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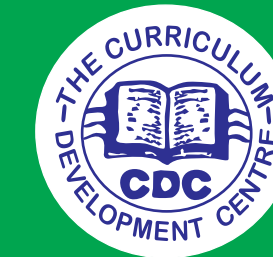
Republic of Zambia  
**Ministry of Education**

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**HISTORY SYLLABUS**  
**SECONDARY EDUCATION ORDINARY LEVEL**  
**FORM 1 – 4**



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE  
LUSAKA  
2024



Republic of Zambia

MINISTRY OF EDUCATION

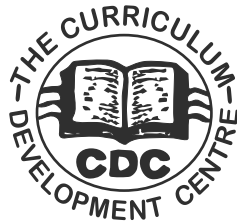
# HISTORY SYLLABUS

## SECONDARY EDUCATION ORDINARY LEVEL

### FORM 1-4

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Developed by The Curriculum Development Centre

2024

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## **VISION**

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs.

## PREFACE

**History Ordinary Level** Syllabus has been reviewed by the need to provide a national age-appropriate curriculum for learners from Form 1 to 4. The syllabi aim to provide quality education that is aligned with the **Competence Based** Curriculum and twenty first Century Skills. It also aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling learners to live and grow into productive and useful members of their communities and the Zambian society.

The syllabus has integrated necessary content/topics for Ordinary Level Secondary to provide necessary knowledge, skills, values, morals and positive attitudes for holistic development of learners. Further, the content areas provided at this level are the same as those that will be offered at Ordinary Level Secondary School Education. This is designed to promote and support the linkage between the Ordinary Level Secondary School and Advanced Level Secondary Education

The syllabus has integrated necessary content/topics for Ordinary Level Secondary to provide necessary knowledge, skills, values, morals and positive attitudes for holistic development of learners.

The content/topics provided in this syllabus are aimed at facilitating holistic development of learners. The suggested activities are designed to offer hands-on experiences through learner centered approaches. Thus, the learners will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a mindset, skills, values and positive attitudes that prepare them to live responsible lives and be protected from life threatening vices.

It is hoped that the syllabus will make learning at Ordinary Level Secondary School more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition from Ordinary Level Secondary School to the Advanced Level Secondary schools or tertiary Levels.



Joel Kamoko, (Mr.)  
Permanent Secretary – Educational Services

**MINISTRY OF EDUCATION**

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## **ACKNOWLEDGEMENT**

The **History Syllabus** presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organisations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister directorates and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialised Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, Chalimbana University, Kwame Nkrumah University, Colleges of Education, Schools and other institutions too numerous to mention, for their steadfast support.



Charles K. Ndakala, (Dr.)  
Director – Curriculum Development  
**MINISTRY OF EDUCATION**



## **INTRODUCTION**

History is a scientific study of man, his accomplishments and failures and the evolution of human society in terms of political, economic, social, cultural, artistic, religious and others. The subject offers a wide range of materials that involve numerous skills to grasp.

The Zambian Secondary School History syllabus (Form 1 to Form 4) has been tuned to act as a mirror that will reflect to a larger extent the evolution of the Zambian society from pre-colonial time to date. The Syllabus has unveiled a clear historical lay-out of events that will undoubtedly provide responses to some of the social, economic and political challenges the Zambian society is grappling with.

A careful selection of global themes has also been done to widen the scope of knowledge for the Zambian learner.

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

As a way of promoting tourism in our country, important aspects of our national heritage sites have received more highlights in this Syllabus. Apart from only concentrating on historical aspects, the commercial potential of these sites has also been brought to the fore.

The new curriculum is competent based and focuses on applied skills and knowledge that enable people to successfully perform in professional, educational and other life contents. The Syllabus is therefore, aimed at producing a scholar that will be globally accepted based on their vast interpretation of the past, present and the future.

## **SUGGESTED TEACHING METHODOLOGIES**

These shall include, but not limited to:

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

## **TIME ALLOCATION**

Secondary School History will be offered over a period of four (4) years, i.e., from Form 1 to Form 4. The standard period allocation for secondary school history has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. Each class taking History will have five (5) periods allocated per week, each period lasting forty (40) minutes.

## **ASSESSMENT**

School-based assessments (SBAs) shall be compulsory for all learners in Forms 1, 2, 3 and 4. This is to enhance teaching and learning in the classroom. The SBA will contribute 30 percent of the final mark in the final examinations. The assessments will be set at school level by subject teachers as part of teaching and learning. The SBA component marks will be presented to the Examinations Council of Zambia (ECZ) in addition to the final score of the Form 4 Composite Examinations.

## **RATIONALE**

Contrary to the widely accepted perception, History is much more than just teaching about early creatures, wars, empires and famous events. History provides us with the data that is used to create laws, or theories about various aspects of society. The study of history is a non-negotiable aspect of better citizenship. People that push for citizenship history want to promote a strong national identity and even national loyalty through the teaching of lessons of individual and collective success. There is need to realign the teaching of History in Secondary Schools with the aspirations of society.

Studying History at secondary level also lays a strong base for venturing into other branches of academia.

It is against this back-drop that the 2024 History Syllabus has been developed. To produce young people with a critical mindset – capable of debating, examining and interpreting national and global issues in the light of past events. Ultimately, we will have a citizenry that will be able to provide well-informed solutions to today’s world including the attainment of what is espoused in a number of international instruments to which Zambia is a signatory. When individuals understand the significance of their nation’s past, they are more likely to participate in its future. History equips individuals with the tools they need to contribute to the development of their nation in meaningful ways.

## **OUTLINE OF THE SYLLABUS**

This syllabus allows for learners to not only acquire knowledge but also apply the (knowledge) skills, values, and attitudes to solve situations they encounter in everyday life. Further, the syllabus emphasises what learners are expected to do rather than mainly focusing on what they are expected to know. At the beginning of each form level (1, 2, 3 and 4), there are competencies and descriptors to be developed by the learners.

For easy reference, the syllabus is arranged as follows:

the topic, sub-topic, specific competences, learning activities, and expected standard.

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# FORM 1

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## Key Competences to be developed

S/N	COMPETENCE	DESCRIPTORS
1	<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Comparing and contrasting sources of information.</li> <li>• Evaluate various human societies</li> <li>• Assess the credibility of certain sources of information</li> <li>• Assess the reliability of certain sources of historical information</li> <li>• Distinguish the periods BC/BCE and AD/CE</li> <li>• Apply correct chronology in enlisting historical events</li> <li>• Interpret data presentation in history time-line</li> <li>• Analyse patterns of historical durations</li> <li>• Sequence historical events and identifies factors contributing to continuity and change.</li> <li>• Use chronology in writing history.</li> <li>• Demonstrate understanding of the factors that caused the movements</li> </ul>
2	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Exhibit orderliness in one's behaviour and deeds</li> <li>• Demonstrate respect for cultural identities</li> <li>• Show respect for human dignity.</li> <li>• Engage fully in the preservation of cultural and historical sites</li> <li>• Recognise ways of conflict resolution in society</li> <li>• Demonstrate understanding of Zambia's cultural roots.</li> <li>• promote local tourism</li> </ul>
3	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Promote self-sustaining development through collective self-reliance and the inter-dependence of Member States.</li> </ul>
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicate relevance of past events</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>
6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Collect specific information and present findings of the same.</li> <li>• Analyse information from various sources.</li> <li>• Comprehend historical information</li> <li>• Draws historical conclusions based on an understanding of chronology, continuity and change</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
7	<b>Digital</b>	<ul style="list-style-type: none"> <li>• Upload and download information</li> <li>• Recount some historical events in chronological order and identify significant changes</li> <li>• Identifies some causes and effects of historical events</li> <li>• Communicate responsibly using social media.</li> <li>• Apply digital resources to learn about the past</li> </ul>
8	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Express sympathy and empathy</li> <li>• Communicate and relate effectively with others</li> <li>• Negotiate and resolve differences in a win-win situation</li> </ul>
9	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Generate ideas for simple products, services, or projects.</li> <li>• Apply historical knowledge of National Heritage sites for business opportunities.</li> </ul>
10	<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Practice conservation behaviors for our natural resources</li> <li>• Recognise the causes and effects of climate change.</li> <li>• Adapt to effects of climate change.</li> <li>• Care for the environment.</li> </ul>
11	<b>Financial Education</b>	<ul style="list-style-type: none"> <li>• Recognise business opportunities in National heritage sites</li> <li>• Demonstrate entrepreneur skills in tourist attracted areas.</li> </ul>
12	<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Weigh up evidence and make appropriate decisions best on experiences and relevant learning.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1 INTRODUCTION TO HISTORY	1.1.1 Reasons for Learning History	1.1.1.1 Communicate relevance of past events	<ul style="list-style-type: none"> <li>• Explaining the meaning of History (<i>Past events</i>)</li> <li>• Describing past events in the family (<i>funerals, weddings, outings ...</i>)</li> <li>• Describing the importance of past events (<i>past experience can provide present or future solutions, become better citizens, develop critical thinking ...</i>)</li> <li>• Showing the importance of history in different fields and topics (<i>Medicine: understanding the origins of diseases and treatment, understanding patterns and trends in diseases progression..., Music: identifying influential composers and musicians, appreciating cultural and social contexts, learning from past music masters and innovators, Law: making reference to similar past cases to make judgment in present cases...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of past events communicated correctly</li> </ul>
	1.1.2 Local History	1.1.2.1 Interpret local history	<ul style="list-style-type: none"> <li>• Discussing the history of your township/village</li> <li>• Analysing the developments that have taken place in your township/village in the recent past.</li> <li>• Examining the importance of local history</li> </ul>	<ul style="list-style-type: none"> <li>• Local history interpreted accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.1.3 Types or Branches of History	1.1.3.1 Classify types or branches of history	<ul style="list-style-type: none"> <li>Identifying types/branches of history study (<i>Chronological: Ancient history, Medieval history, Modern history..., Thematic: Political history, Social history, Economic history..., (Geographical: World History, African History..., and Music history, Sports history...)</i>).</li> <li>Classifying branches of history</li> </ul>	<ul style="list-style-type: none"> <li>Types or branches of history classified correctly</li> </ul>
	1.1.4 Sources of History	1.1.4.1 Assess credibility of sources of historical information	<ul style="list-style-type: none"> <li>Discussing methods of gathering information about the past (<i>Oral tradition, Written records, Anthropology, Archaeology, Linguistics, Genetics ...</i>)</li> <li>Analysing the reliability of methods of gathering information about the past.</li> <li>Utilising reliable methods to write history</li> </ul>	<ul style="list-style-type: none"> <li>Credibility of sources of historical information assessed appropriately</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.1.5 Learning about the past using digital resources	1.1.5.1 Apply digital resources in learning about the past	<ul style="list-style-type: none"> <li>Identifying digital resources (phone, computer...)</li> <li>Using digital resources to find out new information about the past</li> </ul>	<ul style="list-style-type: none"> <li>Digital resources applied in learning about the past correctly</li> </ul>
<b>1.2 MEASURING TIME IN HISTORY</b>	1.2.1 Periods of Time	1.2.1.1 Explore patterns of historical durations	<ul style="list-style-type: none"> <li>Mentioning historical durations (<i>year, decade, generation, century, millennium</i>)</li> <li>Calculating number of years in a given period.</li> <li>Converting a year into a century.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of historical durations explored accordingly.</li> </ul>
	1.2.2 Importance of Chronology in History	1.2.2.1 Arrange series of related events in chronological order	<ul style="list-style-type: none"> <li>Explaining the meaning of chronology.</li> <li>Arranging identified prominent events in our family, community, country and international chronologically</li> </ul>	<ul style="list-style-type: none"> <li>Series of related events arranged in chronological order correctly</li> </ul>
	1.2.3 Constructing a timeline	1.2.3.1 Apply chronology in writing time line	<ul style="list-style-type: none"> <li>Discussing types of time lines (<i>Progressive time lines, regressive time lines, pictorial time lines</i>)</li> <li>Constructing a personal timeline under specified guidelines.</li> <li>Constructing events timeline under specified guidelines.</li> <li>Describing the importance of a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology in writing timeline applied correctly.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.2.4 The use of Abbreviations to denote Historical Periods	1.2.4.1 Use abbreviations (BC/BCE and AD/CE) to denote historical periods	<ul style="list-style-type: none"> <li>• Explaining the meaning of abbreviations BC or BCE and AD or CE (<i>BC = Before Christ, BCE = Before Christ Era, AD = Anno Domino or the Year of our Lord, CE = Christ Era</i>)</li> <li>• Counting years in BC and AD (<i>BC = count backwards, AD = count forward</i>)</li> <li>• Demonstrating the use of BC/BCE and AD/CE to a given date.</li> <li>• Calculating the number of years between two given periods of time (<i>BC 76 or BCE 76 and BC 98 or BCE 98, 102AD or 102 CE and 276AD or 276 CE, BC 45 and 51AD...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of abbreviations (BC/BCE and AD/CE) to denote historical periods demonstrated correctly</li> </ul>
<b>1.3 THE ORIGINS OF MAN (HUMAN BEING)</b>	1.3.1 Views on the Origins of Man	1.3.1.1 Analyse religious and scientific views on the origins of man	<ul style="list-style-type: none"> <li>• Describing creation of man according to religion (Christianity and Islam)</li> <li>• Explaining the beginning of life on earth according to Scientists (<i>Charles Darwin's theory</i>)</li> <li>• Contrasting religious and scientific views on the origins of man</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and scientific views on the origins of man analysed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>1.4 STONE AGE</b>	1.4.1 The Way of Life in Stone Age	1.4.1.1 Draw lessons from Stone Age way of life	<ul style="list-style-type: none"> <li>Classifying Stone Age (<i>Paleolithic also known as old age or Early stone Age, Mesolithic also known as Middle Stone Age and Neolithic also known as New Stone Age or Late Stone Age</i>)</li> <li>Identifying creatures that existed in three Stone Ages (<i>Early: Homo-Habilis. Middle: Broken Hillman. Late: Bushmen/San</i>)</li> <li>Describing social, political, economic aspects of the Stone Age.</li> <li>Analysing the use of various Stone Age tools (<i>Hunting, cutting, digging ...</i>)</li> <li>Contrasting Stone Age way of life with modern way of life</li> </ul>	<ul style="list-style-type: none"> <li>Lessons from Stone Age way of life drawn appropriately</li> </ul>
	1.4.2 Stone Age Sites in Zambia	1.4.2.1 Assess importance of Stone Age sites in Zambia	<ul style="list-style-type: none"> <li>Locating Stone Age sites on the map of Zambia (<i>Mwela rocks, Nachikufu caves, Gwisho Hot Spring...</i>)</li> <li>Analysing the importance of Stone Age sites (<i>Tourism, Cultural Heritage...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Stone Age sites in Zambia assessed appropriately</li> </ul>
<b>1.5 THE BEGINNING AND SPREAD OF IRON-WORKING AND FARMING</b>	1.5.1 Development of Iron-Technology and Farming	1.5.1.1 Analyse impact of Iron technology in farming	<ul style="list-style-type: none"> <li>Locating on the map early areas of farming and Iron-working (<i>In the Middle East and Africa</i>)</li> <li>Identifying settlement areas of Iron Age farmers in Zambia (<i>Kalundu, Isamu Pati in Kalomo and In'gombe Ilede</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Impact of Iron technology in farming analysed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>Identifying settlement areas of Iron Age farmers in Zambia (<i>Kalundu, Isamu Pati in Kalomo and In'gombe Ilede</i>).</li> <li>Relating In'gombe Ilede in to the global trade environment.</li> <li>Analysing the importance of Iron technology (<i>agriculture, trade, and hunting, fishing...</i>)</li> </ul>	
<b>1.6 THE BANTU SPEAKING PEOPLE</b>	1.6.1 Early Bantu Settlement in Africa	1.6.1.1 Locate origins of Bantu Speaking People in Africa	<ul style="list-style-type: none"> <li>Discussing the term, Bantu.</li> <li>Identifying the Bantu speaking people.</li> <li>Outlining reasons for early Bantu migrations from West Africa.</li> <li>Analysing the course of early Bantu migrations from West Africa.</li> <li>Locating on the map of Africa early Bantu settlement in West Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Origins of Bantu Speaking People in Africa located correctly.</li> </ul>
	1.6.2 Bantu Migrations into Zambia	1.6.2.1 Use knowledge of common origins of Zambian people to promote National unity	<ul style="list-style-type: none"> <li>Discussing causes for movement of various Bantu Speaking groups into Zambia (<i>From Katanga: political, economic, social...; From South Africa: effects of Mfecane</i>)</li> <li>Discussing the course of Bantu Migrations into Zambia (<i>East Africa, Katanga, South Africa</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of common origins of Zambian people, used to promote National unity accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Drawing a map of Zambia showing historical settlements for Bantu Speaking People.</li> <li>• Analysing the effects of Bantu migrations on national unity</li> <li>• Using shared heritage to foster National Unity in Zambia</li> </ul>	
	1.6.3 Decentralised Societies in Pre Colonial Zambia	1.6.3.1 Analyse features of decentralised societies	<ul style="list-style-type: none"> <li>• Identifying decentralised societies in Zambia (<i>Tonga, Ila Lenje, Soli, Sala, Senga, Nsenga, Kunda, Tumbuka, Lamba, Namwanga, Mambwe, Lungu, Lambya</i>)</li> <li>• Locating on the map of Zambia areas of settlement for decentralised societies.</li> <li>• Analysing key features of decentralised societies in general (<i>loose political system, mainly farmers, involved in local trade, no tribute system, and weak military organisation, organised in small villages...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Features of decentralised societies analysed accordingly</li> </ul>
	1.6.4 Centralised Societies in Pre-Colonial Zambia	1.6.4.1 Integrate features of Centralised Societies in modern Zambian society	<ul style="list-style-type: none"> <li>• Identifying centralised societies in pre – colonial Zambia (<i>Luvale, Kaonde, Chewa, Ngoni, Bemba, Lunda, Luyi ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Features of Centralised societies integrated in modern Zambian society accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Locating centralised societies on the map of Zambia.</li> <li>• Analysing key features of centralised societies in general (<i>mainly from Katanga, centralised political power, monopoly of trade, tribute system, organised traditional ceremonies, strong military structure...</i>)</li> <li>• Integrating features of Centralised societies in modern Zambia</li> </ul>	
<b>1.7 NATIONAL HERITAGE SITES IN ZAMBIA</b>	1.7.1 Heritage Sites in Zambia	1.7.1.1 Promote heritage sites	<ul style="list-style-type: none"> <li>• Identifying heritage sites in Zambia (Victoria Falls, Chirundu fossil forest, Mwela rock paintings, Kalambo falls, Zambezi source, the Barotse cultural landscape...)</li> <li>• Describing ways of promoting national heritage sites (encourage family members and friends to visit cultural and historical sites...)</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites promoted accordingly</li> </ul>
	1.7.2 Importance of Heritage Sites	1.7.2.1 Utilise business opportunities found in national heritage sites	<ul style="list-style-type: none"> <li>• Explaining the historical background of the Mosi-o-Tunya (<i>archaeological findings, original African settlement, and arrival of</i></li> </ul>	<ul style="list-style-type: none"> <li>• Business opportunities in national heritage sites utilised accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• <i>David Livingstone at Victoria Falls...</i>)</li> <li>• Exploring activities at Victoria Falls (<i>Scenic Helicopter rider, Crocodile cage diving, Bungee jumping, Gorge swing...</i>)</li> <li>• Identifying business opportunities at Victoria Falls (<i>hospitality, entertainment, crafts, Mukuni Big Five...</i>)</li> <li>• Analysing the role of the Mosi-o-Tunya in local and international revenue</li> </ul>	
	1.7.3 Conservation of Heritage Sites	1.7.3.1 Conserve historical sites	<ul style="list-style-type: none"> <li>• <i>Describing activities that are a danger to heritage sites (indiscriminate dumping of litter, cutting trees in protected areas, discharge of harmful chemicals in protected aquatic areas...)</i></li> <li>• Engaging in activities that promote conservation of cultural and historical sites (<i>sensitisation talks on the importance of preserving cultural and historical sites, reporting of vandalism to cultural and historical sites...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical sites conserved accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>1.8 TRADITIONAL CEREMONIES IN ZAMBIA</b>	1.8.1 Traditional Ceremonies in Zambia	1.8.1.1 Analyse importance of traditional ceremonies	<ul style="list-style-type: none"> <li>• Describing Zambia's traditional ceremonies (<i>Kulamba of the Chewa, Lwiindi Gonde of the Tonga, Shimunenga of the Ila, Ukusefya pa Ng'wena of the Bemba, Umutomboko of the Lunda, N'cwala of the Ngoni, Kuomboka of the Lozi, Likumbi Lya Mize of the Luvale...</i>)</li> <li>• Explaining the importance of traditional ceremonies in Zambia (<i>Foreign exchange earner, job creation, fosters National Unity, promotes tourism...</i>)</li> <li>• Showing how traditional ceremonies can promote unity in diversity (<i>respect for other people's culture, attending other people's traditional ceremonies, exchange of visits to traditional ceremonies by traditional leaders...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of traditional ceremonies analysed correctly</li> </ul>



**FORM 2**

**Key Competences to be developed**

S/N	COMPETENCE	DESCRIPTORS
1	<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Analysing leadership styles</li> <li>• Evaluate various human societies</li> <li>• Distinguish leadership qualities of political leadership</li> <li>• Construct an argument on the source of conflict</li> </ul>
2	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Take responsibility for one's action and obligation</li> <li>• Exhibit orderliness in one's behavior and deeds</li> <li>• Demonstrate respect for cultural identities</li> <li>• Show respect for human dignity.</li> <li>• Engage fully in the preservation of cultural and historical sites</li> <li>• Recognise ways of conflict resolution in society</li> <li>• Demonstrate understanding of Zambia's cultural roots.</li> <li>• promote local tourism</li> <li>• Demonstrate elementary knowledge and understanding of significant historical forces and factors that shaped the evolution of modern man.</li> </ul>
3	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Promote common political values, systems and other shared values that are transmitted through democratic, legitimate and effective institutions;</li> </ul>
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicate an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Interpret one's goals or plans</li> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Express one's idea in a logical manner</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>
6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• comprehend historical information</li> <li>• Interpret the activities of the colonial masters</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
		<ul style="list-style-type: none"> <li>• Interpret the activities of the colonial masters</li> <li>• Demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Zambia</li> <li>• Demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Zambia</li> <li>• Draws historical conclusions based on an understanding of chronology, continuity and change</li> </ul>
7	<b>Digital</b>	<ul style="list-style-type: none"> <li>• Upload and download information</li> <li>• Identifies some causes and effects of historical events</li> <li>• Recognise different perspectives within historical accounts</li> <li>• Communicate responsibly using social media.</li> <li>• Apply digital resources to learn about the past</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in digital forms, using simple historical terms and concepts.</li> </ul>
8	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Express self-awareness and self-management.</li> <li>• Manage personal emotions and build relationships with others.</li> <li>• Express sympathy and empathy</li> <li>• Communicate and relate effectively with others</li> </ul>
9	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Generate ideas for simple products, services, or projects.</li> <li>• Apply historical knowledge of National Heritage sites for business opportunities.</li> <li>• Practice effective presentation and communication of business idea</li> <li>• Understand basic concepts of sources of income, saving and budgeting.</li> </ul>
10	<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Practice conservation behaviors for our natural resources</li> <li>• Recognise the causes and effects of climate change.</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
11	<b>Financial Education</b>	<ul style="list-style-type: none"><li>• Recognise business opportunities in National heritage sites</li><li>• Demonstrate entrepreneur skills in tourist attracted areas.</li></ul>
12	<b>Problem Solving</b>	<ul style="list-style-type: none"><li>• Use pictorial dictionary to find and define unfamiliar words</li><li>• Weigh up evidence and make appropriate decisions best on experiences and relevant learning.</li></ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<p><b>2.1 SLAVERY AND SLAVE TRADE</b></p>	<p>2.1.1 Development of Slavery and Slave Trade</p>	<p>2.1.1.1 Show respect for human dignity</p>	<ul style="list-style-type: none"> <li>• Discussing slavery and slave trade</li> <li>• Identifying forms of slavery (<i>forced labour, domestic servitude, unlawful recruitment, debt bondage...</i>)</li> <li>• Assessing reasons for the development of slavery and slave trade</li> <li>• Locating on the map of Africa major slave trade routes</li> <li>• Describing the major stages of the triangular slave trade.</li> <li>• Analysing the impact of slavery and slave trade in Africa (<i>Development of Europe and underdevelopment of Africa, loss of life...</i>)</li> <li>• Discussing reasons for the abolishment of slavery and slave trade (<i>humanitarian campaigns, laws against slave trade enacted, Industrial Revolution</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for human dignity shown appropriately.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.1.2 Europe and the benefits from Slave trade	2.1.2.1 Analyse Europeans's benefits from slave trade	<ul style="list-style-type: none"> <li>• Discussing benefits European countries from slave trade (<i>Infrastructural development, development of Multi - Corporation...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• European benefits from Slave trade analysed correctly</li> </ul>
	2.1.3 Human Trafficking as a modern form of slave trade	2.1.3.1 Show respect for Human rights	<ul style="list-style-type: none"> <li>• Discussing human trafficking</li> <li>• Identifying forms of human trafficking (<i>escort services, illicit massage, health, and beauty, residential domestic work, restaurants and food service, recreation, remote interactive sexual acts...</i>)</li> <li>• Analysing effects of human trafficking</li> <li>• Demonstrating respect for human rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for Human rights shown accordingly</li> </ul>
	2.1.4 Slave Trade and Black Friday	2.1.4.1 Relate Black Friday to modern day commerce	<ul style="list-style-type: none"> <li>• Explaining the origin of Black Friday (<i>When slave traders sold slaves at a reduced price</i>)</li> <li>• Showing how Zambia has embraced black Friday (<i>reduced prices of goods in most outlets stores</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Black Friday related to modern day commerce accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<p><b>2.2 MISSIONARY ACTIVITIES FROM PRE COLONIAL TO POST COLONIAL ZAMBIA</b></p>	<p>2.2.1 Missionary Work in Zambia</p>	<p>2.2.1.1 Analyse impact of missionary activities in Zambia</p>	<ul style="list-style-type: none"> <li>• Identifying different missionary groups that operated in Zambia (<i>Church of Scotland, London Missionary Society...</i>)</li> <li>• Analysing aims/motives of missionary activities</li> <li>• Explaining activities of missionaries in Zambia</li> <li>• Locating on the map of Zambia successful missionary stations (<i>Mbereshi, Chilubula, Kayambi, Mwenzo, Kawimbe, Fwambo, Magwero, Sefula, Lealui...</i>)</li> <li>• Exploring the impact of missionary work in Zambia (<i>Education, Health, agents of colonialism...</i>)</li> <li>• Showing the activities of modern day missionaries in Zambia (Education, health, agriculture, radio stations, humanitarian aid, job creation, ...)</li> <li>• Explaining the impact of missionary work in modern Zambia</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of Missionary activities in Zambia analysed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>2.3 ESTABLISHMENT OF COLONIAL RULE IN ZAMBIA</b>	2.3.1 British Occupation of Northern Rhodesia	2.3.1.1 Analyse process of colonial occupation of Northern Rhodesia	<ul style="list-style-type: none"> <li>• Discussing colonisation</li> <li>• Analysing motives for colonisation.</li> <li>• Identifying the regions that formed Northern Rhodesia in 1911 (<i>North-Eastern and North-Western Rhodesia</i>)</li> <li>• Explaining the occupation of Northern Rhodesia by the British (<i>NER by force, NWR through Treaty signing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• The process of colonial occupation of Northern Rhodesia analysed correctly</li> </ul>
<b>2.4 COLONIAL ADMINISTRATION IN NORTHERN RHODESIA</b>	2.4.1 Types of governance in Northern Rhodesia	2.4.1.1 Critique colonial types of governance	<ul style="list-style-type: none"> <li>• Discussing types of governance introduced by colonial administration (<i>direct and indirect rule</i>)</li> <li>• Discussing features of colonial governance (<i>Hatch system, racial discrimination in education, health, employment...</i>)</li> <li>• Assessing the impact of colonial administration (<i>loss of land, loss of political power by chiefs, built infrastructure such as schools and hospitals...</i>)</li> <li>• Showing ways in which colonialism is related to neo-colonialism</li> </ul>	<ul style="list-style-type: none"> <li>• Colonial types of government in Northern Rhodesia critiqued fairly.</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.4.2 The Central African Federation (1953-1963)	2.4.2.1 Demonstrate understanding of Central African Federation	<ul style="list-style-type: none"> <li>• Discussing the formation of the Central African Federation (reasons for and against the formation of Central African)</li> <li>• Assessing African's collaboration in dismantling the Central African Federation</li> <li>• Showing ways in which former Central African Federation members are collaborating today</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Central African Federation demonstrated accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>2.5 RESISTANCE TO COLONIAL RULE IN NORTHERN RHODESIA</b>	2.5.1 Primary and Secondary Resistance to Colonial Rule	2.5.1.1 Interpret resistance methods to colonial rule	<ul style="list-style-type: none"> <li>• Discussing Primary/Early resistance (<i>Chiefs: Kazembe and mpezeni, African Independent churches...</i>)</li> <li>• Discussing Secondary/Later resistance (<i>Welfare societies, trade unions, political Parties</i>)</li> <li>• Identifying some of the places that were key in the liberation struggle of Zambia (<i>Chilenje House No. 394, Isa ya Mwamba in Choma, Mukuyu tree in Kabwe...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Various forms of resistance by indigenous people interpreted correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>2.6 ZAMBIA'S STRUGGLE FOR INDEPENDENCE</b>	2.6.1 Nationalists in Zambia's Independence Struggle	2.6.1.1 Appreciate the role of nationalists and Freedom fighters during Independence struggle	<ul style="list-style-type: none"> <li>• Summarising the role of Zambia's leading nationalists in the struggle for independence (<i>Godwin Mbikusita Lewanika, Harry Mwaanga Nkumbula Kenneth Kaunda, Simon Mwansa Kapwepwe, Julia Mulenga Nsofwa, Mainza Chona...</i>)</li> <li>• Identifying other individuals involved in the resistance struggle (<i>Zanco Mpundu Mutembo, Moses Chinyama Luneta, stone-throwers/mposa mabwe</i>)</li> <li>• Demonstrating respect to our nationalists and Freedom fighters (<i>tell their stories, remembering them posthumously...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Nationalists and freedom fighters during independence struggle appreciated accordingly</li> </ul>

**FORM 3**

## Key Competences to be developed

S/N	COMPETENCE	DESCRIPTORS
1	<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Analysing leadership styles</li> <li>• Judge the work of regional and international organisations</li> <li>• Distinguish leadership qualities of political leadership</li> <li>• construct an argument on the source of conflict</li> <li>• Demonstrate understanding of the factors that caused the movements</li> </ul>
2	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Take responsibility for one's action and obligation</li> <li>• Exhibit orderliness in one's behaviour and deeds</li> <li>• Demonstrate respect for cultural identities</li> <li>• Show respect for human dignity.</li> <li>• Engage fully in the preservation of cultural and historical sites</li> <li>• Demonstrate respect to our nationalists</li> <li>• Recognise ways of conflict resolution in society</li> <li>• Demonstrate understanding of Zambia's cultural roots.</li> <li>• Demonstrate elementary knowledge and understanding of significant historical forces and factors that shaped the evolution of modern man.</li> </ul>
3	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Promote sustainable and equitable economic growth and socio-economic development to ensure poverty alleviation, with the ultimate objective of eradicating poverty through regional integration;</li> <li>• Promote common political values, systems and other shared values that are transmitted through democratic, legitimate and effective institutions;</li> <li>• Promote self-sustaining development through collective self-reliance and the inter-dependence of Member States.</li> <li>• Achieve complementarity between national and regional strategies and programs.</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Take turns when conversing with others</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Explore a topic from different perspectives</li> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Express one's idea in a logical manner</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>
6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Reflect and justify the ways of life and opinions</li> <li>• Establish opinions about what is right and wrong</li> <li>• Solve problems with innovative solutions</li> <li>• Collect specific information and present findings of the same.</li> <li>• interpret the activities of the colonial masters</li> <li>• demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Zambia</li> <li>• Demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Zambia.</li> </ul>
7	<b>Digital</b>	<ul style="list-style-type: none"> <li>• Upload and download information</li> <li>• recount some historical events in chronological order and identify significant changes</li> <li>• locates information from sources to answer historical questions</li> <li>• identifies some causes and effects of historical events</li> <li>• recognise different perspectives within historical accounts</li> <li>• Evaluate sources, and reference information.</li> <li>• Communicate responsibly using social media.</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in digital forms, using simple historical terms and concepts.</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Take turns when conversing with others</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Explore a topic from different perspectives</li> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Express one’s idea in a logical manner</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>
6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Reflect and justify the ways of life and opinions</li> <li>• Establish opinions about what is right and wrong</li> <li>• Solve problems with innovative solutions</li> <li>• Collect specific information and present findings of the same.</li> <li>• interpret the activities of the colonial masters</li> <li>• demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Zambia</li> <li>• Demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Zambia.</li> </ul>
7	<b>Digital</b>	<ul style="list-style-type: none"> <li>• Upload and download information</li> <li>• recount some historical events in chronological order and identify significant changes</li> <li>• locates information from sources to answer historical questions</li> <li>• identifies some causes and effects of historical events</li> <li>• recognise different perspectives within historical accounts</li> <li>• Evaluate sources, and reference information.</li> <li>• Communicate responsibly using social media.</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in digital forms, using simple historical terms and concepts.</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
8	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Express self-awareness and self-management.</li> <li>• Manage personal emotions and build relationships with others.</li> <li>• Express sympathy and empathy</li> <li>• Communicate and relate effectively with others</li> <li>• Negotiate and resolve differences in a win-win situation</li> </ul>
9	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Generate ideas for simple products, services, or projects.</li> <li>• Apply historical knowledge of National Heritage sites for business opportunities.</li> <li>• Practice effective presentation and communication of business idea</li> <li>• Understand basic concepts of sources of income, saving and budgeting.</li> </ul>
10	<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Dispose garbage, trash, electric refuse appropriately.</li> <li>• Practice conservation behaviors for our natural resources</li> <li>• Recognise the causes and effects of climate change.</li> <li>• Adapt to effects of climate change.</li> <li>• Care for the environment.</li> </ul>
11	<b>Financial Education</b>	<ul style="list-style-type: none"> <li>• Recognise business opportunities in National heritage sites</li> <li>• Demonstrate entrepreneur skills in tourist attracted areas.</li> </ul>
12	<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Use pictorial dictionary to find and define unfamiliar words</li> <li>• Weigh up evidence and make appropriate decisions best on experiences and relevant learning.</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>3.1 COPPER MINING IN ZAMBIA</b>	The History of Copper mining in Zambia	3.1.1.1 Explore Copper mining in Zambia	<ul style="list-style-type: none"> <li>• Describing the background of copper mining in Zambia (<i>Mining in pre-colonial, colonial and post-colonial</i>)</li> <li>• Analysing the impact of copper mining in Zambia (<i>Economic, social, political...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Copper Mining in Zambia explored accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>3.2 LABOUR MIGRATION</b>	3.2.1 Labour Migration in Colonial and Post-Colonial Zambia.	3.2.1.1 Assess impact of labour migration in colonial and post-colonial Zambia	<ul style="list-style-type: none"> <li>• Examining the causes of labour migration in colonial and post-colonial Zambia (<i>hut tax, incentives ...</i>)</li> <li>• Identifying organisations that recruited labour migration in colonial Zambia (<i>Northern Rhodesia Native labour Bureau, WENELA...</i>).</li> <li>• Describing the impact of labour migration in colonial and post-colonial Zambia (<i>Positive: increased income, exposure to urban life..., negative: disintegration of families, mushrooming of shanty compounds, prostitution...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of labour migration in colonial and post-colonial Zambia assessed appropriately</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<p><b>3.3 LIBERATION STRUGGLE IN SOUTHERN AFRICA</b></p>	<p>3.3.1 Zambia's role in the liberation struggle of Southern Africa</p>	<p>3.3.1.1 Evaluate Zambia's role in liberation struggle of Southern Africa</p>	<ul style="list-style-type: none"> <li>• Identifying countries in Southern Africa which Zambia helped to Liberate <i>Zimbabwe, Angola, Namibia, South Africa, Mozambique</i>)</li> <li>• Analysing Zambia's role in the liberation struggle of Southern Africa (<i>Contribution at international forums such as OAU and UN, hosting of key Liberation leaders, diplomacy, Financial, moral, and military support</i>)</li> <li>• Discussing the impact Zambia's involvement in the liberation of Southern Africa (<i>Loss of human life, wasted resources, destroyed infrastructure, presence of land mines...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Zambia's role in the liberation struggle of Southern Africa evaluated accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>3.4 THE PAN- AFRICAN MOVEMENT</b>	3.4.1 The Pan - Africanism	3.4.1.1 Promote unity in Africa through Pan -Africanism	<ul style="list-style-type: none"> <li>• Describing the aims of the Pan -African movement</li> <li>• Examining the role played by African leaders (<i>Kenneth Kaunda, Kwame Nkrumah, Muammar Gadafi...</i>) in promoting unity</li> <li>• Assessing the efforts made by various African leaders to achieve the idea of Pan -Africanism</li> </ul>	<ul style="list-style-type: none"> <li>• Unity in Africa through Pan - Africanis m promoted correctly</li> </ul>
<b>3.5 POLITICAL AND SOCIO- ECONOMIC DEVELOPMENT S IN ZAMBIA (1964 TO DATE)</b>	3.5.1 United National Independence Party's (UNIP) Domestic policy-1964 –1991	3.5.1.1 Examine UNIP's domestic policies (Political and socio - economic)	<ul style="list-style-type: none"> <li>• Discussing the domestic policy of the UNIP government (<i>political, social and economic</i>)</li> <li>• Analysing the challenges faced by the UNIP government (<i>political, economic, social...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Policies of the UNIP government examined accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.5.2 UNIP and the Search for National Unity.	3.5.2.1 Promote culture of national unity	<ul style="list-style-type: none"> <li>• Discussing the meaning of One Zambia One Nation motto</li> <li>• Assessing the efforts of UNIP government in promoting national unity (<i>Boarding school system, civil servants were deployed to regions where they did not come from, use of football, balancing of the cabinet ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Culture of national unity promoted accordingly.</li> </ul>
	3.6.1 UNIP and the Lumpa Church	3.6.1.1 Utilise different strategies in responding to challenges	<ul style="list-style-type: none"> <li>• Examining activities of the Lumpa Church (<i>how these activities threatened UNIP rule</i>)</li> <li>• Assessing UNIP's response to the Lumpa church problem</li> <li>• Analysing the rebirth of the church after the change of government in 1991 (Jerusalem Church)</li> </ul>	<ul style="list-style-type: none"> <li>• Different strategies in responding to challenges utilised accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.6.2 UNIP and the Insurgency of Adamson Mus hala	3.6.2.1 Engage in ways of conflict resolution in society	<ul style="list-style-type: none"> <li>• Exploring ways of conflict resolution</li> <li>• Accounting for the rise of Adamson Mushala</li> <li>• Describing activities of Adamson Mushala</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of engaging in conflict resolution in society explored accordingly</li> </ul>
	3.6.3 UNIP's reign and attempted military coups.	3.6.3.1 Promote the culture of ascending to power democratically	<ul style="list-style-type: none"> <li>• Identifying attempted military coups under UNIP's reign (<i>Christon Tembo, Mwamba Luchembe</i>)</li> <li>• Assessing reasons for attempted coups during the UNIP regime</li> <li>• Evaluating the impact of the attempted coups on Zambia politics</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic methods of ascending to power promoted accordingly</li> </ul>
	3.6.4 UNIP's Foreign policy -1964 -1991.	3.6.4.1 Examine UNIP's foreign policies (Political and socio-economic)	<ul style="list-style-type: none"> <li>• Discussing the Foreign policy of UNIP government (<i>Non - Alignment, Pan - Africanism...</i>)</li> <li>• Evaluating the effects of UNIP's foreign policy on Zambia</li> </ul>	<ul style="list-style-type: none"> <li>• UNIP's foreign policy examined correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.6.5 Zambia under the Movement for Multi-Party Democracy (MMD): 1991 –2011.	3.6.5.1 Analyse policies of the MMD government	<ul style="list-style-type: none"> <li>• Identifying the Presidents of Zambia under the MMD (<i>Fredrick T.J Chiluba, Levy P. Mwanawasa, and Rupiah B. Banda</i>).</li> <li>• Discussing the domestic policy of the MMD government (<i>Political, economic, social...</i>)</li> <li>• Analysing the challenges that came with the MMD’s domestic policy (Privatization, loss of jobs, economic problems, 1997 attempted coup...)</li> <li>• Discussing the MMD’s foreign policy (promotion of international relations, <i>Non -Aligned...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Policies of the MMD government analysed correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.6.6 Zambia under the Patriotic Front (PF): 2011–2021	3.6.6.1 Examine PF government policies	<ul style="list-style-type: none"> <li>Identifying the Presidents of Zambia under the PF (<i>Michael C. Sata, Edgar C. Lungu</i>)</li> <li>Discussing the domestic policy of the PF government (<i>Political, socio-economic...</i>)</li> <li>Discussing the Foreign policy of the PF government.</li> <li>Analysing the challenges faced by the PF government arising from its domestic and foreign policies</li> </ul>	<ul style="list-style-type: none"> <li>Policies of the PF government examined correctly</li> </ul>
	3.6.7 Zambia under the United Party for National Development (UPND): since 2021	3.6.7.1 Analyse UPND's policies since 2021	<ul style="list-style-type: none"> <li>Identifying the president of Zambia under the UPND (<i>Hakainde Hichilema</i>)</li> <li>Discussing the domestic policy of the UPND government (<i>Political, economic, social...</i>)</li> <li>Analysing the Foreign policy of the UPND government</li> </ul>	<ul style="list-style-type: none"> <li>Policies of the UPND government analysed accordingly</li> </ul>



**FORM 4**

**Key Competences to be developed**

S/N	COMPETENCE	DESCRIPTORS
1	<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Analysing leadership styles</li> <li>• Set sources in their proper chronological order</li> <li>• Construct an argument on the source of conflict</li> <li>• Judge comparatively between the two dictators</li> <li>• Critique the provisions of the Versailles settlement</li> </ul>
2	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Engage fully in the preservation of cultural and historical sites</li> <li>• Recognise ways of conflict resolution in society</li> <li>• Demonstrate understanding of Zambia's cultural roots.</li> <li>• Relate Zambian society to the global environment</li> <li>• Promote local tourism</li> </ul>
3	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Promote sustainable and equitable economic growth and socio-economic development to ensure poverty alleviation, with the ultimate objective of eradicating poverty through regional integration.</li> <li>• Promote common political values, systems and other shared values that are transmitted through democratic, legitimate and effective institutions;</li> <li>• Promote self-sustaining development through collective self-reliance and the inter-dependence of Member States.</li> <li>• Achieve complementarity between national and regional strategies and programs.</li> <li>• Combat HIV/AIDS and other deadly and communicable diseases.</li> </ul>
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Take turns when conversing with others</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Interpret one's goals or plans</li> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Analyse ideas and adjust them accordingly</li> <li>• Reflect and justify the ways of life and opinions</li> <li>• Establish opinions about what is right and wrong</li> <li>• Solve problems with innovative solutions</li> <li>• Evaluate the credibility of sources of information</li> <li>• Collect specific information and present findings of the same.</li> <li>• Interpret the activities of the colonial masters</li> <li>• Demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Zambia</li> </ul>
7	<b>Digital</b>	<ul style="list-style-type: none"> <li>• Upload and download information</li> <li>• Recount some historical events in chronological order and identify significant changes</li> <li>• locates information from sources to answer historical questions</li> <li>• Evaluate sources, and reference information.</li> <li>• Communicate responsibly using social media.</li> <li>• Apply digital resources to learn about the past</li> <li>• Communicate an understanding of the past through basic accounts of events and issues in digital forms, using simple historical terms and concepts.</li> </ul>
8	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Express self-awareness and self-management.</li> <li>• Manage personal emotions and build relationships with others.</li> <li>• Express sympathy and empathy</li> <li>• Communicate and relate effectively with others</li> <li>• Negotiate and resolve differences in a win-win situation</li> </ul>
9	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Generate ideas for simple products, services, or projects.</li> <li>• Apply historical knowledge of National Heritage sites for business opportunities.</li> <li>• Practice effective presentation and communication of business idea</li> </ul>
10	<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Adapt to effects of climate change.</li> <li>• Care for the environment.</li> <li>• Recognise institutions that help to protect the environment.</li> </ul>

S/N	COMPETENCE	DESCRIPTORS
11	<b>Financial Education</b>	<ul style="list-style-type: none"><li>• Recognise business opportunities in National heritage sites</li><li>• Demonstrate entrepreneur skills in tourist attracted areas.</li></ul>
12	<b>Problem Solving</b>	<ul style="list-style-type: none"><li>• Use pictorial dictionary to find and define unfamiliar words</li><li>• Weigh up evidence and make appropriate decisions best on experiences and relevant learning.</li></ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.1 THE FIRST WORLD WAR (1914 –1919)</b>	4.1.1 Causes of the First World War	4.1.1.1 Analyse events leading to the First World War	<ul style="list-style-type: none"> <li>• Analysing events in Europe that led to tension building between 1900 – 1914: (<i>Anglo – Germany naval rivalry, and arms race, the Alliance system in Europe, Imperialism and conflicts related to imperialism in Africa, and Nationalism in the Balkans...</i>)</li> <li>• Evaluating short term causes of the First World War (<i>Murder at Sarajevo</i>)</li> <li>• Showing course of the First World War (<i>Schlieffen Plan</i>)</li> <li>• Analysing results of the First World War (<i>loss of human life, destruction of infrastructure...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Events leading to the First World War analysed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.2 ATTEMPTS AT WORLD PEACE: 1919 TO 1939</b>	4.2.1 The Paris Peace Conference (1919)	4.2.1.1 Promote peaceful methods of conflict resolution	<ul style="list-style-type: none"> <li>• Discussing the terms of the Versailles Treaty of Versailles</li> <li>• Critiquing the impact of the Versailles Treaty on defeated nations</li> <li>• Analysing the views of the 'Big Three' at resolving future conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Peaceful methods of conflict resolution promoted accordingly</li> </ul>
	4.2.2 The League of Nations.	4.2.2.1 Assess the work of the League of Nations	<ul style="list-style-type: none"> <li>• Identifying factors for the formation of the League.</li> <li>• Assessing the work of the League of Nations <i>(successes and events leading to its failure)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The work of the League of Nations assessed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.3 THE SECOND WORLD WAR (1939 TO 1945)</b>	4.3.1 Causes of the Second World War	4.3.1.1 Analyse events leading to the Second World War	<ul style="list-style-type: none"> <li>• Analysing events in Europe that led to the collapse of peace by 1939: (Hitler’s and Mussolini’s activities in Foreign Policy, British and French Policy of Appeasement, weaknesses of the League of Nations that led to the outbreak of the World War two.</li> <li>• Analysing the impact of the Second World War (<i>loss of human life, destruction of infrastructure, ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Events leading to Second World War analysed appropriately</li> </ul>
	4.3.2 Zambia and World Wars	4.3.2.1 Evaluate Zambia’s role in World Wars	<ul style="list-style-type: none"> <li>• Describing Zambia’s involvement in World Wars</li> <li>• Analysing the impact of the First and Second World Wars on Zambia (<i>copper boom, loss of</i></li> </ul>	<ul style="list-style-type: none"> <li>• Zambia’s role in World Wars evaluated accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>life, increased production, rise of nationalism, increased funding in agriculture and health ...)</i></p> <ul style="list-style-type: none"> <li>Identifying ways on how Zambia commemorates World Wars (<i>honoring war veterans, laying of wreaths at the cenotaph, visiting war monuments...</i>)</li> </ul>	
	4.3.3 Capitalist versus Communist World (Cold War)	4.3.3.1 Examine ideologies of Capitalism and Communism since 1945	<ul style="list-style-type: none"> <li>Discussing ideologies of Communism and Capitalism.</li> <li>Analysing ways in which both the Communists and the Capitalists made attempts to strengthen their ideologies (<i>Truman Doctrine, Marshall Aid, formation of NATO, Cominform, formation of Warsaw Pact, formation of the iron curtain...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ideologies of Capitalism and Communism examined correctly.</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIE	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Stating incidences of rivalry and influence between the Capitalist and Communist World (<i>Korean War, Cuban Missile Crisis, Berlin Blockade...</i>)</li> <li>• Analysing how the Cold War accelerated nuclear proliferation between the Capitalist and the Communist</li> <li>• Discussing ways in which Zambia was affected during the Cold War (<i>Non -aligned movement</i>)</li> </ul>	

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.4 FURTHER ATTEMPTS AT WORLD PEACE</b>	4.4.1 The United Nations (UN) since 1945	4.4.1.1 Assess the work of the UN since 1945	<ul style="list-style-type: none"> <li>• Discussing the establishment of the UN (<i>Winston Churchill and Franklin Delano Roosevelt's idea, Atlantic Charter, Moscow Conference, Dumbarton Oaks conference, Yalta conference...</i>)</li> <li>• Describing the aims of the UN</li> <li>• Outlining the organisational structure of the UN</li> <li>• Assessing the collaboration between the UN and Zambia.</li> </ul>	<ul style="list-style-type: none"> <li>• Work of the UN since 1945 assessed accordingly</li> </ul>
	4.4.2 The African Union (AU)	4.4.2.1 Demonstrate understanding the role of African unity	<ul style="list-style-type: none"> <li>• Describing the historical background of the AU (<i>prelude of the OAU</i>)</li> <li>• Evaluating aims of the AU</li> <li>• Analysing the role of the AU in promoting peace and unity</li> <li>• Assessing the achievements and failures of the AU</li> <li>• Examining Zambia's contributions to the AU</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the role of African unity demonstrated appropriately</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.5 ZAMBIA AND ITS INTERNATIONAL COOPERATING PARTNERS (1964 TO PRESENT TIME)</b>	4.5.1 Zambia and its international partners	4.5.1.1 Appreciate bilateral relations between Zambia and its international partners	<ul style="list-style-type: none"> <li>• Identifying Zambia’s cooperating partners since independence (<i>Britain, China, Russia, Cuba, Finland, Japan, Sweden, Denmark and USA</i>)</li> <li>• Discussing the role of cooperating partners in transforming Zambia’s socio -economic and political landscape (<i>health, education, agriculture, infrastructure...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Bilateral relations between Zambia and its international partners appreciated accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.6 CONTEMPORARY ISSUES</b>	4.6.1 Pandemics and Epidemics	4.6.1.1 Participate in awareness campaign on the prevention of pandemics and epidemics	<ul style="list-style-type: none"> <li>• Discussing pandemic and epidemic</li> <li>• Identifying pandemics (<i>HIV \ AIDS, COVID -19...</i>) and epidemics (<i>Cholera, Typhoid, dysentery...</i>)</li> <li>• Discussing causes of Pandemics and Epidemics.</li> <li>• Analysing the impact of pandemics and epidemics in our society.</li> <li>• Exploring ways of preventing pandemics and epidemics</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness campaigns on the prevention of pandemics and epidemics participated in accordingly</li> </ul>
	4.6.2 Communicable and non communicable diseases	4.6.2.1 Engage in awareness campaigns on the prevention of communicable and non -communicable diseases	<ul style="list-style-type: none"> <li>• Identifying communicable and non-communicable diseases</li> <li>• Causes of communicable and non-communicable diseases.</li> <li>• Analysing the impact of communicable and non-communicable diseases in our society</li> <li>• Engaging in ways of preventing communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Full engagement in the awareness campaigns on the prevention of communicable and non-communicable diseases achieved</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.6.3 National Values and Principles	4.6.3.1 Promote culture of respect	<ul style="list-style-type: none"> <li>• Discussing National Values and Principles.</li> <li>• Recognising elders in our society (<i>In families, church, national leaders, traditional, spiritual...</i>)</li> <li>• Demonstrating ways of showing respect to elders and leaders.</li> <li>• Promoting the culture of</li> </ul>	<ul style="list-style-type: none"> <li>• Culture of respect promoted accordingly</li> </ul>
	4.6.6 Street vending in Zambia	4.6.6.1 Assess impact of street vending.	<ul style="list-style-type: none"> <li>• Discussing street vending.</li> <li>• Examining causes of street vending</li> <li>• Analysing the impact of street vending (positive</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of street vending assessed accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.6.7 Emerging social vices in Zambia	4.6.7.1 Promote good morals	<ul style="list-style-type: none"> <li>• Role playing awareness on trending social vices (<i>juvenile delinquency such as junkies, child marriage...</i>)</li> <li>• Analysing causes and effects of trending social vices in society.</li> <li>• Suggesting possible solutions to trending social vices.</li> <li>• Discussing attitudes that are progressive (<i>studying, playing games, helping at home...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Good morals promoted accordingly</li> </ul>
	4.6.8 Terrorism	4.6.8.1 Recognise ways of promoting a culture of peace in society	<ul style="list-style-type: none"> <li>• Discussing forms of terrorism (Domestic/Homegrown Terrorism, International Terrorism)</li> <li>• Analysing the activities of the Mailon Brothers in Central Zambia as an example of Domestic terrorism</li> <li>• Discussing the activities of the Al-Qaeda network as an example of International Terrorism (Leadership of the Al-Qaeda, the Twin Tower attack of 2001...)</li> <li>• Assessing the impact of Terrorism in our society (instilling fear in people, damage to infrastructure, displacement of people, killing of people...)</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of promoting a culture of peace in society recognised appropriately</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>Identifying ways of promoting a culture of peace in our society</li> </ul>	
	4.6.9 The 1994 Rwandan Genocide	4.6.9.1 Assess the impact of Rwandan Genocide	<ul style="list-style-type: none"> <li>Discussing causes of the 1994 Rwandan Genocide</li> <li>Analysing the impact of the Rwandan Genocide</li> </ul>	<ul style="list-style-type: none"> <li>Impact of the Rwandan Genocide assessed accordingly</li> </ul>
	4.6.10 The Middle East Crises	4.6.10.1 Analyse conflicts in the Middle East since 1948	<ul style="list-style-type: none"> <li>Discussing causes of conflicts in the Middle East since 1948</li> <li>Showing how conflicts have escalated today</li> </ul>	<ul style="list-style-type: none"> <li>Conflicts in the Middle East since 1948 analysed accordingly</li> </ul>
	4.6.11 DR Congo regional conflict	4.6.11.1 Demonstrate understanding of Congo DR conflicts	<ul style="list-style-type: none"> <li>Discussing the origins of the between Congo DR and the M23 Rebels of Rwanda</li> <li>Analysing the impact of the conflict to regional peace</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Congo DR conflicts demonstrated accordingly</li> </ul>