**SCHEME OF WORK**

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

**Subject** : HISTORY AND CITIZENSHIP  **Class**: S2 NO of period per week: 2

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| **Week/Date** | **Unit title** | **lesson title and evaluation** | **Learning objective and key unit competence** | **Teaching method, techniques and evaluation** | **Reference** | **Observation** |
| **Week 1:**  **26-30/09/2022** | **Unit 1: Collecting and analyzing historical sources** | **LESSON:**  **1.**Complementarities  of historical  sources.  **2.**Challenges faced  when using,  material,  immaterial and  electronic  sources. | **Knowledge and understanding: -** Review the  advantages and  disadvantages of  different historical  sources.  -Describe the specific use of material, immaterial and electronic sources.  **Skills:** Examine the complementarities of different sources of history in order to test the validity of each source.  **Attitudes and values:** Appreciate the complementarities of different sources of history. | **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** Usefulness of  different sources  of history. |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to examine the complementarities of material, immaterial and electronic sources of history. | **Evaluation procedures**: Written test |  |
| **Week 3:**  **10-14/10/2022** | **Unit 2: German and Belgian colonization** | **Lesson:1.** Causes of  German and  Belgian  Colonization | **Knowledge and understanding: -**Explain the causes of German and Belgian colonisations.  -Identify the effects of German colonization.  **Skills:** -Examine the impact of  German colonisation on  political, economic and social  domains.  - Analyse the causes of German and Belgian colonization and the lessons that can be learnt from them.  **Attitudes and values:** - appreciate the causes of German and Belgian coloniasation.  - Acknowledge the impact of German colonisation on Rwandan society. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet** |  |
| **Week 4:**  **17-21/10/2022** |  | **2.**Impact of  German  colonisation. |
| **Week 5:**  **24-28/10/2022**  **Week 6:**  **31/10-04/11/2022** |  | **3.** Reforms  introduced  by Belgians.  **4.**Effects of  Belgian  Colonization | **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 causes and impact of German and Belgian colonisation. | **Evaluation procedures**: Written test |  |
| **Week 7:**  **07-11/11/2022**    **Week 8:**  **14-18/11/2022** | **Unit 3: Causes and course of the 1994 genocide against the Tutsi.** | **LESSON:1.** Causes of  genocide against  the Tutsi. | **Knowledge and understanding: -** Explain the  causes of genocide against theTutsi.  - Describe how genocide was planned, executed and stopped.  **Skills:** - Analyse the causes of the genocide against the Tutsi.  **Attitudes and values:**  - Appreciate the role played by RPF/RPA to stop genocide against the Tutsi. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 9:**  **21-25/11/2022** |  | **2.** Planning and  execution of  genocide against  the Tutsi.  **3.**Role played by  RPF/RPA to stop  genocide against  the Tutsi | **Group discussion, debate and representation about the topic** |  |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to describe the causes and the course of genocide against the Tutsi (Planning, execution and how genocide was stopped) | **Evaluation procedures**: Written test |
| **Week 10:**  **28/11-02/12/2022**  **Week 11:**  **05-**  **09/12/2022** | **Unit 4: Kingdoms of East and Central Africa.** | **LESSON :1.** Factors for the  rise of Buganda and Kongo  kingdom  **LESSON :1.** Factors for the  rise of Buganda and Kongo  kingdom | **Knowledge and understanding:** - Explain the factors behind the rise of the Buganda and Kongo kingdoms.  -Identify the causes for the decline of Buganda and Kongo kingdoms.  **Skills:** - Analyse the factors causing the downfall of Buganda and Kongo kingdoms.  **Attitudes and values: -**understand the factors for the rise of Buganda and Kongo kingdoms. | **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 describe the origin, rise, organisation and decline of kingdoms in East and  Central Africa: case study of Buganda and Kongo kingdoms. | **Evaluation procedures**: Written test |
| **Week 12:**  **12-16/12/2022** | **EXAMS** | | | | | |
| **Week 13:**  **19-23/12/2022** | **EXAMS AND MARKING** | | | | | |

**SCHEME OF WORK**

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

**Subject**: HISTORY AND CITIZENSHIP  **Class**: S2 No of period per week: **2**

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| **Week/Date** | **Unit title** | **Lesson title and evaluation** | **Learning objective and key unit competence** | **Teaching method, techniques and evaluation** | **Reference** | **Observation** |
| **Week 1:**  **09-13/1/2023** | **Unit 4: Kingdoms of East and Central Africa.** | **LESSON :2.** Political, social and economic organisation of Buganda and Kongo kingdoms. | **Knowledge and understanding:** - Explain the factors behind the rise of the Buganda and Kongo kingdoms.  -Identify the causes for the decline of Buganda and Kongo kingdoms.  **Skills:** - Analyse the factors causing the downfall of Buganda and Kongo kingdoms.  **Attitudes and values: -**understand the factors for the rise of Buganda and Kongo kingdoms. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 2:**  **16-20/1/2023** |  | **3**- Factors for the  decline of  Buganda and  Kongo  Kingdoms.  **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms. | **Evaluation procedures**: Written test |  |  |
| **Week 3**:  **23-27/1/2023** | **Unit 5: Long distance trade.** | **LESSON:1.** Rise and organisation  of long distance trade. | **Knowledge and understanding:**  -Describe its organization.  - Explain effects and reasons for its decline.  **Skills:** - Balance its organisation with the oganisation of Trans-Saharan trade.  - Examine the effects and the reasons for the decline of long distance trade.  **Attitudes and values:**  Appreciate the organisation of long distance trade. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 4:**  **30/1-03/2/2023** |  | **2.** Reasons for  the decline of  long distance  trade.  **3.** Effects of  long distance  trade. | **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 rise, organisation, effects and decline of long distance trade. | **Evaluation procedures**: Written test |
| **Week 5:**  **6-10/2/2023** | **Unit 6: Ngoni migration** | **LESSON :1**- Origin of the Ngoni and different  Ngoni groups | **Knowledge and understanding: -** Identify different groups of the Ngoni.  - Describe the reasons for Ngoni migration.  - Discuss the effects of Ngoni migration.  **Skills:** -Examine the effects both positive and negative of the Ngoni migrations in East and Central Africa.  **Attitudes and values:** - Appreciate the origin and the reasons for the Ngoni migration.  - Recognise the effects of the Ngoni migration | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 6:**  **13-17/2/2022** |  | **2**. Reasons  for Ngoni  migration.  **3.**Consequen  ces of  Ngoni  migration |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain the origin, causes and effects of Ngoni migration. | **Evaluation procedures**: Written test |
| **Week 7:**  **20-24/2/2023** | **Unit 7: Exploration of Africa.** | **LESSON: 1**. Different  European  explorers and  their routes. | **Knowledge and understanding:-**Identify  different  Europeans who  explored Africa.  - Explain different  causes and  effects of  exploration  **Skills:** - Assess the effects and process of exploration.  - Analyse the causes of European explorers in Africa.  **Attitudes and values:**  - Appreciate the importance of the activities of different explorers in Africa.  - Note the causes of European exploration in Africa. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **2.**Different  causes of  exploration. |
|  |  | **3.**Consequences  of exploration  of Africa.  **4.**Problems  faced by  explorers in  Africa. | **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 causes and consequences of exploration of Africa. | **Evaluation procedures**: Written test |
| **Week 8:**  **27/2-03/3/2023** | **Unit 8: European colonisation of Africa.** | **Lesson:1.**  Different  causes of  European  colonisation in  Africa.  **2.** Methods of  colonial  conquest in  Africa. | **Knowledge and understanding:**  -Explain the different causes of European colonisation of Africa.  - Identify different methods of colonial conquest.    **Skills:** -Evaluate the causes of European colonisation of Africa and show whether they were justified.  **Attitudes and values:** - Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa. | **Group discussion, debate and representation about the topic** |  |  |
| **Week 9:**  **6-10/3/2023** |  | **3.** Colonial  systems of  administration.  **4.** Consequences  of European  colonisation | **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 evaluate causes and consequences of European colonisation of Africa. | **Evaluation procedures**: Written test |
| **Week10:**  **13-17/3/2023** | **Unit 9: African response to colonial conquest.** | **LESSON: 1**. Types of resistance, their  causes and effects and  methods of resistance.  **2.** Forms of collaboration. | **Knowledge and understanding:**  - Identify types of  resistance, their  causes and effects.  - Explain how Africans  resisted the colonial  administrations.  - Explain forms of  collaboration, its  causes and  consequences.  **Skills:** - Compare primary and secondary resistance by giving examples.  **Attitudes and values:** - Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
|  |  | **3.** How Africans  collaborated with  Europeans colonialists  (e.g. Mutesa of Buganda,  Lenana of Masai, etc). | **Group discussion, debate and representation about the topic**  **Evaluation procedures**: Written test | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse the reactions of Africans to colonial conquest. |
| **Week1120-24/3/2023** | **EXAMS** | | | | | |
| **Week12**  **27-31/3/2023** | **EXAMS AND MARKING** | | | | | |

**SCHEME OF WORK**

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

**Subject**: HISTORY AND CITIZENSHIP  **Class**: S2 No of period per week: 2

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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** |
| **Week1:**  **17-21/4/2023** | **Unit 10: Industrial revolution.** | **LESSON:1.** Political,  economic and  social situation in  England before  the industrial  revolution. | **Knowledge and understanding:**  - Describe the factors that led to the industrial revolution.  - Discuss the effects of industrial revolution in Europe and the rest of the world.  **Skills:** - Examine the factors that led to the industrial revolution and determine the contribution of each factor.  - Assess the effects of the industrial revolution and its impact on Africa.  **Attitudes and values:**  - Recognise the factors that led to industrial revolution.  - Assess the effects of the industrial revolution.  - Identify technical  inventions and  their inventors | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 2:**  **24-28/4/2023** |  | **2**. Factors that led to the  Industrial revolution.  3. Effects of the  industrial  revolution. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
|  |  | **4.**Technical  inventions and  their inventors:  spinning mule,  spinning jenny,  water frame,  steam engine,  flying shuttle. | **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 causes and consequences of the industrial revolution, technical inventions and their inventors. | **Evaluation procedures**: Written test |
| **Week 3:**  **01-05/5/2023** | **Unit 11: Causes and impact of the American revolution** | **LESSON:1.** Causes of  American revolution:  - Political causes (need for  independence, unfair judicial system  of Britain, the restriction of colonies  from occupying new lands of Ohio and  Louisiana, Boston massacre, and  others).  **2.** Economic causes: (exploitation of  resources, heavy taxation system, the  tea party of Boston).  3. Social causes: (discrimination against  Americans, role of philosophers, the  war of Independence).  **4.**Effects of American Revolution both in  America and in the rest of  the world | **Knowledge and understanding: -**  - Describe the causes of the American revolution.  - Explain the impact of the American revolution  **Skills:** - Analyse the causes of the American revolution and interpret the role of each cause.  **Attitudes and values:**  - Acknowledge the causes of the American revolution and acquire the ideas of democracy and nationalism. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 4:**  **08-12/5/2023** |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to explain the causes and impact of American revolution. | **Evaluation procedures**: Written test |  |  |
| **Week 5:**  **15-19/5/2023** | **Unit 12: Rights, duties and obligations.** | **LESSON:1.** Duties of citizen toward  his/her nation.  **2.**Obligations of  the state towards  its population.  **3.**How duties and  obligations are  balanced in  Rwanda | **Knowledge and understanding: -**  Explain the concepts of rights,  duties and obligations in the  family, community and nation.  - Identify the obligations of the  state towards its population.  - Describe the balance between  duties and obligations. nation.  **Skills:** - Examine the role of rights, duties and obligations in society and nation building.  **Attitudes and values:**  - Acquire the spirit of citizenship.  - Develop the spirit of being law abiding. | **Group discussion, debate and representation about the topic**  **Evaluation procedures**: Written test | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda. |
| **Week 6:**  **22/5-26/6/2023** | **Unit 13: State and government.** | **LESSON:1.** Definition of state  And government.  **2.**Difference  between state and  government.  **3.**Types of state and  basic forms of  government.  **4.**Organs, role and  functions of the  state and  government | **Knowledge and understanding:**  -explain the role and functions of the state and government.  -Explain the concepts of  the State and  government.  - Identify the difference  between state and  government.  **Skills:** - Analyse the definition of state and government and compare them.  **Attitudes and values:**  -Appreciate the importance of state and government in order to determine the Rwandan identity. | **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 role and functions of the state and government. | **Evaluation procedures**: Written test |  |  |
| **Week 7:**  **29/05-02/6/2023** | **Unit 14: Interdependence and unity in diversity.** | **LESSON:1.** Interdependency  **- Unity.**  **-Personal identity**  **and national**  **identity**  **2.Patriotism.**  **- Unity in diversity** | **Knowledge and understanding:**  - Explain the  importance of unity.  - Describe the concept  of interdependence  among people.  - Explain the concept  of unity in diversity.  **Skills:** - Evaluate the importance of unity.  **Attitudes and values:**  - Show respect for others and love for one another.  - Appreciate the importance of patriotism and self-reliance. | **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 interdependency and unity in diversity | **Evaluation procedures**: Written test |
| **Week 8:**  **05-09/6/2023** | **Unit 15: Social cohesion** | **LESSON:1.** Social cohesion and Factors  influencing  social cohesion.  **2.** Challenges to  Social cohesion :  Discrimination,  Exclusion,  Stigma,  prejudice, etc. | **Knowledge and understanding:**  - Explain the  factors  influencing  social cohesion.  - Identify  challenges to  social cohesion  **Skills:** - Examine the importance of social cohesion in Rwanda and other societies.  **Attitudes and values**  - Appreciate the importance of social cohesion in Rwandan society.  - Judge factors influencing social cohesion and interpret its challenges. | **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 people can live together in harmony. | **Evaluation procedures**: Written test |
| **Week 9:**  **12-16/6/2023** | **Unit 16: Hindrances to dignity and self-reliance in Rwandan**  **society** | **LESSON:1.**  **Types** of hindrances  to dignity and self-reliance.  **2.** Importance of dignity  and self-reliance in  Rwandan society.  **3.**Importance of  international  cooperation in  respect to Rwandan  aspirations.  **4.**Activities for  promotion of dignity  and self-reliance.  **5.** Challenges to dignity  and self-reliance. | **Knowledge and understanding** - Explain the  importance of  dignity and  self-reliance in  Rwandan society.  **Skills:** - Examine the hindrances to dignity and self-reliance in order to determine measures/strategies to overcome them.  **Attitudes and values:**  - Show concern for hindrances to dignity and self-reliance.  - Appreciate role of dignity and self-reliance in Rwandan society and advocate for them. | **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 the hindrances to dignity and self-reliance in Rwandan society. | **Evaluation procedures**: Written test |  |  |
| **Week 10:**  **19-**  **23/6/2023** | **Unit 17: Concept of disability and inclusive education.** | **LESSON:1.** Causes of disability  **2.** Effects of disability  **3.**Measures to prevent  Disability | **Knowledge and understanding:**  - Explain measures to prevent disabilities.  **Skills:** - Assess the causes and effects of disability and relate to the current situation.  **Attitudes and values:**  -Appreciate the raised awareness of disability.  - Appreciate the importance of good hygiene. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book** |  |
| **SUMMATIVE EVALUATION** | **Key Unit Competence:** To be able to analyse causes and effects of disabilities and determine measures to prevent disability. | **Evaluation procedures**: Written test |
| **Week 11:**  **26-30/6/2023** | **Unit 18: Family and Personal Values** | **LESSON:1.** Conflict and  misunderstanding between  parents and  children.  **2.**Importance of  parents-child  dialogues  about their  differences and  developing  respect for  each other’s  rights to have  different  values. | **Knowledge and understanding:** - Describe how mutual trust between parents and children promotes effective communication.  **Skills:** - Assess family and personal values and show how they are inter-related.  - Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions in the society.  **Attitudes and values:** - Acknowledge the importance of parents and personal values. |  |  |  |
|  |  | **SUMMATIVE EVALUATION** | **Key Unit Competence:** Examine the concept of Human Rights related to sexual and reproductive health (from unit overview) | **Evaluation procedures**: Written test |  |  |

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| **Week 12:**  **03-07/7/2023** | **EXAMS** |  |
| **Week 13:**  **10-14/7/2023** | **EXAMS AND MARKING** |  |

**END OF YEAR.**