**SCHEME OF WORK**

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 historicalsources.**2.**Challenges facedwhen using,material,immaterial andelectronicsources. | **Knowledge and understanding: -** Review theadvantages anddisadvantages ofdifferent historicalsources.-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 ofdifferent sourcesof 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 ofGerman andBelgianColonization | **Knowledge and understanding: -**Explain the causes of German and Belgian colonisations. -Identify the effects of German colonization. **Skills:** -Examine the impact ofGerman colonisation onpolitical, economic and socialdomains.- 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 ofGermancolonisation. |
| **Week 5:****24-28/10/2022****Week 6:****31/10-04/11/2022** |  | **3.** Reformsintroducedby Belgians.**4.**Effects ofBelgianColonization | **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 ofgenocide againstthe Tutsi. | **Knowledge and understanding: -** Explain thecauses 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 andexecution ofgenocide againstthe Tutsi.**3.**Role played byRPF/RPA to stopgenocide againstthe 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 therise of Buganda and Kongokingdom**LESSON :1.** Factors for therise of Buganda and Kongokingdom | **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** |  |
|  |  |  |
|  | **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 thedecline ofBuganda andKongoKingdoms.**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 organisationof 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 forthe decline oflong distancetrade.**3.** Effects oflong distancetrade. | **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 differentNgoni 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**. Reasonsfor Ngonimigration.**3.**Consequences ofNgonimigration |
| **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**. DifferentEuropeanexplorers andtheir routes. | **Knowledge and understanding:-**IdentifydifferentEuropeans whoexplored Africa.- Explain differentcauses andeffects ofexploration**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.**Differentcauses ofexploration. |
|  |  | **3.**Consequencesof explorationof Africa.**4.**Problemsfaced byexplorers inAfrica. | **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.**Differentcauses ofEuropeancolonisation inAfrica.**2.** Methods ofcolonialconquest inAfrica. | **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.** Colonialsystems ofadministration.**4.** Consequencesof Europeancolonisation | **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, theircauses and effects andmethods of resistance.**2.** Forms of collaboration. | **Knowledge and understanding:** - Identify types ofresistance, theircauses and effects.- Explain how Africansresisted the colonialadministrations.- Explain forms ofcollaboration, itscauses andconsequences.**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 Africanscollaborated withEuropeans 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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 andsocial situation inEngland beforethe industrialrevolution. | **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 technicalinventions andtheir 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 theIndustrial revolution.3. Effects of theindustrialrevolution. | **Group discussion, debate and representation about the topic** | **History and citizenship** **Student book****-Internet** **-Textbooks of Rwandan History** |  |
|  |  | **4.**Technicalinventions andtheir 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 ofAmerican revolution:- Political causes (need forindependence, unfair judicial systemof Britain, the restriction of coloniesfrom occupying new lands of Ohio andLouisiana, Boston massacre, andothers).**2.** Economic causes: (exploitation ofresources, heavy taxation system, thetea party of Boston).3. Social causes: (discrimination againstAmericans, role of philosophers, thewar of Independence).**4.**Effects of American Revolution both inAmerica and in the rest ofthe 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 towardhis/her nation.**2.**Obligations ofthe state towardsits population.**3.**How duties andobligations arebalanced inRwanda | **Knowledge and understanding: -** Explain the concepts of rights,duties and obligations in thefamily, community and nation.- Identify the obligations of thestate towards its population.- Describe the balance betweenduties 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 stateAnd government.**2.**Differencebetween state andgovernment.**3.**Types of state andbasic forms ofgovernment.**4.**Organs, role andfunctions of thestate andgovernment | **Knowledge and understanding:**-explain the role and functions of the state and government.-Explain the concepts ofthe State andgovernment.- Identify the differencebetween state andgovernment.**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 theimportance of unity.- Describe the conceptof interdependenceamong people.- Explain the conceptof 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 Factorsinfluencingsocial cohesion.**2.** Challenges toSocial cohesion :Discrimination,Exclusion,Stigma,prejudice, etc. | **Knowledge and understanding:** - Explain thefactorsinfluencingsocial cohesion.- Identifychallenges tosocial 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 hindrancesto dignity and self-reliance.**2.** Importance of dignityand self-reliance inRwandan society.**3.**Importance ofinternationalcooperation inrespect to Rwandanaspirations.**4.**Activities forpromotion of dignity and self-reliance.**5.** Challenges to dignityand self-reliance.    | **Knowledge and understanding** - Explain theimportance ofdignity andself-reliance inRwandan 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 preventDisability | **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 andmisunderstanding betweenparents andchildren.**2.**Importance ofparents-childdialoguesabout theirdifferences anddevelopingrespect foreach other’srights to havedifferentvalues. | **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 |  |  |

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

**END OF YEAR.**