**SCHEME OF WORK**

**KIGALI CITY School: ………………………………….**

**GASABO DISTRICT**

**Academic year:** 2022-2023 **Number of period per week: ……**

**Teacher’s name: ……………………………………………… Class** PRIMARY 5

**Subject: SOCIAL AND RELIGIOUS STUDIES**

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| **Dates and Weeks** | **Unit Title** | **Lesson Title and**  **Evaluation** | **Learning Objectives and Key Unit Competence** | **Teaching Methods and Techniques** | **Resources and References** | **Observation** |
| **Week 1**  **26-30/09/2022** |  |  | GENERAL REVISION |  |  |  |
| **Week 2**  **03-07/10/2022** | **UNIT 1**  **Our province and its location in Rwanda.** | 1. Our province and its location in Rwanda.  2. Location and neighbors’ of our provinces.  3. Elements of a map and their importance.  **Summative Evaluation** | -Identify the neighboring provinces of his/her province.  Describe the location of his/her province.  Draw a map of his/her province. Explain the elements of a good map.  Develop the culture of using a map to locate places.  **Key unit competence**: Describe his/her province. | Draw (individually) the map of his/her province and interpret it to fellow pupils.  In groups pupils will discuss the importance of a map and its elements then make a summary.  oral, written, practical | Map of Rwanda, provincial map.  -Syllabus  -Books P5 |  |
| **WEEK 3**  10 -14/10/2022 | **UNITY 2:**  **Notions of the Bible.** | 1.The meaning of the Bible.  2. Structure of the Bible.  3.The authorship of the Bible. | Identify the basic elements of the Bile  Explain clearly the major parts of the Bible  Describe the structure of the Bible.  -To appreciate the biblical use in Christian life.- Show the respect Bible | Evaluation procedures **(oral, written, practical,** | Bible, Pictures, Photographs and Films about the Bible |  |
| **Week 4**  **17-21/10/2022** |  | 4. Basic elements of the bible (sins, faith, redemption, righteousness, authority of the Bible, etc.).  5.The importance of the Bible in Christian life.  **Summative valuation** | -Identify the basic elements of the Bile  -Recall the major parts of the Bible  -Explain clearly the major parts of the Bible  Describe the structure of the Bible.  -To appreciate the biblical use in Christian life  .- Show the respect Bible | Evaluation procedures **(oral, written, practical)** | Bible, Pictures, Photographs and Films about the Bible |  |
| **WEEK 5**  **24-28/10/2022** | **UNIT 3:**  **Complementarity and social cohesion in the society** | 1 Complementarity in the society  2 People in society  3 Their roles and responsibilities  4 How they complement each other.  5.Indicators of complementarity among people in our province.  6.Importance of complementarity in our province  7.Social cohesion and conflict management in our province.  8 Human rights and their importance in our society.  9 The importance of peace in society.  -  **Summative evaluaton** | -State different ways people complement each other in the society  -Explain the term ‘’complementarity’’  -Identify the role of the family in maintaining peace and Harmony.  -Give consequences of disharmony  -Describe different roles and responsibilities of people in the society.  Explain the importance of complementarity of people in the society | Pupils in groups will discuss different roles and responsibilities of people in society and display their findings in class for general discussion then highlight main ideas.   Pupils will do general cleaning around the school and evaluate how they complemented each other in that activity | -Illustrations -Related Complementarity and Social cohesion  -Textbook |  |
| **WEEK 6**  **31/10 -04/11/2022** |  | 10.The role of the family in maintaining peace and harmony.  Harmony and disharmony in the society.  - Consequences of disharmony in the society.  - Conflict management in the society.  11. Definitions of the concepts of bias, prejudice, stigma, intolerance, harassment, rejection and bullying - stigma and discrimination on the grounds of difference are a violation of human rights & everybody has a responsibility to speak out against intolerance and bias  **summative**  **Evaluation** | -Analyse basic human rights  -Explain the importance of human rights.  -Differentiate harmony and disharmony  -Analyze how conflict can be managed  -Respect for difference, and zero-tolerance of stigma, violence, discrimination and harassment  -Show respect for human rights.  -Appreciate the importance of harmony in the society  -Practice conflict management whenever occasion arise.  **Key unit competence:**explain complementarity and social cohesion in the society and their importance. | -Pupils in groups will discuss how people can maintain peace in society and make class presentation  -Pupils in groups will roll play different ways of managing conflict. | Illustrations -Related Complementarity and Social cohesion  -Textbook |  |
| **WEEK 7**  **07-/11/ 11/2022** | **UNIT 4:**  **Submissiveness to Allah**. | 1. The meaning of Islam. 2. The Inclusiveness of Islam: Islam is a Religion for All Humanity and a way of a daily life. 3. Islam is the door to eternal Paradise  Islam is the pleasures of Paradise Islam is salvation from Hellfire 4. Islam is true happiness and Inner peace. 5. The meaning of “Ihsan” with fact examples in our life. The significance of Ikhlaas (Sincerity) with fact examples in our life.   **Summative evaluation** |  Define Islam and the conditions to be called Muslim.  Outline the benefits of Islam.  Classify the spiritual and physical acts that testify the submissiveness to Allah. Understand the way to convert to Islam.   Distinguish Muslim from mu’umin.  Characterize Muslim and Kaafir.  Differentiate Islam from Iman” Faith”.  Assess the acts that dishonour the name “Muslim”. Understand the way through which people can convert to Islam.   Self-Engagement to worshiping Allah.  Being model for other Muslims and to others.  Participate actively in the activities of Islamic life.  **Key Unit competences**: The learner will be able to be a close friend of God, a friend of persons, an integral faithful and honest in his/her environment. |  The learners converse in groups on behaviours necessary to be adopted, in order to love Allah through their neighbours.  Learners in groups discuss the activities and behaviour of a Muslim in everyday life.   Thereafter, they present what they conclude. Role-play that show true Muslim and the Muslim by name | Qur’an, some books of Hadith. |  |
| **WEEK 8**  **14-18/11/2022** | **UNIT 5:**  **Hygiene and sanitation** | 1 Sanitation  2 Different ways of keeping our province clean  3 Importance of keeping our province clean.  4 Negative effects related to poor hygiene in our province.  5 Hygiene.  6Hygiene of the private parts. | Identify the different ways of keeping our province clean.  State different ways of promoting personal hygiene. | Pupils will do an activity of cleaning the school compound and after discuss together the  Pupils in groups will discuss negative effects related to poor sanitation in our province and present their findings to the whole class. |  |  |
| **WEEK 9**  **21- 25/11/2022** |  | 7 Effects of poor hygiene to private parts.  **1.Diseases**  Ways how HIV/AIDS and STIs are spread.  2.  Measures of preventing HIV/AIDS and STIs.  3.Causes, signs and symptoms of TB.  Measures of Preventing TB.  **Summative Evaluation** | Explain the following terms:  TB, HIV/AIDS and STI’s. Infection.  -Differentiate between signs and symptoms.  Describe negative effects related to poor sanitation in our province.  -Explain the Importance of keeping our province clean.  Analyze effects of poor hygiene to private parts.  Appreciate the importance of keeping our province clean.  Show concern about living in a health environment.  **Key unit competence**: Recognize the importance of living in a health environment. | In groups will discuss different ways of promoting personal hygiene, effects of poor hygiene to private parts then present their findings to the whole class then highlight main ideas.   Pupils in groups will discuss causes and measures for preventing HIV/AIDS and STIs and make class presentation followed by questions and answers.  Pupils in groups will discuss causes, signs and symptoms and preventive measures of TB and make class presentation followed by questions and answers. |  |  |
| WEEK 10  28/11- 02/12/2022 | **ASSESSMENT** | | | | | |
| WEEK 11  **05h-09/ 12/2022** | **REVISION** | | | | | |
| WEEK 12  **12-16/12/2022** | **EXAMS** | | | | | |
| WEEK 13  **19-23/12/2022** | **MARKING AND REPORTS** | | | | | |

**TERM 2 SCHEME OF WORK P5**

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| **WEEK and dates** | Unit Title | Lesson Title and Evaluation | Learning Objectives and Key Unit Competence | Teaching Methods and Techniques | Resources and References. | Observation |
| **WEEK1**  **Week 1**  **09-13/1/2023** | **UNIT 6:**  **Civics and governance** | Correction of exams  1. **Acceptable behavior.**  - Influence of peer pressure and its consequences to people.  -How to avoid peer pressure influence  2 **National symbols**  - Elements of National flag and their meaning.  - Elements of the National Coat of Arms and their meaning. | Identify different ways of avoiding peer pressure influence  -Imitate good behavior from peers and adults  -Appreciate the importance of acceptable behaviour in society.  -State the meaning of each colour of the national flag. | Discuss in groups factors that cause bad behaviour and make class presentations.  Discuss in groups Influence of peer pressure its consequences to people how to avoid it then make class presentations.  Each class presentation will be followed by questions and answers. Draw individually the National Flag and National Coat of Arms and interpret each element. | Illustrations and photos |  |
| **WEEK 2**  **16-20/01/2023** |  | 3**. Leadership**  - Main leaders in our province and their roles.  - Leadership styles and democracy in our province.  - Factors that contribute to good governance.  How good governance contributes to development.  **Summative evaluation** | -State the meaning of each colour of the national flag.  -Show concern about bad behavior and report to a trusted adult or to authorities.  - Appreciate and show respect to national symbols. | Group work  Individualization work  Pupils in groups will discuss the indicators of democracy and good governance and make a presentation. Each presentation will be followed by questions and answers. | Illustrations and photos |  |
| **WEEK 3**  **23-27/01/2023** | **UNIT 8:**  **Economy**. | 1. **Family budget**  2. Making simple family Budget  3. Resource management  4. Importance of financial institutions and local markets  Summative evaluation | - Define budget and family budget  -Identify priorities in family budget  -Explain how to manage family resources  -Find out how the resources help people to meet their needs.  -Demonstrate the importance of financial institutions and local markets  -Use resources properly to meet their needs.  -Acknowledge the importance of making a simple family budget. | -Pupils in groups will make a simple family budget and present it to the whole class.  Act a role-play of buying and selling in their class.  Pupils will conduct a research on Mismanagement of resources in society then make a report and suggest solution. | Illustrations of financial institutions and local markets, Photos |  |
| **WEEK 4**  **30/ 01 -03/02/2023** | **UNIT 10:**  **Social services and important places.** | 1. **Social services and facilities.** 2. Institutions that provide Social services and their beneficiaries. 3. Functions of institutions, which provide social services. 4. Important places in our province. 5. Problems faced by important places and how to overcome them   **Summative evaluation** | Identify different sources of money that support provision of social services.  -Mention the problems facing important places.  -Justify different ways of protecting important places.  -Explain the importance of these places.  Appreciate the importance of important places in his/her province  **Key unit competence**:  Explain the importance of social services and important places in our province and ways of preserving them. | Study tour to a nearby social service facility and make a report about services provided at that facility.  Discuss in groups the functions of different institutions, which provide social services and make class presentation then make a summary.  Pupils in groups will draw a provincial map, locate the important places and discuss different ways of preserving them then make class presentation followed by questions and answers. | Illustrations of social services and important places in our province, Pictures. |  |
| **WEEK 5**  **06-10/02/2023** | **UNIT 12:**  **Environment and climate in our province**. | 1.Environment.  2. Main environmental  components and their importance in our province.  3.Human activities that affect environment in our province.  4.Consequences of polluting the environment  5.Preservation of the main environmental components.  6. Climate in our province.  **Summative evaluation** | - Identify different environmental components in our province.  - Analyse the importance of environmental components.  -Participate willingly in practices that protect environment.  -Identify ways of preserving Differentiate natural and manmade environment.  - Identify different human activities that pollute the environment. | -Field tour to a nearby environmental components and pupils will be asked to note down everything they observed and they will present to class then make a summary.  -Pupils in group will discuss the importance of environmental components and present to the whole class. | Illustrations related to environment components and climate , Watering cans, Seedlings, water, slashers. |  |
| **WEEK 6**  **13/17/02/2023** |  | 7. Climate and its major aspects.  8. Instruments used to measure and record weather.  9.Seasons in our province.  10.How weather and climate affect people’s activities in our province.  **Summative evaluation** | -Examine the consequences of polluting the environment.  -Explain different ways of preserving environment.  - Show concern about human activities that pollute the environment.  -Advocate for good environment  -State main aspects of climate.  -Explain the different types of seasons in our province.  weather instruments (rain  gauge, thermometer). -- Differentiate between  - dry season and wet season. Justify how climate affect people’s activities.  - Acknowledge man’s role in contributing to good climate.  **Key unit competence**: Recognize environment components and climate in our province and their importance | -Pupils will carry out activities that preserve the environment in their province and explain the importance of the activity  Pupils in groups will make simple weather instruments and explain their use.  - Pupils in groups will discuss different activities done in different seasons and make a report to the class  Evaluation procedures **(oral, written, practical** |  |  |

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| **WEEK 7**  **20- 24/ 02/ 2023** | **UNIT 13**  **Islamic pillars** | 1.Three first Islamic pillars. 2.Shahaadatayn: Believe only Allah and his prophet Muhammad.  3.The daily Swalat: pray five times per day.  4. Practical guidelines for deceased body and burial practices.  5 Zakaat: compulsory takes for helping poor and other persons in needy.  6 Sadaka: Voluntary charitable acts.  **Summative evaluation** | - Describe the parts of Shahaadat.  - State and mean the times of Swalat.  - State the funeral  - Differentiate between the compulsory charity (zakat) and voluntary charity (Sadaka).  Be honesty to the Shahaadatayn.  -Respect the times of Swalat. | - Watching video on Swalat and the distribution of Zakaat.  - Learners make comment to the video already seen.  - Learners share their knowledge on recipients of Zakaat (debate).  - Leaners watch video on funeral prayers and burial performing.  -Draw cartoon that show zakat and Sadaka payments and their importance. | Qur’an, Some items used in Zakaat, ICT tools, Post papers, Pencils, Colour pens. |  |
| **WEEK 8**  **27/02- 03/03/2023** | **UNIT 14**:  **Population** | 1. Population. Population distribution in our province  2. Province. (Sparsely populated, Over populated).  3. Factors that affect population distribution.  4. Problems associated with over population.  5 Importance of controlling population growth.  **Summative evaluation**  **Key unit competence**: Analyse consequences of over population and ways to control population growth | - Define  - Population distribution,  - Overpopulation,  - Population growth,  - Population explosion  - analyses problems associated with overpopulation and ways of controlling population growth  - Appreciate the importance of controlling population growth  - Show concern about over population and population growth  Evaluation procedures **(oral, written, practical** | -Make an out classroom activity and observe how people are distributed in area and make a report about their findings to the class  -Pupils in groups will discuss measures of controlling population growth and make a class presentation followed by questions and answers. | - Illustrations on population distribution, Pictures, Films, Videos. |  |
| **WEEK 9**  **06-10/3/2023** | **UNIT 15:**  **The Importance of the Sacraments**. | 1.The meaning of a sacrament.  2. Sacraments of Initiation.  3.The sacraments of service.  4. Importance of Sacraments in the Church.  5.Meaning of Baptism.  6. Celebration of the sacrament of Baptism. 7.Graces of Baptism.  8.Preparing to receive Holy Communion.  Effect of the sacrament of communion.  **Summative evaluation**  **Key Unit Competence**: A learner will be able to illustrate the importance of sacraments in the church and in the Christian life. | -Identify the relationship between the sacraments.  -State the relevance of the sacraments in the Christian’s daily life and in the church.  - Describe the different sacraments. --Explain clearly the importance and the relationship between the sacraments.  -To be devoted to receiving the sacraments.  - To appreciate the role the sacraments in spiritual life.  -Attitude of respecting visible signs that are used in celebrating sacraments.  Identify the relationship between the sacraments.  - State the relevance of the sacraments in the Christian’s daily life and in the church.  -Describe the different sacraments.    -Explain clearly the importance and the relationship between the sacraments.  -To be devoted to the sacraments. To appreciate the role and the relationship of the sacraments  Evaluation procedures **(oral, written, practical** | -Make group discussions about the sacraments the importance of Sacrament in the church and in the life of Christians.  - Make class presentations about the sacraments their spiritual importance in the life of the Church. -Use role-play to depict the necessity of receiving sacraments.  Links  -Discussion about the necessity and importance of the sacrament of Eucharist as the act of receiving body and blood of Jesus.  -Make group discussions about the sacrament of baptism and its signals (water, oils, white garment, candle) its importance in spiritual life. | Bible, Pictures, Photographs, Films about the sacraments  Bible, Pictures, Photographs, Films about the sacraments, Religious Education books |  |
| **WEEK 10**  **13-17/03/2023** | **REVISION** |  |  |  |  |  |
| **WEEK 11**  **20-24/03/2023** | **EXAMS** |  |  |  |  |  |
| **WEEK 12**  **27-31/3/2023** | **MARKING AND REPORTS** |  |  |  |  |  |

TERM 3

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| **WEEK 1**  **17- 21/4/2023** | **UNIT 17:**  **Infrastructures**. | Correction of exams  1. Transport.  2.Types and means of transport in our province.  3. Importance of transport in our province.  4. Difficulties and dangers related to transport in our province. | -Give different means and types of transport.  - Explain the importance of different means of transport.  - Find out dangers, difficulties of transport and measures to overcome them.  - Appreciate the importance of transport in our province.  - Show concern about proper use of roads | -Appreciate the importance of transport in our province.  - Show concern about proper use of roads | Illustrations of transport and communication items, pictures, films, video. |  |
| **WEEK 2**  **24-28/4/2023** |  | 5. Ways of overcoming difficulties and dangers associated with transport in our province.  6. Communication.  Forms and means of communication in ours  Province. | - Give different types and means of communication.  - Explain the importance of communication.  - Find out dangers and difficulties of communication and measures to overcome them. | -In groups pupils will draw different  Means of communication display their drawings in the class.  -Pupils will work in group to identify | Illustrations of transport and communication items, pictures, films, video. |  |
| **WEEK 3**  **02-05/5/2023** |  | 7. Importance of communication in our province 8. Difficulties and dangers associated with communication in our province.  Ways of overcoming difficulties and dangers associated with communication  **Summative evaluation** | - Show concern about proper use of roads.  -Appreciate the importance of communication in our province.  **Key unit competence**: Justify the importance of transport and communication in our province. | - Importance of communication in our province. Difficulties and dangers related to communication and ways of overcoming them and make a presentation to the whole class followed by questions and answers.  Links.  Evaluation procedures **(oral, written, practical**) |  |  |
| **WEEK4**  **08-12/5/2023**  **WEEK 5**  **15-19/5/2023** | **UNIT 18:**  **Colonial Rwanda.** | 1.Colonial Rwanda.  Colonialism.  2. Causes of colonization. Reactions of Rwandans towards colonial rule.  3. Ex Musinga’s resistance,  Impact of Rwanda’s resistance to colonial rule.  4. Influence of foreigners in Rwanda. | - Define colonialism  - State European countries that colonised Rwanda  -State the causes of colonialism  -Analyse effects of colonialism in Rwanda.  - Analyse Rwanda’s road to independence and political movements.  -Appreciate the role of Political movements in fighting for Rwanda’s independence.  -Express concern about the reactions of Africans towards colonialism. | - Pupils in groups will discuss effects of colonialism in Rwanda and present their findings | Illustrations of some events of colonial Rwanda |  |
| **WEEK 6**  **22-26/5/2023**  Week 7  **29/5/-2/6/2023** |  | Explorers.  5. Missionaries.  6. Traders.  7. Colonialist. Rwanda’s road to independence.  King Rudahigwa’s Reforms.  8. Roles of political parties.  Types of government.  9. Independence of Rwanda.  **Summativeevaluation** | Explain Rudahigwa’s  - reforms and its effects.  - Recognize the roles of political parties in the struggle for Rwanda’s independence.  -Differentiate the types of government.  - Acknowledge the reforms brought about by King Rudahigwa  Evaluation procedures **(oral, written, practical**  **Key unit competence**: Analyse important events of colonial Rwanda | -Pupils in groups will discuss different political movements in Rwanda and their contribution towards the  -independence and make presentation to the class followed by questions and answers.  Links |  |  |
| Week 8  **5-09/6/2023**  **WEEK 9**  **12-16/6/2023**  **WEEK 10**  **19-23/6/2023** | **UNIT 19 :**  **Halaal and Haraam (Recommended and prohibited practices)** | 1.Halaal food and drinks (Recommended).  2.The prohibited food and drinks (Haraam).  3. Alcohol from Islamic perspective.  **Key Unit competences**: The learner will be able to live integral development (development of Soul and body), to obey Allah and neighbours.  4. Other wrong behaviours and practice that can negatively affect physically and spiritually body.  Key Unit competences: The learner will be able to live integral development (development of Soul and body), to obey Allah and neighbours.  **Summative Evaluation** | -List Guidelines and Principles of unlawful food and drinks.  - Enumerate the dangers of alcoholic drinks and drugs.  - Avoid from forbidden food and drinks.  - Never eat forbidden food.  -Avoid alcohols and other unlawful practices.  Evaluation procedures **(oral, written, practical** | -Learners visit school garden and observe different kinds of food (bananas, sorghum, tomatoes, different fruits, domestic animals.).  - In class, learners observe the pictures and images of bottles of alcohol.  - Draw cartoons that show the danger of drugs and alcohol in order to keep others away from them.  - In a group they discuss about Halaal and Haraam food. | Qur’an, Hadith Books, Some plants and food, Post papers and Pens, Pictures, Photos. |  |
| Week 11  **26- 30 /6/2023** | **GENERAL REVISION** | | | | | |
| **WEEK 12**  **03-7/7/2023** | **EXAMS** | | | | | |
| **WEEK 13**  **10-14/7/2023** | **MARKING&MAKING SCHOOL REPORTS** | | | | | |