**SCHEME OF WORK**

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

**Class: PRIMARY 6**

**SOCIAL AND RELIGIOUS STUDIES**

**FIRST TERM**

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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 |  |  |  |
| **WEEK2**  **03-07/10/2022** | -**UNIT 1**:  **OUR**  **COUNTRY** | **-Administrative map of Rwanda**  Location of Rwanda on the map of East Africa and her neighboring countries.  Location of Rwanda on Africa map.  **Summative Evaluation** | **-**Locate Rwanda on East African a map of Africa.  To draw and interpret Rwanda administrative map.  Draw and interpret East Africa and African maps.  Show awareness of Rwanda’s boundaries with neighboring countries.  Demonstrate a sense of cooperation.  **Key Unit competences**  Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them. | Draw and interpret (individually) Rwanda administrative map and locate all provinces with their different districts.  Draw and interpret (individually)East African and African maps then locate Rwanda and neighboring countries and display their drawings in class.  Evaluation procedures (oral, written, practical) | **-**Map of  Rwanda,  provincial maps,  Syllabus, textbooks P6 Maps, globes, compass.  Social studies for Rwanda schools, primary six , spotlight publishers p 1-7 |  |
| **WEEK 3**  **10-14/10/2022** | **UNIT 2**  **CIVICS AND**  **GOVERNANCE** | **1.Unity and cooperation**.  Definition of unity and co-operation.  National unity and “Ndi Umunyarwanda” concept  Situations that depict unity and cooperation.  Issues that hinder unity and cooperation.  Ways of promoting unity and co-operation.  Regional Cooperation (EAC, COMESA, ECCAS,  AU, CEPGL, NEPAD.)  International Cooperation (UNO, WHO,  UNICEF, USAID, WFP, UNESCO.)  The importance national unity, regional and international cooperation.  Government and non-governmental organizations | Give examples of situations that depict unity and cooperation among people.  Identify ways of promoting unity and cooperation.  Identify government and non-governmental organizations  Explain the terms: “Hero”, “Heroine” and “Heroism”.  Identify risky behavior in society.  Explain the term “early sexuality”.  Identify qualities a good Rwandan citizen.  Identify organs of the government.  Explain unity (“Ndi Umunyarwanda”) and cooperation among people.  Analyze situations that depict unity and-operation.  Analyze issues that hinder unity and cooperation. | Discuss in groups the importance of unity and cooperation, ways of promoting unity and cooperation, issues that hinder unity and cooperation, then make class presentations.    Through group discussions pupils will give the importance of regional and international cooperation then make class presentations.  Class presentations will be followed by questions and answers. | Film, Video, Photos on patriotism and good citizenship.  Social studies for Rwanda schools, primary six, spotlight publishers |  |
| **WEEK 4**  **17-21/10/2022** |  | Important government and Nongovernmental organizations that help people to meet their  needs and wants.  Importance of government and nongovernmental organisations in the development of the country.  2.**Heroism.**  Definition of the terms “Hero”, “Heroine “and  “Heroism”  Characteristics of heroes.  E.g: patriotism, bravery, courageous, sound mind, royalty, model, trustworthy, honesty, being intore, etc.  Categories of heroes (Imanzi, Imena, Ingenzi). Contribution of Rwandan heroes.  **3. Risky behaviour**.  Bad behaviour: Drug abuse: (e.g.,  Kanyanga, opium, marijuana, cocaine, mayirungi, heroin, ubugoro, muriture, tobacco etc.  Homosexuality.  Lesbianism.  Causes and effects of risky behaviour in society Early sexuality.  Causes and effects of early sexuality.  Different ways of delaying early sexuality. (E.g.: Games, planned activities, youth groups). | Explain the importance of national unity, regional and international-operation.  Explain the importance of government and nongovernmental organizations in the development of the country.  Analyse the characteristics and contributions of heroes in Rwanda according to their respective categories.  Justify the importance of hero’s contributions to the life of country.  Explain risky behavior in society.  Analyse causes and effects of risky behaviour in society.  Analyse causes and effects of early sexuality.  Delay early sexuality.  Explain qualities and values of a good Rwandan citizen.  Explain the importance of  itorero  Acknowledge the importance of unity (“NdiUmunyarwanda”) and co-operation  Resist peer pressure.  Appreciate the importance of regional and international cooperation.  Appreciate the importance of Government and nongovernmental organisations in the development of the country.  Acknowledge the contribution of Rwandan heroes.  Demonstrate a sense of bravery and patriotism.  Adopt good behaviour.  Show concern about risky behaviour.  Appreciate the importance of delaying early sexuality.  Demonstrate Rwandan values. | In groups pupils will discuss the importance of government and non-governmental organisations in the development of the country then make presentation to the class; followed by questions and answers leading to a summary.  Discuss in groups characteristics and categories of heroes in Rwanda and make a presentation to the class.  Discuss in groups contribution of Rwandan heroes and make a presentation to the class.  Class presentations will be followed by questions and answers leading to a summary.  Discuss in groups risky behaviour, drug abuse, alcoholism, homosexuality, lesbianism and make a presentation to the class.  Conduct research on causes and effects of risky behaviour in society then make a presentation to the class.  Class presentations will be followed by questions and answers leading to a summary.  Individually pupils make research about causes and effects of early sexuality then make a presentation to the class.  Discuss in groups different ways of delaying early sexuality and make presentation to the class. | Film, Video, Photos on patriotism and good citizenship  Social studies for Rwanda schools, primary six, spotlight publishers |  |
| **WEEK 5**  **24-28/10/2022** |  | **4. Rwanda citizenship**.  Rwandan values: Patriotism, ubupfura, kwihesha agaciro, Unity (Ndi Umunyarwanda), kwigira.  Qualities of a good citizen  “Itorero ry’Igihugu” and its importance.  5.**Leadership.**  Main organs of the government.  Functions of each organ of government.  Duties of the government.  Duties of citizens.  Elections and democracy in Rwanda.  **Summative Evaluation** | Appreciate his /her own identity.  Adopt the qualities of a good citizen.  -Show respect to leaders and institutions.  Appreciate the importance of democracy.  Key unit competence: Demonstrate patriotism and good citizens hip. | Through group discussion pupils will give qualities and values of a good Rwandan citizen, and then make presentation to the class followed by questions and answers leading to a summary.  Find out the organs of the government and their duties then conduct group presentation.  In groups pupils will discuss the importance of elections and democracy in Rwanda then make a presentation to the class.  In groups learners will discuss on how they can respect the leaders. Class presentations will be followed by questions and answers leading to a summary  Evaluation procedures (oral, written, practical | Film, Video, Photos on patriotism and good citizenship  Social studies for Rwanda schools,primary six,spotlight publishers |  |
| **WEEK 6**  **31/10 -04/11/2022** | **UNIT 3:**  **HYGIENE** | **Hygiene during puberty.**  Hygienic practices during puberty.  Effects of poor hygiene during puberty. E.g.: Skin diseases, sexual, infections, bad smell, pubic lice, etc.  **Chronic diseases**  Signs and symptoms of chronic diseases.  Causes and effects of chronic diseases.  Ways of preventing chronic diseases.  **Summative Evaluation** | Identify hygienic practices and effects of poor hygiene during puberty.  Identify different chronic diseases.  Carry out personal hygiene during puberty.  Analyze chronic diseases and how they are spread.  Describe causes and effects of chronic diseases.  Adopt hygienic practices.  Appreciate the importance of good hygienic practices.  Show concern about people with chronic diseases.  Show awareness of chronic diseases.  Key unit competence: Adopt proper hygiene during puberty and prevent chronic diseases. | Discuss in groups hygienic practices and effects of poor hygiene during puberty then make a presentation to the class followed by questions and answers leading to a summary.  Discuss in groups different chronic diseases (signs, symptoms, causes, effects) and how to prevent them and make a presentation to the class followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical) | Social studies for Rwanda schools,primary six,spotlight publishers Page 45-55 |  |
| **WEEK 7**  **07-/11/ 11/2022** | **UNIT 4:**  **PUBLIC**  **PLACES AND**  **ASSETS IN**  **OUR**  **COUNTRY** | **Public places and assets in our country**.  Public places and assets in the country.  Importance of public places and assets.  Problems faced by public places and assets.    Preserving public places and assets.  **Summative Evaluation** | Explain the importance of public assets and places.  State problems faced by public places and assets.  Analyze the importance of preserving public places and assets.  Appreciate the importance of public places and assets.  Show concern on preserving public places and assets.  **Key unit competence:** Recognize the importance of public places and assets in the development of the country | .  Group discussion on the importance of public places and assets.  Discuss problems faced by public places and assets and make presentation to the class which will lead to a general summary.  Pupils will do an activity of cleaning a public place nearby the school (water sources, market places) then they will make a discussion on the activity done.  . Evaluation procedures (oral, written, practical) | Film, Video, Photos, illustrations related to public places and assets  Social studies for Rwanda schools,primary six,spotlight publishers Page57-68 |  |
| Week 8  **14-18/11/2022** | **UNIT 5:**  **BUDGET** | **Family budget**  Family income and expenditures.  Importance of family budget.  **National budget**.  National revenues and expenditures.  Types of budget. | Define Income, Expenditure’ Revenues, Budget.  Distinguish between family and national budget.  Define development.  Identify factors and indicators of development.  Explain the | In different groups pupils will make a simple family budget then make presentation to the class.  In different groups pupils discuss types of budget, different national revenues and expenditures then make | Film, Video,  Photos,  Illustrations of factors that promote development  Social studies for Rwanda schools, primary six, spotlight publishers Page |  |
|  |  | Importance of National budget. | importance of family and national budget.  Prepare a simple family budget.  Analyse different types of budget | presentation to the class. | 70-84 |  |
| WEEK 9  **21- 25/11/2022** |  | **Development**  Factors that promote development.  Trade, Agriculture,Tourism  Factors that hinder development  Indicators of development.  **Summative Evaluation** | Describe indicators of development.  Explain how factors of development contribute to national economy.    Appreciate family incomes.  Develop the culture of planning and saving.  Participate willingly to the development of his/her country.  Show concern about factors that hinder development | Class presentations will be followed by questions and answers leading to a summary field visit to a nearby economic activity focusing on factors that promote or hinder development and indicators of development then make presentations of their findings to the class then make a general summary. |  |  |
| WEEK 10  28/11- 02/12/2022 | **ASSESSMENT** | | | | | |
| **Week 11**  **05h-09/ 12/2022** | **Revisions and examination** | | | | | |
| **WEEK 12**  **12-16/12/2022** | **Examinations,** | | | | | |
| **Week 13**  **19-23/12/2022** | **Reports and documents** | | | | | |

**SECOND TERM**

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| Week 1  **09-13/1/2023** | Correction of term 1 exams | | | | | |
| Week2  **16-20/01/2023**  Week 3  **23-27/01/2023**  WEEK 4  **30/ 01 -03/02/2023** | **UNIT 6:**  **DIRECTION AND**  **LOCATION** | 1. **Direction and location.**   Latitudes and longitudes. Location of Rwanda on East Africa and African.  Map using latitudes and Longitudes.  Time zones.  **2. Main physical features.**  Physical features of Rwanda.  Main physical features of East Africa and Africa.  Formation of physical features.  Importance of physical features.    **3. Climate**  Types of climate.  Characteristics of Rwandan climate.  Characteristics of East Africa and African climate.  Climate change.  Influence of physical features on Climate change.  Effects of climate change and how to overcome them.  **Summative Evaluation** | Differentiate longitudes and latitudes.  Locate Rwanda on East Africa and African map.  Identify physical features of  Rwanda, East Africa and Africa.  -Identify main types of climate of Rwanda, East  Africa and Africa  Identify human activities in different climate condition.  Draw Rwanda physical map, East African and African maps and locate the main physical features.  Describe the process of formation of different physical features.  -Explain characteristics of different types of climate of Rwanda, East Africa and Africa.  Describe how physical features influence climate change.  Analyse problems associated with climate and ways of overcoming them.  Appreciate national sovereignty.  Develop the sense of observation.  -Appreciate the importance of physical features.  Show respect for physical features.  Show awareness of different typesof climate.  Adopt various climatic conditions.  Key unit competence:  Locate different places using longitude and latitude on a map and determine time differences.  Analyse influence of physical features and human activities to climate change and its effects. | Draw and interpret (individually) East Africa and African map then locate Rwanda and its neighboring countries using latitudes and longitudes.  In groups pupils will use degrees to tell time of different places (zones)  -Field visit to nearby place and find out existing physical features then make class presentations.  A group presentation on the importance of physical Features.  Class presentations will be followed by questions and answers leading to a summary.  - In groups pupils will discuss main types and characteristics of climate and make a presentation to the class followed by questions and answers leading to a summary.  In groups pupils will discuss effects of climate and how to overcome them then make a presentation to the class followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical | Photos,  Illustrations of climate change’s effects, Films,  Video,  Compass,  Globes, Physical and economic maps, Atlas  Rwanda schools,primary six,spotlight publishers Page  87-129 |  |
| **WEEK 5**  **06-10/02/2023** | **UNIT 7:**  **ECONOMIC**  **ACTIVITIES** | Economic activities in Rwanda and East Africa.  Economic activities in Africa.  Importance of Economic activities to sustainable development.  **Summative Evaluation** | Identify the main economic activities in Rwanda, East Africa and Africa.  Explain the importance of economic activities to sustainable development.  Appreciate the importance of economic activities in  Rwanda, East Africa and  Africa  Key unit competence:  Justify the linkage between economic activities and sustainable development | In groups pupils will discuss the main economic activities in Rwanda, East Africa and Africa then make a presentation to the class.  In groups pupils will discuss the importance of economic activities to sustainable development thenmake a presentation to the class.  Class presentations will be followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical) | Photos,  Illustration of economic activities, Films, Video,  Globes, Economic map,  Atlas.  Rwanda schools,primary six,spotlight publishers Page |  |
| **WEEK 6**  **13/17/02/2023** | **UNIT 8:**  **NATURAL**  **RESOURCES** | **Natural resources**.    Natural resources of Rwanda.  Natural resources of East Africa and Africa.  Importance of natural resources.  Preservation of natural resources.  **Summative Evaluation** | Identify natural resources in the region.  Explain different ways of preserving natural resources.  Analyse the importance of preserving natural resources.  Show concern on preserving natural resources.  Appreciate the importance of natural resources.  Key Unit competences:  Explain the importance natural resources and ways of preserving them. | In groups pupils will discuss natural resources in Rwanda, in East Africa, in Africa and their importance then make a class presentation.  Children will make study tour to a nearby natural resource then make a class presentation on how they should preserve it.  Class presentations will be followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical | Photos,  Illustration of natural resources, Films, Video, Globes, physical maps,  Atlas |  |
| **WEEK 7**  **20- 24/ 02/ 2023** | **UNIT 9:**  **THE PEOPLE**  **OF EAST**  **AFRICA** | **The people of East Africa**  Major ethnic groups in East Africa (Bantu,  Nilotics, Hamites, Nilo-Hamites) Immigration /Emigration.  Causes and effects of migration in East Africa.  **Summative Evaluation** | Identify major ethnic groups in East Africa. Differentiate between immigration and emigration.  Explain causes and effects of migration in East Africa.  Showing respect to all ethnic groups in East Africa.  Appreciate different cultures of ethnic groups in East Africa for better integration.  Key unit competence:  Differentiate major ethnic groups in East Africa.  Interpret causes and effects of migration in East Africa. | In groups pupils will discuss causes and effects of migration in East Africa then make a class presentation be followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical) | Illustration of ethnic group settlement, Films, Video,  Globes, Map,  Atlas, Internet |  |
| WEEK 8  **27/02- 03/03/2023**  WEEK9  **06-10/3/2023** | **UNIT 10:**  **TRANSPORT**  **AND**  **COMMUNICAT**  **ION** | Transport and Communication  Forms and types of transport and communication in East Africa.  Importance of transport and communication networks.  Difficulties and dangers related to transport and communication.  Measures of overcoming problems associated with transport and communication.  Summative evaluation 10 | Identify different means, and types of transport and communication.  State difficulties and dangers related to transport and communication.  Describe the importance of transport and communication.  Analyse dangers and problems associated with transport and communication.  Explain measures of overcoming problems associated with transport and communication.  **Key unit competence**:  Analyse communication services and transport networks in the in East Africa region. | In groups pupils will discuss advantages and disadvantages of transport and communication and present their findings to class.  In groups pupils will discuss difficulties and dangers related to transport and communication and measures of overcoming them, then make class presentation followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical) | Illustrations of  communication and transport services, Pictures,  Computer, Post offices, Phones. |  |
| **WEEK 10**  **13-17/03/2023** | REVISION | | | | | |
| **WEEK 11**  **20-24/03/2023** | EXAM | | | | | |
| **WEEK 12**  **Week 12**  **27-31/3/2023** | FILLING ACADEMIC REPORTS | | | | | |

**THIRD TERM**

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| **WEEK 1**  **17- 21/4/2023** | **CORRECTION OF 2nd TERM EXAMS** | | | | | |
| **WEEEK 2**  **24-28/4/2023** | **Unit 11: HISTORY**  **POST**  **INDEPENDEN T RWANDA** | Post-Independent Rwanda.  First republic.  Second republic.  Liberation war (1990 to 1994).  Government of unity  Summative evaluation 11 | Identify main historical elements of first and second republic.  Explain reasons and objectives of the liberation war (1990-1994).  Appreciate the importance of liberation.  Show concern about different political events in the first and second republic. (Injustice, divisionism, nepotism, corruption).  Key unit competence:  Demonstrate historical elements of post-independent Rwanda. | Pupils in groups will discuss historical elements of first and second republic and present their findings to the whole class.  Pupils in groups will discuss the objectives of liberation war and make presentation in class then do a summary.  Evaluation procedures (oral, written, practical) | Illustrations of some historical element in post independent Rwanda, pictures and videos. |  |
| **WEEK 3**  **02-05/5/2023**  **WEEK 4**  **08-12/5/2023** | **UNIT 12:**  **THE 1994**  **GENOCIDE AGAINST THE TUTSI.** | **Genocide against the Tutsi.**  Causes of 1994 genocide against the Tutsi ,Planning and execution.  How it was stopped  **holocaust and other genocides in the world**  Genocide prevention.  Genocide ideology and genocide denial.  Consequences of 1994Genocide against the Tutsi.  Summative evaluation 12 | Explain the following terms:  Genocide  Genocide ideology  Genocide against the Tutsi.  Holocaust.  Differentiate genocide ideology and genocide denial.  Compare Holocaust and other genocides to 1994 Tutsi genocide.  Show concern about Genocide ideology and genocide denial.  Defend and advocate for rights of all Rwandans.  Assist people that were affected by 1994 Genocide against Tutsi.  Key unit competence:  Analyze the factors that led to the 1994 Genocide against the Tutsi and its consequences | Individually pupils will make a research about1994 Genocide against the Tutsi (causes, planning, execution and effects) and present their findings to the whole class.  Pupils in groups will discuss about genocide ideology and genocide denial and third republic contribution to the development of Rwanda, then make a class presentation followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical) | Illustrations of genocide consequences and memorial  sites, Pictures, Videos, Resourceful personal. |  |
| WEEK 5  **15-19/5/2023** | **UNIT 13:**  **RELATIONSHIP AND**  **FRIENDSHIP** | Relationships (characteristics of bad and health relationships in teenage age in the school environment and at home).  Copying with peer pressure.  Sexuality, culture and law versus friendships. | Identify different characters in friendship.  State the consequences of bad behaviors in friendship and sexuality.  Highlight the importance of human sexuality and friendship.  Differentiate good and bad friends. | Make group discussions in small group basing on experience about the relationships of people in the society and then make plenary discussions.  Debate on the different ways in which human sexuality is abused  (rape, adultery, fornication, bestiality, masturbation, homosexuality, lesbianism, sexual harassment.) | Bible, Pictures, Films about friendship and sexuality issues. |  |
| **WEEK 6**  **22-26/5/2023** |  | Sexual abuse and Sexual harassment.  Importance of relationships and friendship.  HIV/AIDS and other STDs (means of transmission and how to avoid them.)  Summative evaluation 16 | Describe the good and bad behaviour in relation with friendship.  Show self-control in the social relations.  Appreciate the importance of friendship in daily life.  Positive attitude of resisting peer pressure.  Key Unit Competence:  Describe true friendship in relation to sex education | Make role-plays about the behaviour of young people in friendship that many lead them into bad consequences, and then draw positive lessons.  Analyse different case studies and interesting stories about friendship and sexuality issues and then proposes solutions to overcome  Evaluation procedures (oral, written, practical) | Bible, Pictures, Films about friendship and sexuality issues. |  |
| **WEEK 7**  **29/5/-2/6/2023**  **WEEK 8**  **5-09/6/2023** | **UNIT 14:**  **EFFECTS OF**  **FOREIGNERS**  **IN EAST**  **AFRICA.** | **Effects of foreigners in East Africa**  Explorers.  Missionaries.  Traders.  Colonialist.  Summative evaluation 13 | Identify different groups of foreigners who came to Rwanda and East African region.  Explain the impact of foreigners who came to Rwanda and in the region.  Analyse problems faced by foreigners who came to Rwanda and East African region.  Acknowledge the contributions of foreigners in Rwanda and East African region.  Key unit competence:  Analyse effects of foreigners in East Africa. | Pupils in groups will discuss about contribution of foreigners and present their findings to the class followed by questions and answers leading to a summary.  Evaluation procedures (oral, written, practical | Illustrations of foreigners activities, Pictures,  Videos, Resourceful personal |  |
| WEEK 9  **12-16/6/2023** | **REVISION** | | | | | |
| WEEK 10  **19-23/6/2023** | **GENERAL REVISION P4,5,6 CONTENT** | | | | | |
| **WEEK 11**  **26- 30 /6/2023** | **EXAMS** | | | | | |
| **WEEK 12**  **03-7/7/2023** | **MARKING AND CORRECTIONS** | | | | | |
| **WEEK 13**  **10-14/7/2023** | **FILLING ACADEMIC REPORT** | | | | | |
| **17- 19/07/2023** | **PLE** | | | | | |

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