**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY SCHOOL NAME:**

**TEACHER’S NAME: SCHEME OF WORK TERM: 1ST AND 2ND**

**SUBJECT: HISTORY YEAR: 2025**

**FORM: THREE**

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHER’S**  **ACTIVITIES** | **MONTH** | **WEEK** | **PERIOD** | **REFERENCE** | | **T/L AIDS** | | **ASSESSMENT** | | | **REMARKS** | |
| 1. ESTABLISHMENT OF COLONIAL RULE AND AFRICAN REACTION | **a. Scramble for and Partition of Africa** | 1. To guide students in groups to read the written sources on the meaning and causes of scramble for and partition of Africa. 2. To guide students in groups to present the findings in the class for further discussion and clarification. | **JANUARY** | 3rd - 4th | 06 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written source on the meaning and causes of scramble for and partition of Africa. | | Are students able to explain the meaning and causes of scramble for and partition of Africa? | | |  | |
| 1. To guide students in groups to read the written sources which explain why some areas experienced intensive scramble.   To guide students in groups to present the findings and draw map of Africa to show areas experienced intensive scramble. |  |  |  | | Are students able to explain why some areas in Africa experienced intensive scramble? | | |  | |
| 1. To guide students individually to read the written sources which explain why some areas experienced intensive scramble. 2. To guide students in groups to present the findings and draw map of Africa to show areas experienced intensive scramble. 3. To guide the students individually to conduct library research and write notes on the impacts and partition of Africa.   To guide students in groups to present and discuss on the impacts of the scramble for and partition of Africa. | **FEBRUARY** | 1st – 2nd | 06 | Written sources explaining the impacts of scramble for and partition of Africa. | | Are students able to access the impacts of scramble for and partition of Africa? | | |  | |
| **b. The Berlin Conference.** | 1. To guide students to read the events that lead to Berlin conference. 2. Using questions and answers to guide students to explain the events that lead to Berlin conference. 3. To guide students in groups to discuss on the resolution and significance of Berlin conference. . | **FEBRUARY** | 3rd -4th | 06 | List of written questions concerning events leading to Berlin conference. | | Are students able to access the events lead to Berlin conference and explain their resolution? | | |  | |
|  |  | 1. To guide students in groups to present and discuss on their findings for further discussion and clarification. | **MARCH - APRIL** | 1st -2nd | 06 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written sources explaining the significance of Berlin conference. | | Are students able to access the significance of Berlin conference? | | |  | |
| **c. Establishment of colonial rule.** | 1. To guide students to read the written sources on the significance of Berlin conference. 2. To guide students in groups to present in class on their findings for further discussion and clarification. 3. To guide students in groups to read the written sources on the meaning of colonialism and tactics used to impose colonial control. 4. To guide students in groups to present the findings in the class for further discussion and clarification. | 3RD  &  4TH | 06 | Written sources on the meaning and tactics used to impose colonial rule. | | Are students able to explain the tactics used to impose colonial control? | | |  | |
| **d. African reactions to Colonial Control.** | 1. To guide students in groups to read the written sources on the on the forms of African reactions and the causes of variation of African reaction. 2. To guide students in groups to present the findings in the class for further discussion and clarification. | 4th  &  1st - 2nd | 06 | Written sources on the forms of African reactions, causes of the variation of reaction and factors which determined the nature of African reaction. | | Are students able to explain the forms of African reactions, causes of the variation of reaction and factors which determined the nature of African reaction? | | |  | |
| MID - TERM ASSESSMENT | | | | | | | | | | | |  | | |
| MID – TERM BREAK | | | | | | | | | | | |  | | |
|  | **d. African reactions to Colonial Control.** | 1. To guide students to conduct individual library research on the factors which determined the nature of African reaction   To guide students in groups to present the findings in the class for further discussion and clarification. | **APRIL** | 4th | 03 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | Written sources on the forms of African reactions, causes of the variation of reaction and factors which determined the nature of African reaction. | | Are students able to explain the forms of African reactions, causes of the variation of reaction and factors which determined the nature of African reaction? | | | | |  |
| **2. COLONIAL ADMINISTRATIVE SYSTEMS** | **a. Direct rule, Indirect rule, Assimilation and Association** | 1. To guide students to conduct library research and read the written sources on the meaning of the concepts of direct rule, indirect rule, and assimilation and association policies. 2. To guide students individually to explain the meaning of direct rule, indirect rule, assimilation and association policies. 3. To guide students to read the written sources, identify, discuss and analyse the motives, similarities and   differences of various colonial administrative systems.   1. To guide the students in groups to present their responses in class for further discussion and clarification 2. To guide students to conduct library research on the strength and weakness of the colonial administrative system and their impacts. 3. To guide the groups to present in the class their findings for further discussion and clarification. | **MAY** | 1st to 4th | 12 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written sources on the indirect rule, direct rule, assimilation and association policies.  Written sources on strength, weakness and impacts of the colonial administrative systems on Africa. | | Are students able to analyse the concepts and analyse the motives, similarities and difference of various colonial administrative system?  Are students able to explain the strength, weakness and impacts of the colonial administrative systems on Africa? | | |  | |
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| **b. Colonial military and Legal Institutions** | 1. Through questions and answers to guide students to explain the meaning of colonial military and legal institutions and analyse critically the functions of each colonial legal institution.   To guide students in groups to presents in class their findings for further discussion and clarification | **JUNE** | 4th of May to  1st June | 03 | Juma, A (2009). History for secondary schools: Book Three. Dar es  Salaam: Nyambari Nyangwine Publisher | | Written sources on meaning and functions of colonial military and legal institutions. | | Are students able to explain the functions of legal and military institutions? | | |  | |
| **3.**  **COLONIAL ECONOMY** | **a. Establishment of colonial economy.** | 1. To guide students in groups to read the written sources and make summary of the meaning, objectives and tactics used to establish colonial economy.   Using questions and answers techniques to guide the students to explain the meaning and objectives of colonial economy and the tactics used to establish colonial economy. | **JUNE** | 2nd | 03 |  | | Written source on the  meaning, objectives and tactics used to establish colonial economy. | | Are students able to explain the meaning, objectives and tactics used to establish colonial economy? | | |  | |
| TERMINAL ASSESSMENT | | | | | | | | | | |  | | | |
| FIRST TERM BREAK | | | | | | | | | | |  | | | |
|  | **b. Sectors of Colonial Economy** | 1. To guide students in groups to read the written sources on various sectors of colonial economy. 2. To guide students in groups to identify, discuss and make notes on the following sectors of colonial economy, trade, agriculture, mining, industries, transport and communication and finance. 3. To guide students in groups to present their findings for more discussion and clarification. | **JULY ------ AUGUST** | 4th  To  1st – 3rd | 12 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written source on the sectors of colonial economy. | | Are students able to analyse the sectors of colonial economy? | | |  | |
| **c. Colonial Labour** | 1. To guide students through questions and answers to explain the concept of colonial labour and tactics used to create colonial labour. 2. To guide students in groups to present, discuss and clarify their responses in class for further discussion and clarification. 3. To guide students in groups to read, discuss and assess the types and impacts of the establishments of colonial labour on Africa societies.   To guide students in groups to present the findings in the class for further discussion and clarification. | **AUGUST** | 4th | 03 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written sources explaining concepts and types and impacts of colonial labour. | | Are students able to explain in the concept of colonial labour service and tactics used to create labour? | | |  | |
| **4.**  **COLONIAL SOCIAL SERVICES** | **a. Colonial Education.** | 1. To guide students to conduct library research and read the written sources and analyse the objectives and the features of colonial education. 2. To guide students to present, discuss and clarify in class their findings and make summary. | **AUGUST--- SEPTEMBER** | 4th of  August to  1st of Sept | 03 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written sources on the objectives and features of colonial education. | | Are students able to analyse objectives and features of colonial education. | | |  | |
| MID – TERM ASSESSMENT | | | | | | | | | | | |  | | |
| MID – TERM BREAK | | | | | | | | | | | |  | | |
| **4.**  **COLONIAL SOCIAL SERVICES** | 1. **Colonial Education**. | 1. To guide students to read the written sources, identify, discuss and analyse the impacts of colonial education on African societies.   To guide the students in groups to present their responses (impacts of colonial education) in class for further discussion and clarification | **SEPTEMBER - OCTOBER** | 4th  To  1st of Oct | 06 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written sources and  images on impacts of colonial education | | Are students able to explain impacts of colonial education | | |  | |
| **b. Colonial Health Services** | 1. To guide students to conduct a library research and read written source on the and analyse the objectives of colonial health services.   To guide the groups to present in the class their findings for further discussion and clarification. | **OCTOBER - NOVEMBER** | 2nd - 4th  and  1st of Nov | 12 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Written objectives of  colonial health services | | Are students able to explain the objectives of colonial health services? | | |  | |
| 1. **Provision of water and Housing services during the colonial Era.** | 1. Through questions and answers to guide students to explain the motives and distribution pattern of water and housing services during the colonial era. 2. To guide students in groups to presents in class their findings for further discussion and clarification. | **NOVEMBER - DECEMBER** | 2nd – 4th  and  1st Dec | 12 | Juma, A (2009). History for secondary schools: Book Three. Dar es Salaam: Nyambari Nyangwine Publisher | | Map of Africa showing  pattern distribution of water and housing during colonial period. | | Are students able to explain motives and distribution pattern of water and housing services? | | |  | |
| **ANNUAL ASSESSMENT** | | | | | | | | | | | |  | | |
| **END OF YEAR BREAK** | | | | | | | | | | | |  | | |