**PRESIDENT’S OFFICE, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**SCHEME OF WORK**

**Name of teacher: Name of School:**

**Year: 2022 Term: 1 & 2**

**Class/Stream: FORM ONE Subject: HISTORY**

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIODS** | **REFERENCES** | **T/L MATERIAS** | **ASSESSMENT** | **REMARKS** |
| **ORIENTATION COURSE(17/01/2022- 25/02/2022)** | | | | | | | | | |
| **SOURCES AND IMPORTANCE OF HISTORY** | a) Meaning and importance of history | 1. The teacher to prepare the students in groups to read texts on and discuss the meaning and importance of studying history. 2. The teacher to prepare the students to present the points raised by groups for further discussion and clarification. | **FEBRUARY** | 4TH | **02** | The development of Africa societies up to the 19th C by TAIE  History of Sec schools book one (T.A.I.E) | Written texts on the meaning and importance of studying History. | Exercise |  |
| **MARCH** | 1ST |
| b)  Sources of History | 1. To prepare the students in groups to read written sources on the types and meaning of various sources of history. 2. To prepare the students in groups to read written sources on and discuss the functions, advantages and disadvantages of the following sources of history; 3. Oral traditions. 4. Historical sites 5. Written records 6. Archives 7. Archaeology 8. Linguistics 9. To prepare the groups to present their finding in class on the functions, advantages and limitations of various sources of historical information for discussion and clarification. | 2ND  TO  4TH | **10** | Written sources on various sources of Historical information | Test |  |
| **APRIL** | 1ST |
| **MID-TERM ASSESSMENT (11/04/2022 - 14/04/2022)**  **MID-TERM BREAK (15/04/2022 - 24/04/2022)** | | | | | | | | | |
| **EVOLUTION OF MAN TECHNOLOGY AND ENVIRONMENT.** | a)  Evolution of man | 1. Using the question and answer technique the teacher to prepare the students to explain the meaning of evaluation of man. 2. To prepare the students in groups to conduct a library research on the theories of evolution of man and creation of man. 3. To prepare the students to present in class their finding for discussion and clarification. | **APRIL**  **MAY** | 4TH | **02** | The development of Africa societies up to the 19th C by TAIE  History of Sec schools book one (T.A.I.E) | Written sources on theory of evolution of man | Homework |  |
| b)  Early stone Age (Old stone Age) | 1. To prepare the students in groups to read written sources on and discuss the type of tools used, physical features and how man obtained food during the Old Stone Age 2. To prepare the groups to present in class the findings for further discussion and clarification. 3. To use drawings to demonstrate the physical changes of man during the Old Stone Age and let students draw them. | **MAY** | 1ST  TO  3RD | **06** | Written sources on the Early Stone Age | Quiz |  |
| c)  Middle stone Age | 1. To prepare the students in groups to read written sources on and discuss the type of tools used, physical features and how man obtained food during the Old Stone Age 2. To prepare students in groups to read written sources on discusses and explains the advantages of the invention and uses of fire and draw traditional fire making e equipment to show how fire was made.. 3. To prepare the groups to present in class the findings for further discussion and clarification. | 4TH | **06** | Written sources on the Middle Stone Age | Test |  |
| **JUNE** | 1ST  TO  2ND |
| **TERMINAL ASSESSMENT (13/06/2022- 24/06/2022)**  **FIRST TERM BREAK (25/06/2022- 24/07/2022)** | | | | | | | | | |
|  | d) Late (New) stone Age | 1. To prepare the students in groups to read written sources on and discuss the type of tools used, physical features and how man obtained food during the New Stone Age 2. To prepare the student to read written sources on and discuss the major changes in man’s way of life during the late stone age and impact 3. To prepare the groups to present in class the findings for further discussion and clarification. | **J ULY** | 4TH | **04** |  | Written sources on the late Stone Age | Exercise |  |
| **AUGUST** | 1ST |
| **DEVELOPMENT OF ECONOMIC ACTIVITIES AND THEIR IMPACT** | a)Agriculture | * 1. To prepare the students through questions and answers to give the correct meaning and show relationships between agriculture environment, technology and development.   2. To prepare the students individually to conduct library research on how agriculture changed man’s life.   3. To prepare the groups to present their finding in class for discussion and clarification and write brief notes for presentation in class. | **AUGUST** | 4TH | **04** | (i) The development of African by T.I.E  (ii) History of African book One – Oxford. | Written sources on pre-colonial agriculture | Homework |  |
| **SEPTEMBER** | 1ST |
| **MID-TERM ASSESSMENT (05/09/2022- 09/09/2022)**  **MID-TERM BREAK (10/09/2022- 25/09/2022)** | | | | | | | | | |
|  | b) Handicrafts, industries and mining in pre-colonial Africa | 1. To prepare the students individually to conduct interviews with teachers, parents or elders on meaning, types of industries in pre-colonial Africa and their advantages 2. To use sketch maps showing the distribution of industries in re –colonial Africa to strengthen students’ knowledge. 3. To prepare the students in groups to read written sources on the types of minerals, places where they were mined and uses. 4. To prepare groups to present their findings in class for further discussion and clarification. 5. To use the sketch maps showing the distribution of important mining centers in Africa to consolidate student’s knowledge. | **SEPTEMBER** | 4TH | **02** |  | Written sources on handcraft industries. | Test |  |
|  |
| C) Trade in pre-colonial Africa | 1. To prepare the students in groups to read written sources on, explain the meaning, discuss and identify the types of trade , types of commodities and the societies involved, i.e. Local and Regional trade in different parts of Africa. 2. To use sketch maps showing different regional trade routes, the commodities and societies involved in the trade East and central African caravan trade and Trans –Saharan trade 3. To prepare to presents in class their findings for further discussion and clarification. | **OCTOBER** | 1ST  TO  2ND | **04** | Written sources on pre-colonial trade. | Homework |  |
| **DEVELOPMENT OF SOCIAL AND POLITICAL SYSTEMS.** | a.  Kinships of clan organization | 1. To prepare students in groups to read written sources on meaning of kinships, discuss and present in class their findings for further discussion and clarification 2. To use a wall chart showing the political structure of the kinship or clan consolidate the knowledge of the students. 3. To prepare students to present on their findings for further discussion and clarification. | **OCTOBER** | 3RD  TO  4TH | **06** | (i) Development of African societies by TIAE  (II) The History of East Africa up to 19th C | Written sources on kinship organization. | Oral questions |  |
| **NOVEMBER** | 1ST |
| b Age-set system | 1. To prepare the students to read written materials in groups or conduct interviews on and discuss and social, political and economic organization of the age set system. 2. To prepare the students to preset in class the findings of each group for further discussion. 3. To use a sketch maps showing location of African societies which practiced age-set system in Africa to consolidate the students’ knowledge. | 2ND | **02** | Written sources on Age set system | Group exercise |  |
| (c) Ntemiship | 1. To prepare the students to read written materials in groups or conduct interviews on and discuss and social, political and economic organization of the Ntemiship system. 2. To guide the students to preset in class the findings of each group for further discussion. | 3RD | **02** | Written sources on Ntemiship system | Quick test |
| (a) State organization | 1. Using the question and answer method the teacher to prepare students to read written sources and explain the meaning and factors which gave rise to centralize and no centralized states. 2. To sketch maps showing the distribution of centralized states and the societies involved to consolidate the knowledge of 3. To prepare the students to present in class group responses for further discussion and clarifications. | 4TH | **04** | Written sources on state organization | Homework |  |
| **DECEMBER** | 1ST |
| **ANNUAL ASSESSMENT (05/12/2022- 16/12/2022)**  **END OF YEAR BREAK (17/12/2022)** | | | | | | | | | |