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

**SCHEME OF WORK**

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

**Year: 2025 Term: 1 & 2**

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

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIODS** | **REFERENCES** | **TEACHING/LEARNING MATERIAS** | **ASSESSMENT TOOLS** | **REMARKS** |
| **INTERACTION AMONG THE PEOPLE OF AFRICA** | **a) Social and Economic Factors for Interactions** | 1. To prepare the students in groups to read written sources on and explain the social and economic factors and the impacts of interactions among the people of Africa. 2. To prepare the students to present in class the findings of each group for further discussions and clarification. | **J A N U A R Y** | 3RD | 04 | History for secondary schools: Book two. Dar es Salaam: Nyambari Nyangwine Publishers | Sketching map of the interaction among the people of Africa. | Homework |  |
| 4TH |
| **b)**  **The coming of the Ngoni** | 1. To prepare the students in groups to read written sources on and explain the causes social, political and economic effects of Ngoni migration. 2. To prepare the groups to present in class their responses for discussion and clarification 3. Preparing students to draw map showing routes of Ngoni migration to Central & East Africa. | 02 | Written sources on the social, political and economic effects of Ngoni Migration.  Sketching map of showing the Ngoni Migration. | Exercise |  |
| **FEBRUARY** | 1ST |
| **SOCIAL – ECONOMIC DEVELOPMENT & PRODUCTION IN PRE-COLONIAL AFRICA.** | **(a)Social Organization & Production.** | 1. To prepare the students in the groups to read written source on social organization and production. 2. To prepare the groups to present, discuss & clarify the response on the meaning of social organization & production. | 2ND | 02 | Written sources on the meaning of social organization & production. | Group assignment |  |
| **(b) Types of Social Organization.** | 1. Assign students to read written sources on the meaning, origin and practice of Communalism. 2. Use role play to show how land was controlled. 3. Brainstorm the students on the meaning of feudalism & communalism. | 3RD  TO  4TH | 08 | Written sources on the meaning of Communalism and its characteristic. | Oral questions |  |
|  |  | 1. Assign students to read written sources on the meaning, origin, characteristics and practice of slavery. 2. Brainstorm the students on the meaning of feudalism & slavery. | **MARCH** | 1ST  TO  2ND | History for secondary schools: Book two. Dar es Salaam: Nyambari Nyangwine Publisher | Written sources on the meaning of slavery and its characteristic. | Test |  |
| 1. To prepare students individually to read written sources on the meaning, origins of feudalism and how production was organized under feudalism 2. To prepare students in group to discuss their findings and prepare a summary on the meaning and factors which led to feudalism 3. To prepare the groups to present and discuss in class their responses on the meaning and origins of feudalism. | Written sources on the meaning of feudalism and its characteristic. | Homework |  |
| **AFRICA AND THE EXTERNAL WORLD** | **(a)**  **Early contract with the middle East & Far East.** | 1. Prepare students in groups to read written sources to identify & discuss the motives and the effects of the contacts between middle East and Far East. 2. Prepare the groups to present their responses in class for discussion and clarification. 3. Leading the discussion on the different types of commodities involved. | 3RD  TO  4TH | 06 | Written sources on the contacts between African and Middle East.  Walls of maps of Indian Ocean region showing countries surrounding the Indian ocean. | Exercise |  |
| APRIL | 1ST |
| **(b)**  **Contact with Europe**  **(i)**  **The Portuguese** | 1. Prepare students in groups to read written sources to identify & discuss the motives and the effects of the contacts between African and Portuguese 2. Prepare the groups to present their responses in class for discussion and clarification. 3. Leading the discussion on the different types of commodities involved. | 02 | Wall map and sketch maps on African an Europe and voyage of discovery.  Written sources on the contacts between African & Portuguese. | Quiz |  |
| **MID-TERM ASSESSMENT**  **&**  **MID-TERM BREAK** | | | | | | | | | |
| **AFRICA AND THE EXTERNAL WORLD** | **(ii) Dutch settlement at Cape.** | 1. Leading students to discuss on the influence of Dutch at the Cape & their impact. | APRIL | 4TH | 10 | History for secondary schools: Book two. Dar es Salaam: Nyambari Nyangwine Publisher | Relevant sketch maps of South Africa and Europe. | Exercise |  |
| MAY | 1ST  TO  4­TH |
| **c) Slave Trade in the Indian Ocean Sea board and Trans Atlantic Slave Trade** | 1. To prepare students in groups to read written sources and explain the reasons for the expansion of slave trade techniques used to get slaves and the effects of Slave trade in the Indian Ocean sea board from the 18thcentury. 2. To guide the groups to present in class the findings for further discussion and clarification. | 04 | Written sources on the Indian Ocean slave trade | Oral questions |  |
| **JUNE** | 1ST  TO  2ND |
| **TERMINAL ASSESSMENT**  **&**  **FIRST TERM BREAK** | | | | | | | | | |
|  |  | 1. To prepare students in groups to read written sources and explain the origins, reasons for the expansion of slave trade and the effects of Atlantic Triangular Slave trade in the At board from the 18thcentury. 2. To prepare the groups to present in class the findings for further discussion and clarification. | **JULY** | 4TH | 06 |  | Written sources on the Atlantic Triangular slave trade | Group questions |  |
| **AUGUST** | 1ST  TO  2ND |
| **INDUSTRIAL CAPITALISM** | **(a)**  **Demand of Industrial Capitalism** | * 1. To prepare the students in groups using written sources to read, discuss and make brief notes on the meaning of Industrial Capitalism and why Europe experienced increasing demands for agricultural raw materials, markets, slaves and Ivory from Africa in the 19th century.   2. To prepare the groups of students to presents to present their responses in class for discussion and clarification. | **AUGUST** | 3RD | 04 |  | Written sources on the demands of raw materials, markets etc. | Quick test |  |
| 4TH |
|  | **(b)**  **Agents of Industrial Capitalism.** | 1. To prepare students, individually to research on the names, sponsors and the roles, of the  * Explore * Trader * Missionaries * Companies * Association |  | 04 | History for secondary schools: Book two. Dar es Salaam: NyambariNyangwine Publisher | Literature on the roles of agents of industrial Capitalism.  Sketch map showing the important routes used by agents of Capitalism. | Homework |  |
| **SEPTEMBER** | 1ST  AND  4TH |
| **MID-TERM ASSESSMENT**  **&**  **MID-TERM BREAK** | | | | | | | | | |
|  | **(c)**  **Abolition of Slave trade** | 1. To prepare the students on the running and origin of abolition of slave trade. 2. To lead the students in presenting their responses in class for discussion and clarification. 3. To prepare the students to conduct a date base for assessing the geniuses of the reasons given for the abolition of slave trade. | **CTOBER** | 1ST | 02 |  | Written sources | Quiz |  |
| on the tactics used in the process of abolition of slave trade.  Written sources on social and economic effects of abolition of slave trade. |
| **(d)British occupation of South Africa via the cape.** | To lead the students in groups to find out from written sources why British were interested in the Capes of South Africa. | 2ND  TO  3RD | 04 |  | Literature on the facture used to colonise the Cape of South. | Test |  |
| Prepare the students individually, to find out from written sources on the factors used by the British to occupy the Cape.  Prepare the students in groups to discuss and compile routes on the factors used by the British to occupy cape. |  |  | Literature on the reason and effects of Boer trek in South Africa. | Oral questions |  |
| **PREPARATION FOR FORM TWO NATIONAL ASSESSMENT**  **&**  **END OF YEAR BREAK** | | | | | | | | | |