**SCHEME OF WORK**

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

Subject: **HISTORY** Class: **S3** 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 and techniques and evaluation** | **Reference** | **Observation** |
| **Week 1**  **26-30/09/ 2022**  **Week 2**  **03-07/10/2022** | **Unit 1: Independent Rwanda** | **Lesson 1** Major changes  that took place  in the first and  second  Republics | **Knowledge and understanding:**  Explain  fundamental  changes that took  place in first and  second Republics  in Rwanda  -discuss the causes and consequences of Rwanda liberation war of 1990-1994  **Skills**: analyse the changes that took  place in first and  second Republics  in Rwanda | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 3**  **10-14/10/ 2022** | **LESSON2**- Root causes,  Cause & effects  of the liberation  war in Rwanda  (1990-1994).S | **Attitudes and values**: Judge the reforms that were introduced in the first and second republics in Rwanda  -Appreciate the root causes liberation war of 1990-1994.and balance its consequences. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation)** | **KEY UNIT COMPETENCE:** to be able to explain the political, economic and socio- cultural changes in the first and second republics and the causes ,consequences of liberation war in Rwanda(1990-1994). | **Written evaluation** |  |  |
| **Week 4**  **17-21/10/ 2022** | **UNIT2:**  **Consequences of the 1994**  **genocide**  **against the**  **Tutsi.** | **LESSON 1** Consequences of  genocide  against the  Tutsi.  **LESSON 2** Measure  taken by the  government  s to re-build  Rwandan  society. | **Knowledge and understanding**:  Explain the consequences  Of 1994 genocide against the  Tutsi.  **Skills:** Assess the consequences  of genocide against the  Tutsi and show the  lessons young can learn  from it.  - Examine measures taken  by the Rwandan  government to re- built  Rwanda and challenges  faced during the process  of rebuilding Rwanda  **Attitudes and values:**  Acknowledge how Rwandan  society has been re-built  after genocide against the  Tutsi and indicate how  much effort it has been.  -Learn from mistakes made by genocide planners to make sure genocide will never happen again in Rwanda and elsewhere. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 5**  **24-28/10/2022**  **Week 6**  **31/10-04/11/2022** |  | **LESSON3** Challenges  encountered  in rebuilding  Rwanda | **Group discussion, debate and representation about the topic.** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation)** | **KEY UNIT COMPETENCE**  To be able to examine the consequences of genocide against the Tutsi and how society has been re-built. | **Written evaluation** |  |  |
| **Week 7**  **07-11/11/ 2022** | **Unit 3: Colonial administrative systems and colonial powers** | **LESSON1**  - Colonial  masters  and their  colonies.  . | **Knowledge and understanding**:  Explaindifferent  colonial power  in response to  their colonies.  **Skills**: compare different colonial administrativesystems. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 8**  **14-18/11/ 2022** |  | **LESSON2**  -Different  colonial  administrative  methods |  | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 9**  **21-25/11/2022** |  | **LESSON3**   * African   states that  were not  colonised. | **Attitudes:** Appreciate the reasons  why some African states  were not colonised and  the role played by leaders  who resisted colonialists. ot colonised | **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** | REVISION PERIOD WITH END UNITS ASSESSMENTS | | | | | |
| **Week 11**  **5-9/12/2022** | EXAMS PERIOD | | | | | |
| **Week 12**  **12-16/12/2022** | EXAMS PERIOD | | | | | |
| **Week 13**  **19-23/12/2022** | MARKING AND REPORT MAKING PERIOD | | | | | |

**SCHEME OF WORK**

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

**Subject**: HISTORY  **Class**: S3 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**    **09-13/01/ 2023** | **Unit 4: Colonial reforms and their consequences on African**  **societies.** | **LESSON1**  **-** Political,  economic and  socio-cultural  colonial  reforms  **LESSON2**   * Consequences   of these  reforms on  African  societies. | **Knowledge and understanding**:to id  entify the political,economical and socio-cultural colonial reforms.  -Explain consequences of  these reforms on African  societies.  **Skills** : Assess the political, economic and socio-cultural colonial reforms and their consequences on  African societies.  **Attitudes and values**: Appreciate the political,economic andsocio-culturalcolonial **r**eforms introduced by colonialists in Africa. |  | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation)** | **KEY UNIT COMPETENCE**  To be able to evaluate the political, economic and socio-cultural colonial reforms and their consequences on  African societies. | **Written evaluation** |  |  |
| Week 2  **16-20/01/ 2023** | **Unit 5: Causes of decolonisation in Africa: Case Study, Ghana and**  **Kenya.** | **LESSON 1**  **-** Causes of  decolonisation of Africa.  - The action of UNO. | **Knowledge and understanding**:  -describe the causes and consequences of decolonisation in Africa (Case Study; Ghana and  Kenya). | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week **3**  **23-27/01/ 2023** |  | **LESSON 2**  - The anti-colonialist  attitude of super  powers (USA& USSR).  - The Second World War | **Skills**:  Examine the causes and  effects of  decolonisation  of Africa in general. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week **4**  **30/01-03/02/ 2023** |  | **LESSON 3**  - The growth of African  nationalism, etc.  - Case Study: Ghana and  Kenya. | **Attitudes and values:**  Acknowledge the  positive and negative  effects of  decolonisation of  Africa as to develop  the spirit of self-rule  and democracy | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation)** | **KEY UNIT COMPETENCE**  To be able to examine the causes and consequences of decolonisation in Africa (Case Study; Ghana and kenya) | **Written evaluation** |  |  |
| Week **5**  **06-10/02/ 2023** | **Unit 6: Analyse the 1789 French Revolution** | **LESSON1**  Causes of French Revolution:  - Social inequality  - Political causes  -Economic situation  -Influence of philosophers  American revolution etc. | **Knowledge and understanding**: Describe the  causes of the French Revolution  **Skills**: Evaluate the consequences of the French revolution. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week 6**  **13-17/03/ 2023** |  | **LESSON 2**  Effects of French Revolution  - Abolition of federal abuses  - Declaration of Human Rights  - Equality among French citizens  - Freedom of expression  - Effects of French Revolution in the  rest of Europe etc. | **Attitudes and values:**  Recognize the  consequences of  the French  Revolution and impact on modern society. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation** | **KEY UNIT COMPETENCE**  To be able to explain the origin, causes and consequences of the 1789 French Revolution | **Written evaluation** |  |  |
| **Week 7**  **20-24/02/ 2023** | **Unit 7: Causes and effects of the first world war.** | **LESSON 1**  -Long term causes  - The immediate  cause.  - Sarajevo incident . | **Knowledge and understanding**:  To describe the causes of french revolution. |  | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week **8**  **27/02-03/03/ 2023** |  | **LESSON 2**  - Effects of the first  world war: | - **Skills**:  Evaluate the  effects of the  First World War | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **LESSON 3** Versailles treaty, | Analyse the aims, achievement of league of nation and its weakness | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **LESSON 4**  League of Nations. | **Attitudes and values**  -Appreciate the long term and immediate causes of first world war | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation** | **KEY UNIT COMPETENCE**  To be able to explain the causes and effects of the first World War. -Describe both long  term and  immediate causes  of the First Worl  War. | **Written evaluation** | **-Textbooks of Rwandan** |  |
| Week 9  **06-10/03/ 2023** | **Unit 8: Between two wars.** | **LESSON 1**  - The Economic  Crisis of 1929-1933  - Causes and Effects  **LESSON 2**  Totalitarian regimes in  Europe. | **Knowledge and understanding**:  to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian  regimes in Europe (Fascism and Nazism - **Skills**: Assess the causes and  effects of the 1929-1933  economic crisis and  measure its contribution to  causing World War II.  Evaluate the factors of the  rise and downfall of the  totalitarian regimes in  Europe. |  | **History** |  |
| **Week 10**  **13-17/03/ 2023** | **REVISION PERIOD WITH END UNITS ASSESSMENTS** | | | | | |
| **Week 11**    **20-24/03/ 2023** | **EXAMS PERIOD** | | | | | |
| **Week 12**  **27-31/03/ 2023** | **EXAMS PERIOD + MARKING & MAKING REPORTS** | | | | | |

**SCHEME OF WORK**

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

**Subject**: HISTORY  **Class**: S3 No of period per week: 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week/Date** | **Unit title** | **lesson title and evaluation** | **Learning objective and key unit competence** | **Teaching method, technical and evaluation** | **Reference** | **Observation** |
| Week 1  17-21/04/ 2023  Week 2  24-28/04/ 2023 |  | **LESSON 3**  - Fascism  - Nazism. | Evaluate the factors of the  rise and downfall of the  totalitarian regimes in  Europe and be able to  compare and contrast  Fascism and Nazism. | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
|  | TEST | | | | | |
| Week 3  01-05/05/ 2023 | **Unity 9 African response to colonial conquest.** | **LESSON 1**  **-** Forms of African  responses towards colonialist  **LESSON 2**  - Types of resistance,  their causes and effects  and methods of  resistance.  - Forms of collaboration | **Knowledge and understanding**:  -Describe forms of  African response  towards European  colonial conquest  - Identify types of  resistance, their  causes and effects  - Explain how Africans  resisted the colonial  administrations | **Group discussion, debate and representation about the topic** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week 4    08-12/05/ 2023 |  | **LESSON 3**  - Forms of collaboration.  - How Africans  collaborated with  Europeans colonialists  (e.g. Mutesa of Buganda,  Lenana of Masai, etc). | Explain forms of  collaboration, its  causes and  consequences.  - Describe how Africans  collaborated with  European colonialists  - **Skills:**  Analyse forms of  collaboration, its  causes and  consequences.  **Attitudes and values:** appreciate the reasons for resistances so as to acquire the spirit | **Group discussion, debate and representation about the topic.** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **END UNIT ASSESSMENT**  **(Summative evaluation)** | **KEY UNIT COMPETENCE:**  To be able to analyse the reactions of Africans to colonial conquest | **Written evaluation** |  |  |
| Week 5  15–19/05/ 2023 | **Unit 10: National and international human rights instruments**  **and the protection of human rights** | **LESSON 1**  - National human  rights instruments.  - International  human rights  instruments.  - Effectiveness of  national and  international  human rights  instruments.  **LESSON 2:**  - Ways human rights  can be protected in  the context of  democracy  **END UNIT ASSESSMENT**  **(Summative evaluation)** | **Knowledge and understanding**:  - Understand national and international human rights instruments.  - Understand  ways of  protecting  human rights  in the context  of democracy.  - Identify their  Effectiveness.  **skills:**  - To explain the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the context of democracy.  **attitude and value:**  **-**Toappreciate the importance of national and international human right instruments**.**  **-** Reorganize ways of protecting human right.  **KEY UNIT COMPETENCE:**  To be able to analyze the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the context of democracy | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week 6  22-26/05/ 2023 | **Unit 11: Democratisation process.** | **LESSON 1**  - Process of  democratization  - Indicators of  democratization  - Compare  democratisation  in Rwanda and  the sub region  **END UNIT**  **ASSESSMENT**  **(Summative evaluation)** | **Knowledge and understanding**:  - State the process  of democratisation  - Understand  democratisation  in Rwanda and the  sub region.  **Skills**:  Assess the indicators  of democratisation  in Rwanda and the  sub region.  **Attitutde and value:**  Appreciate the indicators  of democratisation.  **KEY UNIT COMPETENCE**  To be able to compare democratisation process in Rwanda and the sub region. | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week7  29/05-02/06/ 2023 | **Unit 12: Identify Rwandans in reference to regional groupings** | **LESSON 1**  - Understand  oneself in  reference to  Rwanda and  East Africa.  - Accepting and  accommodating  differences and  integrating in  the region.  **END UNIT ASSESSMENT**  **(Summative evaluation)** | - **Knowledge and understanding**:  - Identify  Rwandans in  reference to  regional  groupings.  - Explain the  importance of  regional  integration.  **Skills:**  Analyse Rwandans in reference to regional groupings.  **Attitude and values**:  Appreciate the importance of regional integration.  **KEY UNIT COMPETENCE**:  To be able to evaluate Rwandans in reference to regional groupings. | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week 8  05-09/06/ 2023 | **Unit 13: National laws in conflict transformation** | **LESSON 1**  -Define conflict  transformation.  - Sources of Rwandan codes  and laws.  **LESSON 2**  - Legal mechanism and organs  vis-a- vis conflict  transformation: National  Commission for Human  Right, office of the  Ombudsman, National Police,  Constitution, relevant laws.  **END UNIT ASSESSMENT**  **(Summative evaluation)** | **Knowledge and understanding**:  - Understand  conflict  Transformation.  - Know sources of  Rwandan codes  and laws.  - Identify legal  mechanism visà-  vis conflict  transformation  - **Skills**  Discuss conflict transformation’  **Attitude and values:**  Recognize the importance of justice, the rule of laws.  **KEY UNIT COMPETENCE**:  To be able to assess how national laws leads to conflict transformation | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week 9  12-16/06/ 2023 | **Unit 14: Factors for national independence** | **LESSON 1**  - Political factors  for national  independence.  - Economical and  socio-cultural  factors for  national  Independence.  - Promoting and  Sustaining self-reliance.  **END UNIT ASSESSMENT**  **(Summative evaluation)** | **Knowledge and understanding**:  - Identify factors  for national  Independence.  - Understand  challenges  faced in  attaining  national  Independence.  - State Rwandan  strategies used  to achieve self-reliance  **Skills:**  Evaluate challenges that hinder national independence  **Attitude and values:**  Appreciate strategies set up by Rwandan government to achieve national independence.  **KEY UNIT COMPETENCE**:  To be able to examine the factors  for national  Independence. | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| Week 10  19-23/06/2023 | **Unit 15: Concept of disability and inclusive education** | **LESSON 1**  **-** Definition of special  needs education  - Who are children  with special needs?  - Ways to help children  with special needs.  - Definition of inclusive  education.  - Exclusion and  Inclusion.  **LESSON 2**  - Integration and  inclusion.  - Impacts of inclusive  education.  **END UNIT ASSESSMENT**  **(Summative evaluation)** | - **Knowledge and understanding**:    - Explain special  Needs education and inclusive  education.  - Identify  characteristics  of children with  special needs  education.  **Skills**:  Analyze problems faced by children with disabilities.  **Attitude and values:**  Appreciate the raised awareness of disability.  **KEY UNITCOMPETENCE:**  To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education. | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
|  | **Unit 16: Tolerance and respect** | **LESSON 1** - Define bias, prejudice,  stigma, intolerance,  harassment, rejection  and bullying.  - Impact of bias,  prejudice, stigma,  intolerance on healthy  relationships among  peers, people living  with HIV/AIDS, people  with disabilities,  people who are  perceived to be  different, etc.  - The emotional,  economic, physical and  social consequences of  prejudice, stigma,  harassment and  rejection.  **END UNIT ASSESSMENT**  **(Summative evaluation)** | **Knowledge and understanding**:  - Explain why prejudice,  stigma, intolerance,  harassment, rejection and  bullying are harmful.  - Describe why every human  being deserves to be  treated fairly and with  respect.  - Recall the importance of  tolerance, acceptance and  respect to healthy  relationships.  - Explain why everybody has  a responsibility to defend  people who are being  harassed or bullied.  - Understand that everybody  has a responsibility to  defend people who are  being harassed or bullied  **SKILLS:**  Analyze available support mechanism to report and assist people experiencing.  A**ttitude and values:**  Appreciate the respect owed to all people, including those who are perceived to be different.  **KEY UNIT COMPETENCE:**  To be able to recognize and respond to the effects of bias, prejudice, intolerance and stigma on individual and family. | **Group discussion, debate and representation about the topic**  **Written evaluation** | **History and citizenship**  **Student book**  **-Internet**  **-Textbooks of Rwandan History** |  |
| **Week11**  **26-30/06/ 2023** | **GENERAL REVISION WITH END UNITS ASSESSMENTS** | | | | | |
| **Week12**  **03 -07/07/ 2023** | **FINAL EXAMS** | | | | | |
| **Week 13**  **10-14/07/ 2023** | **MARKING & MAKING REPORTS** | | | | | |

**END OF YEAR**