**SCHEME OF WORK**

**District: Gasabo Academic year**: 2022/2023 **TERM:** I **School**:

**Subject**: HISTORY **Teacher**:  **Class**: ***S6***  No of period per week: 7

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| **WEEKS & DATE** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCE** | **TEACHING METHOD , TECHNIQUES AND EVALUATION PROCESS** | **REFERENCES** | **Observations** |
| **1**  **September**  **26 to 30** | **UNIT I :**  **post-colonial Rwanda.** | -causes ,course and the effect of liberation war of 1990 in Rwanda. | -the learner will be able to describe the causes and the consequences of the liberation war of 1990 in Rwanda. | Debate in groups. | Textbook  Internet  Films |  |
| **2**  **October**  **03 to 07** |  | -achievement and the challenges of the Rwandan government after 1994 Genocide against the Tutsi. | The learner will be able to identify the achievement and the challenges of the Rwandan government after the 1994 genocide against the Tutsi. | Discussion in groups and representation in class. | -textbook  Internet  Films |  |
| **3**  **October**  **10 to 14** | **UNIT II**: **prevention of genocide** | -measures of preventing genocide at primary secondary and tertiary levels. | -trough the explanations the learner will be able to explain the measures of preventing genocide from happening where it has not happened and where it has happened. | Debate in groups | Textbook  Internet  Films  Media |  |
| **4**  **November**  **17 to 21** |  | -challenges faced in the process of preventing genocide. | -the learner will be able to identify the challenges encountered in the process of preventing genocide. | Discussion and presentation | Textbook |  |
| **5**  **November**  **24 to 28** |  | -solutions to the challenges faced in the process of preventing genocide | The learner will be able to identify the institutions that are responsible for preventing genocide and their respective tasks in that roles. | -discussion in group | Textbook  Internet  Films |  |
| **6**  **November/December**  **31 to 04** | **UNIT III:**  **FORMS OF SLAVE TRADE.** | -Forms of slave trade in Africa. | -the learner will be able to describe the different forms of slave trade(trans-Saharan, triangular, long distance trade) | Discussion | Textbook  Internet |  |
| **7**  **December**  **07 to 11** | **UNIT III:**  **FORMS OF SLAVE TRADE** | -factors for the emergence of the different forms of slave in Africa. | -the learner will be able to explain the factors for the emergence of the different forms of slave in Africa. | Discussion | Textbook  Internet |  |
| **8**  **November - December**  **14 to 18** |  | -factors for the emergence of the different forms of slave in Africa. | -the learner will be able to explain the factors for the emergence of the different forms of slave in Africa. | Discussion | Textbook  Internet |  |
| **9**  **November**  **21 to 25** | **UNIT III:**  **FORMS OF SLAVE TRADE** | -factors for the emergence of the different forms of slave in Africa | the learner will be able to explain the factors for the emergence of the different forms of slave in Africa. | Group discussions |  |  |
| **10**  **November/December**  **28 to 02** | **UNIT III:**  **FORMS OF SLAVE TRADE** | Factors for the existence of trades and different forms of slave trades in Africa. | the learner will be able to explain the factors for the emergence of the different forms of slave in Africa | Group discussions |  |  |
| **11**  **December**  **05 to 09** | REVIEW | REVIEW | REVIEW | REVIEW | REVIEW | REVIEW |
| **12**  **December**    **12 to 16** | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS |
| **13**  **December**  **19 to 23** | MARKING OF EXAMS & REPORTING | MARKING OF EXAMS & REPORTING | MARKING OF EXAMS & REPORTING | MARKING OF EXAMS & REPORTING | MARKING OF EXAMS & REPORTING | MARKING OF EXAMS & REPORTING |

## **TERM:** II **2022/2023**

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| ***WEEK/DATE*** | ***UNIT TITLE*** | ***LESSON TITLE AND EVALUATION*** | ***LEARNING OBJECTIVES AND KEY UNIT COMPETENCE*** | ***TEACHING METHOD AND TECHNIQUES EVALUATION*** | ***REFERENCES*** | ***OBSERVATION*** |
| **1**  **January**  **09 to 13** | **UNIT IV:**  **African nationalism and the acquisition of independence** | -causes of African nationalism.  -means used to regain independence in Africa | -the learner will be able to explain the causes of African nationalism.  -to describe the means used by the different African societies to regain independence | Group discussion | Textbook  Internet |  |
| **2**  **January**  **16 to 20** | **UNIT IV:**  **African nationalism and the acquisition of independence** | -causes of African nationalism.  -means used to regain independence in Africa. | -the learner will be able to explain the causes of African nationalism.  -to describe the means used by the different African societies to regain independence. | Discussion in groups | textbook |  |
| 3  **January**  **23 to 27** |  | -the process used in Africa to regain independence.  -consequences of the African nationalism. | The learner will be able to: -identify the different steps taken by different societies to regain independence.  -to identify the consequences of the African nationalism. | Debate in group | Textbook  Internet |  |
| **4**  **January – February**  **30 to 03** | **UNIT V**:**causes and the impact of neo colonialism** | -causes of neo colonialism in Africa.  -indicators of neo colonialism in Africa. | -the learner will be able to: -explain the causes of neo colonialism in Africa.  -state the indicators of neo colonialism in Africa. | Discussion in group | Textbook  Internet |  |
| 5  **February**  **06 to 10** |  | -consequences of neo colonialism in Africa. | -the learners will be able to identify the consequences of neo-colonialism in Africa. | Discussion in group | Textbook  internet |  |
| **6**  **February**  **13 to 17** | **UNIT VI**:  **the performance of the age of**  **enlightenment**. | -ideas of philosophers.  -impact of the ideas of the era of enlightenment. | The learner will be able to (describe the different ideas of different philosophers like john Locke ETC  -explain the impact of the ideas of the philosophers. | Group discussion | Text book-films  internet  media |  |
| **7**  **February**  **20 to 24** | **UNIT VII: causes course and the effects of the first and second world wars.** | -long term causes  -the immediate term causes. | Through the debate the learner will be able to: discuss both long term causes of the first world war and the second world war. | discussion in group | Text book-films  internet  media |  |
| **8**  **February – march**  **27 to 03** | . | -Sarajevo incident.  -course of the first world war and the second war | -through the debate learner will be able to explain the  Course of the first and the second world war. | discussion in group | Text book-films  internet  media |  |
| **9**  **March**  **06 to 10** |  | Effects of world war 1 and 2. | The learner will be able to describe the effects of the first and the second world wars .discussion in group | discussion in group | Text book-films  internet  media |  |
| 10  **March**  **13 to 17** | **UNIT VIII: different types of national service in the various societies** | -general roles of the national service | the learner will be able to explain the roles of the national service in national building. | Discussion in group | Text book-films  internet  media |  |
| **11**  **March**  **20 to 24** | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS |
| **12**  **March**  **27 to 31** | EXAMS,MARKING&REPORT | EXAMS,MARKING | EXAMS,MARKING&  REPORT | EXAMS,MARKING & REPORT | EXAMS,MARKING&  REPORT | EXAMS,MARKING  & REPORT |

## **TERM:** III **2022/2023**

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| **WEEK/DATE** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION-** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCE** | **TEACHING METHOD AND TECHNIQUES EVALUATION PROCESS** | **REFERENCES** | **OBSERVATION** |
| 1  APRIL  17 to 21 | **UNIT IX:**  **the role of democracy, unity and reconciliation in the transformation of the Rwandan society.** | -definition of democracy and justice. | -through the discussion the learner will be able to the concepts of unity and reconciliation. | -discussion in groups | Textbook  Internet  Media  films |  |
| 2  April  24 to 28 | ***MID*** | ***TERM*** | ***TEST*** |  |  |  |
| 3  May  01 to 05 |  | -different forms of democracy and justice.  -how democracy unity.  Reconciliation and justice are maintained in Rwanda? | . the learner will be able to identify the forms of democracy and justice  -the learner will be able to explain how democracy unity ,reconciliation and justice are maintained in Rwanda. | Debate in group | Textbook  Internet  Media  films |  |
| 4  May  8 to 12 |  | Differences and similarities between democracy and justice in Rwanda and in the neighboring countries | -through the explanations the learner will be able to identify the differences and the similarities between democracy and justice in Rwanda and in the neighboring countries. | DISCUSSION | Textbook  Internet  Media  films |  |
| 5  May  15 to 19 | **UNIT X:** **dignity and self-reliance** | -Concepts of the home grown solutions and self-reliance: -girinka  -ubudehe  -akarima kigikoni  -kuremera. | -the learner will be able to explain the concepts of the home-grown solutions and self-reliance. | -discussion in group | Textbook  Internet  Media  films |  |
| 6  May  22 to 26 |  | -umuganda  -agaciro  -imihigo  -I torero  -community policing | The learner will be able to identify the contribution of the home-grown solutions towards a good governance. | Debate | Textbook  Internet  Media  films |  |
| 7  May – June  29 to 02 |  | -contribution of the home grown to wards a good governance, self-reliance and dignity. | -he learner will be able to explain the contribution grown toward a good governance, self-reliance and dignity | Debate | Textbook  Internet  Media  films |  |
| 8  June  05 to 09 |  | -challenges  Encountered during the implementation of the home grown solution. | -the learner will be able to identify the challenges encountered during the implementation of the home grown solution. | Debate | Textbook  Internet  Media  films |  |
| 9  June  12 to 16 | **UNIT XI** : **prevention and resolution of the conflicts** | -Organs responsible for preventing and resolving the conflicts and violence at the national and international levels. | The learner will be able to identify the organs that are responsible for preventing and resolving the conflicts and violence at the national levels | Discussion in group | Textbook  Internet  Media  films |  |
| 10  June  19 to 23 |  | -different ways used to prevent and resolve the conflicts and violence. | -the learner will be able to explain the ways of preventing and resolving the conflicts and violence. | Debate | Textbook  Internet  Media  Films |  |
|  |  | Challenges encountered during the prevention and resolution of the conflicts and violence. | Through the debate the learner will be able to describe the challenges encountered during the prevention and resolution of the conflicts and violence | Presentation and writing essay form | Media  films |  |
| **11**  **June**  **26 to 30** | REVIEW | REVIEW | REVIEW | REVIEW |  |  |
| **12**  **July**  **03 to 07** | EXAMS | EXAMS | EXAMS | EXAMS |  |  |
| **13**  **July**  **10 to 14** | MARKING AND REPORTING | MARKING AND REPORTING | MARKING AND REPORTING | MARKING AND REPORTING | MARKING AND REPORTING | MARKING AND REPORTING |