

## SCHEME OF WORK

Academic year: 2021 - 2022

Term: I

Subject: **HISTORY**

period per week: 3

Class: **S3**

Nº of

Week/Date	Unit title	lesson title and evaluation	Learning objective and key unit competence	Teaching method and techniques and evaluation	Reference	Observation
1 11-15/10/ 2021	Unit 1: <b>Independent Rwanda</b>	<b>Lesson 1</b> Major changes that took place in the first and second Republics	<b>Knowledge and understanding:</b> Explain fundamental changes that took place in first and second Republics in Rwanda -discuss the causes and consequences of Rwanda liberation war of 1990-1994 <b>Skills:</b> analyse the changes that took place in first and	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

			second Republics in Rwanda			
2  18-22/10/ 2021	<b>LESSON2- Root causes, Cause &amp; effects of the liberation war in Rwanda (1990-1994).S</b>	<b>Attitudes and values:</b> Judge the reforms that were introduced in the first and second republics in Rwanda -Appreciate the root causes liberation war of 1990-1994.and balance its consequences.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> -Internet -Textbooks of Rwandan History		
	<b>END UNIT ASSESSMENT (Summative evaluation)</b>	<b>KEY UNIT COMPETENCE:</b> to be able to explain the political, economic and socio- cultural changes in the first and second republics and the causes ,consequences of liberation war in Rwanda(1990-1994).	<b>Written evaluation</b>			
3  25-29/10/ 2021	<b>UNIT2: Consequences of the 1994 genocide against the Tutsi.</b>	<b>LESSON 1</b> Consequences of genocide against the Tutsi. <b>LESSON 2</b> Measure taken by the	<b>Knowledge and understanding:</b> Explain the consequences Of 1994 genocide against the Tutsi. <b>Skills:</b> Assess the consequences of genocide against the Tutsi and show the lessons young can learn	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> -Internet -Textbooks of Rwandan History	

		government s to re-build Rwandan society.	from it. - Examine measures taken by the Rwandan government to re- built Rwanda and challenges faced during the process of rebuilding Rwanda  <b>Attitudes and values:</b> Acknowledge how Rwandan society has been re-built after genocide against the Tutsi and indicate how much effort it has been. -Learn from mistakes made by genocide planners to make sure genocide will never happen again in Rwanda and elsewhere.			
4 01-05/11/ 2021	LESSON3 Challenges encountered in rebuilding Rwanda			<b>Group discussion, debate and representation about the topic.</b>	<b>History and citizenship Student book -Internet -Textbooks of Rwandan History</b>	

	<b>END UNIT ASSESSMENT (Summative evaluation)</b>	<b>KEY UNIT COMPETENCE</b> To be able to examine the consequences of genocide against the Tutsi and how society has been re-built.	<b>Written evaluation</b>		
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5 08-12/11/ 2021	Unit 3: Colonial administrativ e systems and colonial powers	LESSON1 - Colonial masters and their colonies. .	<b>Knowledge and understanding:</b> Explain different colonial power in response to their colonies. <b>Skills:</b> compare different colonial administrative systems.	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
6 15- 199/11/ 2021		LESSON2 -Different colonial administrative methods		Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	

7 22-26/11/ 2021	LESSON3 - African states that were not colonised.	<b>Attitudes:</b> Appreciate the reasons why some African states were not colonised and the role played by leaders who resisted colonialists. of colonised	Group discussion, debate and representation about the topic	History and citizenship Student book -Internet -Textbooks of Rwandan History	
8 29/11- 03/12/ 2021	REVISION PERIOD WITH END UNITS ASSESSMENTS				
9 06-10/12/ 2021	EXAMS PERIOD				
10 13-17/12/ 2021	EXAMS PERIOD				
11 20-24/12/ 2021	MARKING AND REPORT MAKING PERIOD				

## TERM 2

Subject: HISTORY

Class: S3

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
1 10-14/01/2022	Unit 4: Colonial reforms and their consequences on African societies.	LESSON1 - Political, economic and socio-cultural colonial reforms LESSON2 - Consequences of these reforms on African societies.	<b>Knowledge and understanding:</b> to identify the political, economical and socio-cultural colonial reforms. -Explain consequences of these reforms on African societies.  <b>Skills :</b> Assess the political, economic and socio-cultural colonial reforms and their consequences on African societies. <b>Attitudes and values:</b> Appreciate the political, economic and socio-cultural colonial reforms introduced by colonialists in Africa.		History and citizenship Student book -Internet -Textbooks of Rwandan History	

		<b>END UNIT ASSESSMENT (Summative evaluation)</b>	<b>KEY UNIT COMPETENCE</b> To be able to evaluate the political, economic and socio-cultural colonial reforms and their consequences on African societies.	<b>Written evaluation</b>		
2  17-21/01/ 2022	<b>Unit 5: Causes of decolonisation in Africa: Case Study, Ghana and Kenya.</b>	<b>LESSON 1</b> - Causes of decolonisation of Africa. - The action of UNO.	<b>Knowledge and understanding:</b> -describe the causes and consequences of decolonisation in Africa (Case Study; Ghana and Kenya).	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book -Internet -Textbooks of Rwandan History</b>	
3  24-28/02/ 2022		<b>LESSON 2</b> - The anti- colonialist attitude of super powers (USA& USSR). - The Second World War	<b>Skills:</b> Examine the causes and effects of decolonisation of Africa in general.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book -Internet -Textbooks of Rwandan History</b>	

4	31/01-04/02/2022	<b>LESSON 3</b> <ul style="list-style-type: none"><li>- The growth of African nationalism, etc.</li><li>- Case Study: Ghana and Kenya.</li></ul>	<b>Attitudes and values:</b> Acknowledge the positive and negative effects of decolonisation of Africa as to develop the spirit of self-rule and democracy	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <ul style="list-style-type: none"><li>-Internet</li><li>-Textbooks of Rwandan History</li></ul>	
		<b>END UNIT ASSESSMENT</b> <b>(Summative evaluation)</b>	<b>KEY UNIT COMPETENCE</b> To be able to examine the causes and consequences of decolonisation in Africa (Case Study; Ghana and Kenya)	<b>Written evaluation</b>		
5	07-11/02/2022	<b>Unit 6: Analyse the 1789 French Revolution</b>	<b>LESSON1</b> Causes of French Revolution: <ul style="list-style-type: none"><li>- Social inequality</li><li>- Political causes</li><li>-Economic situation</li><li>-Influence of philosophers</li></ul>	<b>Knowledge and understanding:</b> Describe the causes of the French Revolution  <b>Skills:</b> Evaluate the consequences of the French revolution.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> <ul style="list-style-type: none"><li>-Internet</li><li>-Textbooks of Rwandan History</li></ul>

		American revolution etc.				
6  14-18/02/ 2022	<b>LESSON 2</b>  Effects of French Revolution - Abolition of federal abuses - Declaration of Human Rights - Equality among French citizens - Freedom of expression - Effects of French Revolution in the rest of Europe etc.	<b>Attitudes and values:</b>  Recognize the consequences of the French Revolution and impact on modern society.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> -Internet -Textbooks of Rwandan History		
	<b>END UNIT ASSESSMENT</b>  (Summative evaluation	<b>KEY UNIT COMPETENCE</b>  To be able to explain the origin, causes and consequences of the 1789 French Revolution	<b>Written evaluation</b>			

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7 21-25/02/ 2022	<b>Unit 7:</b> <b>Causes and effects of the first world war.</b>	<b>LESSON 1</b> <ul style="list-style-type: none"><li>-Long term causes</li><li>- The immediate cause.</li><li>- Sarajevo incident .</li></ul>	<b>Knowledge and understanding:</b> To describe the causes of french revolution.	<b>History and citizenship Student book</b> <ul style="list-style-type: none"><li>-Internet</li><li>-Textbooks of Rwandan History</li></ul>	
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8  28/02- 04/03/ 2022	<b>LESSON 2</b> - Effects of the first world war:	- Skills: Evaluate the effects of the First World War	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> -Internet -Textbooks of Rwandan History	
	<b>LESSON 3</b> Versailles treaty,	Analyse the aims, achievement of league of nation and its weakness	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b> -Internet -Textbooks of Rwandan History	
	<b>LESSON 4</b> League of Nations.	<b>Attitudes and values</b> -Appreciate the long term and immediate causes of first world war	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship</b> <b>Student book</b>  -Internet	
	<b>END UNIT ASSESSMENT</b> (Summative evaluation)	<b>KEY UNIT COMPETENCE</b> To be able to explain the causes and effects of the first World War. -Describe both long term and	<b>Written evaluation</b>	-Textbooks of Rwandan	

			immediate causes of the First World War.			
9 07-11/03/ 2021	Unit 8: Between two wars.	<b>LESSON 1</b> - The Economic Crisis of 1929-1933  - Causes and Effects  <b>LESSON 2</b> Totalitarian regimes in Europe.	<b>Knowledge and understanding:</b> to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian regimes in Europe (Fascism and Nazism - <b>Skills:</b> Assess the causes and effects of the 1929-1933 economic crisis and measure its contribution to causing World War II.  Evaluate the factors of the rise and downfall of the totalitarian regimes in Europe.		<b>History</b>	

10	REVISION PERIOD WITH END UNITS ASSESSMENTS
14-18/03/ 2022	
11	EXAMS PERIOD
21-25/03/ 2022	
12	EXAMS PERIOD + MARKING & MAKING REPORTS
28-31/03 or 01/04/ 2022	

**Term: III**

Week/Date	Unit title	lesson title and evaluation	Learning objective and key unit competence	Teaching method, technical and evaluation	Reference	Observation

1  18-22/04/ 2022		<b>LESSON 3</b> - Fascism - Nazism.	Evaluate the factors of the rise and downfall of the totalitarian regimes in Europe and be able to compare and contrast Fascism and Nazism.	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> -Internet - <b>Textbooks of Rwandan History</b>	
2  25-29/04/ 2022			TEST			
3  02-06/05/ 2022	<b>Unity 9 African response to colonial conquest.</b>	<b>LESSON 1</b> - Forms of African responses towards colonialist <b>LESSON 2</b> - Types of	<b>Knowledge and understanding:</b> -Describe forms of African response towards European colonial conquest - Identify types of resistance, their	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book</b> -Internet - <b>Textbooks</b>	

		resistance, their causes and effects and methods of resistance. - Forms of collaboration	causes and effects - Explain how Africans resisted the colonial administrations		of Rwandan History	
4 09-13/05/ 2022		<b>LESSON 3</b> - Forms of collaboration. - How Africans collaborated with Europeans colonialists (e.g. Mutesa of Buganda, Lenana of Masai, etc).	Explain forms of collaboration, its causes and consequences. - Describe how Africans collaborated with European colonialists - <b>Skills:</b> Analyse forms of collaboration, its causes and consequences.  <b>Attitudes and values:</b> appreciate the reasons for resistances so as to acquire the spirit	<b>Group discussion, debate and representation about the topic.</b>	<b>History and citizenship Student book</b> -Internet - Textbooks of Rwandan History	

		END UNIT ASSESSMENT (Summative evaluation)	KEY UNIT COMPETENCE: To be able to analyse the reactions of Africans to colonial conquest	Written evaluation		
5 16-20/05/ 2022	Unit 10: National and international human rights instruments and the protection of human rights	<b>LESSON 1</b> <ul style="list-style-type: none"> <li>- National human rights instruments.</li> <li>- International human rights instruments.</li> <li>- Effectiveness of national and international human rights instruments.</li> </ul> <b>LESSON 2:</b> <ul style="list-style-type: none"> <li>- Ways human rights can be protected in the context of democracy</li> </ul>	<b>Knowledge and understanding:</b> <ul style="list-style-type: none"> <li>- Understand national and international human rights instruments.</li> <li>- Understand ways of protecting human rights in the context of democracy.</li> <li>- Identify their Effectiveness.</li> <li><b>skills:</b></li> <li>- To explain the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the</li> </ul>	<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>END UNIT ASSESSMENT (Summative evaluation)</b>	<p>context of democracy. <b>attitude and value:</b></p> <ul style="list-style-type: none"><li>- To appreciate the importance of national and international human right instruments.</li><li>- Reorganize ways of protecting human right.</li></ul> <p><b>KEY UNIT COMPETENCE:</b> To be able to analyze the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the context of democracy</p>	<b>Written evaluation</b>		
6 23-27/05/ 2022	<b>Unit 11: Democratisation process.</b>	<b>LESSON 1</b> <ul style="list-style-type: none"><li>- Process of democratization</li><li>- Indicators of democratization</li><li>- Compare</li></ul>	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"><li>- State the process of democratisation</li><li>- Understand</li></ul>	<b>Group discussion, debate and representation about the topic</b>	<b>History and citizenship Student book -Internet</b>	

		<p>democratisation in Rwanda and the sub region</p> <p><b>END UNIT ASSESSMENT (Summative evaluation)</b></p>	<p>democratisation in Rwanda and the sub region.</p> <p><b>Skills:</b> Assess the indicators of democratisation in Rwanda and the sub region.</p> <p><b>Attitude and value:</b> Appreciate the indicators of democratisation.</p>	<p><b>Written evaluation</b></p>	<p>- Textbooks of Rwandan History</p>	
7 30/05- 03/06/ 2022	<p><b>Unit 12: Identify Rwandans in reference to regional groupings</b></p>	<p><b>LESSON 1</b></p> <ul style="list-style-type: none"><li>- Understand oneself in reference to Rwanda and East Africa.</li><li>- Accepting and accommodating differences and integrating in</li></ul>	<ul style="list-style-type: none"><li><b>- Knowledge and understanding:</b><ul style="list-style-type: none"><li>- Identify Rwandans in reference to regional groupings.</li><li>- Explain the importance of</li></ul></li></ul>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p>History and citizenship Student book</p> <ul style="list-style-type: none"><li>- Internet</li><li>- Textbooks of Rwandan</li></ul>	

		<p>the region.</p> <p><b>END UNIT ASSESSMENT (Summative evaluation)</b></p>	<p>regional integration.</p> <p><b>Skills:</b> Analyse Rwandans in reference to regional groupings.</p> <p><b>Attitude and values:</b> Appreciate the importance of regional integration.</p> <p><b>KEY UNIT COMPETENCE:</b> To be able to evaluate Rwandans in reference to regional groupings.</p>	<p><b>Written evaluation</b></p>	<p><b>History</b></p>	
8 06-10/06/ 2022	<p><b>Unit 13: National laws in conflict transformation</b></p>	<p><b>LESSON 1</b> -Define conflict transformation. - Sources of Rwandan codes and laws.</p> <p><b>LESSON 2</b> - Legal mechanism and organs vis-a- vis conflict transformation:</p>	<p><b>Knowledge and understanding:</b> - Understand conflict Transformation. - Know sources of Rwandan codes and laws. - Identify legal mechanism vis-à-vis conflict</p>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship Student book</b> -Internet - Textbooks of Rwandan History</p>	

		<p>National Commission for Human Right, office of the Ombudsman, National Police, Constitution, relevant laws.</p> <p><b>END UNIT ASSESSMENT (Summative evaluation)</b></p>	<p>transformation</p> <p>- <b>Skills</b></p> <p>Discuss conflict transformation'</p> <p><b>Attitude and values:</b></p> <p>Recognize the importance of justice, the rule of laws.</p> <p><b>KEY UNIT COMPETENCE:</b></p> <p>To be able to assess how national laws leads to conflict transformation</p>	<p><b>Written evaluation</b></p>		
	<b>Unit 14: Factors for national independence</b>	<b>LESSON 1</b> <ul style="list-style-type: none"><li>- Political factors for national independence.</li><li>- Economical and socio-cultural factors for national Independence.</li></ul>	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"><li>- Identify factors for national Independence.</li><li>- Understand challenges faced in</li></ul>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship Student book</b></p> <ul style="list-style-type: none"><li>-Internet</li><li>- Textbooks of</li></ul>	

		<p>- Promoting and Sustaining self-reliance.</p> <p>attaining national Independence.</p> <p>- State Rwandan strategies used to achieve self-reliance</p> <p><b>Skills:</b> Evaluate challenges that hinder national independence</p> <p><b>Attitude and values:</b> Appreciate strategies set up by Rwandan government to achieve national independence.</p> <p><b>END UNIT ASSESSMENT (Summative evaluation)</b></p>	<p><b>KEY UNIT COMPETENCE:</b> To be able to examine the factors for national Independence.</p>	<p><b>Rwandan History</b></p> <p><b>Written evaluation</b></p>	
9 13-17/06/ 2022	<b>Unit 15: Concept of disability and inclusive education</b>	<p><b>LESSON 1</b></p> <ul style="list-style-type: none"> <li>- Definition of special needs education</li> <li>- Who are</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and understanding:</li> <li>- Explain special Needs education and</li> </ul>	<p><b>Group discussion, debate and representation about the topic</b></p>	<p><b>History and citizenship Student book</b></p>

	<p>children with special needs?</p> <ul style="list-style-type: none"><li>- Ways to help children with special needs.</li><li>- Definition of inclusive education.</li><li>- Exclusion and Inclusion.</li></ul> <p><b>LESSON 2</b></p> <ul style="list-style-type: none"><li>- Integration and inclusion.</li><li>- Impacts of inclusive education.</li></ul> <p><b>END UNIT ASSESSMENT (Summative evaluation)</b></p>	<p>inclusive education.</p> <ul style="list-style-type: none"><li>- Identify characteristics of children with special needs education.</li></ul> <p><b>Skills:</b></p> <p>Analyze problems faced by children with disabilities.</p> <p><b>Attitude and values:</b></p> <p>Appreciate the raised awareness of disability.</p> <p><b>KEY UNIT COMPETENCE:</b></p> <p>To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education.</p>	<p><b>Written evaluation</b></p>	<p>-Internet</p> <p>-</p> <p>Textbooks of Rwandan History</p>	
	<p><b>Unit 16: Tolerance and respect</b></p>	<p><b>LESSON 1</b></p> <ul style="list-style-type: none"><li>- Define bias, prejudice,</li></ul>	<p><b>Knowledge and understanding:</b></p>	<p>Group discussion, debate and representation</p>	<p>History and citizenship</p>

		<p>stigma, intolerance, harassment, rejection and bullying.</p> <p>- Impact of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different, etc.</p> <p>- The emotional, economic, physical and social consequences of prejudice, stigma, harassment and rejection.</p>	<p>- Explain why prejudice, stigma, intolerance, harassment, rejection and bullying are harmful.</p> <p>- Describe why every human being deserves to be treated fairly and with respect.</p> <p>- Recall the importance of tolerance, acceptance and respect to healthy relationships.</p> <p>- Explain why everybody has a responsibility to defend people who are being harassed or bullied.</p> <p>- Understand that everybody has a responsibility to defend people who are being harassed or bullied</p>	<p><b>about the topic</b></p>	<p><b>Student book</b> -Internet - <b>Textbooks of Rwandan History</b></p>	
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		<p><b>END UNIT ASSESSMENT</b> <b>(Summative evaluation)</b></p>	<p><b>SKILLS:</b> Analyze available support mechanism to report and assist people experiencing. <b>Attitude and values:</b> Appreciate the respect owed to all people, including those who are perceived to be different.</p> <p><b>KEY UNIT COMPETENCE:</b> To be able to recognize and respond to the effects of bias, prejudice, intolerance and stigma on individual and family.</p>	<p><b>Written evaluation</b></p>		
10  20-24/06/ 2022	<b>GENERAL REVISION WITH END UNITS ASSESSMENTS</b>					
11-12  27/06 - 08/07/ 2022	<b>FINAL EXAMS</b>					

13	MARKING & MAKING REPORTS
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11-15/07/ 2022	
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END OF YEAR