**THE PRESIDENT’S OFFICE-**

**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

S**CHEME OF WORK**

TEACHER’S NAME:

SCHOOL’S NAME:

YEAR:**2024**

TERM: **1 & 2**

CLASS/STREAM: **FORM THREE**

SUBJECT: **HISTORY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **COMPETENCE** | **GENERAL OBJECTIVES** | | **MONTH** | **WEEK** | **MAIN TOPIC** | | **SUB-TOPIC** | | **PERIODS** | | **TEACHING ACTIVITIES** | | **LEARNING ACTIVITIES** | **T/L MATERIALS** | | **REFERENCE** | | **ASSESSMENT** | **REMARKS** |
| To demonstrate knowledge of the process of establishing Colonial rule in Africa. | By the end of topic form three students should be able to understand and explain the different colonial administrative systems. | | **J**  **A**  **N**  **U**  **A**  **R**  **Y** | 2  3  4 | **ESTABLISH-MENT OF COLONIA-LISM.** | | **Scramble for and partition of Africa.** | | 2 | | To guide the students individually to read the written sources. | | students individually to read the written sources. | Written sources  Map of Africa  List of guiding questions. | |  | | Students to ecplain the concepts of scramble for and partition of Africa and identify areas which were intensively scrambled than other areas and reasons for intensive scramble. |  |
| 2 | | To guide the students in the class to present their findings in the class. | | students in the class to present their findings in the class. |
| 2 | | Using map to guide students to explain causes of scramble and partition of Africa | | students to explain causes of scramble and partition of Africa |
| **FEBRUARY** | 1  &  2 |
| 2 | | Guiding students to identify to draw a map of Africa and show areas which experienced more intensive scramble | | students to identify to draw a map of Africa and show areas which experienced more intensive scramble |
| **FEBRUARY** | 3&  4 |  | | **The Berlin conference**  **(1884 – 1885)** | | 4 | | Using questions and answers to guide students to explain the Berlin conference and participants | | students to explain the Berlin conference and participants | Written text  Course book | | Students to explain the Berlin conference and participants, to find out the resolution of the Berlin conference and its significance to Africa |  |
| 2 | | Guiding students to find out and outline the resolution of the Berlin conference. | | students to find out and outline the resolution of the Berlin conference |
| **MARCH** | 1&2 |
| 2 | | Guiding students to read written sources and present the significance of Berlin conference to Africa. | | students to read written sources and present the significance of Berlin conference to Africa. |
|  |  | | **MARCH** | 3  &  4 |  | | **Establishment of Colonial control/rule** | | 1 | | Using questions and answer to guide students to explain the concept of establishment of colonial rule and colonialism. | | students to explain the concept of establishment of colonial rule and colonialism | Written text | |  | | students to explain the African reaction  -Forms of reaction  -Causes of reaction  -Factors which determined the nature of African reactions  -Its impact  students to explain forms of Africaneactions to colonial rule, factors which determined the nature of African reaction, outline the outcomes of various forms of African reaction. |  |
| 1 | | To explain the tactics used to impose colonial rule | | students to explain the tactics used to impose colonial rule |
| 1 | | Guiding students to explain various forms of African reactions to colonial rule | | students to explain various forms of African reactions to colonial rule |
| 1 | | Guiding students to assess the factors which determined the nature of African reaction | | students to assess the factors which determined the nature of African reaction |
| **COMPETENCE** | **GENERAL OBJECTIVES** | | **MONTH** | **WEEK** | **MAIN TOPIC** | | **SUB-TOPIC** | | **PERIODS** | | **TEACHING ACTIVITIES** | | **LEARNING ACTIVITIES** | **T/L MATERIALS** | | **REFERENCE** | | **ASSESSMENT** | **REMARKS** |
|  |  | |  | 4 |  | |  | |  | | Guiding students to outline the outcomes of various forms of African reaction. | | students to outline the outcomes of various forms of African reaction. |  | |  | |  |  |
| **MIDTERM TEST** | | | | | | | | | | | | | | | | | | | |
| **MIDTERM BREAK 31TH MARCH – 08TH APRIL 2024** | | | | | | | | | | | | | | | | | | | |
| To demonstrate knowledge and the similarities and differences of colonial administrative systems applied in African and shows the ability to assess their impact. | To let the students be able to understand the different Colonial administrative systems applied in African and assess their impacts. | | **APR** | **2** | **COLONIAL ADIMINISTRATIVE SYSTEM** | | **Direct rule, Indirect rule, Assimilation and association.** | | 2 | | To guide the students to explain the concepts of direct rule, indirect rule, assimilation and association | | students to explain the concepts of direct rulr, indirect rule, assimilation and association | Written sources  Wall paper  List of guiding questions. | |  | | students to describe different colonial administrative systems. |  |
|  | **3** | 2 | | Guiding students to discuss and appraise the motives for the application of the colonial administration systems | | students to discuss and appraise the motives for the application of the colonial administration systems |
|  | **4** |  | |  | | 4 | | Guiding students to analyse the similarities and difference of the colonial administrative systems | | students to analyse the similarities and difference of the colonial administrative systems |  | | students to analyse the similarities and difference of the colonial administrative systems |  |
|  | | **MAY** | 1 |  | | **Colonial military and legal Institution**  . | | 2  2 | | Guiding students to explain the meaning of colonial military and colonial legal institution | | students to explain the meaning of colonial military and colonial legal institution | Written text | |  | | students to explain Colonial military & legal Institution  Functions of each colonial Institution  Tactics used |  |
| Guiding students to critically analyse the functions of colonial military and legal institution | | students to critically analyse the functions of colonial military and legal institution |
| To demonstrate their ability and to analyse the different sections of colonial Economy in Africa and assess their impact on Africa. | To enable the students to explain the sectors of colonial  economy, their factors and impacts on Africa. | |  | 2  &  3 | **COLONIAL ECONOMY IN AFRICA** | | **Established of Colonial Economy** | | **2**  **2** | | To guide students to explain te meaning and objectives of colonial economy | | students to explain te meaning and objectives of colonial economy | Written sources.  Map of Africa.  List of guiding questions. | | - | | Are students able to analyse the colonial economy in Africa? |  |
| To guide students to analyse critically the tactics used to establish colonial economy | | students to analyse critically the tactics used to establish colonial economy |
| **TERMINAL EXAMINATIONS** | | | | | | | | | | | | | | | | | | | |
| **TERMINAL LEAVE 31TH MAY – 01TH JULY 2024** | | | | | | | | | | | | | | | | | | | |
| **COMPETENCE** | | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | | **PERIODS** | | **TEACHING ACTIVITIES** | | **LEARNING ACTIVITIES** | | | **T/L MATERIALS** | | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  | |  | **JULY** | 4 |  | | **Sectors of Colonial Economy** | | 2 | | Guiding students to explain various sectors of colonial economy such as;  Agriculture, mining, trade, industry, transport and communication, financial institution | | students to explain various sectors of colonial economy such as;  Agriculture, mining, trade, industry, transport and communication, financial institution |  | |  | | Students to explain Features of Colonial Economy  ii)Colonial labour force |  |
| **AUGUST** | 1  &  2 |  | |  | | 2 | | Guiding students to explain the features of each sector of colonial economy | | students to explain the features of each sector of colonial economy |
| 2 | | Guiding students to assess the impact of establishment of various sectors of colonial economy in Africa. | | students to assess the impact of establishment of various sectors of colonial economy in Africa. |
|  |  | | **AUGUST** | 3  &  4 |  | | **Colonial labour** | | 4 | | Guiding students explain concept of colonial labour | | students explain concept of colonial labour | Written text  Photograph,  maps | |  | | students to analyse the types of colonial labour and assess the impact of the establishment of colonial labour to Afrixan societies |  |
| Guiding students to analyse the tactics used to create colonial labour | | students to analyse the tactics used to create colonial labour |
| Guiding students to analyse the types of colonial labour and assess the impact of the establishment of colonial labour to Afrixan societies | | students to analyse the types of colonial labour and assess the impact of the establishment of colonial labour to Afrixan societies |
| **MIDTERM TEST** | | | | | | | | | | | | | | | | | | | |
| **MIDTERM BREAK 30TH AUGOST – 16TH SEPTEMBER 2024** | | | | | | | | | | | | | | | | | | | |
| To demonstrate the ability to analyse the various colonial social services and shows  how they consolidated Colonialism. | To enable the students to demonstrate knowledge on the various colonial social services and  shows how they consolidated. | | **SEPT**  **&**  **OCT** | 4  &  1  &2 | **COLONIAL SOCIAL SERVICES** | | **Colonial Education** | | 6 | | Guiding the students to analyse the objectives of colonial education | | students to analyse the objectives of colonial education |  | |  | | students able to explain the colonial social services? |  |
| Guiding the students to analyse the features of colonial eduction | | students to analyse the features of colonial eduction |
| Guiding the students to assess the impact of colonial education on Africa societies | | students to assess the impact of colonial education on Africa societies |
| **COMPETENCE** | **GENERAL OBJECTIVES** | | **MONTH** | **WEEK** | **MAIN TOPIC** | | **SUB-TOPIC** | | **PERIODS** | | **TEACHING ACTIVITIES** | | **LEARNING ACTIVITIES** | **T/L MATERIALS** | | **REFERENCE** | | **ASSESSMENT** | **REMARKS** |
|  |  | | **OCT**  **&**  **NOV** | 3  &  4  &  1 |  | | **Colonial health services** | | 6 | | Guiding students to analyse objectives of colonial health services | | students to analyse objectives of colonial health services | Written text | |  | | students to analyse objectives of colonial health services |  |
| Guiding students in groups to discuss for further clarification | | students in groups to discuss for further clarification |
|  |  | | **NOVEMBER** | 2  &  3  &  4 |  | | **Provision water and housing services during colonial era** | | 6 | | Guiding students to explain the motives for the provision of colonial water and housing services | | students to explain the motives for the provision of colonial water and housing services |  | |  | | students to explain the motives for the provision of colonial water and housing services and impact of provision of colonial water and housing services on African societies |  |
| Guiding students to assess the impact of provision of colonial water and housing services on African societies | | students to assess the impact of provision of colonial water and housing services on African societies |
| **ANNUAL EXAM/ REGIONAL** | | | | | | | | | | | | | | | | | | | |
| **ANNUAL HOLIDAYS** | | | | | | | | | | | | | | | | | | | |