

GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

HISTORY OF GHANA CURRICULUM FOR PRIMARY SCHOOLS (BASIC I - 6)

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**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**



History of Ghana Curriculum for Primary Schools

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FOREWORD

The new curriculum for Ghana's primary schools is standards-based, which demonstrates our determination to place learning at the heart of every classroom and ensuring that every learner receives quality education. Accessibility of quality education for all is non-negotiable if we are to meet the human capital needs required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should not only become functional citizens in the 4Rs but lifelong learners as well. They should be critical thinkers, problem solvers and digitally literate. The education they receive through the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas of this curriculum. These core values serve as fundamental building blocks for inculcating in our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana's school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective working of this standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose, to inculcate in learners the core competencies and values and to make learning happen, and improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together, to put learning at the centre of what we do best — teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

TABLE OF CONTENTS

FOREWORD	ii
RATIONALE.....	iv
PHILOSOPHY	iv
CORE COMPETENCIES.....	vii
VALUES:.....	xii
INFORMATION AND COMMUNICATIONS TECHNOLOGY	xvii
ORGANISATION OF THE CURRICULUM.....	xviii
SCOPE AND SEQUENCE	xx
BASIC 1	1
HISTORY AS A SUBJECT	2
MY COUNTRY GHANA.....	4
EUROPEANS IN GHANA	7
INDEPENDENT GHANA.....	8
BASIC 2.....	10
MY COUNTRY GHANA.....	10
THE PEOPLE OF GHANA.....	10
MY COUNTRY GHANA.....	11
EUROPEANS IN GHANA	13

BASIC 3.....	15
MY COUNTRY GHANA.....	15
EUROPEANS IN GHANA	19
BASIC 4.....	21
HISTORY AS A SUBJECT	21
MY COUNTRY GHANA.....	22
EUROPEANS IN GHANA	25
COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA.....	26
INDEPENDENT GHANA	28
BASIC 5.....	30
MY COUNTRY GHANA.....	30
EUROPEANS IN GHANA	32
COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA.....	33
JOURNEY TO INDEPENDENCE	35
BASIC 6.....	40
EUROPEANS IN GHANA	40
COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA.....	41
JOURNEY TO INDEPENDENCE	42
INDEPENDENT GHANA	44

RATIONALE

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. History deals with important past activities of a people so that we understand how we acquired our identity and culture. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners because it teaches learners to analyse, evaluate and interpret past events carefully in order to make informed decisions. The study of history also teaches important moral lessons and provides clear guidelines for everyday life and interactions of people in the society.

As Ghanaian people, there is less understanding among us about important historical developments and events such as the evolution of the different ethnic groups in the country and their social and economic institutions; the development of state systems; their contact with the outside world and economic, social and political consequences of that contact, such as the loss of political independence, the recovery of sovereignty and the emergence of the modern state of Ghana. Furthermore, there is the need to appreciate the value of our own culture. As learners study Ghana's history, they would appreciate the life and sacrifices of our forebears and learn about the interconnectedness among the various ethnic groups to promote national integration, develop national pride and identity. Learners would learn about statesmen and women, chiefs and other individuals who played various roles to promote Ghana's development. In essence, the youth would consequently become patriotic, learn moral lessons, appreciate traditional Ghanaian values, and become useful national and global citizens.

PHILOSOPHY

The study of history helps people and societies to know their past, their culture and values which together are the essential elements for promoting nationalism, guaranteeing the survival of society and humanity in general. It is therefore not possible for any group of people to determine, reveal and establish values, ideals, goals, principles and norms for a society without reference to historical knowledge. The understanding of this underpins the learning and teaching philosophies envisaged for this curriculum.

Teaching Philosophy

The philosophy of learning history is based on the need to produce citizens who are able to reconstruct the past by describing, analysing and evaluating past events. Learners should critically trace patterns of human behaviour and communicate their views on how the past could influence the present from an informed position. In essence, learners would understand that present events have historical antecedents and parallels from which useful lessons could be drawn. Through the learning of history, learners would, specifically, acquire:

- a. critical thinking skills by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with little or no supervision;
- b. creative thinking skills to be able to reconstruct important past events confidently;
- c. digital literacy by using IT tools and resources efficiently for investigations and project work;
- d. effective communication skills to be able to share information at varied levels of interaction; and
- e. values to live as global citizens as they learn about other people and cultures of the world.

Learning Philosophy

The history classroom should be learning-centred, where the teacher introduces the topic for the day and assists learners to describe and analyse issues raised, trace patterns of societal and human behaviour and where necessary, give their views on current events (in the country) based on their knowledge of the history of Ghana. The class will be encouraged to explore topics through questioning. The history of Ghana curriculum is underpinned by seven historical concepts and classroom activities. The teacher should emphasise these important concepts in the day to day learning episodes as they are aimed to promote higher order thinking among learners. These concepts are:

- a. context and chronology;
- b. significance;
- c. cause and consequence;
- d. continuity and change,;
- e. similarity and difference,;
- f. evidence; and
- g. interpretation.

Therefore, through the teaching and learning of History, learners are to:

- a. appreciate the history of themselves, their families and communities;
- b. acquire the skill of gathering and objectively analysing historical data, using scientific methods, that will enable them interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective;
- c. acquire more knowledge on the history of the people of Ghana;
- d. apply historical concepts to the study of the history of Ghana;
- e. develop a discerning approach to studying sources of historical evidence;
- f. develop a sense of national consciousness and appreciate the factors that make for national unity;
- g. acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement; and
- h. appreciate the relevance of the study of history in current and future development efforts of the nation.

GENERAL AIM

The curriculum is aimed at developing individuals to become literate, good problem solvers, with the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

SUBJECT AIMS

The National Curriculum for the history of Ghana aims to ensure that learners can:

1. trace Ghana's origins and its past glories;
2. develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens;
3. develop a critical understanding of the past and its impact on the present to help them face the future with confidence;
4. explain how external factors have shaped the history of Ghana;
5. gain a sense of national consciousness, identity and appreciation of Ghanaian values in order to help instil values such as tolerance, good citizenship and national pride;
6. study history of Ghana in an enjoyable and stimulating environment; and.
7. make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

INSTRUCTIONAL EXPECTATIONS

The goal of introducing History of Ghana as a subject in the primary school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. This would let them yearn to know more and adopt skills which will be essential for them to function in the society. The enquiry approach of teaching is therefore encouraged in the history classroom. The learner should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources.

Primary sources originate from the past. Essentially, primary sources are closer to the events in time and space. Examples could include pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.

Secondary sources relate to accounts about past events produced based on the interpretation of primary sources. E.g. books, journals, books, articles etc.

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning History of Ghana.
- Generate discourse among learners and challenge them to accept and share responsibility for their own learning based on their unique individual differences.
- Use multiple methods and systematically gather data about learner understanding and ability to guide teaching and learning with arrangements to provide feedback to both learners and parents.

- Collaborate with colleagues within and across disciplines and grade levels to develop communities of learners who have the skills of inquiry and exhibit attitudes and social values conducive to learning.

The teacher should serve as a facilitator by adopting strategies that involve learners in:

1. observing and collecting historical evidence.
2. interpreting data as required.
3. model building
4. developing projects.

The following activities are recommended for the teacher:

1. Sessions considering different sources of historical evidence including discussions with people with historical knowledge (resource persons) and visit to historical sites.
2. Debates among groups on various topics relating to history.
3. Projects using modern technologies to communicate findings clearly and effectively in the form of papers, exhibits/posters, drama and documentaries.

CORE COMPETENCIES

Historical Studies describe a body of skills that teachers in history at all levels should seek to develop in their learners. They are ways in which practitioners and learners in the history discipline engage with the subject matter as they learn the subject throughout the various phases in their education. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem-solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and the world at large. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)

Digital Literacy develops learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application.
- Process Skills.
- Attitudes and Values.

KNOWLEDGE, UNDERSTANDING AND APPLICATION

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc., in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc., means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc., means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

Knowing:	The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.
Understanding:	The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.
Applying:	This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc., to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.
Analysis:	The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.
Synthesising:	The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.
Evaluating:	The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.
Creating:	The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

SKILLS AND PROCESSES

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and the core of inquiry-based learning.

Observing	This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.
Classifying	This is the skill of grouping objects or events based on common characteristics..
Comparing	This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.
Communicating/: Reporting	This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms–verbal, written, pictorial, tabular or graphical.
Predicting	This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.
Analysing	This is the skill of identifying the parts of objects, information or processes, and the patterns and relationships between these parts.
Generating possibilities	This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.
Evaluating	This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. This is also the skill of assessing the quality and feasibility of objects.
Designing	This is the skill of Visualizing and drawing new objects or gargets from imagination.
Interpreting	This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.
Recording	This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.
Generalising	This is the skill of being able to use the conclusions arrived at in an activity to what could happen in similar situations.

ATTITUDES AND VALUES

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The history curriculum thus focuses on the development of attitudes and values.

Attitudes

- i. **Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.
- ii. **Perseverance:** The ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence
- iv. **Respect for Evidence:** Willingness to collect and use data in one's investigation, and have respect for data collected by others.
- v. **Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes as a prelude to effective work in history.

VALUES

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.

Respect: This includes respect for the nation of Ghana, its institutions, laws, culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum therefore promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

ACTION VERBS

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluating exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

ASSESSMENT

In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners to enable teachers adapt their teaching. This will in turn help learners to progress steadily in the areas where they need to improve.

Formative assessment is viewed in terms of *Assessment as learning* and *Assessment for learning*.

Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility of their own learning to improve. Learners set their own goals and monitor their progress towards them.

Assessment for learning: This occurs throughout the learning process. It is an approach used to seek and interpret evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION

A total of four periods a week, each period consisting of thirty minutes, is allocated to the teaching of History at the Primary level. It is recommended that the teaching periods be divided as follows:

Theory: 2 periods per week (two 30-minute periods)

Practical: 2 periods per week (one double-period/1 hour)

PEDAGOGICAL APPROACHES

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- The positioning of inclusion and equity at the centre of quality teaching and learning.
- The use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- The use of Information Communications Technology (ICT) as a pedagogical tool.
- The identification of subject specific instructional expectations needed for making learning in the subject relevant to learners.
- The integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy.
- Use questioning techniques that promote deepen learning.

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on Reading, wRiting, aRithmetic and cReativity (4Rs). It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KGI – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas, and through the inspiration of the teacher, actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate while learning.
- Demonstrate the results of their learning through a product or performance.
- It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

INCLUSION

Inclusion entails access and learning for all learners, especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom, some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time;
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
- giving learners an exemplar or model of an assignment, they will be asked to complete;
- giving learners a vocabulary lesson before they read a difficult text;
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve;
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION COMMUNICATIONS TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes;
- improved consistency and quality of teaching and learning;
- increased opportunities for more learner-centred pedagogical approaches.
- improved inclusive education practices by addressing inequalities in gender, language, ability;
- improved collaboration, creativity, higher order thinking skills;
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level in the use of ICT in exploring learning will build their confidence and increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs

ORGANISATION OF THE CURRICULUM

The curriculum is organised under key headings and class as below:

Strands are the broad areas/sections of the history curriculum to be studied.

Sub-strands are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

Content Standards refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicators is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar refers to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take, to support the facilitators/teachers in the delivery of the curriculum.

Annotation

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators for the purpose of easy referencing.

CURRICULUM REFERENCE NUMBERS

Example: B1.2.3.4.1

ANNOTATION	MEANING / REPRESENTATION
B1.	YEAR/CLASS
1	STRAND NUMBER
2	SUB-STRAND NUMBER
3	CONTENT STANDARD NUMBER
4	LEARNING/ PERFORMANCE INDICATOR NUMBER

Year/Class Content Standard Learning Indicator			
Strand I: History as a subject Sub-strands: I-Why and how we study history			
KG1	KG2	B1	B4
KG1.1.2.1: Demonstrate understanding of their own individual history	KG2.1.2.1: Recount history about themselves and their families.	B1.1.1.1 Show understanding of history as part of everyday life.	B4.1.1.1 Show understanding of importance of studying history.
KG1.1.2.1.1 Share information about themselves and acknowledge that since they are past, they qualify to be called history.	KG2.1.2.1.1 Share more detailed information about themselves e.g. where they were born and their hometowns	B1.1.1.1.1 Explain that history deals with past human activities.	B4.1.1.1.1 Explain how history defines our identity as Ghanaians –Akan, Ewe, Gonja etc.,

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	B1	B2	B3	B4	B5	B6
HISTORY AS A SUBJECT	Why and how we study history	√			√		
	The learner's own history						
	Family History						
	Community History	√					
MY COUNTRY GHANA ¹	The People of Ghana		√	√	√	√	
	Inter-Group Relations			√			
	How Ghana got its name	√					
	Major Historical locations		√	√	√		
	Some selected Individuals	√	√	√	√	√	
EUROPEANS IN GHANA	Arrival of Europeans	√		√			
	International trade including Slave Trade		√			√	
	Missionary Activities				√		
	Impact of European presence						√
COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	Establishing Colonial rule in Ghana				√		
	Social Development under colonial rule					√	
	Economic Development					√	
	Political Development						√
JOURNEY TO INDEPENDENCE	Early Protest Movements					√	
	Formation of Political Parties						√
	The 1948 riots					√	
	Ghana gains independence						√
INDEPENDENT GHANA	The Republics	√			√		√
	Military Rule						√

In this curriculum, Ghana represents Pre-colonial and Post-colonial Ghana.

BASIC I

Strand I: History as a Subject
Sub-Strand I: Why and How We Study History

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.1.1. Demonstrate understanding of what history is about and how it is part of everyday life.	BI.1.1.1.1 Explain that history deals with past human activities <i>Enquiry route:</i> What event did you witness on your first day at school? Which people took part in the event? 1. Mention the activity they witnessed on their first day at school. 2. Identify any activity performed in the past which has not been performed again. 3. List any past events they have witnessed. 4. Explain that since those activities were performed in the past, they qualify to be called history. 5. Learners sing a song, recite a rhyme or watch a documentary of any past activity. BI.1.1.1.2 Describe how sources of historical evidence help us find out about past human activities <i>Enquiry route:</i> Where do we get information about our past? Why do we celebrate birthdays and festivals? 1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration. 3. Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday. 4. Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones.	As learners identify and discuss past events, they develop imaginative and critical thinking skills as well as chronological understanding of historical events

Sub-Strand 4: Community History

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.4.2. Recount history about their communities.	B1.1.4.2.1 State the similarities and differences between the communities where learners live. <i>Enquiry route: What is unique about your community? How similar/ different is your community from others?</i> 1. Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands etc. 2. Learners list the names of historical sites starting with the oldest to the most recent. 3. Learners sketch what they have seen on their visit. 4. Compare sketches drawn with pictures of historical sites from other communities. 5. Learners discuss their sketches bringing out similarities and differences in the sites they visited.	As learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation

Strand 2: My Country Ghana
Sub-Strand 3: How Ghana Got Its Name

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.3.1. Demonstrate understanding of why Ghana used to be called the Gold Coast	B1.2.3.1.1 Explain why, in the past, Ghana was known as the Gold Coast. <i>Enquiry route: Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?</i> 1. Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name <i>Costa da mina</i> - Gold Coast. 2. Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana. 3. Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana.	Learners develop digital literacy, national identity and national pride as they explore the origin of the name Ghana

Sub-Strand 3: How Ghana Got Its Name

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.3.1. Demonstrate understanding of why Ghana used to be called the 'Gold Coast'. (Cont'd)	B1.2.3.1.2 Recall when the name Ghana came into formal use. <i>Enquiry route: How was the name changed? In which year was the name changed?</i> 1. Discuss the sequence of events leading to the change of name. 2. Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana. 3. Dramatise a scene in parliament in changing the name Gold Coast to Ghana. 4. Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a story form. (A resource person could be invited).	Learners develop creative, innovative, national identity and national pride as they explore the origin of the name Ghana

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.5.1. Show understanding of significant roles played by Ghanaians from different walks of life	B1.2.5.1.1 Identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc. <i>Enquiry route: Which individuals have contributed to Ghana's development? How have they contributed to Ghana's development?</i> 1. Identify Ghanaians of diverse professions who have contributed significantly to national development. 2. Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc. 3. Show and discuss a documentary of significant individuals. 4. Guide learners to study about these individuals using the internet. 5. Role play what learners want to be in future.	The use of evidence (Flag, coat of Arms etc.) to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate

Strand 3 Europeans in Ghana
Sub-Strand 1: Arrival of Europeans

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.3.1.1 Show understanding of Europeans who came to Ghana	BI.3.1.1.1 Explore which Europeans came to Ghana <i>Enquiry Route: Which Europeans came to Ghana? Which country came first? Where did they first settle?</i> 1. Identify the European countries whose citizens came and settled in Ghana — Portugal, Britain, France, Sweden, Germany (Brandenburg), Denmark, Norway, Netherlands. 2. Arrange the Europeans in the order in which they came to Ghana (starting with those who came first). 3. Locate each of these countries on the world map using the internet. 4. Find out where each country first settled in Ghana (From parents, museums etc.).	As learners use evidence to explore the chronology of events, they enhance their global citizenship, and digital literacy

Strand 6: Independent Ghana
Sub-Strand 1: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.6.1.1. Demonstrate understanding of the presidents that have ruled Ghana since 1960	BI.6.1.1.1. Identify the Presidents Ghana has had since 1960 <i>Enquiry route: Who was Ghana's first President? Who ruled Ghana from 1960- 2016?</i> 1. Name the presidents of Ghana since 1960. 2. Match pictures of Ghana's presidents with their names (Create an album with the pictures). Match the names of presidents of Ghana with their dates of tenure (Add the names to their pictures). 3. Put learners in groups to create a gallery station on the following lines: a. Select a picture of one of the presidents. b. Display the picture of the selected president on a large cardboard. c. Write the name of the president below the picture. d. Add the length of tenure of the president. 4. ** Invite learners to visit the gallery station and talk about each group's presentation.	By using pictorial evidence to appreciate the identity of the presidents that have ruled Ghana since 1960, learners enhance their personal development, communicative and collaborative skills

BASIC 2

Basic 2
Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.1.1. Demonstrate knowledge of the ethnic groups in Ghana	B2.2.1.1.1 Identify the ethnic groups in each region in Ghana <i>Enquiry route: Which ethnic groups are there in your region?</i> 1. Identify the administrative regions of Ghana. 2. Locate the ethnic groups in each region on a map of Ghana. 3. With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana. 4. Match the ethnic groups with their region. 5. List the administrative regions in the order in which they were created (starting with the oldest region).	Learners enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups
B2.2.1.1. Show understanding of the characteristics of some of the ethnic groups in Ghana	B2.2.1.1.1 State the characteristics of the ethnic groups in Ghana <i>Enquiry route: What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</i> 1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana. 2. Show documentary/pictures/ internet of a festival of one of the ethnic groups. 3. Discuss what the documentary entails.	As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerance and collaborate with others

Strand 2: My Country Ghana
Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.4.1. Exhibit knowledge of the history of the major historical locations in Ghana	B2.2.4.1.1 Discuss the history of Ghana’s major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace. <i>Enquiry route: Where are the major historical locations? What do these locations tell us about our history?</i> 1. Identify the major historical locations in Ghana (starting with the oldest location). 2. Show and discuss video/documentary/stories/slides about the history of these major historical locations in Ghana. 3. Retell the history of these major historical locations in Ghana. 4. Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district. 5. Visit any historical site in their community. 6. Retell the history of major sites in their community.	The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.5.1.1 Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development	B2.2.5.1.1. Identify Ghanaian women who have made significant contributions to national development Enquiry Route: <i>Which Ghanaian women contributed to national development? How did they contribute? Which woman inspires you most and why?</i> 1. Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana e.g. Mrs Charity Zormelo-Fiawoo (first woman university graduate); Squadron Leader Melody Danquah (First female pilot), Elizabeth Ohene (First female editor of a national newspaper, <i>Daily Graphic</i>); Justice Georgina Wood (First female Chief Justice) and Justice Joyce Bamford-Addo (First female Speaker of Parliament), etc. Using anecdotes/videos learners retell the contributions of these leaders to national development. 4. Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.	The use of evidence to appreciate the significant contributions of some Ghanaian women, learners become creative, innovative and digitally literate.

Strand 3: Europeans in Ghana
Sub-Strand 2: International Trade Including Slave Trade

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.3.2.1. Understand that trade was the major reason why the Europeans settled in Ghana	B2.3.2.1.1 Describe how early trade was carried out between Ghanaians and Europeans. <i>Enquiry route: How was trade with the Europeans first carried out? How did the method of trade change with time? What items were traded? What towns emerged out of the trade between Ghanaians and Europeans?</i> 1. Describe how early trade was carried out between Ghanaians and the Europeans. 2. Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold. 3. Role play the barter trade in those items. 4. Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life: e.g. the Dutch and wax prints. 5. Name the towns that emerged on the coast as a result of European trade with Ghanaians.	As learners describe how early trade was carried out between Ghanaians and Europeans, it enhances their communicative, creative and innovative skills. International trade encourages global citizenship.

BASIC 3

Basic 3
Strand 2: My Country Ghana
Sub-Strand 1: The People of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana	B3.2.1.1.1 Discuss the origins of the major ethnic groups in Ghana. <i>Enquiry route: What are the major ethnic groups in Ghana? Where did the major ethnic groups originate? Why did they move to their present locations?</i> 1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana. 3. In groups, learners discuss the origin of the major ethnic groups. 4. Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing). 5. Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.) 6. Develop a timeline of the periods each ethnic group arrived in Ghana.	As learners learn the origin of the ethnic groups in Ghana, they will appreciate the uniqueness of each ethnic group and thereby develop cultural identity, creativity and collaboration with their peers

Sub-Strand 2: Inter-Group Relations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges	B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups. <i>Enquiry route: What form did the exchanges take? How beneficial were these exchanges to the ethnic groups?</i> 1. Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. 2. Discuss the benefit of these exchanges.	Learners develop appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations
	B3.2.2.1.2 Name some of the items exchanged among the various groups. <i>Enquiry route: What items were exchanged among the various ethnic groups? Why were these items exchanged? How and why did cowrie shells (cedie) become the most common medium of exchange? Discuss the transformation from barter system to the use of cowry shells as a medium of exchange.</i> 1. Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils. 2. Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt. 3. Explain the medium of exchange. 4. Trace the origin of the name 'cedi'.	
	B3.2.2.1.3 Describe the conflicts and alliances that existed among the ethnic groups in Ghana. <i>Enquiry route: Which ethnic groups were engaged in wars in the past? Which ethnic groups came together to fight a war?</i> 1. Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869.	

Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.4.1. Demonstrate knowledge of the forts and castle built in Ghana.	B3.2.4.1.1 Identify the forts and castles built along the coast of Ghana. <i>Enquiry Route: What is the difference between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they built? How have the uses of forts and castles changed over time?</i> 1. Explain the differences between forts and castles. 2. With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built). 3. Explain some of the uses to which these forts and castles have been put since they were built. e.g. Seat of government, trading and education. 4. Discuss the use to which these forts and castles were put since Ghana gained independence. 5. Match these forts and castles with where they can be located. 6. Learners draw their favourite castle. 7. Show and discuss a documentary/ slides on forts and castles in Ghana. ** Visit any of these facilities to model any fort and castle	The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digitally literates

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.5.1. Describe the contributions of some outstanding Ghanaian entrepreneurs.	B3.2.5.1.1 Describe Ghanaian entrepreneurs who have made significant contributions including George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J.K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage), etc. <i>Enquiry route: Which Ghanaian entrepreneurs contributed to national development? How did they contribute? Which entrepreneurs inspires you most and why?</i> 1. Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). 2. Show pictures of some outstanding entrepreneurs in Ghana. 3. Retell the life stories of any of these entrepreneurs from a documentary show. 4. Identify the entrepreneurs who work inspires you most and give reasons for your choice.	The use of evidence to appreciate the significant contributions of some Ghanaians, learners become creative, innovative and digitally literate

Strand 3: Europeans in Ghana
Sub-Strand 1: Arrival of Europeans

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.3.1.1. Show understanding of the interactions between the local people and early settlers	B3.3.1.1.1 Describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs. <i>Enquiry route: Which Europeans were the first to come to the Gold Coast? When did they come? Where did they first settled?</i> 1. Dramatise the meeting between the Portuguese and Kwamina Ansah. 2. Explain why other Europeans who came later also settled on the Gold Coast. 3. Investigate how the Europeans settled on the Gold Coast including forming alliances with the local chiefs and marrying the local people.	As learners explore the cause and consequences of the interaction between Europeans and the locals, they enhance their communicative, collaborative and creativity skills

BASIC 4

Basic 4
Strand I: History as a Subject
Sub-Strand I: Why and How We Study HISTORY

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.1.1.1. Show understanding of the importance of studying history	B4.1.1.1.1 Explain the importance of studying the history of Ghana. <i>Enquiry route: How does history promote our identity as Ghanaians? How does history promote the survival of the ethnic groups? How does history promote national integration? How does history promote national pride and patriotism?</i> 1. Engage learners to discuss how history defines our identity as Ghanaians. 2. Role-play to show how history teaches us customs, values, traditions, all of which ensure the survival of our nation. 3. Role play how history can promote national pride, patriotism and integration.	Learners develop their cultural identity creativity and innovative skills as they identify the importance of studying history
B4.1.1.2. Understand the sources for writing history	B4.1.1.2.1 Identify the sources of history including archaeology, numismatics, oral tradition, wall paintings etc. <i>Enquiry route: What are the sources of history? What historical knowledge are we likely to acquire from these sources?</i> 1. List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries, arts and craft works, old newspapers, dirges, appellation and books. 2. Classify these sources under primary and secondary sources. 3. Explain how relevant historical information can we obtain from old newspapers and diaries? (E.g. Natural disasters – drought, bushfire etc.)	Use of evidence in learning history helps learners develop their critical thinking skills

Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.2.1.1. Show understanding of some of the factors that led to the rise, expansion and decline of one major kingdom	B4.2.1.1.1 Describe how one major Kingdom was formed and the reasons behind its expansion. <i>Enquiry route: Where was this major Kingdom formed? How was it formed? How did it expand?</i> 1. Identify the reasons for the rise, expansion and decline of one Kingdom. e.g. Savanna Belt States-Mole-Dagbani and Gonja Forest Belt States - Bono, Adansi, Asante, Denkyira and Akwamu. Coastal Belt States - The Anlo, The Fante, Ga-Adangme and Effutu. 2. Using the map of Ghana, locate where this major Kingdom is found. 3. By animations, play games on location of major Kingdoms.	As learners reconstruct and interpret the factors that led to the rise, expansion and decline of one major Kingdom, they develop cultural identity and digital literacy
	B4.2.1.1.2 State the factors that led to decline of the Kingdom you have studied. <i>Enquiry routes: What factors led to the decline of the Kingdom?</i> e.g. Give reasons why some of the Kingdoms declined. E.g. Internal disputes (rebellions, succession disputes), British interference, conquest by another kingdom, desire to expand territories – Akwamu’s location to the east of the Volta in 1733, Denkyira’s decline in 1701, Asante’s decline in 1874.	

Sub-Strand 4: Major Historical Locations

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.1.4.1. Demonstrate knowledge of the history of some historical locations in Ghana	B4.1.4.1.1 Describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town Light House, Gbewa Palace, Larabanga Mosque etc. <i>Enquiry route: where could these historical locations be found? When were they built? Who built them? Why were they built? How have these historical locations changed over time?</i> 1. With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built). 2. Explain some of the uses to which these historical locations have been put since they were built. 3. Match these historical locations to where they can be located. 4. Show and discuss a documentary/ slides on these locations in Ghana. 5. Retell the stories behind some of the historical locations including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc.	As learners explore change and continuity in the study of historical locations, they enhance their personal development, become creative, innovative and digitally literate

SUB-STRAND 5: SOME SELECTED INDIVIDUALS

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.2.5.1. Demonstrate an understanding of the role of significant traditional rulers in Ghana's history	B4.2.5.1.1 Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc. <i>Enquiry route: Who were the traditional rulers who contribute to Ghana's development? How did they contribute to Ghana's development? Which traditional rulers inspire you most and why?</i> 1. Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana's history. Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Nana Kobina Nketsia I of Esikado etc. 2. Show photographs/ documentaries on the roles played by these traditional rulers in national development. 3. Retell the life story of any of these from a documentary show. 4. Identify the traditional rulers whose work inspires you most and give reasons for your choice.	The use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digital literate

Strand 3: Europeans in Ghana
Sub-Strand 3: Missionary Activities

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.3.3.1. Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana	B4.3.3.1.1 Describe European missionary activities in Ghana. <i>Enquiry Route: Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of Ghanaians?</i> 1. Identify the missionary societies that came to Ghana (starting from the first to the last). 2. Locate places where they operated (e.g. Basel-Akuapem, Bremen-Peki etc). 3. Discuss Christianity and formal education as some of the major impacts of European presence in Ghana. 4. Show and discuss video/documentary of European activities in Ghana. 5. Discuss other activities they engaged in (trade, vocational training centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages). 6. Debate the effects of European activities in Ghana.	As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, creative, communicative learners

Strand 4: Colonisation and Developments under Colonial Rule in Ghana
Sub-Strand 1: Establishing British Rule in Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.4.1.1. Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana.	B4.4.1.1.1. Examine the Bond of 1844. <i>Enquiry route:</i> <i>Enquiry route: What led to the signing of the bond of 1844? Where was the Bond of 1844 signed? Which people signed? What was the significance of the Bond?</i> 1. Discuss events leading to the signing of the Bond of 1844. 2. Using primary evidence provide students with the content of 1884 and discuss it with them. 3. With the use of the internet/pictures show the Palaver Hall where the Bond was signed. 4. Brainstorm the significance of the Bond of 1844.	As learners use evidence to analyse and appreciate the significance of the Bond of 1844, they develop their critical thinking, communicative and collaborative skills.

Sub-Strands 1: Establishing Colonial Rule in Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.4.1.2. Show understanding of how the various parts of the country were brought together.	B4.4.1.2.1 Describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast <i>Enquiry route: What is colonisation? How different was a protectorate from a colony? How did Asante and the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories?</i> 1. Define the term colonialism. 2. Role play on the role of George Ekiem Ferguson in the acquisition of The Northern Territories. 3. Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map. 4. Locate the areas classified as British Togoland on a map. 5. Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations.	As learners appreciate how the British colonised the gold coast, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change

Strand 6: Independent Ghana

Sub-Strand I: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B4.6.1.1. Understand that there have been four Republics in Ghana	B4.6.1.1.1. Explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence. <i>Enquiry route: What is a Republic? Who was the leader of Ghana's first Republic? What were the limitations to Ghana's independence until 1960?</i> 1. Define the term, Republic. 2. Discuss the limitations on Ghana's independence up to June 1960. 3. Use the internet identify the positions controlled by British officials up to June 1960. B4.6.1.1.2 State the dates and names of the leaders of the four Republics of Ghana since 1960. : <i>Enquiry route: How many Republics do we have in Ghana since 1960? Who was the leader of the third republic?</i> 1. Differentiate between 'President' and 'Head of State'. 2. Match the names of the leaders of the four Republics to the period in which they ruled.	As learners use evidence to examine the causes and consequences of the four Republics, they enhance their critical thinking and digital literacy skills

BASIC 5

Basic 5
Strand 2: My Country Ghana
Sub-Strand 1: The People Of Ghana

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.2.1.1. Demonstrate understanding of how life in ancient time was different from life today	B5.2.1.1.1 Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today. <i>Enquiry route: How did our ancestors live? Compare how our ancestors lived and how we live today? What things have changed? What things remain similar?</i> 1. Identify the kinds of food they ate, the clothes they wore and how they travelled etc. 2. Compare life today to life in ancient days. e.g. Food eaten, Clothes worn, Mode of travel, buildings, Communication, Trading, Professions and Technology. 3. Produce a photo album (Tactile photo album for visually impaired) of family members including learners. 4. Visit ancient sites and museums. 5. Use videos/ documentaries/internet to highlight how life today has changed from the past.	Learners become creative and innovative as they compare and analyse life in ancient time and today
	B5.2.1.1.2 Describe some ancient towns in Ghana. : <i>Which were the ancient towns in Ghana? Where were they located? Who founded them?</i> 1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya). 2. Locate some of these towns and places on a map of Ghana. 3. Use the internet to learn about these places and share in class. 4. Show and discuss a documentary/pictures of some of these towns and places.	

Sub-Strand 5: Some Selected Individuals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.2.5.1. Demonstrate knowledge of Ghanaians who made significant contributions locally and internationally	B5.2.5.1.1 Name Ghanaians who have made significant contribution locally and internationally including Dr R.E.G Armattoe (Science and Medicine), Kofi Annan (international Diplomacy), Osibisa (popular music), El Anatsui (sculptor) David Adjaye (architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof Francis Allotey (science and History), Prof Akua Kuenyehia (law), Prof. Frimpong Boateng (Surgeon), Abedi Ayew ‘Pele’ (Football), Azumah Nelson (Boxing), etc. <i>Enquiry Route: Which individuals have contributed locally and internationally? What were their contributions? Which among them inspires you most and why?</i> 1. Use pictures, posters or the internet to identify Ghanaian who have made important contributions locally and internationally. 2. Match these personalities with areas of specialty e.g. Dr R.E.G Armattoe (Science and Medicine), Kofi Annan (international diplomacy), Osibisa (popular music), El Anatsui (sculptor), David Adjaye (Architect), Ozwald Boateng (fashion), Efua Sutherland (playwright), Prof Francis Allotey (science and History), Prof Akua Kuenyehia (law), Prof. Frimpong Boateng (Surgeon), Abedi Ayew ‘Pele’ (Football), Azumah Nelson (Boxing) etc. 3. Show photographs/ documentary of significant individuals 4. Retell the life stories of any of these from a documentary show. 5. With the aid of the internet learners, develop a documentary/poster of individuals who have contributed significantly in this field. 6. Identify the traditional rulers whose work inspires you most and give reasons for your choice.	With the use of evidence to appreciate the significant contributions of some Ghanaians locally and internationally, learners become creative, innovative and digitally literate

Strand 3: Europeans in Ghana
Sub-Strands 2: International Trade Including the Slave Trade

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by the 16th century.	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century. <i>Enquiry Route: Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</i> 1. Use a map to explain the concept of Trans-Atlantic Slave Trade. 2. Role play/show documentary on how the slave trade was conducted. 3. Brainstorm the reasons why the Europeans began trading in humans. 4. Visit/show pictures of some forts and castles. 5. In small groups learners develop a poster on the Trans-Atlantic Slave Trade. 6. Groups present their work to the whole class.	As learners use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinkers

Strand 4: Colonisation and Developments under Colonial Rule in Ghana
Sub-Strand 2: Social Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.4.2.1. Demonstrate understanding of the social developments that took place during the colonial period (1874-1957).	B5.4.2.1.1 Identify the developments in education during the colonial era (1874-1957). : <i>Enquiry routes: Which schools were built during the colonial period? Where were they located? What did the British do to promote education?</i> 1. Identify schools that existed by 1930, where they are located and state some facts about these schools. 2. List some of the measures the British took to promote education in the Gold Coast. e.g. Ordinances to make sure all teachers were registered. 3. Discuss the role of the churches in Ghana's education sector. 4. Recall the role of the important people in (a) the community and (b) the country who played key role in the educational sector, e.g. Dr Kwegyir Aggrey. NB: Display pictures of such people in the class.	As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking skills
	B5.4.2.1.2 Identify some of the health facilities and housing projects in the colonial period. <i>Enquiry routes: What health facilities were built during the colonial period? How important were these social services?</i> 1. Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. 3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.	

Strand 4: Colonisation and Developments under Colonial Rule in Ghana

Sub-Strand 3: Economic Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.4.3.2. Show understanding of the Economic policies and projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects. <i>Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?</i> 1. Identify the economic policies and projects during the colonial era. 2. Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing of cocoa farming), the construction of the Takoradi Harbour, construction of roads and railways and introduction of vehicles to link their main centres to evacuate and export items and facilitate movement. 3. Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become. 4. Visit/show pictures of any of these facilities e.g. Tetteh Quarshie farm. 5. Enumerate contributions of the colonial government to mining sector.	As learners use evidence to analyse and reconstruct the developments during the colonial period, they develop critical thinking and problem-solving skills

Strand 5: Journey to Independence
Sub-Strand 1: Early Protest Movements

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945	B5.5.1.1.1 Identify the early protest movements in Ghana before 1945. <i>Enquiry routes: What do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements?</i> - What is a protest movement? - List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897 - National Congress of British West Africa (NCBWA) 1917 - The Gold Coast Youth Conference, 1929 - Discuss the sequence of events that led to the formation of these movements (refer to subsequent indicators).	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills
	B5.5.1.1.2 Examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897 <i>Enquiry routes: Who was Joseph Mensah-Sarbah? Where was he born? What was his role in the ARPS?</i> - Identify the key leaders of the ARPS by pictures/documentary. - Find out from the internet how the ARPS got the land bill withdrawn. - Present report as a poster.	

Sub-Strand I: Early Protest Movements

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945	B5.5.1.1.3 Examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA). <i>Enquiry routes: Who was Joseph Ephraim Casely-Hayford? Where was he born? What was his role in the NCBWA?</i> 1. Identify Joseph Ephraim Casely-Hayford from photographs. 2. Show and discuss a documentary the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC (where possible). 3. Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA. 4. Learners retell the story of Joseph Ephraim Casely-Hayford.	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.5.1.1. Show understanding of the factors that led to the formation of early protest movements in Ghana before 1945 <u>cont'd</u>	B5.5.1.1.4 Examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference <i>Enquiry routes: Who was Joseph Boakye Danquah? Where was he born? What was his role in the Gold Coast Youth Conference?</i> 1. Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference. 2. Field trip to Danquah Circle in Accra or his home where possible or show picture of Danquah Circle in Accra. 3. Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference.	As learners use evidence to retell the role of the leaders of these early protest movements, they develop critical thinking, creativity, personal development and leadership skills

Strand 5: Journey to Independence
Sub-Strands 3: The 1948 Riots And After

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B5.5.3.1. Show understanding of the sequence of events leading to the 1948 riots in Ghana	B5.5.3.1.1 Explain why people were unhappy in the country after the Second World War <i>Enquiry routes: When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in the war? Why were people unhappy after the war?</i> 1. Show and discuss a documentary on the general state of affairs after the Second World War – failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. 2. Discuss how government handled their grievances at the time. 3. Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not). 4. Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948.	By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity
	B4.5.3.1.2 Examine sources of evidence about what happened during the 1948 riots. <i>Enquiry routes: Who were the ex-servicemen? Who ordered the shooting of the ex-service men? Where did the shooting occur?</i> 1. Show a map of Accra indicating the routes that were approved for the ex-servicemen. 2. Use a documentary to illustrate what happened during the 1948 riots and discuss it afterwards. 3. Role play the scene of the 1948 riots as evidence for learners. 4. Discuss the arrest of the 'Big Six' (leaders of the UGCC).	

BASIC 6

Basic 6
Strand 3: Europeans in Ghana
Sub-Strand 4: Impact of European Presence

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	B6.3.4.1.1 Assess the changes that the European presence brought to Ghana. <i>Enquiry route: What was the effect of formal education in Ghana? How did it affect the lives of the people? What health facilities were introduced by the Europeans? What negative effects did European presence have on Ghanaians?</i> 1. Show and discuss a documentary of European presence in Ghana. 2. Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible). 3. Debate the impacts of European presence on Ghana.	By evaluating and analysing the impact of European presence, learners enhance their personal development and become good communicators

Strand 4: Colonisation and Developments under Colonial Rule in Ghana

Sub-Strand 4: Political Developments Under Colonial Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6 3.4.1. Show understanding of Political developments under colonial rule, 1874-1957.	B6.4.4.1.1 Describe the features of British colonial rule in Ghana including ‘direct’ and ‘indirect’ rule, 1874-1957. <i>Enquiry route: How different is ‘direct’ rule from ‘indirect’ rule? How many provinces were created?</i> 1. Explain the concepts of ‘direct’ and ‘indirect’ rule. 2. Discuss the features of ‘direct’ and ‘indirect’ rule. 3. Discuss the division of the colony into provinces. 4. Discuss the advantages and disadvantages of ‘direct’ and ‘indirect’ rule. 5. Role play indirect rule in the Gold Coast.	As learners use evidence to analyse and reconstruct political developments during the colonial period, they become creative and innovative

Strand 5: Journey to Independence

Sub-Strand 2: Formation of Political Parties

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6.5.2.1. Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957	B6.5.2.1.1 Describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War. <i>Enquiry route: What is a political party? Which people formed the first political party in the Gold Coast? Who were the leading members of the UGCC and the CPP? Why were some of the leaders referred to as the 'Big Six'?</i> 1. Define a political party. 2. Discuss the formation of the United Gold Coast Convention (UGCC) in 1947. 3. Discuss the formation of the Convention People Party (CPP) in 1949. 4. Discuss the role played by the leaders of the UGCC and CPP in the struggle for independence 5. Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamprey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo. 6. Learners explain how these leaders became known as 'the Big Six'. 7. Show and discuss a documentary on the independence eve rally by the CPP. 8. Learners recount an Independence Day celebration in their community. 9. Enact the declaration of independence by Kwame Nkrumah.	Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills

Sub-Strand 4: Ghana Gains Independence

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6.5.4.1. Demonstrate an understanding of the course of events leading to independence from 1948 to 1957	B6.5.4.1.1 Explain post World War II developments in the Gold Coast <i>Enquiry routes: Why was the Watson Commission formed? Who were its members? Why was the Coussey Committee established?</i> 1. Discuss the establishment of the Watson Commission. 2. Report on the findings of the Commission in the form of a paper or performance/poster/role play etc. 3. Recount lessons learnt from the Watson Commission's report, e.g. recommendation to set up the Coussey Committee to review the constitution of the Gold Coast. 4. Discuss the main recommendation in the Coussey committee report. B6.5.4.1.2 Explain how Ghana gained independence through constitutional means. <i>Enquiry routes: Which political parties took part in the 1951 general elections? What was the outcome of that election?</i> 1. Discuss the first general elections held in 1951. 2. Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections. 3. Discuss the outcome of the 1956 elections. 4. Enact a scene of an election at a polling station.	As learners use evidence to explore the chronology and significance of events leading to independence, they sharpen their communicative, creative, and collaborative skills and develop national identity

Strand 6: Independent Ghana
Sub-Strand 1: The Republics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6.6.1.1. Demonstrate understanding of the Fourth Republic (1992 to date).	B6.6.1.1.1 Describe the events leading to the emergence of the Fourth Republic. <i>Enquiry route: What events led to the emergence of the Fourth Republic? Who were the former presidents of the Fourth Republic? Who were other key figures in the fourth Republic?</i> 1. Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.) 2. List the names of all the Presidents of the Fourth Republic and their dates of tenure. 3. Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana. 4. Show and discuss a documentary on the inauguration of a new President of Ghana. 5. Learners recount an inauguration they have witnessed or seen on television. 6. Discuss other key figures in the Fourth Republic (e.g. Chief Justices, Speakers of Parliament, Vice Presidents etc.)	As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills.

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B6.6.1.1. Demonstrate understanding of the Fourth Republic (1992 to date). <u>Cont'd</u>	B6.6.1.1.2 Identify the political parties that have governed the country under the Fourth Republic. <i>Enquiry Route: Which political parties have governed Ghana under the Fourth Republic?</i> 1. Identify the governments that have so far handed over power peacefully through an election. 2. List the parties and their dates of tenure in office in the Fourth Republic 3. Use the internet/resource persons/documentaries/visits to district/municipal assemblies to identify achievements of various governments within their respective districts. Learners discuss their findings in class.	As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills.

Strand 6: Independent Ghana

Sub-Strand 2: Military Rule

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCES
1. Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences.	B6.6.2.1.1 Identify the leaders of the coup d'états and names of their regimes. Exemplification: <i>Enquiry routes: How many coup d'états have Ghana experienced? Who was the leaders of the coup d'états?</i> 1. List the military regimes since 1966 and their leaders. 2. Show and discuss a documentary on any of the military takeovers. B6.6.2.2.2 Assess the consequences of military takeovers on Ghana's development. Exemplification: <i>Enquiry route: How did the military takeovers affect Ghana's development? Were the takeovers positive or negative?</i> 1. Show and discuss a documentary of any military takeover. 2. Brainstorm the effects of the coup d'états and military rule on Ghana's development (e.g. human right abuse, overthrow of constitutions and imposition of harsh rules). 3. Debate the effects of military takeovers on Ghana's development.	Learners enhance their personal development, creativity and innovative skills by watching documentaries and assessing evidence.

GLOSSARY

Cause and Consequence	'refers to 'why certain things happened and 'consequence' is what happened as a result
Chronology	arrangement of events or dates in the order in which they occurred in time
Colonisation	situation whereby a powerful nation establishes administrative control over a foreign territory
Continuity and Change	aspects of the past that have <i>stayed the same</i> over a period and how quickly and to what extent it has <i>changed</i> .
Enquiry routes	leading questions that clarify the issues to be addressed in the indicators
Evidence	sources that survive from the past and can be used in historical inquiry.
Independence	situation where citizens of a particular nation exercise self-government and sovereignty over their territory.
Interpretation	the meaning people attach to past human activities
Primary Sources	sources that are closer to the events in time and space, e.g. pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records, accounts from people who witnessed an event, archival documents and archaeological findings
Political Party	a group of people, with common views, who come together to contest elections with the view to forming a government
Republic	a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated President rather than a monarch
Secondary Sources	accounts about past events produced based on the interpretation of primary sources, e.g. books, journals, books, articles etc.
Significance	the importance assigned to past events or human activities
Source	place where information about the past can be acquired

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