

**SCHEME OF WORK**

**SUBJECT LEADER'S NAME:**.....

**District:** NYAGATARE

**Academic year:** 2021-2022

**Term:** I

**Subject:** HISTORY AND CITIZENSHIP

**Class:** S2

**Nº of period per week:** 3

Week/Date	Unit title	Lesson title and evaluation	Learning objective and key unit competence	Teaching method, techniques and evaluation	Reference	Observation
<b>Week 1:11-15/10/2021</b>	<b>Unit 1: Collecting and analyzing historical sources</b>	<b>LESSON:</b> <b>1.</b> Complementarities of historical sources.  <b>2.</b> Challenges faced when using, material, immaterial and electronic sources.	<b>Knowledge and understanding:</b> - Review the advantages and disadvantages of different historical sources. -Describe the specific use of material, immaterial and electronic sources. <b>Skills:</b> Examine the complementarities of different sources of history in order to test the validity of each source.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book -Internet -Textbooks of Rwandan History</b>	
<b>Week 2:18-22/10/2021</b>		<b>3</b> Usefulness of different sources of history.	<b>Attitudes and values:</b> Appreciate the complementarities of different sources of history.			
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to examine the complementarities of material, immaterial and electronic sources of history.	<b>Evaluation procedures:</b> Written test		

<b>Week 3:25-29/10/2021</b>	<b>Unit 2: German and Belgian colonization</b>	<b>Lesson:1.</b> Causes of German and Belgian Colonization	<b>Knowledge and understanding:</b> -Explain the causes of German and Belgian colonisations. -Identify the effects of German colonization. <b>Skills:</b> -Examine the impact of German colonisation on political, economic and social domains. - Analyse the causes of German and Belgian colonization and the lessons that can be learnt from them. <b>Attitudes and values:</b> - appreciate the causes of German and Belgian coloniasation.  - Acknowledge the impact of German colonisation on Rwandan society.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b>	
<b>Week 4:01-05/11/2021</b>		<b>2.</b> Impact of German colonisation.				
<b>Week 5:08-12/11/2021</b>		<b>3.</b> Reforms introduced by Belgians.  <b>4.</b> Effects of Belgian Colonization		<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the causes and impact of German and Belgian colonisation.	<b>Evaluation procedures:</b> Written test		
<b>Week 6:15-19/11/2021</b>	<b>Unit 3: Causes and course of the 1994 genocide against the Tutsi.</b>	<b>LESSON:1.</b> Causes of genocide against the Tutsi.	<b>Knowledge and understanding:</b> - Explain the causes of genocide against theTutsi. - Describe how genocide was planned, executed and stopped.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b>  <b>-Internet</b>  <b>-Textbooks of</b>	

			<b>Skills:</b> - Analyse the causes of the genocide against the Tutsi. <b>Attitudes and values:</b> - Appreciate the role played by RPF/RPA to stop genocide against the Tutsi.		<b>Rwandan History</b>	
<b>Week 7:22-26/11/2021</b>		2. Planning and execution of genocide against the Tutsi. 3. Role played by RPF/RPA to stop genocide against the Tutsi		<b>Group discussion, debate and representation about the topic</b>		
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to describe the causes and the course of genocide against the Tutsi (Planning, execution and how genocide was stopped)	<b>Evaluation procedures:</b> Written test		

<p><b>Week 8:</b> <b>29/11-</b> <b>03/12/20</b> <b>21</b></p> <p><b>Week</b> <b>9:06-</b> <b>10/12/20</b> <b>21</b></p>	<p><b>Unit 4:</b> <b>Kingdoms of</b> <b>East and</b> <b>Central Africa.</b></p>	<p><b>LESSON :1.</b> Factors for the rise of Buganda and Kongo kingdom</p> <p><b>LESSON :1.</b> Factors for the rise of Buganda and Kongo kingdom</p>	<p><b>Knowledge and understanding:</b> - Explain the factors behind the rise of the Buganda and Kongo kingdoms. -Identify the causes for the decline of Buganda and Kongo kingdoms. <b>Skills:</b> - Analyse the factors causing the downfall of Buganda and Kongo kingdoms. <b>Attitudes and values:</b> - understand the factors for the rise of Buganda and Kongo kingdoms.</p>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b></p>	
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		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.	<b>Evaluation procedures:</b> Written test		
<b>Week 10:</b> <b>13-17/12/2021</b>	<b>EXAMS</b>					
<b>Week 11:</b> <b>20-24/12/2021</b>	<b>EXAMS AND MARKING</b>					

## TERM 2

<b>Week/D ate</b>	<b>Unit title</b>	<b>Lesson title and evaluation</b>	<b>Learning objective and key unit competence</b>	<b>Teaching method, techniques and evaluation</b>	<b>Reference</b>	<b>Observatio n</b>
<b>Week 1:</b> <b>10-14/1/2022</b>	<b>Unit 4: Kingdoms of East and Central Africa.</b>	<b>LESSON :2.</b> Political, social and economic organisation of Buganda and Kongo kingdoms.	<b>Knowledge and understanding:</b> - Explain the factors behind the rise of the	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b>	

			<p>Buganda and Kongo kingdoms.</p> <p>-Identify the causes for the decline of Buganda and Kongo kingdoms.</p> <p><b>Skills:</b> - Analyse the factors causing the downfall of Buganda and Kongo kingdoms.</p> <p><b>Attitudes and values:</b> -understand the factors for the rise of Buganda and Kongo kingdoms.</p>		<p><b>-Internet</b></p> <p><b>-Textbooks of Rwandan History</b></p>	
<p><b>Week 2:</b> 17-21/1/2022</p>		<p><b>3-</b> Factors for the decline of Buganda and Kongo Kingdoms.</p> <p><b>SUMMATIVE EVALUATION</b></p>	<p><b>Key Unit Competence:</b> To be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.</p>	<p><b>Evaluation procedures:</b> Written test</p>		
<p><b>Week 3:</b> 24-28/1/2022</p>	<p><b>Unit 5: Long distance trade.</b></p>	<p><b>LESSON:1.</b> Rise and organisation of long distance trade.</p>	<p><b>Knowledge and understanding:</b></p> <p>-Describe its organization.</p> <p>- Explain effects and</p>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship Student book</b></p> <p><b>-Internet</b></p>	

			reasons for its decline. <b>Skills:</b> - Balance its organisation with the organisation of Trans-Saharan trade. - Examine the effects and the reasons for the decline of long distance trade. <b>Attitudes and values:</b> Appreciate the organisation of long distance trade.		-Textbooks of Rwandan History	
<b>Week 4:</b> 31/1-04/2/2022		2. Reasons for the decline of long distance trade.  3. Effects of long distance trade.		<b>Group discussion, debate and representation about the topic</b>	History and citizenship Student book -Internet -Textbooks of Rwandan History	
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the rise, organisation, effects and decline of long distance trade.	<b>Evaluation procedures:</b> Written test		
<b>Week 5:</b> 7-11/2/2022	<b>Unit 6: Ngoni migration</b>	<b>LESSON :1-</b> Origin of the Ngoni and different Ngoni groups	<b>Knowledge and understanding:</b> - Identify different groups of the Ngoni. - Describe the reasons for Ngoni migration. - Discuss the effects of Ngoni migration.	<b>Group discussion, debate and representation about the topic</b>	History and citizenship Student book -Internet -Textbooks of Rwandan History	

<b>Week 6:</b> <b>14-</b> <b>18/2/2</b> <b>022</b>		<b>2.</b> Reasons for Ngoni migration. <b>3.</b> Consequences of Ngoni migration	<b>Skills:</b> -Examine the effects both positive and negative of the Ngoni migrations in East and Central Africa. <b>Attitudes and values:</b> - Appreciate the origin and the reasons for the Ngoni migration. - Recognise the effects of the Ngoni migration			
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the origin, causes and effects of Ngoni migration.	<b>Evaluation procedures:</b> Written test		
<b>Week 7:</b> <b>21-</b> <b>25/2/2</b> <b>022</b>	<b>Unit 7: Exploration of Africa.</b>	<b>LESSON: 1.</b> Different European explorers and their routes.	<b>Knowledge and understanding:-</b> Identify different Europeans who	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> <b>-Internet</b>	



		<p><b>2.</b>Different causes of exploration.</p>	<p>explored Africa. - Explain different causes and effects of exploration</p> <p><b>Skills:</b> - Assess the effects and process of exploration. - Analyse the causes of European explorers in Africa.</p> <p><b>Attitudes and values:</b> - Appreciate the importance of the activities of different explorers in Africa. - Note the causes of European exploration in Africa.</p>		<p><b>-Textbooks of Rwandan History</b></p>	
		<p><b>3.</b>Consequences of exploration of Africa. <b>4.</b>Problems faced by explorers in Africa.</p>		<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b></p>	

		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the causes and consequences of exploration of Africa.	<b>Evaluation procedures:</b> Written test		
<b>Week 8:</b> <b>28/2-</b> <b>04/3/2</b> <b>022</b>	<b>Unit 8: European colonisation of Africa.</b>	<b>Lesson:1.</b> Different causes of European colonisation in Africa. <b>2.</b> Methods of colonial conquest in Africa.	<b>Knowledge and understanding:</b> -Explain the different causes of European colonisation of Africa.  - Identify different methods of colonial conquest.	<b>Group discussion, debate and representation about the topic</b>		
<b>Week 9:</b> <b>7-</b> <b>11/3/2</b> <b>022</b>		<b>3.</b> Colonial systems of administration.  <b>4.</b> Consequences of European colonisation	<b>Skills:</b> -Evaluate the causes of European colonisation of Africa and show whether they were justified. <b>Attitudes and values:</b> - Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	

		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to evaluate causes and consequences of European colonisation of Africa.	<b>Evaluation procedures:</b> Written test		
<b>Week 10:14-18/3/2022</b>	<b>Unit 9: African response to colonial conquest.</b>	<b>LESSON: 1.</b> Types of resistance, their causes and effects and methods of resistance.  <b>2.</b> Forms of collaboration.	<b>Knowledge and understanding:</b> - Identify types of resistance, their causes and effects. - Explain how Africans	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	

		<p><b>3.</b> How Africans collaborated with Europeans colonialists (e.g. Mutesa of Buganda, Lenana of Masai, etc).</p>	<p>resisted the colonial administrations. - Explain forms of collaboration, its causes and consequences.</p> <p><b>Skills:</b> - Compare primary and secondary resistance by giving examples.</p> <p><b>Attitudes and values:</b> - Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism.</p>	<p><b>Group discussion, debate and representation about the topic</b></p> <p><b>Evaluation procedures:</b> Written test</p>	<p><b>History and citizenship Student book</b> -Internet -Textbooks of Rwandan History</p>	
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to analyse the reactions of Africans to colonial conquest.			
<b>Week 11</b> <b>:21-25/3/2022</b>	<b>EXAMS</b>					
<b>Week 12</b> <b>:28/3-01/4/2022</b>	<b>EXAMS AND MARKING</b>					

### TERM 3

Week/Date	Unit title	Lesson title and evaluation	Learning objectives and key unit competence	Teaching method, techniques and evaluation	Reference	Observation
<b>Week1:18-22/4/2022</b>	<b>Unit 10: Industrial revolution.</b>	<b>LESSON:1.</b> Political, economic and social situation in England before the industrial revolution.	<b>Knowledge and understanding:</b> - Describe the factors that led to the industrial revolution. - Discuss the effects of industrial revolution in Europe and the rest of the world.  <b>Skills:</b> - Examine the factors that led to the industrial revolution and determine the contribution of each factor.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	
<b>Week 2:25-29/4/2022</b>		<b>2.</b> Factors that led to the Industrial revolution. <b>3.</b> Effects of the industrial revolution.	- Assess the effects of the industrial revolution and its	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	

<b>Week 3:02-06/5/2022</b>		<b>4. Technical inventions and their inventors:</b> spinning mule, spinning jenny, water frame, steam engine, flying shuttle.	impact on Africa.  <b>Attitudes and values:</b> - Recognise the factors that led to industrial revolution. - Assess the effects of the industrial revolution. - Identify technical inventions and their inventors	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the causes and consequences of the industrial revolution, technical inventions and their inventors.	<b>Evaluation procedures:</b> Written test		
<b>Week 4:09-13/5/2022</b>	<b>Unit 11: Causes and impact of the American revolution</b>	<b>LESSON:1.</b> Causes of American revolution: - Political causes (need for independence, unfair judicial system of Britain, the restriction of colonies from occupying new lands of Ohio and Louisiana,	<b>Knowledge and understanding:</b> - - Describe the causes of the American revolution. - Explain the impact of the American revolution <b>Skills:</b> - Analyse the causes of the American revolution and interpret the role of each cause. <b>Attitudes and values:</b> - Acknowledge the causes of the	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	

<b>Week 5:16- 20/5/2022</b>		Boston massacre, and others). <b>2.</b> Economic causes: (exploitation of resources, heavy taxation system, the tea party of Boston). <b>3.</b> Social causes: (discrimination against Americans, role of philosophers, the war of Independence). <b>4.</b> Effects of American Revolution both in America and in the rest of the world	American revolution and acquire the ideas of democracy and nationalism.			
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to explain the causes and impact of American revolution.	<b>Evaluation procedures:</b> Written test		





		<p><b>2.</b>Difference between state and government.</p> <p><b>3.</b>Types of state and basic forms of government.</p> <p><b>4.</b>Organs, role and functions of the state and government</p>	<p>-Explain the concepts of the State and government. - Identify the difference between state and government.</p> <p><b>Skills:</b> - Analyse the definition of state and government and compare them. <b>Attitudes and values:</b> -Appreciate the importance of state and government in order to determine the Rwandan identity.</p>		<b>Rwandan History</b>	
		<b>SUMMATIVE EVALUATION</b>	<p><b>Key Unit Competence:</b> To be able to explain the role and functions of the state and government.</p>	<b>Evaluation procedures:</b> Written test		
<b>Week 8:06-10/6/2022</b>	<b>Unit 14: Interdependence and unity in diversity.</b>	<p><b>LESSON:1.</b> Interdependence - <b>Unity.</b> -<b>Personal identity and national identity</b> <b>2.Patriotism.</b> - <b>Unity in diversity</b></p>	<p><b>Knowledge and understanding:</b> - Explain the importance of unity. - Describe the concept of interdependence among people. - Explain the concept of unity in diversity. <b>Skills:</b> - Evaluate the importance of unity.</p> <p><b>Attitudes and values:</b> - Show respect for others and love for one</p>	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> <b>-Internet</b> <b>-Textbooks of Rwandan History</b>	

			<p>another.</p> <ul style="list-style-type: none"> <li>- Appreciate the importance of patriotism and self-reliance.</li> </ul>			
		<p><b>SUMMATIVE EVALUATION</b></p>	<p><b>Key Unit Competence:</b> To be able to explain the interdependency and unity in diversity</p>	<p><b>Evaluation procedures:</b> Written test</p>		

Week 9:13-17/6/2022	Unit 15: Social cohesion	<b>LESSON:1.</b> Social cohesion and Factors influencing social cohesion. <b>2.</b> Challenges to Social cohesion : Discrimination, Exclusion, Stigma, prejudice, etc.	<b>Knowledge and understanding:</b> - Explain the factors influencing social cohesion. - Identify challenges to social cohesion <b>Skills:</b> - Examine the importance of social cohesion in Rwanda and other societies. <b>Attitudes and values</b> - Appreciate the importance of social cohesion in Rwandan society. - Judge factors influencing social cohesion and interpret its challenges.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to analyse how people can live together in harmony.	<b>Evaluation procedures:</b> Written test		
Week 10: 20-24/6/2022	Unit 16: Hindrances to dignity and self-reliance in Rwandan society	<b>LESSON:1.</b> Types of hindrances to dignity and self-reliance. <b>2.</b> Importance of dignity and self-reliance in Rwandan	<b>Knowledge and understanding -</b> Explain the importance of dignity and self-reliance in Rwandan society. <b>Skills:</b> - Examine the hindrances to dignity	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

		<p>society.</p> <p><b>3.</b>Importance of international cooperation in respect to Rwandan aspirations.</p> <p><b>4.</b>Activities for promotion of dignity and self-reliance.</p> <p><b>5.</b> Challenges to dignity and self-reliance.</p>	<p>and self-reliance in order to determine measures/strategies to overcome them.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Show concern for hindrances to dignity and self-reliance.</li> <li>- Appreciate role of dignity and self-reliance in Rwandan society and advocate for them.</li> </ul>			
		<b>SUMMATIVE EVALUATION</b>	<p><b>Key Unit Competence:</b> To be able to identify the hindrances to dignity and self-reliance in Rwandan society.</p>	<p><b>Evaluation procedures:</b> Written test</p>		
<p><b>Week 11:</b> <b>27/6-01/7/2022</b></p>	<p><b>Unit 17:</b> <b>Concept of disability and inclusive education.</b></p>	<p><b>LESSON:1.</b> Causes of disability</p> <p><b>2.</b> Effects of disability</p> <p><b>3.</b>Measures to prevent Disability</p>	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Explain measures to prevent disabilities.</li> </ul> <p><b>Skills:</b> - Assess the causes and effects of disability and relate to the current situation.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>-Appreciate the raised awareness of disability.</li> </ul>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship</b> <b>Student book</b></p>	

			- Appreciate the importance of good hygiene.			
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> To be able to analyse causes and effects of disabilities and determine measures to prevent disability.	<b>Evaluation procedures:</b> Written test		
<b>Week 11: 27/6- 01/7/2022</b>	<b>Unit 18: Family and Personal Values</b>	<b>LESSON:1.</b> Conflict and misunderstanding between parents and children. <b>2.</b> Importance of parents-child dialogues about their differences and developing respect for each other's rights to have different	<b>Knowledge and understanding:</b> - Describe how mutual trust between parents and children promotes effective communication.  <b>Skills:</b> - Assess family and personal values and show how they are inter-related. - Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions in the society.			

		values.	<b>Attitudes and values:</b> - Acknowledge the importance of parents and personal values.			
		<b>SUMMATIVE EVALUATION</b>	<b>Key Unit Competence:</b> Examine the concept of Human Rights related to sexual and reproductive health (from unit overview)	<b>Evaluation procedures:</b> Written test		

<b>Week 12:04-08/7/2022</b>	<b>EXAMS</b>
<b>Week 13:11-15/7/2022</b>	<b>EXAMS AND MARKING</b>

**END OF YEAR.**