**SCHEME OF WORK**

**District: GASABO Academic year**: 2022/2023 **Term:** I **School**:

**Subject**: HISTORY **Teacher**:  **Class**: S 4 No of period per week:

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| **DATE/WEEK** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCE** | **TEACHING METHOD AND TECHNIQUES , EVALUATION PROCESS** | **REFERENCES** | **OBSERVATION** |
| **1**  **September**  **26 to 30** | **UNIT I**  **History of Rwanda(history of ancient colonial and post-colonial Rwanda**) | -reforms introduced by the Belgian rule on: \*political level \*economic plan  \*Social plan  -and culture | -Through the debate the learner will be able to describe the performance of Belgian rule in Rwanda. | -Presentation of the learners after research on internet and textbook of history of Rwanda | -internet  -textbook of history of Rwanda  -extracts of notes  Syllabus |  |
| **2**  **October**  **03 to 07** |  | -Causes and the consequences of the 1959 crisis in Rwanda | Through the explanations the learner will be able to explain the causes and the effects of 1959 crisis in Rwanda | Group discussion for causes and effects of the 1959crisis | -internet and textbook of history |  |
| **3**  **October**  **10 to 14** |  | -steps that were taken to achieve the independence in Rwanda | -through the debate, the learner will be able to describe the process of independence in Rwanda | Learners do research by reading textbook and they represent the outcomes in the class followed by questions and answers | -textbook and other materials such as media |  |
| **4**  **October**  **17 to 21** | **UNIT II**  **Comparison of the genocides(History of Genocides)** | -Different genocides in the 20th century (e. g -holocaust  -1994 genocide against the Tutsi | -through the explanations learner will be able to explain the different Genocides and where and when they occurred. | -learners use textbook, internet, film  To differentiate the genocides in the 20th century then write an essay. | -films  -media  -internet  -textbook |  |
| **5**  **October**  **24 to 28** |  | -similarities and the differences between the 1994 genocide against Tutsi and the other Genocides.  -measures that have been taken to reconstruct the Rwandan society after the 1994 genocide against Tutsi. | Through the group discussions learner will be able to describe thee measures that have been taken to reconstruct the Rwandan society after genocide against Tutsi. | Group discussion and presentation in the class fallowed by questions and answers . | Textbook  Internet  Films  etc. |  |
| **6**  **October/November**  **31 to 04** | **UNIT III**  **Origin, rise, organization, and the decline of the empires in west and south Africa.** | -origin and the rise of the various empires of west Africa(Ghana ,Mali ,Songhai ,kanem-bornou,and south Africa Zulu and monomotapa ) | -through the discussions in group by reading the textbooks ,learner will be able to describe the origin ,and the rise of the various empires of west Africa and south(Zulu) | Group discussion and representation | -textbook  -internet  -films |  |
| **7**  **November**  **07 to 11** |  | -the political, social, and economic organization of the various empires in west and south Africa  -decline of the various empires in west and south Africa.  -recognize the for the collapse of the various empires in west and south Africa. | through the explanations learner will be able to explain the political, social and economic organization of the various empires in west and south Africa. And to identify the factors that led to the decline of west and south empires. | Group discussion and the debate about the topic. | Textbook  Internet |  |
| **8**  **November**  **14 to 18** |  | -the political, social, and economic organization of the various empires in west and south Africa  -decline of the various empires in west and south Africa.  -recognize the for the collapse of the various empires in west and south Africa. | through the explanation learner will be able to explain the political, social and economic organization of the various empires in west and south Africa. And to identify the factors that led to the decline of west and south empires. | Group discussion and the debate about the topic. | Textbook  Internet |  |
| **9**  **November**  **21 to 25** | **UNIT III**  **Origin, rise, organization, and the decline of the empires in west and south Africa.** | -the political, social, and economic organization of the various empires in west and south Africa  -decline of the various empires in west and south Africa.  -recognize the for the collapse of the various empires in west and south Africa. | through the explanation learner will be able to explain the political, social and economic organization of the various empires in west and south Africa. And to identify the factors that led to the decline of west and south empires. | Group discussion and the debate about the topic. | Textbook  Internet  moves |  |
| **10**  **November/December**  **28 to 02** |  |  |  |  |  |  |
| **9**  **December**  **05 to 09** | REVISION | REVISION | REVISION | REVISION | REVISION | REVISION |
| **10**  **December**    **12 to 16** | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS |
| **11**  **December**  **19 to 23** | ***MARKING OF EXAMS AND REPORTING*** | ***MARKING OF EXAMS AND REPORTING*** | ***MARKING OF EXAMS AND REPORTING*** | ***MARKING OF EXAMS AND REPORTING*** | ***MARKING OF EXAMS AND REPORTING*** | ***MARKING OF EXAMS AND 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: Roles of agents and the colonial conquest.** | -activities of the colonial agents in Africa. | Through the discussions ,the learner will be able to identify different colonial agents, chartered companies and explorers ,etc. | Group discussion and debate about the roles by the different colonial agents during colonization | Textbook and internet |  |
| **2**  **January**  **16 to 20** |  | -roles played by the colonial in the process of colonization of Africa. | Through the explanations the learner will be able to explain the roles played by the different colonial agents | Debate and representation in groups | Textbook and internet |  |
| 3  **January**  **23 to 27** |  | -Problems faced by the colonial agents in Africa. | The learner will be able to describe the problems faced by the colonial agent. | Discussion in groups. | Textbook  internet |  |
| **4**  **January – February**  **30 to 01** |  | -consequences of the colonial agents in Africa. | -the learner will be able to describe the consequences of the colonial agents in Africa. | Discussion in groups | -textbook and internet |  |
| 5  **February**  **6 to 10** | **UNIT V:** **African response to the colonial rule.** | -forms of the collaboration. | The learner will be able to identify different forms of collaboration by giving examples. | Groups debate | Textbook and internet |  |
| **6**  **February**  **13 to 17** |  | -reasons for collaboration  -consequences of collaboration. | The learner will be able to:-describe the reasons for the collaboration and its effects | Group discussion | Range of materials for example textbook |  |
| **7**  **February**  **20 to 24** |  | -Forms and methods of the resistance. | The learner will be able to explain the different forms of resistance. | Explanation and discussion | Textbook |  |
| **8**  **February – march**  **27 to 03** |  | -reasons and the effects for the resistances. | The learner will be able to explain the effects of resistance and reasons. | Discussion and explanation | Media  Films  Internet etc. |  |
| **9**  **March**  **06 to 10** | **UNIT VI**  **Contribution of the main ancient civilization to the development of the modern society,** | Location, occupation and the expansion of the Greece and Rome civilization. | Through the group discussion  The learner will be able to locate on the world map ,from where did the Greek and Roman civilization started. | Demonstration of different maps | Use map of world  Atlas  -globe  -textbook. |  |
| 10  **March**  **13 to 17** |  | -Contributions of Greek and Roman civilizations to modern world | The learner will be able to identify the major contributions of Greek and Roman civilizations to modern world | -discussion in group and representation | Textbook  Internet  Films |  |
|  | **UNIT VII:**  the political, economic and intellectual development in the medieval and modern time | -Origin, its spread and the effects of Christianity in Europe and the rest of world  -causes and the effects of the earl exploration  -impact of the age of enlightenment. | Through the debate and explanations the learner will be able to describe the origin, its spread, and the effects of Christianity and Islam. | DISCUSSION AND EXPLAINATIONS | -textbook  Internet  Films |  |
| **11**  **March**  **20 to 24** | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS | EXAMS |
| **12**  **March**  **27to 31** | CORRECTION AND REPORTING | CORRECTION AND REPORTING | CORRECTION AND REPORTING | CORRECTION AND REPORTING | CORRECTION AND REPORTING | CORRECTION AND REPORTING |

**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 VIII**: **major European events from 1789 and 1835.** | -Conditions in Europe and France before 1789. | The learner will be able to explain the conditions in Europe and France in particular before 1789. | Reading textbook and discussion | Textbook internet |  |
| 2  April  24 to 28 |  | -causes- course and the consequences of the French revolution. | Learner will be able to describe the causes and effects of French revolution. | Group discussion | Textbook  internet |  |
| 3  May  01 to 5 |  | -factors for the rise of Napoleon I, his performance  And the down fall | Learner will be able to explain the factors for the of napoleon i | Debate in groups | Textbook  internet |  |
| 4  May  08 to 12 |  | -Terms , form  Reasons for the convention, achievements and the failure of the congress system  -factor for the rise and downfall of the Austria empire and prince Metternich in order to avoid the separation of power.  -prince Metternich  -causes and consequences of 1830 European revolutions. | Through the debate the learner will be able to identify the forms the reason for the convention ,achievements and the failures of the congress system. | Debate in groups  Group discussion | Textbook and films  Textbook and internet |  |
| 5  May  15 to 19 | **UNIT IX:** **human rights codification and its impact** | -Human rights codification since WW2 in Rwanda and other countries.  -Rwanda constitution in respect of the human rights. | The learner will be able to describe how the human rights have been codified since ww2.  -to explain how the Rwandan constitution follows the human rights. | Group discussion  Debate | Textbook and internet |  |
| 6  May  22 to 26 | **UNIT X :** **national ,cohesion ,identities and the respect of human rights** | -concept of nation cohesion, identities and culture. | Through the discussion in group learner will be able to explain the concept of the national cohesion identities and culture. | Group discussion  Debate | Textbook  Internet  Films |  |
| 7  May – June  29 to 02 |  | Factors of national cohesion and identities  -how national cohesion, identities, and culture have influenced the respect of human right. | Through the explanations the learner will be able to explain the nation cohesion identities and culture have influenced the human rights. | Explanation and debate in groups | Internet and textbook |  |
| 8  June  05 to 09 | **UNIT XI :** **role of gacaca and abunzi in conflicts solving** | -THE ROLES OF ABUNZI and Gacaca in conflict solving and reconciliation.  -the structure of abunzi and Gacaca. | - the learner will be able to explain the concept of abunzi and Gacaca and their roles in the conflict transformation. | -discussion  -debate | Textbook  Internet  Films |  |
| 9  June  12 to 16 |  | -problems faced during the operations of abunzi and gacaca.  -solutions to the faced problems. | -the learner will be able to explain the problems and solutions during the operations of abunzi and gacaca. | -discussion in group | -internet and textbook  Films etc. |  |
| 10  June  19 to 23 | **UNITY XII: Various forms of interdependence** | -concept of interdependence.  -different form of interdependence  -causes and the effects of interdependence | Through the discussion in groups the learner will be able to identify the concept of interdependence.  And to identify the different forms of interdependence. | Discussion in groups | -textbook  -internet |  |
| **11**  **June**  **26 to 30** |  | -causes and the effects of interdependence | -the learner will be able to identify the causes and the effects of interdependence. | Debate and representation | -textbook  -internet  -films  And other materials |  |
| **12**  **July**  **03 to 7** | 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 |