand the concept of self-help projects within communities and be able to participate in self-help projects and community work (s)	<ol style="list-style-type: none"> <li>explain what a self-help project is</li> <li>list the self-help projects in their own communities and the part played by community leaders in these</li> <li>explain the benefits of self-help projects to their communities</li> <li>take part in any self-help project, for example cleaning the area of the community.</li> </ol>	

<p>f. understand the causes and effects of conflict within their community and of any three types of community conflicts in the recent history of Uganda and how they have been resolved</p>	<ol style="list-style-type: none"> <li>1. list any three types of community conflicts in the recent history of Uganda and the rest of East Africa</li> <li>2. explain the causes and effects of conflicts within their community</li> <li>3. draw a diagram to classify the different forms of conflict</li> <li>4. explain how these conflicts were resolved and the part played by political, traditional, cultural or other methods of conflict resolution</li> <li>5. take part in a role play in which conflict occurs between people of different beliefs or cultures</li> <li>6. take part in a discussion about how such conflicts can be avoided</li> </ol>	
<p>g. appreciate the importance of conflict resolution, including traditional / cultural mechanisms, in communities (a, v)</p>	<ol style="list-style-type: none"> <li>1. participate in a discussion on the benefits of conflict resolution, including traditional/cultural mechanism in communities</li> </ol>	
<p>h. i. be able to tell a story or develop a role play of conflict resolution within their community (s)</p>	<ol style="list-style-type: none"> <li>1. take part in telling a story or developing a role play about conflict resolution in their community</li> </ol>	
<p>j. appreciate the need to respect the cultures and customs and languages of other ethnic groups to avoid conflicts (a, v)</p>	<ol style="list-style-type: none"> <li>1. take part in a discussion or role play on the need to respect cultures of other ethnic groups to avoid conflicts</li> </ol>	

## 2.4 How the landscape affects our way of life

Learners should understand how the landscape of Uganda and the rest of East Africa was formed and how physical features affect their own lives and those of people in their communities.		Strand: People and their Environment. 14 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a understand the main concepts of plate tectonics and how this has led to the formation of the main physical features of East Africa (u)	<ol style="list-style-type: none"> <li>1. use simple diagrams to explain the concept of plate tectonics</li> <li>2. explain how plate tectonics has led to the formation of the main physical features of East Africa</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how physical features in your local area affect your life and that of other people in the area</li> <li>2. Write a report about any natural disaster(s) which have occurred in your local area showing how they affected you and the people in the community.</li> </ol>
b understand the characteristics of important kinds of physical features in East Africa, including mountain ranges, volcanoes, plateaus, basins and rift valleys (u)	<ol style="list-style-type: none"> <li>1. list the important kinds of physical features in East Africa including mountain ranges, volcanoes, plateaus, basins and rift valleys</li> <li>2. draw a map of East Africa to show the main examples of these types of physical features</li> <li>3. using photographs and diagrams describe the characteristics of these types of landscape</li> </ol>	
c be able to study through field work any of the above physical features in the local area (s)	<ol style="list-style-type: none"> <li>1. carry out a field study on any of the physical features in the local area using observation, field sketches, interviews and questionnaires to find out how it affects the ways of life of the people.</li> </ol>	
d understand how their own lives and the lives of their communities are affected by physical features, including natural hazards (u)	<ol style="list-style-type: none"> <li>1. explain how physical features affect their own lives and the lives of their communities.</li> <li>2. list and explain with diagrams possible hazards related to or influenced by physical features in their own communities</li> <li>3. explain how the hazards may cause disasters which affect their own lives and those of their communities</li> </ol>	
e understand through case studies how the physical features affect the lives of people in selected areas of East Africa (u)	<ol style="list-style-type: none"> <li>1. use at least three case studies, including maps and diagrams, to explain how physical features affect the lives of people in selected areas in the rest of East Africa .</li> </ol>	
f be able to draw diagrams to show	<ol style="list-style-type: none"> <li>1. draw diagrams showing the formation of important physical features</li> </ol>	

<p>the formation of important physical features (s)</p>		
<p>g be able to recognise physical features from photographs (s)</p>	<ol style="list-style-type: none"> <li>1. recognise selected physical features of Uganda and the rest of East Africa shown on photographs</li> </ol>	
<p>h be able to use contours to show physical features on maps and draw cross-sections from simple contour maps (s)</p>	<ol style="list-style-type: none"> <li>1. use contours to recognise physical features</li> <li>2. use contours to show physical features</li> <li>3. use to contours to describe physical features of the local area or other areas of East Africa</li> <li>4. draw cross sections of the physical features from simple contour maps</li> </ol>	

## 2.5 How we own land in Uganda

Learners should understand the different types of land ownership and administration, the importance of land ownership in the lives of the people, and the dangers of inequitable distribution of land.		Strand: Society and Leadership. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the different types of land ownership (u)	<ol style="list-style-type: none"> <li>1. Identify the different types of land ownership, traditional and modern</li> <li>2. draw a table to illustrate the characteristics of the different types of land ownership</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in a role play on a possible eviction of peasant families by a company intending to establish a large scale plantation.</li> <li>2. Take part in a discussion on the dangers of inequitable distribution of land</li> </ol>
b. understand the difference between ownership, access to, and control of land (u)	<ol style="list-style-type: none"> <li>1. identify with examples the difference between ownership, access to, and control of land</li> </ol>	
c. understand the historical development and current administration of land ownership (u)	<ol style="list-style-type: none"> <li>1. explain why it is important that everyone living in rural areas should have access to land</li> <li>2. draw a time line to show changes in land ownership</li> <li>3. compare the traditional system of land ownership with those introduced by the colonialists.</li> <li>4. list advantages and disadvantages of the different types of land ownership</li> </ol>	
d. understand the role of men and women in land ownership	<ol style="list-style-type: none"> <li>1. compare the role of men and women in land ownership and inheritance</li> <li>2. contrast this with the role of men and women in farming</li> <li>3. take part in a discussion about whether the roles of men and women in land ownership and inheritance should change</li> </ol>	
e. understand the advantages and problems which may be associated with the acquisition of land for large scale development (u)	<ol style="list-style-type: none"> <li>1. identify the advantages of large scale ownership of land</li> <li>2. explain the problems associated with large scale ownership of land.</li> </ol>	
f. understand why and how land ownership often leads to disputes (u)	<ol style="list-style-type: none"> <li>1. describe one example of a conflict over land which they know about</li> <li>2. list other common causes of land disputes</li> <li>3. take part in a role play or tell a story of a land dispute</li> <li>4. design a poster to warn people of the dangers of land disputes</li> </ol>	
g. appreciate the need for a transparent	<ol style="list-style-type: none"> <li>1. take part in a discussion on the problems likely to occur if changes in land ownership do not</li> </ol>	



<p>system of land ownership and the dangers of inequitable distribution of land (a, v)</p>	<p>follow the proper procedures</p> <ol style="list-style-type: none"><li>2. describe the problems/dangers of inequitable distribution of land in Uganda</li><li>3. compare the above with examples /case studies from other countries</li><li>4. compare, using a diagram, the system of land ownership in Uganda and the rest of East Africa with that of Britain or Brazil where all the land is owned by less than 20% of the population and suggest problems this may cause.</li><li>5. take part in a discussion on the dangers of inequitable distribution of land</li></ol>	
--	---	--

## 2.6 How we manage disasters

Learners should understand the causes and dangers of disasters; and the need for people and communities to prepare for them.		Strand: Society and Leadership. 8 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the causes of disasters which occur in areas other than their own (u)	<ol style="list-style-type: none"> <li>1. explain the causes of disasters in areas other than their own, including earthquakes, landslides, floods, droughts, storms, epidemics, fires and civil conflicts</li> <li>2. explain using diagrams the causes of any two types of disasters</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine a disaster occurred in your school area. Write a story to say what caused it and how you helped to manage it.</li> <li>2. Write an article about the role of school clubs in managing disasters in the local area and the country at large.</li> </ol>
b. understand through examples how people try to manage disasters(u)	<ol style="list-style-type: none"> <li>1. describe how they can help to prepare for and manage disasters</li> <li>2. explain the possible role of school clubs in preparing for and managing disasters</li> <li>3. design a poster or prepare a radio programme warning people about disasters and suggesting how communities can manage them</li> </ol>	
c. know the main organisations and government departments which assist during disasters(u)	<ol style="list-style-type: none"> <li>1. draw a table to show the main local, national and international organisations that assist in dealing with disasters and the differences between their functions</li> <li>2. use case studies to describe how one of each of these organisations manages disasters</li> </ol>	
d. appreciate the importance of community planning and preparedness for disasters(a, v)	<ol style="list-style-type: none"> <li>1. take part in a discussion about the need for community planning and preparedness for disasters OR make up a drama or role play to show a disaster and a community's reaction to it</li> </ol>	

## 2.7 Transport

Learners should understand the different types of transport and the contribution of transport to development.		Strand: Resources and Sustainable Development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the factors which influence the distribution of the major transport routes in Uganda and the rest of East Africa (u)	1. explain any five factors which influence the distribution of transport routes in Uganda and the rest of East Africa	1. Draw a sketch map of East Africa showing the distribution of major transport routes  2. Describe an imaginary journey using each of the following methods of transport: boda boda; long distance bus; private car; ship. For each describe any problems you encountered and the advantages of each to you.
b. use maps to show the major transport routes (s)	1. draw maps showing the distribution of the main transport routes	
c. understand the role of the different types of transport in development (u)	1. using sketches list the types of transport used in their local area or the school area and explain how each benefits the people in the area 2. explain the role of any four different types of transport in development	
d. use photographs to identify the different types/modes of transport (s)	1. recognise from photographs and diagrams the different types of transport	
e. form opinions on the importance of transport in national and regional development (a, v)	1. take part in a discussion on which kinds of transport should be developed most in East Africa	

## 2.8 Manufacturing industries

Learners should understand the different types of manufacturing industries, their contribution to development and their effects on the environment.		Strand: Resources and Sustainable Development. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the factors influencing the distribution and development of any three manufacturing industries (u)	<ol style="list-style-type: none"> <li>construct a table to categorise the different types of manufacturing industries: heavy and light</li> <li>describe the influence of raw materials, labour, market, capital, transport, land, power and energy on the development and distribution of manufacturing industries</li> <li>draw a sketch map to show the distribution of manufacturing centres in East Africa</li> </ol>	<ol style="list-style-type: none"> <li>Draw a sketch map to show the distribution of manufacturing industries in Uganda</li> <li>Write a report from a field work study of a manufacturing industry focussing on what the factory makes, why it was situated where it is, how it makes the product, where and how it is sold, and its effects on the environment</li> </ol>
b. understand the effects of manufacturing industries on the environment (u)	<ol style="list-style-type: none"> <li>explain with specific examples the positive and negative effects of manufacturing industries on the environment</li> <li>recognise the effects of manufacturing industries on the environment from photographs</li> </ol>	
c. be able to visit a local factory to find out how a factory works and show its effects on the environment (s)	<ol style="list-style-type: none"> <li>conduct a fieldwork study on a local factory to establish its effects on the environment and use diagrams and flow charts to explain this</li> </ol>	
d. appreciate the contribution of manufacturing industries in transforming primary products (a, v)	<ol style="list-style-type: none"> <li>draw a flow diagram to show the way any primary product in Uganda is processed into a finished product</li> <li>suggest with examples the contribution of manufacturing industries in transforming primary products</li> </ol>	

## 2.9: People in communities and their surrounding environment

Case studies: 1. Plateau: Jos Plateau, Nigeria; 2 Rift Valley: Rhine Rift Valley; 3 Volcanoes: Java; 4. Mountain range: Atlas mountains.

Learners should use case studies of communities to understand the way of life of those communities and how they are influenced by the physical features in the area. They should relate these case studies to their local communities		Strand: Society and Leadership AND People and their Environment. 23 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand different types of communities and their life styles (u)	<ol style="list-style-type: none"> <li>locate the area on an atlas map</li> <li>describe the way of life of the people in the area</li> </ol>	<ol style="list-style-type: none"> <li>Write a report showing how you would use the lessons learnt from any one of the selected communities to improve your own community</li> <li>Write a report focussing on information extracted from a literary description of the life style of the people in one of the selected areas</li> </ol>
b. be able to use photographs to understand the way of life of communities (s)	<ol style="list-style-type: none"> <li>describe the way of life of people of the area as shown on photographs</li> </ol>	
c. understand how different landforms affect the lives of people living in these communities (u)	<ol style="list-style-type: none"> <li>use maps and photographs to describe the landscape of the area</li> <li>relate the lives of the people to the landscape of the area</li> </ol>	
d. understand how problems of the physical landscape can be overcome with traditional or modern technology (u, a/v)	<ol style="list-style-type: none"> <li>identify problems which the landscape causes to people's way of life</li> <li>explain with diagrams how these problems can be overcome using traditional or modern technology</li> </ol>	
e. be able to locate the areas of the cases studies on maps (s)	<ol style="list-style-type: none"> <li>draw and use a sketch map of each area</li> </ol>	
f. be able to understand the way of life of the people in relation to any one community in Uganda (u)	<ol style="list-style-type: none"> <li>compare the way of life of one of the case study communities with one community in Uganda</li> </ol>	

## 2.10 How the rest of Africa was colonised

Learners should be able to appreciate why and how Europeans colonised Africa and the effects of this colonisation.		Strand: Time and Continuity. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand how the rest of Africa was colonised and administered	1. explain the methods by which Europeans colonised the rest of Africa	1. Assuming you were a European merchant at the time before colonisation, write a letter to your home government convincing them to take over the country where you have established your company.  2. Engage in a debate on the different methods used by Europeans in the colonisation of Africa.
b. be able to locate on a map the areas occupied by the different European powers (s)	1. draw a sketch map of Africa and show the spheres of influence of the different European powers	
c. understand the African response towards the establishment of colonial rule (u)	1. describe the African response towards the colonisation of Africa 2. explain the factors why some Africans collaborated with colonial rule and others resisted it	
d. form opinions about European influence on the rest of Africa.	1. take part in a discussion on: <ul style="list-style-type: none"> <li>• the influence of Europeans on the rest of Africa</li> <li>• whether the boundaries created by Europeans should be retained</li> </ul>	

**2.11: How places in the rest of the world were colonised**

Learners should use case studies to understand how selected areas of the rest of the world were colonised.		Strand: Time and Continuity. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<b>Case Study 1: British colonisation of India</b>		
a. be able to locate India on a world map (s)	<ol style="list-style-type: none"> <li>locate India on a map of the world</li> <li>compare the present divisions of the sub-continent with the unified system under British rule</li> </ol>	<ol style="list-style-type: none"> <li>Construct a table to compare the methods used by the British in the colonisation of India with those used in Africa.</li> <li>Participate in a discussion on the reaction of Indians towards British colonialism compared with those of East Africans towards colonisation.</li> </ol>
b. understand the methods used by the British to colonise India (u)	<ol style="list-style-type: none"> <li>describe the methods used by the British in the colonisation of India compared to that in East Africa</li> <li>compare the response of Indians and East Africans to British colonisation</li> </ol>	
c. understand the results of the British colonisation of India (u)	<ol style="list-style-type: none"> <li>explain the main effects of British colonisation on India</li> </ol>	
<b>Case Study 2: Japanese colonisation of Asia and the Pacific in the 1930s and 1940s</b>		
a. be able to mark on a map the extent and periods of colonisation and retreat of Japan in Asia and the Pacific (s)	<ol style="list-style-type: none"> <li>use a map to mark the periods when Japanese colonised and later retreated from different parts of Asia and the Pacific in the 1930s and 1940s</li> </ol>	<ol style="list-style-type: none"> <li>Write an essay to explain why the Japanese colonisation of Asia and the Pacific failed while the British colonisation of East Africa succeeded</li> </ol>
b. understand why Japan colonised areas of Asia and the Pacific and the methods used by the Japanese in this colonisation (u)	<ol style="list-style-type: none"> <li>explain the reasons for the Japanese colonisation of Asia and the Pacific.</li> <li>describe the methods used by the Japanese in the colonisation of Asia and the Pacific compared to the British colonisation of East Africa</li> </ol>	
c. understand why and how the Japanese were forced to retreat from their colonies (u)	<ol style="list-style-type: none"> <li>explain the conditions that forced the Japanese to retreat from their colonies in Asia and the Pacific.</li> </ol>	
d. understand why the Japanese colonisation of East Asia was less successful than the British colonisation of Africa	<ol style="list-style-type: none"> <li>compare the successes and failures of the Japanese colonisation of Asia and the Pacific with the British colonisation of East Africa</li> </ol>	

## 2.12 How other people use resources

Using a case study, learners should understand how natural and human resources have led to rapid industrialisation in South Korea, the problems caused and the lessons Uganda can learn from this.		Strand: Resources and Sustainable Development. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. know the main industries which have been developed in South Korea	<ol style="list-style-type: none"> <li>locate South Korea on the world map</li> <li>describe the types of industries found in South Korea</li> <li>draw a flow chart to show one industry from raw material to finished product</li> </ol>	<ol style="list-style-type: none"> <li>Present a report suggesting why Uganda lags behind South Korea in industrial development yet they were at the same level in the early 1970s</li> <li>Write an individual or group report on how the mineral and energy resources can be utilised to promote industrial development in Uganda</li> </ol>
b. understand the factors contributing to the rapid industrialisation of South Korea	<ol style="list-style-type: none"> <li>explain human and natural factors that have contributed to the rapid industrialisation of South Korea</li> <li>using a map list the types of minerals and energy resources in South Korea</li> <li>describe the role of mineral and energy resources in the industrial development of South Korea</li> </ol>	
c. be able to use photos and statistics to illustrate industrialisation in South Korea	<ol style="list-style-type: none"> <li>recognise two different types of industries in South Korea from photographs</li> <li>use graphs and charts to illustrate the growth rate of industries</li> </ol>	
d. understand the problems caused by rapid industrialisation and how these are being solved	<ol style="list-style-type: none"> <li>explain the problems resulting from rapid industrialisation in South Korea and how these are being tackled</li> </ol>	
e. appreciate what lessons Uganda can learn from the rapid industrialisation of South Korea (a/v)	<ol style="list-style-type: none"> <li>compare industrialisation in South Korea with that of Uganda and suggest reasons for the differences</li> <li>take part in a discussion about lessons for Uganda that can be learnt from the rapid industrialisation in South Korea</li> </ol>	



### 3.1 How we regained independence

Learners should be able to understand why and how the people of Uganda and the rest of East Africa regained independence.		Strand: Time and Continuity. Society and Leadership. 18 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the reasons for the rise of nationalism (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of nationalism</li> <li>2. suggest reasons why people usually want to rule themselves</li> <li>3. suggest reasons why people started to demand self rule</li> <li>4. explain the events and changes in other parts of the world which made self-rule more likely</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine you were living in East Africa under colonial rule. Write a letter EITHER to the Colonial Secretary explaining why you believe your country should become independent OR to your own people suggesting how they should struggle for independence.</li> </ol>
b. understand the ways in which people demanded independence from colonial rule (u)	<ol style="list-style-type: none"> <li>1. explain why each country in East Africa used different methods to struggle for independence</li> <li>2. using a time line compare the methods used to achieve self rule , and achievements of Kenyatta, Nyerere and Obote and the parties they led</li> </ol>	
c. understand the main events in the period leading to independence	<ol style="list-style-type: none"> <li>1. explain at least one main event in each country in the period leading to independence</li> </ol>	
d. be able to construct time lines of the events leading to independence (s)	<ol style="list-style-type: none"> <li>1. construct time lines of the events leading to independence in each country</li> </ol>	

### 3.2 Our systems of government

Learners should understand the role of the national constitution, the system of government, political parties and media in the promotion of democratic government.		Strand: Time and Continuity; Society and Leadership 24 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the main differences between a country, nation, state and government (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of country, nation, state and government and the differences between them</li> <li>2. give examples of nations and states and decide whether Uganda and the other East African countries are nations or states</li> </ol>	<ol style="list-style-type: none"> <li>1. Write an article about the role of radio, TV and newspapers in promoting development and good governance</li> <li>2. In groups, write reports explaining how a free and fair election in your school could be conducted.</li> <li>3. Write a letter to the newspaper editor complaining about corruption and suggesting how it can be reduced</li> </ol>
b. be able to show the structure of the Uganda government on a tree diagram (u)	<ol style="list-style-type: none"> <li>1. draw a chart showing the structure of the Uganda government</li> <li>2. describe the functions of the three arms of government</li> </ol>	
c. understand the importance of the national constitution, national symbols and values given in the constitution and elsewhere (u)	<ol style="list-style-type: none"> <li>1. explain the importance of the Uganda constitution</li> <li>2. explain the importance and meaning of the national symbols: national anthem, coat of arms, national emblems and national flag</li> <li>3. suggest what national values Uganda has or should have and where these are derived from</li> </ol>	
d. understand the duties and the responsibilities of a citizen according to the constitution (u)	<ol style="list-style-type: none"> <li>1. outline the duties and responsibilities of a citizen as given in the constitution</li> <li>2. design a poster to educate citizens about their rights and duties under the constitution</li> <li>3. identify clauses in the constitution that protect the rights of a citizen.</li> <li>4. explain four duties and responsibilities of a citizen</li> </ol>	
e. understand the role of the police, prisons and army (u)	<ol style="list-style-type: none"> <li>1. explain the roles of the police, prisons and the army in the government of the country</li> </ol>	
f. understand the processes of elections and take part in a 'mock election' within the class or school	<ol style="list-style-type: none"> <li>1. explain the importance of the election process in schools</li> <li>2. use a flow chart to describe the sequence of processes by which local and national government elections are carried out and how people vote</li> </ol>	

<p>following the pattern of the Uganda constitution (u)(s)</p>	<ol style="list-style-type: none"> <li>3. draw a ballot paper and show how this is filled in and cast</li> <li>4. explain the ways in which elections may be made unfair and how these can be avoided</li> <li>5. take part in a mock election in class or school following the pattern of the Uganda Constitution</li> </ol>	
<p>g. understand what a political party is and the role of parties in governance (u)</p>	<ol style="list-style-type: none"> <li>1. explain what a political party is</li> <li>2. outline the features of a political party</li> <li>3. explain at least four features of a political party</li> <li>4. give examples of political parties in Uganda and the rest of East Africa</li> <li>5. explain the role of political parties in governance</li> <li>6. design a poster to promote the ideas of an imaginary political party in local elections in their area</li> </ol>	
<p>h. appreciate the advantages of being able to choose our own leaders in a peaceful manner (a/v)</p>	<ol style="list-style-type: none"> <li>1. give examples from recent history of how leaders came to power in East Africa and discuss the advantages of this being done by the people themselves and in a peaceful manner</li> </ol>	
<p>i. understand the similarities and differences in systems of government in East Africa since independence</p>	<ol style="list-style-type: none"> <li>1. use a table to compare the systems of government in the three East Africa countries since independence</li> <li>2. explain the systems of government listed above</li> </ol>	
<p>j. form opinions about the best system of government for Uganda (a/v)</p>	<ol style="list-style-type: none"> <li>1. take part in a discussion or debate about the best system of government for Uganda and the rest of East Africa</li> </ol>	
<p>k. understand the meaning of corruption, its causes and consequences for governance and economic development</p>	<ol style="list-style-type: none"> <li>1. explain with examples the meaning of corruption</li> <li>2. make a list of some of the possible causes of corruption</li> <li>3. describe the effects of corruption on the living standards of people in the country</li> <li>4. suggest ways in which corruption may be reduced</li> <li>5. design a poster or cartoon or make a radio programme to warn people of the dangers of corruption</li> </ol>	

<p><b>l.</b> understand the main sources of information and the role of media in governance and development (u)</p>	<ol style="list-style-type: none"> <li>1. list the main sources of information</li> <li>2. list the main forms of media</li> <li>3. explain the role of the media in governance and development</li> </ol>	
<p><b>m.</b> be able to participate in media activities on governance(s)</p>	<ol style="list-style-type: none"> <li>1. take part in a real or mock radio or TV talk show about an issue concerned with governance</li> </ol>	

### 3.3 Human Rights

Learners should understand the Rule of Law, the concept of Human Rights, the role of the United Nations and Civil Society in promoting these, and appreciate the need to respect these in order to maintain a peaceful society.		Strand: Society and Leadership. 8 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the meaning of Human Rights, the Rule of Law and the role civil society in promoting and protecting human rights (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of Human Rights and the Rule of Law</li> <li>2. explain how Human Rights and the Rule of Law affect or could affect their own lives</li> <li>3. explain the role of Civil Society in promoting and protecting Human Rights</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify any one Ugandan organization which tries to protect people's Human Rights and explain the work it does</li> </ol>
b. know the rights and freedoms of the individual, including the United Nations Declaration of Human Rights, the Convention on the Rights of the Child and the Convention on the Elimination of Discrimination against Women (k)	<ol style="list-style-type: none"> <li>1. explain the concept of rights and freedoms of the individual as expressed in the United Nations Declaration of Human Rights</li> <li>2. describe how the Declaration and the Convention might affect their own lives</li> <li>3. explain the advantages to the people of Uganda if the government follows the Declaration of Human Rights</li> </ol>	
c. appreciate the need to respect Human Rights and the Rule of Law in order to maintain a peaceful society (a/v)	<ol style="list-style-type: none"> <li>1. discuss how Human Rights are sometimes violated and suggest how this can be avoided</li> <li>2. role play showing how human rights may be violated</li> <li>3. participate in activities that promote human rights</li> <li>4. participate in activities of human rights clubs in schools.</li> </ol>	

### 3.4 Civil Society and Non-Government Organisations

Learners should know what Civil Society is, study some examples of Civil Society organisations, understand the role of civil society in the development of the country and take part in activities of school organisations, NGOs or CBOs.		Strand: Society and leadership. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. use case studies to explain the roles of civil society and non-government organisations, including Labour Unions (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of Civil Society</li> <li>2. draw a table to show examples of the civil societies operating in Uganda and the main functions of each</li> <li>3. differentiate between Community Based Organisations (CBO) and Non-Governmental Organisations (NGOs)</li> <li>4. describe the role of at least two Civil Society organisations in community development</li> <li>5. explain the functions and importance of Labour Unions</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a story about a major problem facing your community and propose to start an organisation which can help solve that problem, mentioning what your organisation will do to solve the problem</li> </ol>
b. be able to take part in the activities of any NGO or CBO in their own community or in school organisations(s)	<ol style="list-style-type: none"> <li>1. participate in the activities of a local Civil Society or school organisation and write a report on its functions and suggest how it could be used to improve the welfare of the community</li> </ol>	
c. appreciate the role of school clubs, civil society, NGOs, CBOs and Labour Unions in the development of the school and country	<ol style="list-style-type: none"> <li>1. take part in a discussion on the role of School Clubs, NGOs and CBOs in the development of the society</li> <li>2. participate actively in a number of school clubs.</li> </ol>	

### 3.5 Our trade relations

Learners should understand the relationship between resources, their distribution and trade patterns.		Strand: Resources and Sustainable Development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to study a local market/ shopping centre to identify the patterns of trade (s)	1. use field work to identify through field work the pattern of trade in a local market / shopping centre	1. Write group reports about the patterns of trade in the local market/shops
b. know the main exports of Uganda and their contributions to intraregional and international trade(u)	1. list the main exports of Uganda 2. using the internet or other sources identify the trade items /goods traded within and outside East Africa 3. use a table to categorise the trade goods/items in each of the three East African countries into imports and exports 4. explain the differences in trade patterns within East Africa and with countries outside East Africa 5. explain the role of economic bodies like COMESA, IGAD and PTA in enhancing trade within the East Africa region	2. Suggest and explain ways in which resources can be equitably distributed in Uganda and the rest of East Africa
c. use flow charts, statistics and maps to show trade patterns (s)	1. explain the trade patterns among the East African countries using flow charts, statistical diagrams and maps 2. explain the ways in which trade helps to distribute resources in an equitable way	
d. appreciate the need for an economic system which helps to distribute the resources in an equitable way (a/v)	1. take part in a discussion or a debate about the need to have an economic system that distributes resources equitably	

### 3.6 Our tourism

Learners should understand factors influencing the development of tourism and its role in development.		Strand: People and their Environment. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the factors influencing the development of tourism (u)	<ol style="list-style-type: none"> <li>1. explain what tourism is and why people become tourists</li> <li>2. explain the difference between tourists and other kinds of visitors</li> <li>3. list the kinds of activities most tourists want to do</li> <li>4. identify through photographs some of the tourist attractions in Uganda and the rest of East Africa</li> <li>5. explain the factors that attract tourists to East Africa</li> <li>6. use a sketch map to locate the major tourist centres</li> </ol>	<ol style="list-style-type: none"> <li>1. Write an essay on how the tourist industry of Uganda and the rest of East Africa can be improved</li> <li>2. Draw up a plan to start, expand or improve any tourist attraction in the local area</li> <li>3. Write a report on how you can use tourism to benefit you, your family and local area.</li> </ol>
b. understand that tourism is an important form of trade (u)	<ol style="list-style-type: none"> <li>1. use a diagram to explain how tourism leads to a flow of money from one area to another like other forms of trade</li> <li>2. suggest why tourism is not always a reliable or steady form of income</li> </ol>	
c. understand the benefits of tourism and its possible benefits to young people (u)	<ol style="list-style-type: none"> <li>1. identify one tourist attraction or potential tourist attraction known to them.</li> <li>2. use maps diagrams or photographs to describe the attraction</li> <li>3. describe the benefits this brings to the local people and the country as a whole</li> <li>4. use a branching diagram to explain the benefits of tourism may bring to an area or country</li> <li>5. write a story, real or imaginary to show the benefits of tourism to themselves or young people</li> </ol>	
d. understand the problems which can be brought by tourism	<ol style="list-style-type: none"> <li>1. suggest any problems which might be caused to the local area if big numbers of tourists from overseas came</li> <li>2. explain some of the social problems tourism can cause to communities in East Africa</li> <li>3. write a story, real or imaginary, to show the possible bad effects of tourism to you or on young people's lives and culture</li> </ol>	
e. be able to study a tourist attraction or	<ol style="list-style-type: none"> <li>1. <i>either</i> carry out a fieldwork study of a local tourist attraction and make a report, using</li> </ol>	



<p>potential tourist attraction in the local area through field work</p>	<p>maps, diagrams and questionnaires, on the benefits and possible problems of tourism in the area, <i>or</i> use a fieldwork study to identify the potential for development of tourism in the local area and the likely benefits.</p>	
<p>f. be able to guide visitors and tourists around attractions in the local area or any other area</p>	<ol style="list-style-type: none"> <li>1. make a plan for guiding visitors or tourists around the local area or any other area</li> <li>2. practice guiding people around the local area or any other area by guiding each other, learners from other classes or local people</li> </ol>	
<p>g. appreciate that tourism can bring both benefits and problems</p>	<ol style="list-style-type: none"> <li>1. participate in a debate or discussion on the value and problems of tourism</li> <li>2. participate in an activity that can promote tourism in the local area</li> </ol>	

### 3.7 How the lives of people are affected by features of erosion, transportation and deposition

Learners should be able to understand how erosion, transportation and deposition affect the local landscape and how this in turn affects their own lives, the lives of their communities and that of other communities in Uganda and the rest of East Africa.		Strand: People and their Environment. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the meaning of erosion, transportation and deposition	<ol style="list-style-type: none"> <li>1. identify the agents of erosion and transportation</li> <li>1. use diagrams to explain these</li> <li>2. use diagrams to explain the conditions under which deposition takes place</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the effects of erosional and depositional features on the lives of the people in your community</li> <li>2. Conduct a field work study on any erosional or depositional feature and write a report about it including its effect on people's lives</li> </ol>
b. be able to use field work to find out how these processes affect the local landscape and the lives of the people and communities in the local area	<ol style="list-style-type: none"> <li>1. examine any area in the field to identify signs and results of erosion, transportation and deposition</li> <li>2. suggest from this study what causes erosion, transportation and deposition</li> <li>3. identify and describe, using diagrams, features resulting from erosion and deposition in the local area</li> <li>4. use diagrams to explain how the processes and results of erosion and deposition affect the lives of people and communities in the local area</li> </ol>	
c. understand examples of other features of erosion, transportation and deposition and how these affect the lives of people	<ol style="list-style-type: none"> <li>1. draw a sketch diagram to show any one feature of erosion or deposition in Uganda or the rest of East Africa and explain how this affects the lives of people</li> </ol>	
d. appreciate that erosional and depositional features affect the lives of everyone (a/v)	<ol style="list-style-type: none"> <li>1. suggest how physical features affect the lives of everyone</li> </ol>	
e. be able to recognise physical and other features on conventional survey maps and photographs (s)	<ol style="list-style-type: none"> <li>1. identify examples of erosional and depositional features on conventional survey maps and photographs</li> </ol>	
f. understand the effects of human activity on the landscape (u)	<ol style="list-style-type: none"> <li>1. explain using examples of how human activities affect the physical landscape</li> <li>2. role play how human activities affect the landscape</li> </ol>	

### 3.8 How the lives of other people are affected by features of erosion, transportation and deposition

Case studies: 1 River valley: Nile Valley; 2 Flood plain: Ganges; 3 Coastline: British Colombia

Learners should use case studies from Africa and other parts of the world to understand how river valleys, flood plains and coastlines influence the lives of people.		Strand: Resources and sustainable development. 18 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to draw maps to show the areas of the case studies (s)	1. draw maps to show the areas of the case studies	1. Compare one of the areas studied with an area in East Africa including physical features, way of life and problems facing development and propose solutions.
b. understand how the physical features affect the lives of people (u)	<ol style="list-style-type: none"> <li>using photographs, describe the physical features of the area</li> <li>using photographs describe how the physical environment influences the way of life of the people of the area</li> <li>use photographs or sketches to compare the way of life of the people with the lives of people in similar areas of East Africa</li> <li>explain how the physical features benefit the people of the area</li> </ol>	
c. understand how problems of the physical landscape can be overcome (u, a/v)	<ol style="list-style-type: none"> <li>using diagrams, identify problems caused by the physical features</li> <li>describe how the people of the area have tried to overcome these problems</li> <li>compare these problems and solutions to similar problems in East Africa</li> </ol>	

### 3.9 How Independence was re-gained in the rest of Africa

Learners should understand the development of national movements in the fight for independence and against racial segregation in the rest of Africa and the results of these movements.		Strand: Time and Continuity; Society and Leadership 16 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand how changed conditions in the world after World War 2 influenced the movement towards African independence (u)	<ol style="list-style-type: none"> <li>1. explain how the changed conditions in the world after World War 2 contributed to the rise of independence movements</li> <li>2. name any four nationalist movements that fought for independence in different ways e.g. in Algeria, Angola, South West Africa (Namibia), Ghana, Nigeria and one movement against racial segregation</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the methods used in Uganda and the rest of East Africa to gain independence with any country where there was an armed struggle</li> </ol>
b. understand through selected case studies the different methods through which countries gained independence (u)	<ol style="list-style-type: none"> <li>1. compare case studies of violent independence movements (e.g. in Algeria, S. Rhodesia/ Zimbabwe, Angola or Mozambique) with those of peaceful movements (e.g. Ghana, Nigeria, N. Rhodesia/Zambia) to explain the different methods used to gain independence</li> <li>2. explain the reasons for the different methods used</li> <li>3. explain the contribution of the Pan African movement to the struggles for independence</li> </ol>	<ol style="list-style-type: none"> <li>2. Write a newspaper article about the effects of the apartheid policy</li> </ol>
h. understand the term apartheid and the internal and external factors leading to the liberation of South Africa from apartheid (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of apartheid</li> <li>2. explain the origins and characteristics of the apartheid policy in South Africa</li> <li><del>3.</del> use a map to explain the concept of Bantustans</li> <li>4. describe the ways in which South Africans struggled against apartheid</li> <li>5. describe the part played by Nelson Mandela in this struggle</li> <li>6. explain at least five internal and external factors that led to the success of the struggle against apartheid</li> <li><del>7.</del> describe the changes in South Africa after apartheid</li> </ol>	
c. be able to role play or act out the story of one example of the struggle for independence in any African country (s)	<ol style="list-style-type: none"> <li>1. take part in a role play or act the story of one example of the struggle for independence in any one African country</li> </ol>	

### 3.10 How independence was gained in other parts of the world.

Learners should be able to use case studies to appreciate that independence struggles have taken place in other parts of the world outside Africa.		Strand: Time and Continuity; Society and Leadership 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<b>Case Study 1: American War of Independence</b>		
a. be able to use a map to locate North America, USA, Canada and Britain (s)	1. locate North America and Britain on the map of the world.	1. Give reasons why USA has always supported African countries struggling for independence
b. understand the causes and effects of the American War of Independence (u)	<ol style="list-style-type: none"> <li>describe how North America was ruled before the American War of Independence</li> <li>describe why the people in some of the British colonies started to demand for independence from Britain</li> <li>describe the process by which they gained independence</li> <li>explain reasons for the success of the American war of independence.</li> <li>explain the results of the independence and the formation of the USA</li> <li>explain in what way the war of independence can be considered to be a humanitarian disaster</li> </ol>	<ol style="list-style-type: none"> <li>Explain the importance of USA in world history in the twentieth and twenty first centuries</li> </ol>
<b>Case Study 2: Indian struggle for independence</b>		
a. be able to locate the main areas of the Indian sub-continent on a map (s)	1. show the main areas of the Indian sub-continent on a map.	1. Discuss the causes and the effects of Indian war of independence of 1947.
b. understand the causes and effects of the Indian struggle for independence (u)	1. explain the causes and the effects of Indian struggle for independence	2. Compare the methods used by Indians in their struggle for independence with those of East Africans in their struggle for independence and suggest reasons for the differences.
c. know the main leaders involved in the struggle and the main events therein (k)	<ol style="list-style-type: none"> <li>list the main leaders involved in the Indian struggle for independence.</li> <li>draw a time line to describe the main events during the struggle for independence and immediately after</li> </ol>	3. Imagine you want to persuade the government to change their policies or you would like to see a change in government. How could you use non-violent means to achieve this? Would it ever be
d. understand the concept of non-violence as used in the struggle (u)	1. explain the meaning of the term “Non violence” and the part played by Mahatma Gandhi in the struggle for independence	
e. understand the consequences of	1. explain the consequences of independence for the sub-continent	

independence for the sub-continent		right to use violent means?
f. understand how Gandhi's ideas of non-violence influenced African leaders in their struggle for independence	1. explain how Gandhi's ideas of non-violence influenced African leaders in their struggle for independence	
g. form opinions about the use of violence and non-violence in political struggles	1. participate in groups to discuss the use of violence and non-violence to achieve political aims and whether violent methods are ever justified	

### 3.11: Systems of government

- Case studies:
1. Democratic government in Africa (Ghana)
  2. Federal government (USA)
  3. One party state (China)

Learners should be able to understand the main features of different kinds of government in contrast to those in Uganda and the rest of East Africa		Strand: Society and Leadership. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to use a world map to locate each country	1. locate each country on a world map	1. Write an essay to say which is the best form of government for Uganda. Give reasons for your choice.
b. understand the different systems of government and construct a table to compare them (u)	<ol style="list-style-type: none"> <li>1. describe the method of forming the government</li> <li>2. draw a tree diagram to describe the different arms of the government</li> <li>3. explain the centre of power in the government</li> <li>4. explain the term democracy and say whether the government is democratic</li> <li>5. describe the historical origins of the government</li> <li>6. construct a table to compare the different forms of government with each other and with those of East Africa</li> </ol>	
c. form opinions about the advantages and disadvantages of the different types of government (a/v)	1. take part in a discussion or debate to decide on the advantages and disadvantages of each form of government	

### 3.12 Trade relations

- Case studies: 1. Africa (South Africa)  
2. Rest of World (Singapore)

Learners should be able to understand different patterns of trade relations outside East Africa.		Strand: Resources and Sustainable development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the trade patterns of the selected countries and the factors influencing them (u)	<ol style="list-style-type: none"> <li>1. use statistical diagrams derived from the internet or elsewhere to list the main exports and imports of each country</li> <li>2. explain whether and how the exports are related to the natural resources of the country</li> <li>3. draw a diagram to explain the term entrepot and the extent to which the trade is entrepot trade</li> <li>4. use a table to classify the imports and exports into unprocessed and manufactured goods</li> <li>5. explain the meaning of primary and secondary goods</li> <li>6. state whether the country is mainly a producer of primary or secondary goods</li> <li>7. write a general description of the trade and compare this to the trade of Uganda and the rest of East Africa</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct a table to compare the trade of the two countries with that of Uganda and the rest of East Africa</li> <li>2. Suggest how trade can help a country with very few resources to grow rich</li> </ol>
b. understand the contributions of trade to the development of the selected countries (s)	<ol style="list-style-type: none"> <li>1. write a report on the importance of trade to the development of the country</li> <li>2. compare this with the importance of trade to the development of Uganda and the rest of East Africa</li> </ol>	
c. appreciate the role of trade in development (a/v)	<ol style="list-style-type: none"> <li>1. take part in a discussion on the importance of trade in the development of the East African countries</li> </ol>	



### 3.13 Tourism

- Case studies: 1. Africa (Egypt)  
2. Rest of the World (China)

Using case studies, learners should understand the role of tourism in the development of selected areas of Africa and the rest of the world.		Strand: Resources and susta 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the factors influencing tourism in the selected countries (u)	<ol style="list-style-type: none"> <li>1. using photographs identify and describe the tourist attractions of the country</li> <li>2. explain the factors that influence the development of tourism in the country</li> <li>3. compare the tourist attractions of the country with those of East Africa</li> <li>4. using statistics from the internet or elsewhere, compare the tourist trade with that of East Africa</li> <li>5. explain how political stability and security have affected tourism in these countries and in East Africa</li> </ol>	1. Using examples from the countries studied, suggest how East African countries can make better use of their resources to boost the tourist industry
b. use statistics, maps and photographs to compare tourism in the selected countries (s)	<ol style="list-style-type: none"> <li>1. draw statistical graphs and charts to compare tourism in the selected countries</li> <li>2. interpret maps and photographs showing aspects of tourism in the country</li> </ol>	
c. appreciate the contribution of tourism to development (a/v)	<ol style="list-style-type: none"> <li>1. take part in a discussion on the contribution of tourism to development in the countries studied as compared to East Africa</li> </ol>	

#### 4.1 Post independence developments

Learners should be able to understand the social, economic and political developments and challenges in East Africa since independence, and the importance of political stability in achieving these.		Strand: Time and Continuity. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the political, social and economic developments and challenges since independence (u)	<ol style="list-style-type: none"> <li>1. explain the term post-independence</li> <li>2. describe the political, social and economic developments since independence.</li> <li>3. explain how political developments have affected the social and economic life of the people and country</li> <li>4. explain the challenges Uganda has faced since independence</li> <li>5. compare the political social and economic developments and challenges of Uganda with the rest of the East African countries.</li> </ol>	<ol style="list-style-type: none"> <li>1. In what ways are the social, political and economic challenges affecting Uganda similar to those of the other East African states?</li> <li>2. If you were President of an East African country how would you try to improve the lives of the people?</li> </ol>
b. be able to draw a time line or diagram to summarise the political events since independence (s)	<ol style="list-style-type: none"> <li>1. Use a time line or any other diagram to show the main political events in the three East African countries since independence</li> </ol>	
c. appreciate the efforts being taken by Uganda and the rest of East African countries to address the political, economic and social challenges	<ol style="list-style-type: none"> <li>1. take part in a discussion on the steps being taken by Uganda and the rest of the East African Countries to address their political, social and economic challenges</li> </ol>	

## 4.2 How we cooperate in the region

Learners should understand the challenges of achieving East African cooperation and unity and the processes by which this can be encouraged		Strand: Society and Leadership. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the need for East Africa co-operation and how this is being enhanced (u)	<ol style="list-style-type: none"> <li>1. use diagrams to describe the structures which exist to join the East African countries together</li> <li>2. suggest ways in which further cooperation and unity can be encouraged</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine you are the President of one of the East African countries. Draw up proposals for further cooperation between your country and the rest of East Africa</li> </ol>
b. understand the challenges of achieving East African co-operation and unity and the ways in which these have been addressed (u)	<ol style="list-style-type: none"> <li>1. explain the meaning of the terms cooperation and unity</li> <li>2. suggest the advantages of achieving unity and cooperation in East Africa</li> <li>3. identify the challenges in achieving this</li> <li>4. draw a time line for achieving East African unity so far</li> </ol>	
c. be able to take part in a role play of a meeting of the East African leaders and appreciate the value of regional cooperation in East Africa (a/v)	<ol style="list-style-type: none"> <li>1. take part in a role play of a meeting of East African leaders to discuss cooperation and unity</li> </ol>	

### 4.3 Population growth and problems

Learners should understand the factors influencing population distribution, population structure and the causes of population growth and the effects of these on resource utilisation and the provision of services.		Strand: Resources and Sustainable Development. 12 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the concepts related to population (u)	<ol style="list-style-type: none"> <li>1. use graphs, statistics, diagrams and population pyramids to explain the population concepts including birth rates, death rates, rates of increase; over, under and optimum population; density of population</li> </ol>	<ol style="list-style-type: none"> <li>1. Write group reports on the factors influencing population distribution and population increase in the local area.</li> <li>2. Draw population pyramids for East African countries and contrasting areas and explain the advantages and disadvantages of different population structures</li> </ol>
b. understand the relationship between population, resources and the provision of services (u)	<ol style="list-style-type: none"> <li>1. draw a map to show areas of Uganda and the rest of East Africa with very dense or very sparse populations and give reasons for this</li> <li>2. explain how the population distribution in Uganda and the rest of East Africa is related to the climate and distribution of resources</li> <li>3. explain the positive and negative effects of population on resource utilisation and the provision of services</li> <li>4. draw a diagram of the population transition model.</li> <li>5. Explain where in Uganda and the rest of East Africa lies on this model at present</li> </ol>	
i. c understand the demographic transition model and how this relates to the historical growth and population structures of East Africa	<ol style="list-style-type: none"> <li>1. draw a diagram of the demographic transition model</li> <li>2. explain where Uganda and the rest of East Africa lies on this model at present</li> <li>3. using population pyramids explain the problems of different population structures</li> </ol>	
d understand the factors which have led to rapid population increase in Uganda and the rest of East Africa	<ol style="list-style-type: none"> <li>1. explain any five factors that lead to rapid population increase</li> <li>2. explain why the population of the East African countries is increasing rapidly</li> </ol>	
e understand the methods which can be used to control the rate of population growth	<ol style="list-style-type: none"> <li>1. describe at least four methods that can be used to control growth of population</li> <li>2. explain the advantages and disadvantages of the four methods above</li> </ol>	

<p>f be able to use maps, statistics and diagrams to analyse population (s)</p>	<ol style="list-style-type: none"> <li>1. use a map to describe the distribution of the East African population</li> <li>2. use statistical data from the internet or elsewhere to calculate the population densities of different areas/ countries</li> <li>3. draw simple line and bar graphs showing population trends and composition in East Africa</li> </ol>	
<p>g form opinions on the need for, and use of population control methods (a/v)</p>	<ol style="list-style-type: none"> <li>1. take part in a debate or discussion on whether population control methods should be used to slow the increase of population in East Africa</li> </ol>	

#### 4.4 Urbanisation and its consequences

<b>Learners should understand the concept of urbanisation, factors influencing urbanisation and the implications of urbanisation on development.</b>		<b>Strand: Resources and Sustainable Development. 12 periods.</b>
<b>Learning Outcomes</b>	<b>Evidence of Achievement statements</b>	<b>Exemplar assessment activities</b>
Learners should:	Learners can:	
a. be able to use field work to study a trading centre, town or other urban area (s, u)	<ol style="list-style-type: none"> <li>1. name the nearest trading centre, town or urban centre</li> <li>2. suggest why this town has grown up</li> <li>3. list the activities done by the people in the town and how it serves the surrounding area</li> <li>4. explain the relationship between the town and surrounding areas</li> <li>5. use field work to study the local town or urban area and the problems of people living there</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a report on the field work study carried out on any one urban area in Uganda and the rest of East Africa</li> <li>2. Explain the problems resulting from rapid urbanisation</li> </ol>
b. understand the concept of urbanization, the factors influencing urbanization, and the functions of urban areas (u)	<ol style="list-style-type: none"> <li>1. draw a map showing the main urban centres in Uganda and the rest of East Africa</li> <li>2. explain the concept of urbanization</li> <li>3. describe the natural and human factors causing people to move into towns</li> <li>4. identify and describe the functions of urban areas</li> </ol>	
c. understand the advantages, disadvantages and problems resulting from urbanisation (u)	<ol style="list-style-type: none"> <li>1. explain the advantages of living in towns</li> <li>2. describe the problems of living in towns</li> <li>3. make up and take part in a role play telling the story of someone from a village moving into town and the problems they encounter</li> </ol>	
d. be able to use statistics and photographs to illustrate urbanization and its problems (s)	<ol style="list-style-type: none"> <li>1. draw statistical graphs to show the characteristics of urbanization in Uganda and the rest of East Africa</li> <li>2. recognise problems of urbanisation from photographs</li> </ol>	
e. understand Kampala city as an example of rapid urbanisation (u)	<ol style="list-style-type: none"> <li>1. describe the characteristics of Kampala city</li> <li>2. draw a map to show the area of Kampala city</li> <li>3. list reasons why Kampala city is growing rapidly</li> <li>4. describe the problems faced by Kampala city</li> <li>5. collect newspaper articles illustrating these problems</li> <li>6. suggest some of the possible ways to solve these problems</li> </ol>	
f. form opinions on the implications of urbanisation for development. (a, v)	<ol style="list-style-type: none"> <li>1. take part in a discussion on the advantages and disadvantages of urbanisation on development.</li> </ol>	

#### 4.5 Post-independence Africa

<b>Learners should be able to understand the political, social and economic challenges facing African states since independence.</b>		<b>Strand: Time and Continuity. 12 periods.</b>
<b>Learning Outcomes</b> Learners should:	<b>Evidence of Achievement statements</b> Learners can:	<b>Exemplar assessment activities</b>
a. understand the political, social and economic challenges facing African states since independence (u)	<ol style="list-style-type: none"> <li>1. explain the term post-independence Africa.</li> <li>2. explain why African states have often had political problems since independence</li> <li>3. describe the structure of African economies and challenges associated with them</li> <li>4. describe the social structures of African states and resulting challenges since independence</li> <li>5. suggest the possible solutions for these challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. Many countries in Africa were left with very few educated people after independence, so the educated people often became leaders with great power and wealth. What political and social problems do you think this has caused and how might the problems be solved?</li> </ol>
b. understand neo-colonialism and why it has continued to thrive in Africa (u)	<ol style="list-style-type: none"> <li>1. explain the term neo-colonialism and why it was in the interests of the former colonial powers to retain an interest in Africa</li> <li>2. explain cartoons which illustrate the idea of neo-colonialism</li> <li>3. take part in a discussion on the impact of neo-colonialism in post-colonial Africa.</li> <li>4. suggest possible solutions for neo-colonialism.</li> </ol>	

#### 4.6 Diplomacy and International Relations

Learners should understand the concepts of diplomacy and international relations and how these can be used to avoid conflicts between nations in the search for peace and development in Africa.		Strand: Society and Leadership. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the concept of diplomacy and international relations	1. explain the term diplomacy and international relations	1. Explain the causes and effects of one recent conflict in Africa, if possible using sources from newspapers or what you have heard on the radio or television  2. Take part in a debate on the role played by the African Union (formerly OAU) in promoting peace and development in Africa
b. be able to show on a map the areas of recent conflicts in Africa (s)	1. draw a sketch map to show areas of recent conflicts in Africa	
c. understand the causes and the effects of conflicts in Africa (u)	1. explain the causes of conflicts in Africa such as boundaries, ethnic rivalry, resources and external factors 2. explain the effects of conflicts in Africa	
d. understand the role of diplomacy and international relations in conflict resolution (u)	1. explain with examples how diplomacy and international relations can help to solve conflicts in Africa	
e. be able to draw a diagram to show the structure of the African Union	1. draw a diagram to show the structure of the AU /OAU	
f. understand the role of the African Union (formerly Organisation of African Unity) in promoting peace and development in Africa (u)	1. describe, with specific examples, the role played by the African Union (formerly OAU) in promoting peace and development in Africa	



#### 4.7 Population and urbanisation

- Case Studies: 1. A developing country in tropical Africa (Nigeria)  
2. A developed country in temperate Europe (Britain)

Learners should use two case studies, one from a tropical and one from a temperate area, to illustrate population and urbanisation		Strand: Resources and Sustainable Development. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<b>Case Study 1: Nigeria</b>		
a. know where Nigeria is situated	1. locate Nigeria on a map of Africa	1. Write an essay to suggest how some of the population problems in Nigeria and Uganda and the rest of East Africa might be overcome
b. use a population distribution map to understand the distribution of population in Nigeria	1. use a population distribution map to describe Nigeria's population distribution	
c. use statistics and graphs to analyse the size and structure of Nigeria's population.	1. use population graphs and population pyramids to describe the size and structure of Nigeria's population	
d. understand the relationship between Nigeria's population and its resources.	1. compare the population distribution and resource distribution of Nigeria using maps 2. use graphs to compare the size, structure and distribution of population of East Africa with that of Nigeria	
e. understand the relationship between Nigeria's population and its resources (a/v)	1. suggest possible advantages of a country having a large population 2. take part in a discussion on the problems caused by a rapidly increasing population in Nigeria and East Africa 3. use graphs to show the rapid increase in population and urbanisation and why this can be considered a human disaster	
f. understand the relationship between a rapidly growing population and urbanisation	1. use examples of rapidly growing towns in Nigeria, Uganda and the rest of East Africa to show why and how a rapid population growth causes people to move into towns	
g. use statistics and graphs to show the rapid urban development in Nigeria	1. use statistics and graphs to describe the urban development of Nigeria	

<p>h. understand the problems facing urban areas and the effects of urbanisation on the environment.</p>	<ol style="list-style-type: none"> <li>1. describe in relation to a town in Nigeria and a town in Uganda or the rest of East Africa, the problems facing urban areas and their effects on the environment</li> <li>2. use photographs to illustrate these problems</li> </ol>	
<p><b>Case study 2: A developed country in a temperate region : Britain</b></p>		
<p>a. understand the population structure of Britain and use statistics and graphs to analyse it (s)</p>	<ol style="list-style-type: none"> <li>1. compare, using population pyramids, the structure of population in Britain with that in Nigeria, Uganda and the rest of East Africa</li> <li>2. explain the problems caused by these population structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the life of a person living in an big city in Britain with a person living in a village in Uganda</li> </ol>
<p>b. understand the relationship between population and resources</p>	<ol style="list-style-type: none"> <li>1. explain why Britain has to rely on overseas trade to maintain its standard of living with a large population and limited resources</li> <li>2. explain how this led to the need to colonise overseas territories including Uganda and the rest of East Africa</li> </ol>	
<p>c. know the distribution of the main urban areas in Britain</p>	<ol style="list-style-type: none"> <li>1. use a map to show the distribution of the main urban areas in Britain</li> </ol>	
<p>d. understand the challenges arising from urbanisation in Britain (u)</p>	<ol style="list-style-type: none"> <li>1. explain the difficulties of living in a country where very few people own land and most people have to rely on earning money for their livelihood</li> <li>2. compare this situation to that in Uganda and the rest of East Africa</li> </ol>	
<p>e. be able to use statistics, charts and graphs to analyse urban development (s)</p>	<ol style="list-style-type: none"> <li>1. use statistics, charts and graphs to illustrate urban development</li> </ol>	

#### 4.8 The Role of United Nations in Development

Learners should appreciate the contribution of the United Nations to world politics.		Strand: Society and Leadership. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. be able to draw a diagram to show the structure of the United Nations (s)	1. use a library or the Internet to draw a diagram to show the structure of the United Nations Organisation	1. Write a proposal for any United Nations agency or other international body to assist in a development project in your home area
b. understand the roles and functions of the United Nations and its subsidiary bodies (u)	1. state the roles and functions of the United Nations Organisation 2. explain the roles of the General Assembly and Security Council 3. list the subsidiary bodies of United Nations and state their functions. 4. use a map to locate one example where the United Nations has played a part in peace keeping 5. list examples of how the United Nations helps in development in Uganda and the rest of East Africa.	
c. be able to take part in a mock debate of the United Nations. (s)	1. take part in a mock United Nations debate on any current political international issue	
d. understand the roles and functions of other international organisations from which Uganda and the rest of East Africa receives benefits (u)	1. name three other international organisations from which Uganda and the rest of East Africa receives benefits and state what the benefits are 2. use a table to compare the three organisations	
e. appreciate the role the United Nations plays in maintaining world peace and development (a/v)	1. take part in a discussion on the contributions of United Nations towards maintaining peace and development in Uganda, the rest of East Africa and the rest of the world.	

#### 4.9 Recent Issues in World History

- Case studies: 1. The Cold War and after  
2. The re-emergence of China

Learners should be able to use case studies to show some of the main trends in modern world history.		Strand: Time and Continuity. 18 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
<b>Case study 1: The Cold War and after</b>		
a. understand the background of the Cold War	<ol style="list-style-type: none"> <li>1. explain the differences between capitalism and communism</li> <li>2. explain how the cold war originated from these differences</li> <li>3. use a map to identify the main powers involved in the Cold War</li> <li>4. describe the differences between a Cold War and other forms of war</li> </ol>	1. Why is it useful for people in Uganda and the rest of East Africa today to know about the Cold War? Did it affect Uganda and the rest of East Africa in any way?
b. understand some of the main events of the Cold War	<ol style="list-style-type: none"> <li>1. describe three major crises of the Cold War using illustrations</li> </ol>	
c. understand the effects of the Cold War	<ol style="list-style-type: none"> <li>1. explain how the Cold War affected Africa and other parts of the world</li> </ol>	
d. understand how the Cold War came to an end	<ol style="list-style-type: none"> <li>1. relate the events which marked the end of the Cold War</li> </ol>	
e. understand the changes caused by the ending of the Cold War	<ol style="list-style-type: none"> <li>1. compare the situation of the world before and after the Cold War</li> <li>2. list ways in which the ending of the Cold War has changed Africa</li> </ol>	
<b>Case study 2: The re-emergence of China</b>		
a. understand the causes and results of the communist revolution in China (u)	<ol style="list-style-type: none"> <li>1. locate China on the world map</li> <li>2. explain why a communist revolution occurred in China and its effects</li> <li>3. compare the political and economic life in the communist era of China with that in present day</li> </ol>	1. What influences from China on Uganda and the rest of East Africa have you noticed or read about? Do you think it would be good to encourage more Chinese influence in Uganda and the rest of East Africa?
b. know how China has changed and developed during recent times (u)	<ol style="list-style-type: none"> <li>1. identify the changes introduced in China in recent times</li> </ol>	
c. understand why and how China is	<ol style="list-style-type: none"> <li>1. explain how these changes have helped China to become powerful economically</li> </ol>	

becoming powerful economically (u)		
d. understand the effect of the emergence of China on its relationship with Africa (u)	<ol style="list-style-type: none"> <li>1. explain the new economic relationship between China and Africa</li> <li>2. do research in a library or using newspapers, radio or TV broadcasts or on the internet to find examples of China's increasing influence or investment in Africa</li> </ol>	
e. understand why other countries in South and East Asia are also becoming economically important to Africa	<ol style="list-style-type: none"> <li>1. locate on a map the main countries of South and East Asia</li> <li>2. explain how and why other countries in south and east Asia are also becoming economically important to Africa</li> </ol>	
f. appreciate the effect of the emergence of China on its relationship with Africa	<ol style="list-style-type: none"> <li>1. suggest the benefits and problems the relation with China may be causing for Uganda and the rest of Africa</li> </ol>	

#### 4.10 Climate change

Learners should understand the causes, indicators and effects of climate change and the possible measures to reduce or mitigate climate change.		Strand: Resources and Sustainable Development. 14 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the concept of climate change and its indicators and be able to draw diagrams to show the causes of climate change (s)	<ol style="list-style-type: none"> <li>1. explain the concept of climate change</li> <li>2. list the indicators of climate change</li> <li>3. use a diagram to explain what causes climate change</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a report on the causes and effects of climate change and the measures taken to reduce or mitigate climate change in Uganda and the rest of East Africa or any one other country studied</li> </ol>
b. understand the possible causes of climate change (u)	<ol style="list-style-type: none"> <li>1. explain the possible causes of climate change including human activity</li> </ol>	
c. understand the political and other difficulties faced in addressing climate change and carrying out measures to reduce its effects (u)	<ol style="list-style-type: none"> <li>1. do research using a library, newspapers, radio or TV or the internet to find references to climate change and the arguments about it</li> <li>2. identify the measures being taken to try to reduce climate change</li> <li>3. identify the political, social and economic challenges that make it difficult to carry out policies to reduce climate change</li> </ol>	
d. understand how climate change may affect Uganda and the rest of East Africa (u)	<ol style="list-style-type: none"> <li>1. explain the effects of climate change on Uganda and the rest of East Africa</li> </ol>	
e. understand possible ways in which local communities and government can reduce the effects of climate change (u)	<ol style="list-style-type: none"> <li>1. suggest possible ways in which local communities and government can reduce the effects of climate change</li> </ol>	
f. be able to use two case studies to examine the possible effects of climate change in other areas of Africa and the world (u)	<ol style="list-style-type: none"> <li>1. choose any one country in Africa or the rest of world and one small island state and explain with diagrams the possible effects of climate change</li> </ol>	
g. form opinions about measures to reduce or mitigate climate change (a, v)	<ol style="list-style-type: none"> <li>1. take part in a debate or discussion about measures to reduce or mitigate climate change</li> </ol>	
h. be able to participate in tree planting and other activities which might alleviate the effects of climate change in their own communities/school (s)	<ol style="list-style-type: none"> <li>1. take part in planting and maintaining the planted trees in their own locality/school and write a report on their activity</li> </ol>	

#### 4.11 Globalisation

Learners should understand that modern trade, transport and communications connect all parts of the world to each other - Uganda and the rest of East Africa are part of a 'global village'		Strand: Resources and Sustainable Development. 10 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the concepts of globalisation, dependency and interdependency (u)	<ol style="list-style-type: none"> <li>1. make a list of all the things they possess, and all those in their classroom, school and home which have come from outside Uganda and the rest of East Africa and some of the places where they came from</li> <li>2. explain how Uganda and the rest of East Africa gets the money to pay for these things from outside</li> <li>3. list all the ways they or other people communicate with people outside Uganda and the rest of East Africa</li> <li>4. mention any people they know who have visited or worked or live outside Uganda and the rest of East Africa and some of the places they live and how they got there</li> <li>5. explain the concept of globalisation or the 'global village'</li> <li>6. describe the difference between this situation and the olden days</li> <li>7. list all the things from outside which they would find difficult to live without</li> <li>8. explain the idea of dependency and interdependency</li> <li>9. do research using library, newspapers, radio or TV or the internet to find references to globalization and the arguments about it</li> </ol>	<ol style="list-style-type: none"> <li>1. Write an essay suggesting whether Uganda and the rest of East Africa should rely less on outside countries for goods or aid</li> <li>2. Compare your life with that of your ancestors and suggest how your life makes you more part of the Global Village than they were</li> </ol>
b. understand the concept and effects of Foreign Aid (u)	<ol style="list-style-type: none"> <li>1. make a list of some countries which are richer than Uganda and the rest of East Africa</li> <li>2. give any examples of help received in the school or local area from outside countries</li> <li>3. suggest reasons why those outside countries give help to Uganda and the rest of East Africa</li> <li>4. explain the concept of Foreign Aid</li> </ol>	
c. form opinions about the advantages and disadvantages of receiving Foreign Aid (a, v)	<ol style="list-style-type: none"> <li>1. take part in a discussion about whether Uganda and the rest of East Africa should receive more or less aid</li> </ol>	
d. form opinions about the advantages and disadvantages of	<ol style="list-style-type: none"> <li>1. take part in a discussion on the advantages and disadvantages of being part of the 'global village' or 'global economy'.</li> </ol>	

globalisation (a/v)		
e. be able to understand contemporary global issues contained in the media (u)(s)	1. EITHER answer questions given by the teacher about an article on Globalisation OR listen to the radio or television and report any items concerning global issues	



#### 4.12 The wise use of resources

Learners should understand that the world's resources are limited but the population using these resources is increasing rapidly, so we need to make a wise and sustainable use of resources to leave some for the future generations.		Strand: Resources and Sustainable development. 15 periods.
Learning Outcomes Learners should:	Evidence of Achievement statements Learners can:	Exemplar assessment activities
a. understand the need for wise and sustainable use of resources (u)	<ol style="list-style-type: none"> <li>1. list the main natural resources of Uganda and the rest of East Africa and their uses</li> <li>2. using graphs and statistics compare the population of Uganda and the rest of East Africa with that at independence</li> <li>3. explain why the natural resources of are being used more rapidly</li> <li>4. explain the consequences of using these resources too rapidly</li> <li>5. use a graph to compare the world population now and that 50 years ago</li> <li>6. explain why it is important for the whole world to use resources wisely</li> <li>7. compare the use of resources in the richer or developed countries with the poorer or less developed countries</li> <li>8. explain why some people say the problem is not lack of resources but an unfair distribution of resources</li> <li>9. list ways in which we can help to preserve or conserve resources</li> <li>10. explain that all manmade items also originate from natural resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a report on taking part in any practical activity involving the conservation or wise use of resources</li> <li>2. Compare the use of resources in any area you have learnt about with your home area. What lessons have you learnt?</li> </ol>
b. understand some of the political and economic pressures which may prevent the sustainable or wise use of resources (u)	<ol style="list-style-type: none"> <li>1. explain why some people or groups want to continue to use the same amount of resources as they are doing now rather than decreasing their use</li> </ol>	
c. understand the concept of re-cycling resources(u)	<ol style="list-style-type: none"> <li>1. describe examples of how items can be re-used for the same or different purposes</li> <li>2. explain the concept of re- using and re-cycling resources</li> <li>3. outline at least five recyclable and five non-recyclable resources</li> <li>4. explain why all resources should be recycled</li> </ol>	
d. be able to take part in an activity involving re-using or re-cycling resources	<ol style="list-style-type: none"> <li>1. take part in any activity involving re-cycling materials e.g. collecting and using waste polythene and plastic materials in the community; using plastic bottles in construction;</li> </ol>	

<p>or the use of renewable resources (s)</p>	<p>using plastic bags and containers for backyard farming OR</p> <ol style="list-style-type: none"> <li>2. take part in a project using renewable energy e.g. using solar power, bio-gas or charcoal for cooking in school or at home</li> <li>3. write a report saying how your activity benefitted the community and preserved resources</li> </ol>	
<p>e. use case studies to contrast places where resources have been used wisely to those where they have been unwisely or unsustainably used (s, u)</p>	<ol style="list-style-type: none"> <li>1. explain at least one case study from Uganda and one case study from other parts of the world where resources have been used wisely with one case study of areas where resources have been used unwisely</li> </ol>	
<p>f. form opinions on the methods of resource conservation. (a, v)</p>	<ol style="list-style-type: none"> <li>1. take part in a discussion on how resources can be used more wisely in the school or local area.</li> </ol>	



# 5. Social Studies Programme Planner

The programme planner presents the order in which learners study the sub-strands. It presents the sequence of the sub-strands for each term of each year, for the entire four-year programme of study. It shows the number of periods allocated to each sub-strand. The strands are also indicated.

Senior 1			Senior 2			Senior 3			Senior 4									
T	Wk	Sub-strand	Strand & Periods	T	Wk	Sub-strand	Strand & Periods	T	Wk	Sub-strand	Strand & Periods	T	Wk	Sub-strand	Strand & Periods			
Term 1	1	1.1: Finding out about our past	12	Term 1	1	2.1: How we live in communities	15	Term 1	1	3.1: How we regained independence	18	Term 1	1	4.1: Post-independence developments	12			
	2	1.2: Where we came from	12		2	2.2: How outsiders have influenced us	15		2	3.2: Our systems of government	24		2	4.2: How we cooperate in the region	12	2	4.3: Population growth and problems	12
	3				3	2.3: How we lead ourselves	22		3	3.3: Human Rights	8		3	4.4: Urbanisation and its consequences	12	3	4.5: Post-independence Africa	12
	4				4	2.4: How the landscape affects our way of life	8		4	3.4: Civil Society and Non-Government Organisations	10		4			4		
	5				5	2.5: How we own land in Uganda	15		5	3.5: Our trade relations	10		5			5		
	6				6	2.6: How we manage disasters	8		6	3.6: Our tourism	12		6			6		
	7				7				7	3.7: How people are affected by features of erosion,	12		7			7		
	8	1.3: Where we live	25		8	2.7: How we manage disasters	8		8				8			8		
	9				9				9				9			9		
	10				10				10				10			10		
	11	1.4: How we live now	11		11				11				11			11		
	12				12				12				12			12		
<b>Term 1 Total: 60 periods</b>			<b>Term 1 Total: 60 periods</b>			<b>Term 1 Total: 60 periods</b>			<b>Term 1 Total: 60 periods</b>									
Term 2	1	1.4: How we live now cont.	<b>3</b>	Term 2	1	2.4: How the landscape affects our way of life (continued)	<b>7</b>	Term 2	1	3.5: Our trade relations	10	Term 2	1	4.6: Diplomacy and International Relations	10			
	2				2	2.5: How we own land in Uganda	15		2	3.6: Our tourism	12		2	4.7: Population and urbanisation: Nigeria and Britain	15			
	3	1.5: Local weather and climate	25		3	2.6: How we manage disasters	8		3	3.7: How people are affected by features of erosion,	12		3	4.8: The role of United Nations in development	10			
	4				4				4				4					
	5				5				5				5					
	6				6				6				6					

7	1.6 Our vegetation and its relationship with climate		Term 2	7	transportation and deposition		Term 2
8				8	3.8: How the lives of other people are affected by features of erosion, transportation and deposition		
9	1.7: The use of land and water resources			9	3.9: How independence was regained in the rest of Africa		
10				10			
11	1.8: Mineral resources			11			
12				12			
Term 2 Total: 60 periods				Term 2 Total: 60 periods			
1	1.8: Mineral resources cont.	<b>6</b>		1	3.9: How independence was regained in the rest of Africa cont.	<b>10</b>	
2	1.9: Energy resources			2			
3				3	3.10: How independence was gained in other parts of the world		
4				4			
5	1.10: Where other people came from (Case studies of the movement of people)			5			
6				6			
7				7	3.11: Systems of government		
8	1.11: The use of resources in tropical areas			8			
9				9	3.12: Trade relations		
10	• Amazon Basin, Zambia, Sahara, Thailand and other locations			10			
11				11	3.13: Tourism		
12				12			
Term 3 Total: 60 periods Total this year: 180 periods				Term 3 Total: 60 periods Total this year: 180 periods			
Term 2				Term 3			
7	2.7: Transport			7	4.10: Climate change cont.	<b>7</b>	
8				8			
9	2.8: Manufacturing industries			9	4.11: Globalisation		
10				10			
11	2.9: People in communities and their surrounding environment			11	4.12: The wise use of resources		
12				12	Examination preparation and examinations	<b>28</b>	
Term 2 Total: 60 periods				Term 3 Total: 60 periods Total this year: 170 periods			

**Key:**



**Society and Leadership**



**Time and Continuity**



**People and their Environment**



**Resources and Sustainable Development**

## 6. Contribution of Social Studies to Skills Development

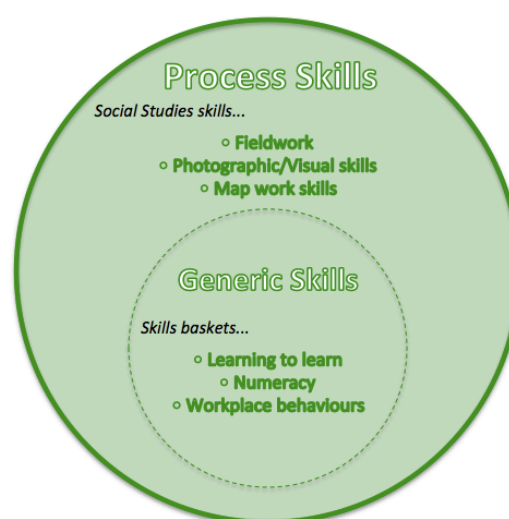
### 6.1 What does it mean to be 'skilled' in Social Studies?

The labour market is increasingly demanding school leavers who are more literate and numerate, with better problem-solving skills<sup>1</sup>. Developing learners' skills is of central importance in the reformed Lower Secondary curriculum. The Lower Secondary Curriculum Framework Document<sup>2</sup> sets out the structure of the reformed curriculum. It identifies two types of skills: generic skills and process skills.

**Generic skills** enable an individual to function well in life and to make his or her living effectively. These skills are developed in all Learning Areas.

**Process skills** are unique to each Learning Area. A learner who has developed good generic skills can apply their education in general. A learner with good process skills can apply their education in a specific discipline.

Many of the Learning Area process skills are themselves generic. An example is the skill of estimation. This is a basic process skill in Mathematics. It is also a fundamental generic skill.



The graphic illustrates how generic skills can be viewed as a subset of process skills.

### 6.2 Social Studies Process Skills

The table below highlights some of the key skills developed within the sub-strands. Its purpose is to illustrate how skills are applied throughout the Learning Area. The skills are grouped by strand. Many of these skills are developed over a range of sub-strands, often spanning two or more years. These skills have been woven into the Evidence of Achievement statements. This promotes continuity and progression of skill development.

Skill category	Specific skill
Fieldwork skills	<ul style="list-style-type: none"> <li>• use base maps for fieldwork activities</li> <li>• draw sketches of features in the field (1.3)</li> <li>• collect data from the field by statistical means(1.3, 1.5, 3.5, 2.4)</li> <li>• use observation, questionnaires and interviews(1.1,1.2,1.6, 1.7, 3.5, 2.8,</li> </ul>

<sup>1</sup> NCDC (2012) Labour Market Survey

<sup>2</sup> NCDC (2012) Lower Secondary Curriculum Framework Document, Chapter 7

Skill category	Specific skill
	<p>4.4)</p> <ul style="list-style-type: none"> <li>• talk to people to find information about a place (1.4, 3.6, 3.7, 2.1, 2.8,4.4,)</li> <li>• use questionnaires with large numbers of people to get information on a statistical basis (3.5)</li> <li>• take photographs to illustrate a field work report (2.4)</li> <li>• write a field work report using sketch maps and diagrams</li> <li>• use existing maps, including survey maps, in the field</li> </ul>
<b>Photograph and visual skills</b>	<ul style="list-style-type: none"> <li>• identify the difference between a map and a photograph(1.3;)</li> <li>• realize the importance of perspective on photographs</li> <li>• use pictures and photographs to identify features and to find out about places(1.9;3.7;2.7,2.9)</li> <li>• describe and interpret what is seen on photographs(1.4,1.8 ;1.11)</li> <li>• use photographs, drawings and artefacts to interpret historical events or periods(1.1;2.2;2.3)</li> <li>• identify features on vertical aerial photographs and match them to a map (2.4)</li> <li>• draw sketches from photographs</li> <li>• be able to compare photographs of two different environments</li> <li>• use sketches to illustrate physical features, methods of farming and other Social Studies features</li> <li>• make posters to illustrate different aspects of Social Studies</li> </ul>
<b>Interactive skills</b>	<ul style="list-style-type: none"> <li>• take part in discussions with fellow learners(3.10;3.2)</li> <li>• report back on the conclusions of discussions</li> <li>• summarise the results of discussions</li> <li>• understand the idea of role plays (2.3)</li> <li>• take part in role plays (1.4;3.2;3.9)</li> <li>• draw conclusions from role plays</li> <li>• take part in debates and draw conclusions from them(3.2;4.2)</li> <li>• identify, describe and interpret different points of views and distinguish fact from opinion (2.7)</li> </ul>
<b>Practical activities</b>	<ul style="list-style-type: none"> <li>• observe weather elements using appropriate instruments(1.5)</li> <li>• keep a weather diary (1.5)</li> <li>• make simple instruments to record the weather such as rain gauge or wind vane(1.5)</li> <li>• record the elements of the weather using available or made instruments(1.5b)</li> <li>• use a globe or round object and light source to demonstrate the movement of the earth, the movement of the earth round the sun, and its consequences</li> <li>• use sand, a sand tray, or sand/ soil in the field to build physical features</li> </ul>

Skill category	Specific skill
	<p>and show the contours on these</p> <ul style="list-style-type: none"> <li>• make models of historical, architectural and other features related to history</li> <li>• take part in activities in the school or community related to Social Studies such as tree planting, taking care of the environment, community work, re-cycling etc (1.6;1.7 and 3.4, 4.12)</li> </ul>
<b>Data and statistical skills</b>	<ul style="list-style-type: none"> <li>• use appropriate methods to collect and record data(1.5)</li> <li>• record daily weather observations(1.5)</li> <li>• draw climate graphs showing rainfall and temperature(1.5, 4.10)</li> <li>• analyse climate graphs and describe the climate shown</li> <li>• collect statistics from field work (3.5)</li> <li>• collect statistics from questionnaires (3.5)</li> <li>• collect statistics from published sources on population, trade etc.</li> </ul>
<b>Data management skills: organising information</b>	<ul style="list-style-type: none"> <li>• present information clearly, logically, concisely and accurately(3.13, 4.4)</li> <li>• draw conclusions from statistical data and make recommendations about different aspects of Social Studies (3.13)</li> <li>• use graphical forms, charts and diagrams to show statistical information(3.5)</li> <li>• analyse, interpret and draw conclusions from a range of data sources(3.13)</li> <li>• use line graphs and population pyramids to show population data</li> <li>• recognize patterns and processes in human activities and their relationship with various landscapes at the local, national and global levels.</li> <li>• use language to express the passing of time e.g. before, long ago, pre-, post-, BC, AD etc.</li> </ul>
<b>Map work skills</b>	<ul style="list-style-type: none"> <li>• draw sketch maps of the school/local area(1.2,;2.1)</li> <li>• locate features on a map(1.1b,3.11;4.6,2.9</li> <li>• ,2.10,2.11)</li> <li>• be able to follow a route on a map(1.3, 2.7)</li> <li>• identify direction on maps using(1.3) compass points</li> <li>• draw a map to scale(1.3)</li> <li>• use scale on a map</li> <li>• use symbols on a map(1.3)</li> <li>• use contours to show relief on a map (2.4)</li> <li>• draw cross sections from a contour map (2.4)</li> <li>• read and interpret survey maps using 1:50,000 maps</li> <li>• use letter and number coordinates to locate features on a map (1.3)</li> <li>• on a map interpret symbols, measure direction and distance, describe the location of places(1.3, 3.7)</li> <li>• use latitude and longitude to locate places(1.3)</li> </ul>



Skill category	Specific skill
	<ul style="list-style-type: none"> <li>• use conventional 1:50,000 or 1:25,000 Ordnance Survey maps with the aid of a key</li> <li>• describe the main features of an area shown on a map</li> <li>• determine the area of shapes on survey maps</li> <li>• use maps showing different types of features including population, economic, political, climate maps</li> <li>• compare maps of historical eras with those of the present (2.10)</li> <li>• use atlas maps to locate places and find information(1.3)</li> <li>• draw sketch maps showing different features(1.6;1.8;1.9;1.113.8;3.10)</li> </ul>
<p><b>Tables and diagrams</b></p>	<ul style="list-style-type: none"> <li>• use tables and diagrams to summarise Social Studies information(3.2;3.11;1.2;2.4;4.8;4.6</li> <li>• use tables to classify information</li> <li>• draw a simple time-line to represent periods and events in history(1.2;2.1;3.1;4.1)</li> <li>• draw diagrams to represent the relationship between the earth and the sun(1.4;1.5)</li> <li>• draw diagrams or sketches to show physical features</li> </ul>
<p><b>Cognitive skills</b></p>	<ul style="list-style-type: none"> <li>• analyse the causes and consequences of historical events(1.2;1.10;3.1;2.2,;4.9,2.2,4.11,4.6,4.9);</li> <li>• describe changes over time 2.10,4.9;2.5;2.2,2.3.</li> <li>• establish the difference between history and fiction(1.1)</li> <li>• identify the patterns and processes in natural landscapes and environments (3.12;2.4);</li> <li>• describe the physical processes of landscape development</li> <li>• describe the interrelationships between physical environment and human activities(1.6;1.7,;1.8;1.9 3.6.2.4;2.8;2.9;2.6;2.9;</li> <li>• 4.3;4.4;4.10</li> <li>• recognize patterns and processes in human activities and their relationship with each other and with various aspects of the landscapes(1.7;1.8;2.1</li> <li>• 4.12;2.9;2.7;4.10</li> <li>• recognize the interrelatedness of all human activities 2.2'4.10,;4.11,</li> </ul>

### 6.3 Contribution of Social Studies to the Generic Skills

Generic skills are the skills that are considered necessary to function effectively as an educated person in today's world. They ought to be acquired by all learners as part of a functional education experience. Generic Skills are organised into eight 'baskets', as set out on page 47 of the Lower Secondary Curriculum Framework Document.

GS Basket	Skill	How LA contributes to the acquisition and application of GS
<b>Communication</b>	Is literate	Activities involving all aspects of literacy throughout
	Communicates clearly	Many activities involving oral communication e.g. discussions, debates, role plays
<b>Social and inter-personal skills</b>	Interacts effectively with others	Group work and field work throughout
	Works effectively across diverse teams	As above
	Guides and leads others	As above plus specific sub-strands on leadership
	Is responsible towards others	As above
<b>Creativity and innovation</b>	Thinks creatively	Activities involving creative thinking throughout
	Works creatively with others	See last two points above
	Implements innovations	Activities included on planting trees, improving environment, re-cycling, generating sustainable energy etc.
<b>Critical thinking and problem-solving</b>	Processes data	Nearly every sub-strand includes use of statistics, diagrams etc. and processing these
	Reasons effectively	Activities involving reasoning, thinking, making judgments in every Strand and most sub-strands
	Thinks systematically	See above
	Makes judgments and decisions	See above
	Embraces innovation	Sections on using renewable energy, organic farming and other innovations
	Solves problems systematically and cooperatively	See above: group work and problem solving
<b>Learning to learn</b>	Uses study skills	Used throughout
	Knows oneself	
	Adapts learning strategies	Acquired through field work
	Self-regulates	Acquired through field work
	Takes responsibility for developing own skills	Practice at map work and other skills
<b>Workplace behaviours</b>	Produces quality work within agreed timescales	Many assessment activities involve this
	Works independently, without the need for close supervision	See above
	Can be relied upon to conform with workplace norms	Group work activities lead to development of skills necessary in the workplace
	Adapts to change	See above on innovations
	Is flexible	
	Manages goals and time	Activities, group work discussion, field work involve this
	Manages discrete pieces of work and tasks	As above

GS Basket	Skill	How LA contributes to the acquisition and application of GS
Numeracy	Uses functional Mathematics	Use of Maths related to Social Studies e.g. statistics, population concepts. trade statistics, climate statistics, latitude and longitude etc.
	Has personal finance skills	
	Has mathematical skills relevant to the workplace	
Information and Technology	Applies information and communication technology effectively	Use of statistics, graphs, diagrams etc. in many sub-strands
	Uses digital media	Use of smart phone with GPS facilities to locate places. Downloaded resources from internet or DVDs to illustrate many aspects of the syllabus including earth movements, environmental impact studies, population growth, urban growth. Statistical resources from internet for trade, population, tourism etc.
	Enhances appropriate, locally available technologies	Use of small scale landscape features to illustrate contours; models of local materials to understand the relationship between earth and sun etc.

## 7. Contribution of Social Studies to the curriculum's Key Learning Outcomes

The lower secondary curriculum should contribute to learners becoming **self-assured individuals**. Learners should take pride in being **responsible and patriotic citizens**, who have a **passion for life-long learning**, and who have the abilities and willingness to make a **positive contribution to their own development, and to community and national development**. This table illustrates how the Social Studies programme of study contributes to the achievement of the Key Learning Outcomes.

KLO Category	Key Learning Outcome	How Social Studies contributes to the acquisition of the KLO
Learner is a self-assured individual	Demonstrates self-motivation, self-management and self-esteem	Many field work exercises should help with these as they involve groups or individuals working on their own and planning their own work
	Knows own preferences, strengths and limitations	All sub-strands involve discussion of values and opinion forming which develop self knowledge
	Uses appropriate language and adjusts behaviour according to social situations	Elements of Society and Leadership strand involve discussion of appropriate behaviour towards others e.g. leadership sub-strands
	Is able to relate to a range of personality types	Interaction with different personalities during group work
Learner is a responsible and patriotic citizen	Cherishes the values promoted in the curriculum	Values are stressed in every sub-strand
	Promotes the development of indigenous cultures and languages and appreciates diversity, equity and inclusiveness	A number of sub-strands look at indigenous cultures and stress the importance of respecting all people, regardless of ethnicity, gender etc.

KLO Category	Key Learning Outcome	How Social Studies contributes to the acquisition of the KLO
	Applies environmental and health awareness when making decisions for themselves and their community	One Strand is on People and their Environment and another on Resources and Sustainable Development ;both deal with environmental decisions, especially in relation to local communities. There are field work activities on tree planting, re-cycling and other activities.
	Are positive in their own identity as individuals and global citizens	S4 has a sub-strand on Globalisation and its implications for individuals and the country as a whole
Learner has a passion for life-long learning	Can plan, reflect and direct their own learning	Some sub-strands encourage research into the local area, especially through field work
	Actively seeks lifelong learning opportunities for personal and professional development	Not directly applicable to this Learning Area
Learner makes a positive contribution to national development	Has acquired and can apply the Generic Skills	Generic skills of all kinds embedded in almost every sub-strand
	Knows own abilities and makes future plans accordingly	Not directly applicable to this Learning Area
	Demonstrates knowledge and an understanding of the emerging needs of society and the economy	Many sub-strands help with this especially in Strand Resources and Sustainable Development

KLO Category	Key Learning Outcome	How Social Studies contributes to the acquisition of the KLO
	Understands how to design, make and critically evaluate products and processes to address needs	In Senior 1, learners design and make instruments to record local weather. In Senior 4 they take part in any activity involving recycling materials e.g. collecting and using waste polythene and plastic materials in the community; using plastic bottles in construction; using plastic bags and containers for backyard farming. Or, they might take part in a project using renewable energy e.g. using solar power, bio-gas or charcoal for cooking in school or at home.
	Appreciates the physical, biological and technological world and makes informed decisions about sustainable development and its impact on people and the environment	Many aspects included in strands resources and Sustainable Development and People and their Environment
	Is motivated to contribute to the wellbeing of themselves, their community and the nation	Encouraged to contribute to communal well-being in Strand Society and Leadership, and practical exercises included in conservation, re-cycling, energy generation and others.

## 8. Contribution of Social Studies to the Curriculum Core Values

### 8.1 Social Studies Values

The Social Studies programme of study helps learners to value, appreciate and form opinions about:

- their own families
- their own communities
- their own country and cultural heritage
- respect for cultural norms and values
- other cultures and the need to respect people of different cultures, ethnic backgrounds and religions
- the role of women in society
- leadership in their own families and communities
- respect for the authority of leaders and elders
- the concepts and advantages of democracy as a way of choosing leaders
- civic rights and social and political rights
- respect for the national constitution
- freedom of expression
- the origins and history of their own community and country
- how an understanding of the past can help us deal with current situations and help us to plan for the future
- the need to use the natural environment and natural resources in a sustainable way which preserves resources for future generations
- the problems which might be caused by rapid population growth
- the need for an economic system which helps to distribute resources in a fair and equitable way
- the dangers of corruption leading to an unfair and inequitable distribution of resources
- the economic and political inter-dependence of the modern world
- the need for cooperation to preserve peace in this inter-dependent world
- the concept of Human Rights as a means of preserving peace and preventing injustice in the world
- the ways in which conflicts between groups of people can be solved by peaceful means and reconciliation

## 8.2 Social Studies and the Curriculum Core Values

This table presents how the Social Studies programme of study contributes to the acquisition of the core values promoted with the lower secondary curriculum.

Value	How Social Studies contributes to the acquisition of values
<b>Peace and harmony</b>	Many sub-strands examine the way people live in local communities, Uganda and the rest of East Africa, especially in the Strands Society and Leadership and Time and Continuity and discuss how we can live peacefully and harmoniously together. They look at conflicts and how they can be solved and the problems and advantages of living in a multi-ethnic society.
<b>Integrity and honesty</b>	Sub-strands in Society and Leadership specifically examine the problems of corruption
<b>Patriotism</b>	Patriotism is specifically examined in sub-strands in S1, in sub-strands on Systems of Government in S3 and in other sub-strands of Time and Continuity and Society and Leadership, including the historical background of the origins of Uganda.
<b>Positive attitude towards work</b>	This may be developed through self-motivated field work and group organised discussions and reporting back
<b>Respect for human rights</b>	A specific sub-strand on Human Rights in S3 plus mention in sub-strands on communities and leadership
<b>Tolerance of difference</b>	Specific mention of the need to tolerate difference in sub-strands on ethnic groups and migration, communities and leadership.



## 9. How learners will learn

This section gives guidelines for teachers on the learning and teaching approaches in Social Studies. First, it deals with the use of Fieldwork and Case Studies. Next, it provides details on how to ensure the inclusion, participation and achievement of all learners. It also provides guidance on any special adaptations that may be required for some learners. A table presents how Social Studies is linked to the other Learning Areas of the curriculum. Finally, it draws attention to any issues in Social Studies which might be controversial or sensitive to particular groups of learners. Such groups may be religious denominations, ethnic or cultural groups, people with disabilities. Sensitive issues could include sexuality; issues to do with religious beliefs; social tensions involving different groups; re-integrating soldiers or refugees into society after conflict.

### 9.1 Learning approaches

#### Fieldwork

Learning Outcomes which require fieldwork feature in this syllabus in many places. However, it is often difficult to find enough time for fieldwork. A double lesson allows only a brief trip outside the classroom. In some cases, learners may do fieldwork projects in their home areas at weekends or during school holidays. Learners can also do fieldwork assignments after normal school hours.

#### Case Studies

The Social Studies programme of study aims to give learners a good understanding of their own community, their country and also some understanding of the rest of East Africa. However, learners also need some understanding of other areas of Africa and of the rest of the World. Learners should appreciate that we are living in a 'global village'. Countries are inter-dependent. What happens in other parts of the world often affects Uganda and East Africa. Within the time constraints of the Social Studies programme of study, learners cannot study all aspects of the rest of the world.

The programme of study uses the 'case study' approach to sample areas of the world beyond East Africa. Most sub-strands have case studies of two, three or four areas of the world outside Uganda and East Africa. These are not detailed studies of these areas. The case studies deal with the aspects derived from the Learning Outcomes. For example, the study of river valleys includes the idea of the 'flood plain'. Hence, there is a Case Study of a flood plain outside East Africa - the Ganges valley in India.

There are no case studies for Uganda and East Africa. For each sub-strand, learners should make a detailed study of the school locality, or the region in which the school is located. This should be a more in-depth study than that of the case studies.

## 9.2 Inclusive Education

Social Studies is a Learning Area in which the main concepts are accessible to all at different levels. Each Learning Outcome has a number of Evidences of Achievement statements graded according to levels of difficulty. Less able learners will achieve the earlier, simpler concepts. The later, more difficult, concepts will challenge the more able learners. For instance the sub-strand on 'Globalisation':

- asks learners to list things they use which come from overseas, where they come from and how we get them;
- explores how we can communicate with areas overseas;
- asks how many of learners' friends and relatives have been overseas, where they have been to etc.

It then:

- introduces the concept of globalisation and the 'Global village'
- asks learners to decide on the advantages and disadvantages of globalisation for individuals, communities and the country as a whole.

Less able learners can answer the first parts and from these answers grasp the concept of globalisation at a simple level. Many more able learners will be challenged by the last parts. Section 10 on Assessment discusses this 'incline of difficulty' approach to assessing the achievement of Learning Outcomes. This approach means each sub-strand and Learning Outcome is broken down into a series of small steps involving a variety of activities leading learners towards a general concept.

The learning activities are varied and involve many different types of skill, including fieldwork and looking at photographs, maps, diagrams and graphs. There are also many group discussion activities by which learners can learn from each other and share ideas. The fieldwork, group discussions and other activities involve learners thinking about and reporting on their own lives outside school. The fieldwork involves going out of the school and relating to people in their own communities where possible.

These approaches should help to make the syllabus accessible to all levels of ability.

## 9.3 Links with other learning areas

The Social Studies Learning Area forms part of the curriculum at Lower Secondary School. Learners should be helped to recognise relationships between the concepts of the Social Studies Learning Area. They are also enabled to perceive relationships across all eight Learning Areas.

This table illustrates how Social Studies is linked to the other seven Learning Areas. The examples give some of the important cross-curricular links. It does not attempt to show all the links.

Learning Area	Social Studies links with other learning areas
Creative Arts	Skills link with map work, including contours and cross sections. Interpretation of photographs involves similar visual skills
Languages	Reference to migrations and origins of local languages. Use of discussion and role-play.
Life Education	Many sub-strands of Society and Leadership link with personal development
Maths	Statistics, population concepts, trade statistics, climate statistics, latitude and longitude etc.
Religious Education	Specific mention of the influence of culture and beliefs on leadership, communities, family life etc.
Science	Weather and climate, physical geography, formation of landscape, erosion, transportation and deposition, climate change, types of agriculture, energy, minerals, industrial development etc.
Technology and Enterprise	Use of farming, water supplies, minerals, transport systems, industrial development and tourism and case studies and field work linked to these develops knowledge and ideas of technology and enterprise

#### 9.4 Controversial or sensitive issues

Controversial or sensitive issues are those that have a political, social or personal impact. They may arouse feelings and/or deal with questions of value or belief. Dealing with controversial issues can be complicated. People often have strong and heavily defined views. These views may have been arisen from:

- previous experiences
- values, beliefs, attitudes
- family and friends
- interests
- societal views and expectations.

Sensitive or controversial issues include: ethnicity, traditions, and culture; gender; sex and sexuality; physical differences; substance use and abuse; population and birth control; politics; religion.

An example of such an issue is Evolution and Creationism. Although the majority of people probably accept the ideas of Evolution, there are groups who strongly disagree with it. Many people support the ideas of Creationism. Others strongly disagree with those. The concepts of the theory of evolution are included in the Science programme of study. The ideas of

Creationism are dealt with in Religious Education. Learners interact with both sets of views. Eventually, they will make up their own minds.

### *Developing learners' skills*

Dealing with controversial issues helps young people to develop a number of Generic Skills, including:

- inquiry
- critical thinking
- analytical skills

### *The Teacher's role*

The teacher plays a key role when discussing controversial issues.

- Identify individuals or groups that might be affected by specific sensitive or controversial issues.
- Check the syllabus or textbook for issues that may cause problems to individuals or groups of learners.
- Consult fellow members of staff or the Head teacher and ask their opinions.
- Arrange with the Head teacher to consult the parents or even community representatives such as chiefs or religious leaders.

### *Teaching and learning strategies*

Effective teaching and learning strategies for developing controversial issues include:

- debate
- class discussion
- drama
- role-play and simulation
- use of photos

More strategies can be found in Oxfam's 'Teaching Controversial Issues' (2006, available online).

### *Particular issues within Social Studies*

These might include: ethnicity and ethnic groups; aspects of gender, culture and beliefs in leadership and communities; aspects of government including corruption, unequal distribution of wealth; population and population control; climate change; globalisation and aid; use and abuse of resources.

# 10. Assessment

This section presents an overview of the assessment approaches that measure learners' achievement of the Social Studies learning outcomes. It states the methods of formative assessment within Social Studies. It sets out the expected levels of achievement for average ability learners in Senior 1, 2 and 3. The suggested assessment approaches help to differentiate between learners in a mixed ability context. Finally, it includes details of the national assessment used for certification at the end of the lower secondary level in Social Studies, the Uganda Certificate of Lower Secondary Education (UCLSE).

## Assessment Framework

There are two different types of assessment of learners – formative and summative. Formative assessment is assessment **for** learning. Summative assessment is assessment **of** learning.

Formative assessment is embedded in everyday classroom activity. It takes place all the time and helps guide teachers and learners about progress being made in achieving the Outcomes. It is often of an informal kind. It enhances individual learning, and involves both learner and teacher. It shows strengths and weaknesses in the learning and teaching process and suggests what needs to be done to improve the weaknesses. The results are often shared between learners and teachers.

Summative assessment takes place at regular intervals, such as the end of a term. It assesses whether learners have achieved the Outcomes, and to what extent they have achieved them. It is usually of a formal kind. The results of summative assessment are often used to report on the progress of learners. They are also used to grade learners and to categorise them according to their grades.

Formative and summative assessment may use similar methods. These methods can achieve both formative and summative purposes. However, learners should always know whether an assessment task is to be used for summative purposes. Formative assessment for learning must be based on the trust that interactions between learner and teacher are not being retained for reporting (that is, for summative purposes).

### 10.1 Formative assessment

Formative assessment is an essential component in Social Studies. Formative Assessment helps learners to know whether they are making progress. It addresses all Learning Outcomes of the Programme of Study, including knowledge, understanding, skills and attitudes /values. Since the programme of study places considerable emphasis on the

acquisition of skills and values/attitudes, formative assessment is very important. It is also important because Social Studies includes important elements of field work, and working through participation in group discussion, role play and debates. These cannot easily be assessed in summative assessment.

The text books will include a large number of activities based on all of the above elements and these will automatically lead to formative assessment. Formative assessment, therefore, must be conducted through a variety of means, not just by written or oral questioning. Learners should regularly be assessed on their abilities to use skills, including map work, photograph interpretation, the use of graphs, statistics and diagrams etc. The acquisition of values and attitudes are often best assessed by participation in group discussion, role play and debates during which learners express their own opinions and values. Assessment must, however, be based on the quality and rationality of arguments produced, not on the actual opinions expressed. For some aspects of the Learning Outcomes, it may also be possible to produce a report on the actual conduct of learners to find out if they actually carry out the values and attitudes we want them to acquire e.g. whether they keep the school environment clean; whether they respect all students and staff whatever their gender, ethnic background or religion; whether they show leadership qualities of the kind studied etc. Such a report would be in the form of an end-of-term report related to the values in the Social Studies programme of study. This might form part of the school report, rather than an attempt to report on conduct related to each individual Learning Outcome.

Such skills, oral activities or even aspects of behaviour can be assessed through drawing up lists of criteria by which each learner can be judged. Examples of such criteria might be: “draws a simple map of an area using contour lines”; “draws a graph of rainfall and temperature”; “makes many sensible contributions to a discussion”; “shows empathy and understanding of a character when playing in a role play.”; “contributes to cleaning of school compound”, “mixes well with all people in the class” etc. Assessment can be based on ticking boxes in a table to show levels of achievement rather than grading by ‘marks’.

This approach corresponds with the aims of the curriculum reform, which is based on the achievement of Learning Outcomes rather than on the accumulation of knowledge. This means judging a learner by what they can do and how they can use the knowledge and understanding they have learnt rather than just testing the extent of their knowledge.

The following table groups assessment into four types: assessment of practical skills; assessment of written work; assessment of oral skills; assessment of group work and assessment of values. It gives some suggestions of criteria which may be used for assessment. These should be varied to suit particular assessments. The aim should be to do some form of assessment for each Learning Outcome. Exercises in the textbook provide assessment items. The Main Section of the syllabus (section 4) gives exemplar items. The teacher may devise other items. In Social Studies, we are studying the society we live in. Hence, Field Work has a particularly important role.. Field Work may involve all types of assessment, e.g. practical skills used in finding out information; written skills in writing it up; oral skills in collecting information through interviews; and group work as field work is usually best done in groups.

This table gives examples. Each type of assessment suggested here should be related to the specific Learning Outcomes of the Social Studies programme of study.

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
<p><b>Assessment of practical skills</b></p>	<ul style="list-style-type: none"> <li>• Conduct/participate in a field trip/ research/ investigation/ excursion and collect information</li> <li>• Use and draw maps</li> <li>• Make equipment for weather recording</li> <li>• Use weather recording equipment</li> <li>• Analyse a photograph</li> <li>• Construct and interpret graph and diagrams</li> </ul>	<p>May include the ability to do the following:</p> <ul style="list-style-type: none"> <li>a. Write the aims and objectives;</li> <li>b. use appropriate methods to find information;</li> <li>c. collect, record and interpret data;</li> <li>d. draw conclusions</li> <li>e. use symbols, scales, direction, coordinates</li> <li>f. follow a route</li> <li>g. describe an area</li> <li>h. make equipment suitable for a purpose</li> <li>i. use equipment to make recordings</li> <li>j. read weather recording instruments</li> <li>k. record the readings using graphs</li> <li>l. interpret readings</li> <li>m. list features of a photograph compared to map</li> <li>n. understand perspective</li> <li>o. describe area shown on photograph</li> <li>p. construct graph from given statistics</li> <li>q. interpret graphs</li> <li>r. draw diagram to illustrate a concept</li> <li>s. interpret diagrams</li> </ul>
<p><b>Assessment of written work</b></p>	<ul style="list-style-type: none"> <li>• Do a written activity</li> </ul>	<p>May include the ability to do the following:</p> <ul style="list-style-type: none"> <li>• interpret a question</li> </ul>

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
	<ul style="list-style-type: none"> <li>• Write answers to questions</li> <li>• Write a report</li> <li>• Write an essay</li> <li>• Sit for a written test or an examination</li> </ul>	<ul style="list-style-type: none"> <li>• correctly</li> <li>• follow written instructions</li> <li>• plan written work</li> <li>• write a logical argument</li> <li>• select appropriate examples</li> <li>• draw conclusions</li> </ul>
<b>Assessment of oral work</b>	<ul style="list-style-type: none"> <li>• Answering Questions</li> <li>• Making a speech</li> <li>• Taking part in a seminar or tutorial</li> <li>• Making a verbal report</li> <li>• Interview</li> </ul>	<p>May include the ability to do the following:</p> <ul style="list-style-type: none"> <li>• understand a question correctly</li> <li>• answer a question correctly</li> <li>• speak clearly and fluently</li> <li>• use relevant information</li> <li>• answer or speak logically</li> </ul>
<b>Assessment of group work</b>	<ul style="list-style-type: none"> <li>• Participate in a group discussion</li> <li>• Participate in a role play and drama</li> </ul>	<p>May include the ability to do the following:</p> <ul style="list-style-type: none"> <li>• contribute positively in a group discussion</li> <li>• use logical arguments in a discussion</li> <li>• perform clearly a role in a drama or role play</li> <li>• show understanding of and empathy for other's points of view</li> </ul>
<b>Assessment of values and attitudes</b>	<ul style="list-style-type: none"> <li>• Show actions which reflect values taught or discussed in social studies</li> </ul>	<p>May include evidence of doing the following:</p> <ul style="list-style-type: none"> <li>• contributing towards keeping a clean environment round the school</li> <li>• treating people of other ethnic groups equally</li> <li>• treating members of the opposite sex equally</li> <li>• showing respect for school leaders</li> <li>• showing leadership qualities</li> </ul>



## 10.2 Expected Levels of Achievement (summative assessment in the school)

A set of three expected achievement levels for Social Studies describes what the average learner is expected to attain by the end of each year of study, from S1 to S3. The expected achievements for these levels state the knowledge, understanding, values and attitudes that define the required learning in the four Social Studies strands, and in the Social Studies process skills. They support teachers as they use assessment methods to identify the progress of learners through the Social Studies programme of study.

These Achievement Levels are applied only in S1, S2 and S3. The end-of-Senior 4 UCLSE Social Studies examination, managed by UNEB, fulfils the assessment role at the end of the Lower Secondary cycle. The UCLSE Social Studies examination is presented at Sub-Section 11.4.

The Levels of Achievement can be assessed using valid measures of the Social Studies Learning Outcomes. Teachers assess the levels internally during the year. They may include field work, practical tests, teacher observations, class activities including participation in group discussion and role play, project performance, learner portfolios, written tests and other methods suggested in the main section of the syllabus (Section 4). The Level statements provide a set of criteria that Social Studies teachers can use when preparing assessment tasks during the school year.

The textbook exercises provide many assessment tasks. The exemplar assessment activities in the syllabus can be used for this. Teachers can devise others.

These levels also act as a measure of standards, which the system can use to determine how schools are performing.

The performance of learners against the expected Social Studies Achievement levels should be described on a continuum, such as this one:

***“not achieved”, “achieved”, “achieved with merit”, “achieved with excellence”.***

Teachers should allocate one of these performance levels to learners, on the basis of performance on the assessment tasks. This should be done on the basis of a variety of activity types, not just by written tests.

The total summative assessment should be limited to that required by the end-of-year report. This will ensure that the Social Studies Learning Time is used for following the programme of study, and not swallowed up by over-testing. Over-testing drives a trend towards rote learning of information for regurgitation in tests.

The diagram below shows how the three Social Studies Levels of Achievement relate to the S1, S2 and S3 years. The central part of each bar represents the expected achievement of the average learner. Some learners will not match these expected levels. The diagram depicts the likely range of achievement at each level, in the multi-ability context. Hence, there is clear overlap of expected achievement across S1, S2 and S3.

<i>Senior 3</i>		<i>Lower S3</i>	<b>Average S3 achievement</b>	<i>higher S3</i>
<i>Senior 2</i>		<i>Lower S2</i>	<b>Average S2 achievement</b>	<i>higher S2</i>
<i>Senior 1</i>	<i>Lower S1</i>	<b>Average S1 achievement</b>	<i>higher S1</i>	

Fig 11.1: Range in Expected Achievement on the Social Studies Programme of Study

For example, while more able S2 learners will tend to achieve at the S3 level, some S2 learners will achieve only at the S1 level. Those with special learning needs, those who are gifted, and those with other challenges, will perform above or below the expected levels. Teachers should remember that these levels of achievement guide them on how their learners can improve, what their weaknesses and strengths are.. They are diagnostic tools. They are not meant to be judgments on learners, so teachers should be honest in their assessments.

The statements below describe the Social Studies achievement expected by learners performing at the average level for Year 1, Year 2, and Year 3. Within each Year, the statements are grouped according to the strands of the Social Studies Learning Area, with the Social Studies Process Skills, Values and Attitudes also represented. The statements are the criteria against which performance is judged. Learner achievement can be described using the points on the achievement continuum, shown above. Learner performances on all the level statements can be captured in this way.

### Senior 1

**Knowledge and understanding:** learners are expected to have knowledge and understanding of:

- Their own past history and how they can find out about this
- Where people in East Africa came from
- Who their leaders are and how they lead
- Their local weather, climate and vegetation and factors influencing them
- The use of land, water, mineral and energy resources
- Movement of people in two other areas
- Use of resources in selected tropical areas

**Skills:** learners are expected to be able to use the following skills:

- Drawing and using sketch maps
- Using symbols, direction, scale and grids on maps
- Finding places on atlas maps
- Recognising features on photographs
- Using time lines
- Finding out about local areas through field work
- Using simple weather instruments
- Recording the weather
- Drawing and describing climate graphs

**Attitudes/values:** learners are expected to have formed opinions about:

- The value of knowing about our past

- Good and bad leadership
- Their duties to family, community and country
- How their lives are affected by the weather and climate
- The need to use natural resources wisely

## Senior 2

**Knowledge and understanding:** learners are expected to have knowledge and understanding of:

- Life and leadership in Uganda communities
- The influence of Europeans and Asians on Uganda
- How the landscape affects our way of life
- Land ownership in Uganda
- Transport resources and manufacturing industries in Uganda
- Selected landscapes in other parts of the world
- Colonisation in Africa and selected parts of the world
- Use of resources in South Korea

**Skills:** learners are expected to be able to use the following skills:

- Draw maps of Uganda and East Africa'
- Use atlas maps
- Draw a time line
- Interpret historical photographs
- Use role plays to illustrate life in Uganda
- Study physical features through field work
- Recognise physical features on photographs
- Draw and use contours on maps
- Draw cross sections to show relief from maps
- Use field work to visit a factory
- Interpret photographs of other areas of the world

**Attitudes/values:** learners are expected to have formed opinions about:

- The advantages of living in a multi-ethnic community
- The need to respect other people regardless of differences
- The importance of local cultures and ways of life
- The effects of outside influence
- Methods of achieving conflict resolution
- Problems associated with land ownership
- The effects of colonisation
- The use of resources for manufacturing industries

### Senior 3

**Knowledge and understanding:** learners are expected to have knowledge and understanding of:

- How East Africa and the rest of Africa re-gained independence
- Systems of government in East Africa and selected other parts of the world
- Human Rights, Civil Society and Non-government organisation
- Trade and tourism in East Africa and selected other parts of the world
- Effects of erosion, transportation and deposition in East Africa and other selected areas
- Struggle for independence in USA and India

**Skills:** learners are expected to be able to use the following skills:

- Construct time line
- Draw tree diagram
- Take part in mock election
- Participate in media activities
- Take part in NGO or similar activities
- Study a local market and tourist resort through field work
- Guide visitors around an area
- Study erosion, transport and deposition through field work
- Recognise physical features from photographs and survey maps
- Draw maps of areas outside East Africa
- Role play an independence story
- Locate places on atlas maps
- Use statistics and flow charts of trade and tourism

**Attitudes/values:** learners are expected to have formed opinions about:

- The value of choosing their own leaders
- The best system of government for Uganda
- Need to respect Human Rights and rule of law
- Role of school clubs, civil society, NGOs, Labour Unions
- Need for an equitable distribution of resources
- Benefits and problems of tourism
- The use of violence and non-violence in political struggles
- The advantages and disadvantages of different forms of government
- The contribution of trade and tourism to development

## 10.3 Certificate of Lower Secondary Education

### 10.3.1 Assessment objectives

Social Studies is assessed by examination at the end of Senior 4. As indicated in the Scope and Sequence chart, and in the Main syllabus section (Sections 3 and 4 above), Social Studies aims to achieve four kinds of Outcomes: Knowledge, Understanding, Skills, and Values and Attitudes. The examination, therefore, must test each of these types of Learning Outcome. These four types of Learning Outcome are the basis for the Assessment Objectives of the examination papers.

Although the syllabus puts an emphasis on Skills, Values and Attitudes, these can only be learnt through an underlying basis of Knowledge and Understanding. The examination, therefore, will place approximately equal value on Knowledge and Understanding and on Skills, Values and Attitudes.

Understanding should have a greater emphasis than Knowledge. Factual knowledge such as the names and positions of places, people and dates and Social Studies terminology are a necessary background to Social Studies. However, the main emphasis should be on understanding the concepts of Social Studies. In the examination, therefore, more weighting should be given to understanding than to factual knowledge. We should test whether learners really understand the concepts of Social Studies, not just whether they can give a definition of them. Definitions can be learnt without understanding.

It is easier to assess Skills than to measure Values and Attitudes. Skills can be tested by asking questions which involve use of the Skills. Learners may respond to questions on values and attitudes. However, the responses may not be proof that learners really believe in the attitudes and values they are expressing. A learner can write a very good justification for not polluting the environment while throwing plastic around the school. The only way to assess values and attitudes in a written examination, therefore, is to ask questions involving opinions. In that way, we can judge whether learners have thought about the values and attitudes we want them to acquire. For this reason, therefore, more weighting is given to assessing Skills than Values and Attitudes.

As stated earlier, Field Work is an essential component of Social Studies. However this is difficult to assess adequately through a written examination only. So, a fourth objective (Field Work) has been added. This will be examined through school-based assessment.

### Weighting of Assessment Objectives

The table below, shows the overall Assessment Objectives of the examination.

**Table 1: Weighting of the Assessment Objectives**

Assessment Objectives		Weighting	Total
<b>AO1</b>	<b>Knowledge</b>		
	<i>Society and Leadership</i> .....	4%	<b>16%</b>
	<i>Time and Continuity</i> .....	4%	
	<i>People and Environment</i> .....	4%	
	<i>Resources and Sustainable Development</i>	4%	
<b>AO2</b>	<b>Understanding</b>		
	<i>Society and Leadership</i> .....	7-8%	<b>30%</b>
	<i>Time and Continuity</i> .....	7-8%	
	<i>People and Environment</i> .....	7-8%	
	<i>Resources and Sustainable Development</i>	7-8%	
<b>AO3</b>	<b>Process Skills:</b> <i>Map work</i>	7-8%	

	<i>Fieldwork</i> <i>Photographs and visual interpretation</i> <i>Data interpretation including time and chronology skills</i>	7-8% 7-8% 7-8%	<b>30%</b>
<b>AO4</b>	<b>Values and Attitudes:</b> <i>Appreciation of situations and issues.</i> <i>Formed opinions about situations/ problems</i>	7% 7%	<b>14%</b>
<b>AO5</b>	<b>Field work</b> <i>School-based assessment</i>	10%	<b>10%</b>
	<b>Total</b>	<b>100%</b>	<b>100%</b>

The Social Studies examination requires that learners demonstrate their level of achievement on the Assessment Objectives, in the context of the Learning Outcome categories.

**Knowledge and Understanding:** equal weight will be given to the four Strands of the programme of study. Within each strand, more weight will be given to Understanding .

**Process skills:** these include map work, photograph interpretation and interpretation of data, including time and chronology skills. These can all easily be assessed in written examinations. Process skills also include Field work skills which are not easily assessed through written examinations. These are dealt with separately below.

**Values and attitudes:** these are difficult to assess, as argued above, so they have been given less weighting.

**Fieldwork:** since fieldwork is difficult to assess adequately through written examination, this will be assessed through an element of school-based assessment.

### The Social Studies examination

The examination will be based on two papers assessing all the Learning Outcomes which can be tested through written examinations. There will also be school-based assessment of the Field Wok component.

#### 10.3.2 Types of question

As indicated in 10.1 above, the basic concepts of Social Studies are accessible to nearly all levels of ability, in some form. The Social Studies examination, therefore, will be common to all candidates. It will use neutral questions, differentiated by learning outcomes. There will be structured questions with an incline of difficulty. This ensures that all levels of ability are assessed.

**Neutral questions** mean setting questions which can be answered by everyone but at different levels of ability or complexity e.g. *“How is the life of the people in the area in which you live affected by the weather or climate?”* This can be answered simply by saying what

type of crops are grown. A more complex would describe the seasons and relate the farming to these. It might also describe how the traditional housing or forms of dress are related to the climate.

For an item like “Describe the system of government in Uganda.”, most learners will be able to say we have a President and a Parliament who are elected. Others may be able to describe the three arms of government, the functions of each and the need for separation of powers. So the assessment is based on how well candidates answer the same question.

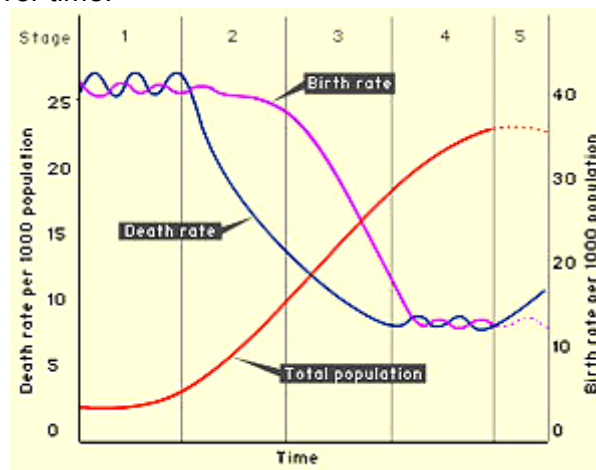
**Essay style questions** in Section 3 of Paper 2 could be of a similar style, e.g. *Describe the leadership of any community you know. What problems does the style of leadership cause? Suggest changes which would improve the leadership of the community.* Most learners could name the leaders of a community and what they do. The second question is more difficult. The final question might challenge even the more able learners.

Skills are best tested through structured questions based on appropriate stimulus material such as maps, photographs, diagrams, statistics or cartoons. Such questions are also good for assessing Understanding. Essay-type questions, asking partly for opinions, are the best way to assess Values and Attitudes.

### 10.3.3 Structured questions with an incline of difficulty

These ask a series of questions of increasing difficulty. Many such questions can assess skills as well as knowledge, understanding and values/attitudes.

The following example is based on the Social Studies programme of study for Senior 4, Sub-strand 4.3 Population. This Sub-strand requires learners to study the demographic transition model of population. The graphs below show the ‘demographic transition model’. The graphs show the stages through which the birth and death rates and total population of many countries go through over time.



Look at these graphs and answer the following questions:

1. What is the name given to this type of graph?
2. In what stage is the death rate going down fastest?
3. In what stage is the birth rate going down fastest?
4. In what two stages are the birth and death rates approximately equal?

5. What is happening to the total population during stages 2 to 4?
6. In stage 2 the birth rate is much higher than the death rate. What effect does this have on the rate of increase in population?
7. Why is the population not increasing during stage 1?
8. In which stage is Uganda's population at present? Give reasons.
9. Give three reasons why the population of a country may increase rapidly.
10. Give two reasons why the death rate may decrease.
11. Do you think that Uganda's population is increasing too fast? Give reasons for your answer.
12. Suggest three policies which Uganda could carry out to make sure the population does not increase so fast.

In the programme of study, learners study the Demographic transition model of population given here. So most learners should be able to answer the first question. Questions 2 to 5 are mainly concerned with reading the graph. So these are also relatively easy.

Questions 6 to 8 involve interpreting the graphs. So they are more difficult. Questions 9 and 10 involve knowledge and understanding that are not on the graph. However, they are about concepts related to the graph, so they are more complex. Questions 11 and 12 involve expressing and justifying opinions. Many learners will be able to express an opinion. However, justifying the opinions will challenge the bright learners.

This one question caters for all levels of ability. Most learners will probably be able to get a few marks. Only the brightest will answer all the questions well.

Most learners will probably be able to give some answer to the first 2 or 3 questions, whereas the last 3 would challenge the brighter ones. In each case one question is testing many different levels of ability.

**Multiple choice questions** can also cater for different levels of ability. There can be easy questions which can be answered by nearly everyone. Then there can be more challenging questions, which only the brighter candidates will be able to answer. One of the best ways to assess Knowledge and Understanding is through multiple choice questions.

### **Field work school-based assessment**

This will be based on Field work carried out in the school area, or in the learner's home area. Learners will be expected to produce a Field work report. This will be assessed by the teacher, based on UNEB guidelines.

### **Structure of the examination papers**

There will be two examination papers. Each examination paper, will be divided into two sections. Paper 1 will contain a section of multiple choice items emphasising Knowledge, and a section of structured questions emphasising Skills. Paper 2 will contain a section of structured questions emphasising Understanding and a section of Essay questions emphasising Values and Attitudes, through opinion forming. There is a structured question



section in each paper. Hence, the structured question section will have slightly less emphasis than the other sections of each paper.

### Paper 1

Section 1: Multiple choice questions emphasising assessment of Knowledge, but with some Understanding and Skills.

Section 2: Structured problem-solving questions based on stimulus material testing emphasising the testing of Skills but also some testing of Knowledge and Understanding.

### Paper 2

Section 1: Structured problem-solving questions based on stimulus material emphasising the testing of Understanding but also some testing of Knowledge and Skills.

Section 2: Essay questions, based on assessing values/ attitudes, by asking for opinions. However, opinions must be held on the basis of Knowledge, Understanding and Skills, so these are assessed as well.

### Field work assessment

School-based assessment

Within the whole examination there will also be different weightings for each Assessment Objective.

Assessment objective 1: Knowledge: 16%

Assessment objective 2: Understanding: 30%

Assessment objective 3: Skills: 30%

Assessment objective 4: Values and Attitudes: 14%

Assessment objective 5: Field work: 10%

**Table 2: Weighting of the examination papers and sections**

	Q type	AO1 Knowledge	AO2 Underst.	AO3 Skills	AO4 Value/att	AO5 Fieldw.	Total
<b>Paper 1</b>							
<b>Sect. A</b>	Multiple choice	12%	7%	6%	0	0	<b>25%</b>
<b>Sect. B</b>	Structured	2%	3%	15%	0	0	<b>20%</b>
<b>Paper 2</b>							
<b>Sect. A</b>	Structured	2%	15%	3%	0	0	<b>20%</b>
<b>Sect. B</b>	Essay	0	5%	6%	14%	0	<b>25%</b>
<b>Field work</b>	School-based	0	0	0	0	10%	<b>10%</b>
<b>Total</b>		<b>16%</b>	<b>30%</b>	<b>30%</b>	<b>14%</b>	<b>10%</b>	<b>100%</b>

#### 10.3.4 Grading of candidates' performances

Following the procedures of the examining body, each candidate's performance will be assigned a grade on a 7-point scale, from Grade 1 (the highest) to Grade 7 (the lowest), or ungraded (U)

In a criterion-referenced assessment system, the process of establishing the quality of candidate work meriting the award of specific grades on the scales, and the identification of grade boundaries within the scales, entails a range of judgemental procedures supported by statistical analysis of the live examination results. These procedures are the province of the examining body, UNEB. They are described in the draft paper, entitled 'Awarding grades in the UCLSE' (NCDC/UNEB 2013).

##### Grade descriptors

**grade descriptors** give a general indication of the performances likely to have been shown by learners who would merit the award of particular grades on the scale. The descriptors are derived from the Assessment Objectives in the Assessment Framework.

Some examples are given below.

**Grade 1: Knowledge:** They have a wide and excellent knowledge of the main facts of Social Studies including names and locations of places learnt about, dates and time lines and terminology related to Social Studies.

**Understanding:** They show an excellent understanding of concepts related to their own communities, environment, resources and history and that of Uganda and the rest of East Africa. They can relate these concepts to each other and show how one element affects another. . They have a good understanding of these concepts in relation to other areas of Africa and selected other areas of the world. They are able to use their knowledge and understanding to apply to a variety of different situations and to their everyday life and experience outside school.

**Skills:** They show an excellent ability in the skills of field work, map work, photograph interpretation and the use of statistics and diagrams, and can both practice and use the skills in other contexts.

**Values / attitudes:** They show that they have formed sensible opinions concerning the values and attitudes connected to their own community, country and environment. They fully understand the interdependence of people in the world and the need to make wise and sustainable use of resources.

**Grade 4: Knowledge:** They have some knowledge of the main facts of Social Studies including names and locations of places learnt about, dates and time lines and terminology related to Social Studies.

**Understanding:** They show a good understanding of concepts related to their own communities, environment, resources and history and that of Uganda and the rest of East Africa. They can relate some of these concepts to each other and show how one element affects another. They have some understanding of these concepts in relation to other areas of Africa and selected other areas of the world. They sometimes use their knowledge and

understanding to apply to a variety of different situations and to their everyday life and experience outside school.

**Skills:** They show some ability in the skills of fieldwork, map work, photograph interpretation and the use of statistics and diagrams. They can sometimes practice and use the skills in other contexts.

**Values / attitudes:** They show that they have formed some opinions concerning the values and attitudes connected to their own community, country and environment. They have some understanding of the interdependence of people in the world and the need to make wise and sustainable use of resources.

**Grade 7: Knowledge:** They have a limited knowledge of the main facts of Social Studies including names and locations of places learnt about, dates and time lines and terminology related to Social Studies.

**Understanding:** They show a basic understanding of some concepts related to their own communities, environment, resources and history and that of Uganda and the rest of East Africa. They have some ability to relate these concepts to each other and show how one element affects another. . They have a limited understanding of these concepts in relation to other areas of Africa and selected other areas of the world. They are only occasionally able to use their knowledge and understanding to apply to a variety of different situations and to their everyday life and experience outside school.

**Skills:** They have a limited ability in the skills of fieldwork, map work, photograph interpretation and the use of statistics and diagrams.

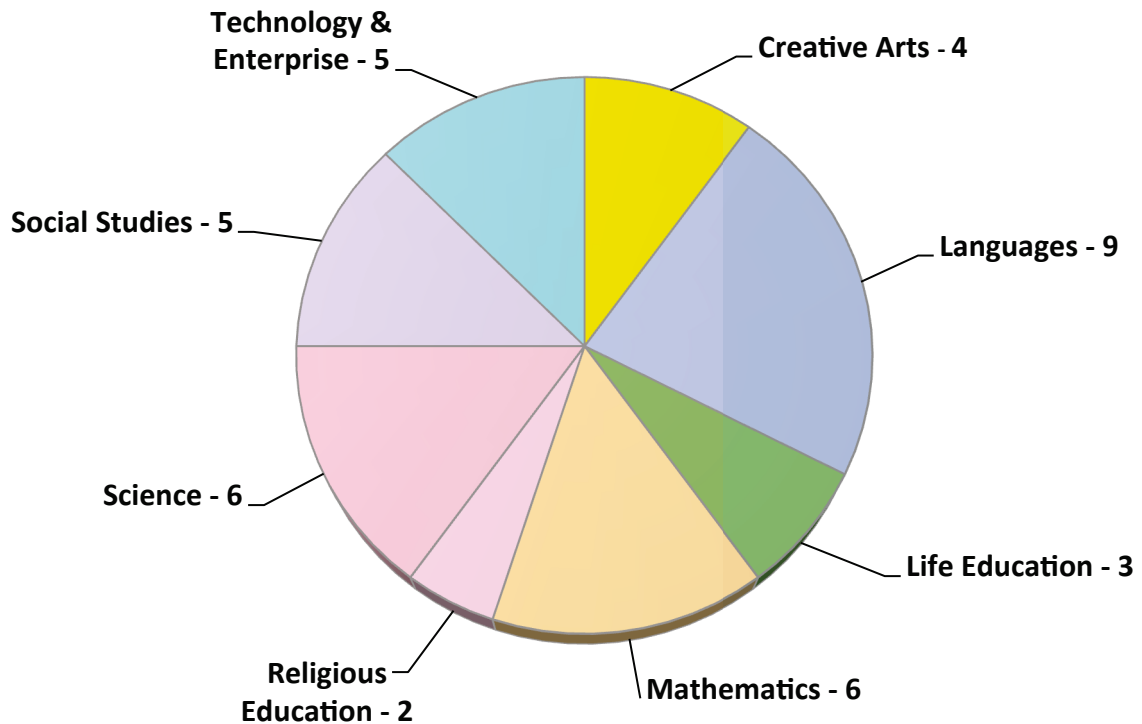
**Values / attitudes:** They have formed opinions on some issues concerning the values and attitudes connected to their own community, country and environment. They show a limited understanding of the interdependence of people in the world and the need to make wise and sustainable use of resources.

# 11. Learning time allocation

This table shows the proportion of learning time allocated to each Learning Area. The learning time is reflected in the Programme Planner in Section 5.

Learning Area	Periods per week	Length of lesson	Total minutes	Percentage Time
Creative Arts	4	40	160	10%
Languages	9	40	360	23%
Life Education	3	40	120	8%
Mathematics	6	40	240	15%
Religious Education	2	40	80	5%
Science	6	40	240	15%
<b>Social Studies</b>	<b>5</b>	<b>40</b>	<b>200</b>	<b>13%</b>
Technology & Enterprise	5	40	200	13%
<b>Totals</b>	<b>40</b>		<b>1600</b>	<b>100%</b>

## Periods allocated to Learning Areas each week



# 12. Teaching and Learning Resources

## 12.1 Textbooks & Teachers Guides

This section gives a list of the textbooks and Teacher's Guides that will support teaching and learning in Social Studies.

Textbooks
Uganda Lower Secondary Social Studies - Senior 1
Uganda Lower Secondary Social Studies - Senior 2
Uganda Lower Secondary Social Studies - Senior 3
Uganda Lower Secondary Social Studies - Senior 4

Teacher's guides
Uganda Lower Secondary Social Studies Senior 1 – Teacher's Guide
Uganda Lower Secondary Social Studies Senior 2 – Teacher's Guide
Uganda Lower Secondary Social Studies Senior 3 – Teacher's Guide
Uganda Lower Secondary Social Studies Senior 4 – Teacher's Guide

## 12.2 Other Resources

This table lists equipment and consumable materials needed for effective learning in Social Studies.

Tools and equipment required	Related sub-strand titles
Atlas	Many
Globe	1.5 Climate, weather and earth and sun and others
Blackboard surface globe	1.5 Climate, weather and earth and sun and others
Wall map: world	Many
Wall maps: each continent	Many

Tools and equipment required	Related sub-strand titles
Wall maps: Uganda: physical, political	Many
Wall maps: East Africa: physical, political	Many
Thermometer, rain gauge, wind vane	1.5 Climate, weather and earth and sun
Survey maps of local area	1.3 Where we live; 2.9 How the landscape was formed and others
Compass	1.3 Where we live
Metre ruler	1.3 Where we live
Measuring tape	1.3 Where we live
Sand tray	Contours
Layered wooden model	2.4 contours
Models of physical features	2.4 Landscape. 3.7 Erosion, transport, deposition
Models of ITCZ, fronts, cyclones	1.5 Weather and climate
Models of types of energy	Energy
Photographs	Photographs of features referred to in nearly every sub-strand
Traditional artefacts of local area or other areas of Uganda	1.1 Finding out about our past and 1.2 Where we came from





**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

