**SCHEME OF WORK**

**District: GASABO Academic year**: 2022-2023 **Term:** I

**Subject**: HISTORY &CITIZENSHIP  **Class**: S1 No of periods per week: **2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Weeks/Time** | **UNIT TITLE** | **Lesson title and evaluation** | **Learning activities and key unit competence** | **Teaching method, techniques and evaluation** | **Reference** | **Observation**  |
| **Week 1:****26-30/09/2022** | **Unit 1:Historical sources** | **Lesson1**- Definition of history and Different sources of history.**2.** Process of collecting historical information | **Knowledge and understanding:** - Explain the concept of history. - Explain how historical information is collected. - Describe the relevance and importance of history in today’s life. **Skills:** - Present the timeline showing the past, present and future. - Compare different historical sources. **Attitudes and values:** - Appreciate the role of history in human development. - Acknowledge the importance of historical sources.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 2:****03-07/10/2022** |  | **3.** sources ofhistoricalinformation.**4.**Importance of history. **5.**Challenges in collecting historical sources  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.  | **Evaluation procedures**: Written test |
| **Week 3:****10-14/10/2022****Week 4:****17-21/10/2022** | **Unit 2: Advantages and disadvantages of historical sources**  | **Lesson:1.**Advantagesanddisadvantages of usingdifferent types of historical sources | **Knowledge and understanding:** - Identify the advantages and disadvantages of historical information. **Skills:** - Analyse the advantages and disadvantages of using different sources of history when collecting historical information. **Attitudes and values:** - Acknowledge the limitations of history sources and suggest ways of overcoming them.   | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 5:****24-28/10/2022** |  | **2:** Comparison of different sources of history. | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to research and analyse the advantages and disadvantages of historical sources.  | **Evaluation procedures**: Written test |
| **Week 6:****31/10-04/11/2022** | **Unit 3:****Origin, organization and expansion of Rwanda kingdom** | **LESSON:1.** Kingdoms in the interlacustrine region. Origin and organization of Rwandan kingdom. | **Knowledge and understanding:** - Identify the kingdoms in the interlacustrine region. - Explain the origin and organisation of Rwandan society. - Describe the factors for expansion and decline of Rwandan Kingdom. **Skills:** - Analyse how the interlacustrine region was settled. - Examine the origin, political, social and economic organisation of the Rwandan kingdom in comparison to other kingdoms.  | **Group discussion, debate and representation about the topic** |  **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 7:****07-11/11/2022** |  | **2.** Reasons for expansion ofRwanda Kingdoms.**3.** Reasons for downfall ofRwandan kingdom | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 8:****14-18/11/2022****Week 9:****21-25/11/2022** |  | **4.**The most importantmonarchies:Ruganzu BwimbaKigeli MukobanyaRuganzu NdoliCyilima RujugiraYuhi GahindiroMutara RwogeraKigeli Rwabugiri | **Attitudes and values:** - Critique the settlement of the interlacustrine region. - Appreciate the organization of Rwandan kingdom in the intrelacustrine region. - Acknowledge the expansion and downfall of the Rwandan kingdom.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 10: 28/11-02/12/2022****Week 11:****5-9/12/2022** |  | **5.**The most important monarchies:Ruganzu BwimbaKigeli MukobanyaRuganzu NdoliCyilima RujugiraYuhi GahindiroMutara RwogeraKigeli Rwabugiri | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explore the origin, organisation and expansion of Rwandan kingdom in the intrelacustrine region.  | **Evaluation procedures**: Written test |
| **Week12:****12-16/12/2022** | **EXAMS** |  |  |  |  |  |
| **Week13:****19-23/12/2022** | **EXAMS &MARKING** |  |  |  |  |  |

**SCHEME OF WORK**

**District: GASABO Academic year**: 2022-2023 **Term:** II

**Subject**: HISTORY AND CITIZENSHIP  **Class**: S1 No of period per week: **2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Week/Date*** | **Unit title** | **Lesson title and evaluation** | **Learning activities, key unit competence** | **Teaching method, techniques and evaluation** | **Reference** | **Observation**  |
| **Week 1:****09-13/1/2023** | ***Unit 4: Civilisation of pre-colonial Rwanda*** | **Lesson:1.**Concepts and components of civilization | **Knowledge and understanding:** - Identify different famines and epizooties and their impact on Rwandan society. - Point out the socio-political and economic dependence of pre-colonial Rwanda. - Explain the notion of civilisation and its components.**Skills:** - Analyse the causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda. - Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda.  **Attitudes and values:** - Acquire compassion and generosity to the victims of famine. - Value the socio- political and economic dependence of pre-colonial Rwanda dependence.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 2:****16-20/1/2023** |  | **2.**social organisation ofthe Rwandesetraditional society: (Family, marriage | **Group discussion, debate and representation about the topic** | **History and citizenship****Student book S1** |  |
| **Week 3:****23-27/1/2023****Week 4:****30/1-03/2/2023** |  | **3.**Economicorganisation(agriculture, cattlekeeping, commerce,artisanship); famineand epizooties; sociopoliticaleconomic dependence (ubuhake,ubukonde, uburetwa | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
|  | **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse the civilization of pre-colonial Rwanda  | **Evaluation procedures**: Written test |  |  |
| **Week 5:****06-10/2/2023** | **Unit 5: Genocide and its features.** | **Lesson:1.**Genocide, itsfeatures (1948Convention andother legalinstruments) andother mass crimes | **Knowledge and understanding:** - Briefly explain the concept of genocide and its features. - Identify the differences between genocide, war crimes and other mass crimes. **Skills:** - Compare genocide and other mass crimes in Africa. - Assess the features of genocide and other mass crimes. - Distinguish the 1994 genocide against the Tutsi from other mass crimes.**Attitudes and values:** - Show concern for the pain of others and take action to relieve it. - Recognize genocide and other mass crimes and advocate for fighting against them.   | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 6:****13-17/2/2023** |  | **2.**Genocide andother masscrimes. | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to differentiate between genocide and other mass crimes.  | **Evaluation procedures**: Written test |
| **Week 7:****20-24/2/2023** | **Unit 6: Evolution of mankind.** | **Lesson:1.** Origin of mankind and Evolution ofhumans.**2.**Stone age periods | **Knowledge and understanding:** - Explain the different theories of the origin of mankind. - Explain the development of mankind during the Stone Age periods. **Skills:** - Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory. - Analyse how Africa was settled after the new Stone Age. - Assess human discoveries during the stone age periods. **Attitudes and values:**- Appreciate the importance of major human developments during the Stone Age. - Show respect for discoveries of mankind in the Stone Age period.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
|  |  | **3.** Discoveries madein the Stone Ageperiod (old,middle, and newStone Age.)**4.**Characteristics ofhunter-gatherersocieties. |  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse how mankind evolved, developed and settled in different parts of Africa. | **Evaluation procedures**: Written test |
| **Week 8:****27/2-03/3/2023** | **Unit 7: Egyptian civilization.** | **Lesson:1.** Origin and elements of Egyptian civilization**2.**contributions of Egyptian civilization to the modern world (art, science,mathematics,medicine, etc).**3.** Influence of Egyptian religious beliefs on ancient Egypt | **Knowledge and understanding:** - Explain the origin of Egyptian civilisation. - Explain the major elements of Egyptian civilisation. - Explain the importance of Egyptian civilisation to the modern world. **Skills:** - Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilization. - Assess the major elements of Egyptian civilisation and evaluate their contribution to the modern world.**Attitudes and values:**- Appreciate the importance of Egyptian civilisation to the modern world.   | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain the elements and the importance of early Egyptian civilization.  | **Evaluation procedures**: Written test |
| **Week 9:****6-10/3/2023****Week 10:****13-17/3/2023** | **Unit 9: Trans-****Atlantic slave trade (Triangular trade).** | **LESSON: 1**. Origin and growth of the transatlantic slave trade.  **2.**Organisation of the transatlantic   | **Knowledge and understanding:** - Identify the reasons behind the rise and expansion of the transatlantic slave trade. - Explain the organisation of the transatlantic slave trade. **Skills:** - Examine the factors responsible for the rise and organisation the transatlantic slave trade and interpret them. - Evaluate the effects of the transatlantic slave trade and judge their influence. **Attitudes and values Content** - Understand what the transatlantic slave trade was. - Appreciate the factors behind the rise and organisation of the transatlantic slave trade.  | **Group discussion, debate and representation about the topic** | **History and citizenship Student book** **-Internet**  |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse the origin, growth, organization, effects and decline of the transatlantic slave trade.  | **Evaluation procedures**: Written test |
| **Week 11:****20-24/3/2023** | **EXAMS** |
|  **Week 12:****27/3/-31/3/2023** |  **EXAMS AND MARKING** |

**SCHEME OF WORK**

**District: GASABO Academic year**: 2022-2023 **Term:** III

**Subject**: HISTORY AND CITIZENSHIP  **Class**: S1 No of period per week: 32

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| --- | --- | --- | --- | --- | --- | --- |
| **Week/Date** | **Unit title** | **Lesson title and evaluation** | **Learning objectives and key unit competence** | **Teaching method, techniques and evaluation** | **Reference** | **Observation**  |
|  **Week 1:****17-21/4/2023** |  | **Lesson:3.** Effects andproblems ofthetransatlanticslave trade.**4.**Reasons forthe abolitionof thetransatlanticslave trade**SUMMATIVE EVALUATION** | **Knowledge and understanding:** - Identify the reasons behind the rise and expansion of the transatlantic slave trade. - Explain the organisation of the transatlantic slave trade. **Skills:** - Examine the factors responsible for the rise and organisation the transatlantic slave trade and interpret them. - Evaluate the effects of the transatlantic slave trade and judge their influence. **Attitudes and values Content** - Understand what the transatlantic slave trade was. - Appreciate the factors behind the rise and organisation of the transatlantic slave trade.  | **Group discussion, debate and representation about the topic*** **Evaluation procedures**: Written test
 | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Key Unit Competence:** To be able to analyse the origin, growth, organization, effects and decline of the transatlantic slave trade.  |
| **Week 2:****24-28/4/2023** | **Unit 9: Concept of human rights, citizen duties and****responsibilities and ways of preventing****human rights violations** | **Lesson:1.** Concept of human rights and ways of preventing human rights violations and gender based violence including rape and sexual abuse **2.**Basic human rights with a special focus on gender equality and children’s rights**3.** Citizen duties and responsibilities. | **Knowledge and understanding:**- State some cases of human rights violation. - Identify different ways of preventing human rights violation. **Skills:** - Analyse the consequences of forced labour on children in reference to our society. **Attitudes and values:** - Promote respect for the rights of the child in their daily life. | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain the concepts of human rights, citizen duties and responsibilities, and suggest ways of preventing human rights violations.  | **Evaluation procedures**: Written test |
| **Week 3:****01-05/5/2023** | **. Unit 10: Forms and principles of democracy.** | **LESSON:1.** Definition ofdemocracy and Principles ofdemocracy:2.The three powers.and Forms of democracy. | **Knowledge and understanding** - Explain the concept of democracy. - Identify the principles of democracy. **Skills**: - Compare different forms of democracy.**Attitudes and values:** - Appreciate the importance of democracy for society.   | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain forms and principles of democracy.  | **Evaluation procedures**: Written test |
| **Week 4:****08-12/5/2023** | **Unit 11: Identify oneself differently in reference to Rwanda.** | **Lesson:1.** Forms of identities.**2.** Similarities anddifferencesbetweenidentities.**3.**Roles ofidentities.**4.**Importance ofliving together. | **Knowledge and understanding:** - Explain different forms of identities in Rwanda. - Describe the importance of living together in harmony. **Skills:** - Examine different forms of identities by showing their similarities and differences. **Attitudes and values:** - Appreciate the importance of living together in harmony.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to identify oneself differently in reference to Rwanda.  | **Evaluation procedures**: Written test |
| **Week 5:****15-19/5/2023** | **Unit 12: Forms, causes and consequences of conflict and violence** | **Lesson:1.** Forms of conflictand violenceincluding genderbased violenceand domesticabuse. | KEY UNIT COMPETENCETo be able to Explain concepts ofconflict and violenceat the family,community andnational level.- Identify forms ofconflict and violenceat the family,community andnational level. | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 6:****22-26/5/2023** |  | **2.**Causes of conflictand violence.**3.**Consequences ofconflict andviolence.4.Conflictmanagement.  | **Knowledge and understanding:** - Indicate the causes of conflict and violence. **Skills:** - Analyse conflict and violent situations in Rwanda and show its influence.**Attitudes and values:** - Show concern to have conflict and violent situations addressed. - Appreciate the importance of conflict management and transformation.   | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse forms, causes and consequences of conflict and violence.  | **Evaluation procedures**: Written test |  |  |
| **Week 7:****29/5-02/6/2023** | **13: Dignity and self-reliance in Rwandan society.**  | **LESSON:1.** How home-grown solutions (abunzi, girinka, gacaca,ubudehe,kuremera umuganda,agaciro)contribute to selfreliance.**2.**Implication of dignityand self-reliance forRwandan society  | **Knowledge and understanding:** - Explain the concepts of dignity and self-reliance. **Skills:** -Analyse dignity and self-reliance and their role in Rwandan nation building.  **Attitudes and values:** -Acknowledge the importance of dignity and self-reliance. - Develop a sense of patriotism, commitment, self- esteem and hard work.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
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| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain dignity and self-reliance and their implications for Rwandan society.  | **Evaluation procedures**: Written test |
| **Week 8:****05-09/6/2023** | **Unit 14: Concept of disability and inclusive education** | **LESSON:1.** Concept of disability and Types of disability. **2.** Causes and consequences of disability.  | **Knowledge and understanding:**-Explain the concept of disability. - Explain the causes and consequences of disability.**Skills:** - Examine the causes and consequences of disability and how they can be avoided. **Attitudes and values:** - Acknowledge the raised awareness of disability.  | - **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **Week 9:****12-16/6/2023** |  | **3.**Attitudes and feelings towards disability in Rwanda | **Group discussion, debate and representation about the topic** |  |  |
| **SUMMATIVE EVALUATION** |  **Key Unit Competence:** To be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.  | **Evaluation procedures**: Written test |
| **Week 10:****19-23/6/2023** | **Unit 15. Family and Personal Values.** | **LESSON:1.** Definition of values and Sources of values.**2.**Sources of sexual learning and definition of gender | **Knowledge and understanding:** - Explain how tolerance and respect develops in relationships. **Skills:** - Demonstrate how to resist negative peer influence in their sexual decision making. **Attitudes and values:** - Stand up for people with disabilities.  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
|  |  | **3.**Socialconstruction ofgender.**4.** Concepts ofhuman rightsrelated tosexual andreproductivehealth. |  | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
| **EVALUATION** | **Key Unit Competence:** To be able to examine the various sources of sexual learning, the relationship between values and behavior, and make decisions consistent with individual values.  | **Evaluation procedures**: Written test |
| **Week 11:****26-30/6/2023** |  **REVISION** |  |  |  |  |  |
| **Week 12:****03-07/7/2023** | **EXAMS** |
| **Week 13:****10-14/7/2023** | **EXAMS AND MARKIG** |

**END OF YEAR**