**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 FOUR**

SUBJECT: **HISTORY**

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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIOD** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrates on the causes of the major causes of crisis in the capitalist countries and ability to assess their impact on Africa. | Develop understanding of the causes of the major crisis in capitalist countries and asses their impact on Africa. | **JANUARY** | **2**  **&**  **4** | **CRISES IN THE CAPITLIST SYSTEM** | **(a)**  **First World War causes and impact on Africa.** | **6** | Guiding students in groups to read, discuss and summarize the long and short term causes of WW1  Lead the students to present their findings in the class for further discussion and clarification. | Listening carefully and participating in the lesson  Discuss on the group about the impact of WW1 | Written sources on the short form & long term of WWI.  Written sources on the factors lead to the spread of WW1. |  | students to analyse the short term and long term causes of WW1? |  |
| **FEBRUARY** | **1** |
| **2**  **&3&**  **4** | **(b)Great depression its causes and impact on Africa.** | **6** | to guide the student to explain the meaning of the Great Depression.  Leading the students to assess o the impact of Great depression. | To explain the meaning of Great depression.  Participating fully in exploring the impact of Great depression. | Written sources on the causes and impact of Great depression in Africa. | students to analyse the causes and impact of Great depression.? |
|  |  | **MARCH** | **1**  **2**  **3**  **4** |  | **(c) Second World War: Causes and impact on Africa.** | **8** | Guide students in groups to conduct library research on the causes of the WWII and each group to summarize them.  Guiding students in groups to present their findings for further discussion and clarification. | Assessing the impact of WWII on Africa.  Analyse the main causes of the WWII on Africa. | Written materials on the causes and impact of WWII. |  | students to assess if the students are able to explain the causes and impact on WWII. |  |
| **MIDTERM TEST** | | | | | | | | | | | | |
| **MIDTERM BREAK 31TH MARCH – 08TH APRIL 2024** | | | | | | | | | | | | |
| Demonstrate knowledge on the motives of the struggle for independence and ability to evaluate the strengths weakness and contribution of the efforts made and strategies used by the African people to achieve political independence. | To develop an understanding and appreciation of motives for the struggle for independence and analyse efforts made and strategies used by African people | **APR** | 2 | **NATIONALISM AND DECOLONISATION** | **(a)**  **Nationalism in Africa.** | 4 | Guide students to brainstorm the meaning of nationalism and its causes.  Leading the students on the findings the rise and role of nationalism.  Guide students in group to carry out library research on the importance of nationalism in Africa. | Students to participate fully in the discussion on the meaning, causes and important of Nationalism. | Written sources on the features for the rise of African Nationalism. |  | students to Assess the students to explain meaning and importance of African Nationalism.? |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIOD** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  |  | **3** |  | **(b)**  **The rise of social & Welfare Association** | 4 | Guide students to brainstorm the meaning of social and welfare association.  Guide students to carryout discussion on the reason for the rise of social and welfare associations.  Guide students on finding the strengths, weakness and contribution of social and welfare associations during the struggle for independence. | Students and teachers must fully participate in discussing the meaning reasons for the rise of social and welfare associations as well as strengths, weakness and contribution of social and welfare associations during the struggle for independence. | Written sources on the factors for the rise of social and welfare associations. |  | Are students able to Assess the students to give meaning of social and welfare associations, reason, weakness, strengths and contribution of social and welfare associations? |  |
|  |  | **MAY** | **1**  **&**  **2** |  | **(c)The rise of protest & religious movements.** | 4 | Guide students on group to conduct research on the meaning of protest and religious movements.  Guiding students in question and answer methods to explain the causes of the rise of protest and religious movement.  Guide students in groups to carry out a library research and assess the strengths, weakness and contribution of protest and religious movement during the struggle for Independence. | students on group to conduct research on the meaning of protest and religious movements.  Guiding students in question and answer methods to explain the causes of the rise of protest and religious movement. |  |  | Students to analyse the protest and religious movements. |  |
|  |  |  | 3  &  4 |  | (**d)**  **The rise of mass Nationalism and political parties in Africa.** | 4 | To guide students to read written sources on the mass nationalism.  Guiding students to explain the meaning and causes of the rise of mass nationalism in Africa after 1945.  Guiding students in discussion of the strengths, weakness n and contribution of the mass nationalism and political parties in Africa. | Engaging fully in discussion concerning the mass nationalism in Africa.  students to explain the meaning and causes of the rise of mass nationalism in Africa after 1945.  students in discussion of the strengths, weakness n and contribution of the mass nationalism and political parties in Africa. | Major Events in African History  African History from 19th C up to the 21st C. |  | Are students able to Analyse the causes of protest and religious movement.? |  |
| **TERMINAL EXAMINATIONS** | | | | | | | | | | | | |
| **TERMINAL LEAVE 31TH MAY – 01TH JULY 2024** | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIOD** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **JULY**  **&**  **AUGUST** | **4**  **1** |  | **(e)**  **Decolonisation through Constitutional means.** | 4 | Guide students to read written sources on the decolonisation through constitutional means.  Guide students to explain conditions which facilitated constitutional struggle for independence.  Guide and participate in discussion with students problems experienced during the struggle for independence through constitutional means. | Presents their findings in groups for further clarification. | Written source on the mass Nationalism in decolonisation through constitutional means. |  | ARE STUDENTS ABLE TO Analyse the problems experienced during decolonisation though constitutional means.? |  |
|  |  | **AUGUST** | **2**  **3**  **4** |  | **(f)**  **Decolonisation through armed struggle.** | 6 | Through questions and answer method guide students to explain the meaning of armed struggle.  Guide students to find facts on reasons using armed struggle.  To guide students to asks the conditions of strengths weakness and contributions of armed struggle towards the road to independence in Africa. | Explain the meaning of decolonisation by armed struggle. | Written sources on the decolonisation by armed struggle. | Major events in African History. | Are students able txplain the reason for armed struggle.? |  |
| **MIDTERM TEST** | | | | | | | | | | | | |
| **MIDTERM BREAK 30TH AUGOST – 16TH SEPTEMBER 2024** | | | | | | | | | | | | |
|  |  | **SEPT** | **4** |  | (**g)**  **Decolonisation through Revolution**. | 2 | Through discussion students to explain the meaning of Decolonisation through Revolution.  Guide students in groups to discuss the reasons, weaknesses, strengths and contribution of the Revolution in decolonisation of African continent. | Explain the meaning of decolonisation through Revolution students to presents their findings on the reasons, weakness, strengths and contribution of decolonisation through Revolution. Students should discuss reason for variation of decolonisation means. | Written sources on the decolonisation through Revolution. |  | Are students able tnalyse the reasons for the decolonisation by Revolution? |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIOD** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrates knowledge on the efforts made to bring about society and economic development in Africa after independence an shows ability to assess their strengths and weakness. | Develop knowledge on the efforts made to bring about social and economic development  in Africa after independence and assess their strengths and weaknesses. | **OCTOBER** | 1 | **CHANGES IN POLITICAL & SOCIAL ECONOMICPOLICIES IN AFRICA AFTER INDEPENDENCE.** | (**a)**  **Changes in political ideological and administrative systems.** | 2 | Guide the students in groups to ready, identify, discuss and summarize factors and conditions which led to the changes in political and economic system after independence. | Participate fully in discussion on the factors which led to the changes in political ideology and administrative system. | Written sources on the political and economic changes after independence. |  | Are students able to explain the factors for the changes in political ideology and administrative system. |  |
| 2 | (**b)**  **Changes in economic and development policies after independence.** | 2 | Guide students individually to ready written sources on the factors which led to the changes in economic policies and strategies.  Guide students in groups to discuss and make summary of their findings.  Guide the students to present their findings in class for further clarification. | Listening attentively and discuss the changes in economic and development policies after independence.  Participating fully in leading lesson as planned. | Written sources in economic and development policies after independence. | Are students able to explain the factors for the changes in economic and development policies after independence. |
|  |  |  | 3 |  | (c)**Provision of Education in Africa after Independence** | 2 | Guide the student in group to read the written sources discuss and summarize them. | Explaining the provision of education and the changes in the provisions of social services. | Written sources on provision of social services in Africa after independence |  | Are students able to explain education system after independence? |  |
| To demonstrate on objectives and achievements of Africa’s international cooperation | Develop knowledge on the efforts made by African nations to promote international  co- operation and interdependence and assess their achievements and problems. | **OCT**  **NOVEMBER** | 4  1  2 | **4. AFRICAN INTERNATIONAL AFFAIRS** | **(a)Continental cooperation.** | 2 | Guide students to analyse the objectives of continental cooperation. | Listening carefully, discuss and take notes on the African continental cooperations. | Written documents on continental cooperation.  Written document on regional cooperation.  Written documents on international affairs. |  |
| **(b)African Regional cooperation** | 2 | Guide students to read written sources, discuss and summarize objectives of different regional cooperation in Africa. | Research and documents on Regional cooperation. |
| **(c)Africa in International Affairs.** | 2 | Guide students to discuss the objectives of African participation in international affairs such as UNO, EEC, NAM etc. | Case studies review on international affairs. |
| **REVISION & MOCK & SHORT LEAVE** | | | | | | | | | | | | |
| **FORM FOUR NATIONAL EXAMINATION** | | | | | | | | | | | | |