**SCHEME OF WORK**

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

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

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| --- | --- | --- | --- | --- | --- | --- |
| **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 of  historical  information.  **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 of  Rwanda Kingdoms.  **3.** Reasons for downfall of  Rwandan 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 important  monarchies:  Ruganzu Bwimba  Kigeli Mukobanya  Ruganzu Ndoli  Cyilima Rujugira  Yuhi Gahindiro  Mutara Rwogera  Kigeli 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 Bwimba  Kigeli Mukobanya  Ruganzu Ndoli  Cyilima Rujugira  Yuhi Gahindiro  Mutara Rwogera  Kigeli 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***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.**Economic  organisation  (agriculture, cattle  keeping, commerce,  artisanship); famine  and epizooties; sociopolitical  economic 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 made  in the Stone Age  period (old,  middle, and new  Stone Age.)  **4.**Characteristics of  hunter-gatherer  societies. |  | **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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 for  the abolition  of the  transatlantic  slave 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 and  differences  between  identities.  **3.**Roles of  identities.  **4.**Importance of  living 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 COMPETENCE  To be able to Explain concepts of  conflict and violence  at the family,  community and  national level.  - Identify forms of  conflict and violence  at the family,  community and  national 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 of  conflict and  violence.  4.Conflict  management. | **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 dignity  and self-reliance for  Rwandan 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** |  |
|  |  |
| **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.**Social  construction of  gender.  **4.** Concepts of  human rights  related to  sexual and  reproductive  health. |  | **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**