

SCHEME OF WORK

SUBJECT LEADER'S NAME:.....

District: KIREHE

Academic year: 2021-2022

Term: I

Subject: HISTORY & CITIZENSHIP

Class: S1

Nº of periods per week: 3

Weeks/Tim e	UNIT TITLE	Lesson title and evaluation	Learning activities and key unit competence	Teaching method, techniques and evaluation	Reference	Observation
Week 1:11- 15/10/202 1	Unit 1:Historical sources	Lesson1- Definition of history and Different sources of history. 2. Process of collecting historical information	Knowledge and understanding: - Explain the concept of history. - Explain how historical information is collected. - Describe the relevance and importance of history	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

Week 2:18- 22/10/202 1	<p>3. sources of historical information.</p> <p>4.Importance of history.</p> <p>5.Challenges in collecting historical sources</p>	<p>in today's life.</p> <p>Skills: - Present the timeline showing the past, present and future. - Compare different historical sources.</p> <p>Attitudes and values: - Appreciate the role of history in human development. - Acknowledge the importance of historical sources.</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	
	<p>SUMMATIVE EVALUATION</p>	<p>Key Unit Competence: To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.</p>	<p>Evaluation procedures: Written test</p>		
Week 3:25-	Unit 2: Advantages	Lesson:1. Advantage	Knowledge and	Group	History and

<p>29/10/2021</p> <p>Week 4:1-05/11/2021</p>	<p>and disadvantages of historical sources</p>	<p>s and disadvantages of using different types of historical sources</p>	<p>understanding: - Identify the advantages and disadvantages of historical information.</p> <p>Skills: - Analyse the advantages and disadvantages of using different sources of history when collecting historical information.</p>	<p>discussion, debate and representation about the topic</p>	<p>citizenship Student book -Internet -Textbooks of Rwandan History</p>	
<p>Week 5:08-12/11/2021</p>		<p>2: Comparison of different sources of history.</p>	<p>Attitudes and values: - Acknowledge the limitations of history sources and suggest ways of overcoming them.</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	
		<p>SUMMATIVE EVALUATION</p>	<p>Key Unit Competence: To be able to research and analyse the advantages and disadvantages of historical sources.</p>	<p>Evaluation procedures: Written test</p>		

Week 6:15-19/11/2021	Unit 3: Origin, organization and expansion of Rwanda kingdom	LESSON:1. Kingdoms in the interlacustrine region. Origin and organization of Rwandan kingdom.	Knowledge and understanding: - Identify the kingdoms in the interlacustrine region. - Explain the origin and organisation of Rwandan society. - Describe the factors for expansion and decline of Rwandan Kingdom.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
Week 7:22-26/11/2021		2. Reasons for expansion of Rwanda Kingdoms. 3. Reasons for downfall of Rwandan kingdom	Skills: - Analyse how the interlacustrine region was settled. - Examine the origin, political, social and economic organisation of the Rwandan kingdom in comparison to other kingdoms.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

Week 8: 29/11-03/12/2022 1	4. The most important monarchies: Ruganzu Bwimba Kigeli Mukobanya Ruganzu Ndoli Cyilima Rujugira Yuhi Gahindiro Mutara Rwigera Kigeli Rwabugiri	Attitudes and values: - Critique the settlement of the interlacustrine region. - Appreciate the organization of Rwandan kingdom in the intrelacustrine region. - Acknowledge the expansion and downfall of the Rwandan kingdom.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
Week 9:06-10/12/2022 1	5. The most important monarchies:Ruganzu Bwimba Kigeli Mukobanya Ruganzu Ndoli Cyilima Rujugira Yuhi Gahindiro Mutara Rwigera Kigeli Rwabugiri		Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

		SUMMATIVE EVALUATION	Key Unit Competence: To be able to explore the origin, organisation and expansion of Rwandan kingdom in the intrelacustrine region.	Evaluation procedures: Written test		
Week 10: 13-17/12/2021	EXAMS					
Week 11:20 - 24/12/2021	EXAMS & MARKING					

TERM 2

Week/Date	Unit title	Lesson title and evaluation	Learning activities, key unit competence	Teaching method, techniques and evaluation	Reference	Observation
Week 1:10-14/1/2022	Unit 4: Civilisation of pre-colonial Rwanda	Lesson: 1. Concepts and components of civilization	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Identify different famines and epizooties and their impact on Rwandan society. - Point out the socio-political and economic dependence of pre-colonial Rwanda. - Explain the notion of civilisation and its components. <p>Skills:</p> <ul style="list-style-type: none"> - Analyse the causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda. - Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Acquire compassion and generosity to the victims of 	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p>	

			famine. - Value the socio- political and economic dependence of pre-colonial Rwanda dependence.			
Week 2:17- 21/1/2022		2.social organisation of the Rwandese traditional society: (Family, marriage		Group discussion, debate and representation about the topic	History and citizenship Student book S₁	
Week 3:24- 28/1/2022		3.Economic organisation (agriculture, cattle keeping, commerce, artisanship); famine and epizooties; sociopolitical economic dependence (ubuhake,ubuk onde, uburetwa		Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
Week 4: 31/1- 04/2/2022		SUMMATIVE EVALUATION	Key Unit Competence: To be able to analyse the civilization of pre-colonial	Evaluation procedures: Written		

		Rwanda	test	
Week 5:07-11/2/2022	Unit 5: Genocide and its features.	Lesson:1. Genocide, its features (1948 Convention and other legal instruments) and other mass crimes <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Briefly explain the concept of genocide and its features. - Identify the differences between genocide, war crimes and other mass crimes. <p>Skills:</p> <ul style="list-style-type: none"> - Compare genocide and other mass crimes in Africa. - Assess the features of genocide and other mass crimes. - Distinguish the 1994 genocide against the Tutsi from other mass crimes. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Show concern for the pain of others and take 	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History

Week 6:14- 18/2/202 2		2. Genocide and other mass crimes.	action to relieve it. - Recognize genocide and other mass crimes and advocate for fighting against them.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
		SUMMATIVE EVALUATION	Key Unit Competence: To be able to differentiate between genocide and other mass crimes.	Evaluation procedures: Written test		
Week 7:21- 25/2/202 2	Unit 6: Evolution of mankind.	Lesson:1. Origin of mankind and Evolution of humans. 2. Stone age periods	Knowledge and understanding: - Explain the different theories of the origin of mankind. - Explain the development of mankind during the Stone Age periods. Skills: - Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory. - Analyse how Africa was settled after the new Stone Age.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

- Assess human discoveries during the stone age periods.

Attitudes and values:

- Appreciate the importance of major human developments during the Stone Age.
- Show respect for discoveries of mankind in the Stone Age period.

	<p>3. Discoveries made in the Stone Age period (old, middle, and new Stone Age.)</p> <p>4. Characteristics of hunter-gatherer societies.</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p>	
	<p>SUMMATIVE EVALUATION</p>	<p>Key Unit Competence: To be able to analyse how mankind evolved, developed and settled in different parts of Africa.</p>	<p>Evaluation procedures: Written test</p>	

<p>Week 8: 28/2-04/3/2022</p>	<p>Unit 7: Egyptian civilization.</p>	<p>Lesson:1. Origin and elements of Egyptian civilization</p> <p>2.contributions of Egyptian civilization to the modern world (art, science,mathematics,medicine, etc).</p> <p>3. Influence of Egyptian religious beliefs on ancient Egypt</p>	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Explain the origin of Egyptian civilisation. - Explain the major elements of Egyptian civilisation. - Explain the importance of Egyptian civilisation to the modern world. <p>Skills:</p> <ul style="list-style-type: none"> - Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilization. - Assess the major elements of Egyptian civilisation and evaluate their contribution to the modern world. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate the importance of Egyptian civilisation to the modern world. 	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	
	<p>SUMMATIVE EVALUATION</p>		<p>Key Unit Competence: To be able to explain the elements and the importance of early Egyptian civilization.</p>	<p>Evaluation procedures: Written test</p>		

Week 9:7- 11/3/202 2	Unit 9: Trans- Atlantic slave trade (Triangular trade).	LESSON: 1. Origin and growth of the transatlantic slave trade.	Knowledge and understanding: - Identify the reasons behind the rise and expansion of the transatlantic slave trade. - Explain the organisation of the transatlantic slave trade.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet	
Week 10: 14- 18/3/202 2		2. Organisation of the transatlantic	Skills: - Examine the factors responsible for the rise and organisation the transatlantic slave trade and interpret them. - Evaluate the effects of the transatlantic slave trade and judge their influence. Attitudes and values Content - Understand what the transatlantic slave trade was. - Appreciate the factors behind the rise and organisation of the transatlantic slave trade.			
		SUMMATIVE EVALUATION	Key Unit Competence: To be able to analyse the origin, growth, organization, effects and	Evaluation procedures: Written		

			decline of the transatlantic slave trade.	test		
Week 11: 21- 25/3/202 2	EXAMS					
Week 12: 28/3/- 01/4/202 2	EXAMS AND MARKING					

TERM 3

Week/Date	Unit title	Lesson title and evaluation	Learning objectives and key unit competence	Teaching method, techniques and evaluation	Reference	Observation
Week 1:18-22/4/2022		<p>Lesson:3. Effects and problems of the transatlantic slave trade.</p> <p>4.Reasons for the abolition of the transatlantic slave trade</p>	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Identify the reasons behind the rise and expansion of the transatlantic slave trade. - Explain the organisation of the transatlantic slave trade. <p>Skills:</p> <ul style="list-style-type: none"> - Examine the factors responsible for the rise and organisation the transatlantic slave trade and interpret them. - Evaluate the effects of the transatlantic slave trade and judge their influence. <p>Attitudes and values</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p>	

		SUMMATIVE EVALUATION	Content - Understand what the transatlantic slave trade was. - Appreciate the factors behind the rise and organisation of the transatlantic slave trade.	- Evaluation procedures: Written test		
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<p>Week 2:25-29/4/2022</p> <p>2</p>	<p>Unit 9: Concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations</p>	<p>Lesson:</p> <ol style="list-style-type: none"> 1. Concept of human rights and ways of preventing human rights violations and gender based violence including rape and sexual abuse 2. Basic human rights with a special focus on gender equality and children's rights 3. Citizen duties and responsibilities. 	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - State some cases of human rights violation. - Identify different ways of preventing human rights violation. <p>Skills: - Analyse the consequences of forced labour on children in reference to our society.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Promote respect for the rights of the child in their daily life. 	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <ul style="list-style-type: none"> -Internet -Textbooks of Rwandan History 	
	<p>SUMMATIVE EVALUATION</p>		<p>Key Unit Competence: To be able to explain the concepts of human rights, citizen duties and responsibilities, and suggest ways of preventing human rights violations.</p>	<p>Evaluation procedures:</p> <p>Written test</p>		

<p>Week 3:02- 06/5/202 2</p>	<p>. Unit 10: Forms and principles of democracy.</p>	<p>LESSON:1. Definition of democracy and Principles of democracy: 2.The three powers. and Forms of democracy.</p>	<p>Knowledge and understanding - Explain the concept of democracy. - Identify the principles of democracy. Skills: - Compare different forms of democracy. Attitudes and values: - Appreciate the importance of democracy for society.</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	
		<p>SUMMATIVE EVALUATION</p>	<p>Key Unit Competence: To be able to explain forms and principles of democracy.</p>	<p>Evaluation procedures: Written test</p>		

<p>Week 4:09- 13/5/202 2</p>	<p>Unit 11: Identify oneself differently in reference to Rwanda.</p>	<p>Lesson: 1. Forms of identities. 2. Similarities and differences between identities. 3. Roles of identities. 4. Importance of living together.</p>	<p>Knowledge and understanding: - Explain different forms of identities in Rwanda. - Describe the importance of living together in harmony. Skills: - Examine different forms of identities by showing their similarities and differences. Attitudes and values: - Appreciate the importance of living together in harmony.</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	
	<p>SUMMATIVE EVALUATION</p>		<p>Key Unit Competence: To be able to identify oneself differently in reference to Rwanda.</p>	<p>Evaluation procedures: Written test</p>		

Week 5:16- 20/5/202 2	Unit 12: Forms, causes and consequenc es of conflict and violence	Lesson:1. Forms of conflict and violence including gender based violence and domestic abuse.	KEY UNIT COMPETENCE To be able to Explain concepts of conflict and violence at the family, community and national level. - Identify forms of conflict and violence at the family, community and national level.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
Week 6:23- 27/5/202 2		2. Causes of conflict and violence. 3. Consequences of conflict and violence. 4. Conflict	Knowledge and understanding: - Indicate the causes of conflict and violence. Skills: - Analyse conflict and violent situations in Rwanda and show its influence. Attitudes and values:	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

		management.	<ul style="list-style-type: none"> - Show concern to have conflict and violent situations addressed. - Appreciate the importance of conflict management and transformation. 			
		SUMMATIVE EVALUATION	<p>Key Unit Competence: To be able to analyse forms, causes and consequences of conflict and violence.</p>	<p>Evaluation procedures: Written test</p>		
Week 7: 30/5-03/6/2022	13: Dignity and self-reliance in Rwandan society.	<p>LESSON: 1. How home-grown solutions (abunzi, girinka, gacaca, ubudehe, kure mera umuganda, agaciro) contribute to self-reliance.</p> <p>2. Implication of dignity and self-reliance for Rwandan society</p>	<p>Knowledge and understanding: - Explain the concepts of dignity and self-reliance.</p> <p>Skills: - Analyse dignity and self-reliance and their role in Rwandan nation building.</p> <p>Attitudes and values: - Acknowledge the importance of dignity</p>	<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship Student book -Internet -Textbooks of Rwandan History</p>	

			<p>and self-reliance.</p> <ul style="list-style-type: none"> - Develop a sense of patriotism, commitment, self-esteem and hard work. 			
		SUMMATIVE EVALUATION	<p>Key Unit Competence: To be able to explain dignity and self-reliance and their implications for Rwandan society.</p>	<p>Evaluation procedures: Written test</p>		
Week 8:06-10/6/2022	Unit 14: Concept of disability and inclusive education	<p>LESSON:1. Concept of disability and Types of disability.</p> <p>2. Causes and consequences of disability.</p>	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> -Explain the concept of disability. - Explain the causes and consequences of disability. <p>Skills: - Examine the causes and consequences of disability and how they can be avoided.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Acknowledge the raised awareness of disability. 	<p>- Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p>	
Week 9:13-17/6/2022		3. Attitudes and feelings towards disability in Rwanda		Group discussion, debate and representation about the topic		

		SUMMATIVE EVALUATION	Key Unit Competence: To be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.	Evaluation procedures: Written test		
Week 10: 20- 24/6/2022	Unit 15. Family and Personal Values.	LESSON:1. Definition of values and Sources of values. 2. Sources of sexual learning and definition of gender	Knowledge and understanding: - Explain how tolerance and respect develops in relationships. Skills: - Demonstrate how to resist negative peer influence in their sexual decision making. Attitudes and values: - Stand up for people with disabilities.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

		<p>3.Social construction of gender.</p> <p>4. Concepts of human rights related to sexual and reproductive health.</p>		<p>Group discussion, debate and representation about the topic</p>	<p>History and citizenship</p> <p>Student book</p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p>	
		<p>EVALUATION</p>	<p>Key Unit Competence: To be able to examine the various sources of sexual learning, the relationship between values and behavior, and make decisions consistent with individual values.</p>	<p>Evaluation procedures: Written test</p>		
<p>Week 11:27/6-01/7/2022</p>	<p>REVISION</p>					

Week 12: 04- 08/7/202 2	EXAMS
Week 13: 11- 15/7/202 2	EXAMS AND MARKING

END OF YEAR