

Name of teacher: .....

Year: **2023**

Class/Stream: **FORM ONE**

Name of School: .....

TERM: **1 & 2**

Subject: **HISTORY**

| COMPETENCE | GENERAL OBJECTIVES | MENTAL | VALUES | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|------------|--------------------|--------|--------|------------|-----------|---------|---------------------|---------------------|--------------|------------|------------|---------|
|            |                    |        |        |            |           |         |                     |                     |              |            |            |         |

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

## SCHEME OF WORK

Name of teacher: \_\_\_\_\_

Year: 2023

Class/Stream: **FORM ONE**

Name of School: \_\_\_\_\_

TERM: 1 & 2

Subject: **HISTORY**

|                                                                                                      |                                                                  |                                 |   |                                   |                                                                                                                                                                    |   |                                                                                               |                                                                                              |                                                                                    |     |  |  |                                                       |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------|---|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----|--|--|-------------------------------------------------------|
| Demonstrate knowledge of the concept of History and appreciates the importance of source of History. | Explain the concept and the importance of and source of History. | J<br>A<br>N<br>U<br>A<br>R<br>Y | 2 | SOURCES AND IMPORTANCE OF HISTORY | -Mining History<br>-Importance of History<br>-Sources of History<br>-Advantages and limitations of sources of History.<br>-Functions of various sources of History | 1 | i)<br>To guide the students in groups to read the text and discuss the importance of History. | i)<br>The students will conduct the groups discussing and present their findings classwise.  | i)<br>Guiding questions                                                            | (i) |  |  |                                                       |
|                                                                                                      |                                                                  |                                 | 3 |                                   |                                                                                                                                                                    |   | 4                                                                                             | ii)<br>To guide the students to present the points raised by the groups and write the roles. | ii)<br>The students will write the notes and answering the questions.              |     |  |  | ii)<br>Written sources                                |
|                                                                                                      |                                                                  |                                 |   |                                   |                                                                                                                                                                    |   |                                                                                               |                                                                                              | iii)<br>The students will be given the task drawing the maps related to the topic. |     |  |  | iii)<br>Sketch and wall map showing Historical sites. |
|                                                                                                      |                                                                  |                                 |   |                                   |                                                                                                                                                                    |   |                                                                                               | -do-<br>-do-                                                                                 |                                                                                    |     |  |  |                                                       |

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(ii)

## SCHEME OF WORK

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Name of School: .....

Year: **2023**TERM: **1 & 2**Class/Stream: **FORM ONE**Subject: **HISTORY**

| COMPETENCE                                                                                        | GENERAL OBJECTIVES                                          | MONTH    | WEEK | MAIN TOPIC                                   | SUB-TOPIC                                                           | PERIODS | TEACHING ACTIVITIES                                                                                                                                                                                                                                                                               | LEARNING ACTIVITIES          | T/L MATERIAS                                                                    | REFERENCES | ASSESSMENT | REMARKS |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------|------|----------------------------------------------|---------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------|------------|------------|---------|
| Demonstrate ability to examine the theories of the original evolution of man and draw conclusion. | To explain the theories of the origin and evolution of man. | FEBRUARY | 4    | EVOLUTION OF MAN TECHNOLOGY AND ENVIRONMENT. | i) Evolution of man<br><br>ii) Early or old stone age (Paleolithic) | 3       | i) Using the question and answer technique to guide the students to explain the meaning of various sub topics.<br><br>ii) To guide the students in groups to conduct a library research on the theories of evolution of man and creation.<br><br>iii) To guide students in groups for discussion. | -do-<br><br>-do-<br><br>-do- | i) Written sources<br><br>ii) Drawing of tools used.<br><br>iii) Written texts. | -do-       |            |         |

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|                        |                               |                                  |                                                          |                       |                                                                                            |                                              |                                                                                                                                                                                    |                                                                                                                                                                                                                       |                         |                             |                   |                |
|------------------------|-------------------------------|----------------------------------|----------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------|-------------------|----------------|
| -do-                   | -do-                          | M<br>A<br>R<br>C<br>H            | 3                                                        | -do-                  | iii)<br>Middle<br>stone<br>age<br>(Mesoli<br>thic)<br><br>(a)<br>Types<br>of tools<br>used | 8                                            | (iv)<br>To guide the students in<br>groups to draw and name<br>the various tools used in<br>each age.<br><br>(v)<br>To guide the students and<br>explain how man<br>obtained food. | (i)<br>The students will<br>conduct the group<br>discussion and<br>present their findings<br>classwise.<br><br>(ii)<br>The students will<br>write the notes and<br>questions which will<br>be provided topic<br>wise. |                         |                             |                   |                |
| <b>COMPETE<br/>NCE</b> | <b>GENERAL<br/>OBJECTIVES</b> | <b>M<br/>O<br/>N<br/>T<br/>H</b> | <b>V<br/>E<br/>N<br/>E<br/>R<br/>I<br/>D<br/>O<br/>S</b> | <b>MAIN<br/>TOPIC</b> | <b>SUB-T<br/>OPIC</b>                                                                      | <b>P<br/>E<br/>R<br/>I<br/>O<br/>D<br/>S</b> | <b>TEACHING ACTIVITIES</b>                                                                                                                                                         | <b>LEARNING ACTIVITIES</b>                                                                                                                                                                                            | <b>T/L<br/>MATERIAS</b> | <b>REFE<br/>RENC<br/>ES</b> | <b>ASSESSMENT</b> | <b>REMARKS</b> |

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|      |      |  |  |  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                          |      |  |  |  |  |
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| -do- | -do- |  |  |  | (b)Physical<br>al<br>changes<br>(c) How<br>man<br>obtained<br>food<br>(d)<br>Inventor<br>of five at<br>advantag<br>es<br>(iv)Late<br>or new<br>stone age<br>(Neolithic)<br>(a)Types<br>of tools<br>used<br>(b)Physic<br>al<br>changes<br>(c)How<br>iron was<br>discovere<br>d | (i)To guide the students in<br>groups to conduct library<br>research and describe the<br>tools used.<br>(ii)To guide the student to<br>draw tools used during the<br>Mesolithic age.<br>(iii) To guide students to<br>present their findings<br>regarding the physical<br>changes of man during this<br>age.<br>(iv)To guide the students to<br>present the advantages and<br>invention and uses of fire. | (iii)The students will<br>draw the various tools<br>use during various<br>age's.<br>-do- | -do- |  |  |  |  |
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## SCHEME OF WORK

Name of teacher: \_\_\_\_\_

Year: 2023

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Subject: **HISTORY**

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Year: **2023**TERM: **1 & 2**Class/Stream: **FORM ONE**Subject: **HISTORY****31<sup>st</sup> MARCH TO APRIL 9<sup>TH</sup> – MIDTERM TEST AND BREAK.**

| COMPETENCE                                                                         | GENERAL OBJECTIVES                                             | MONTH | WEEK | MAIN TOPIC                                          | SUB-TOPIC                                                                                                                              | PERIODS | TEACHING ACTIVITIES                                                                                                                                                                                                                                                                           | LEARNING ACTIVITIES                                                                                                                                                                                     | T/L MATERIAS | REFERENCES                                                                            | ASSESSMENT | REMARKS |
|------------------------------------------------------------------------------------|----------------------------------------------------------------|-------|------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------|------------|---------|
| Demonstrate ability to relate man's development to the environment and technology. | To relate man's development to the environment and technology. | APRIL | 2    | DEVELOPMENT OF ECONOMIC ACTIVITIES AND THEIR IMPACT | a)Agriculture<br>-Types of agriculture<br>-How it changed the life of man.<br>-Handcraft Industries and mining in Pre-colonial Africa. | 4       | (i)Teachers will guide the students to answer various questions.<br><br>(ii)To guide the students in groups to read written sources and show the relationship of Environment and agriculture.<br><br>(iii)To guide the groups to present in the class their findings for further discussions. | (i)To guide the students theory questions and answers<br><br>-do-<br>(ii)To guide the students in groups to read written sources and short the relationship of environment and agriculture.<br><br>-do- | -do-         | (i) The development of African by T.I.E<br>(ii) History of African book One – Oxford. |            |         |

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|            |                    | M<br>A<br>Y | 4    | -do-       | Meaning of handcraft industries<br>-Types of industries and their advantaged | 7       | -do-                | -do-                | -do-         |              |            |         |
|------------|--------------------|-------------|------|------------|------------------------------------------------------------------------------|---------|---------------------|---------------------|--------------|--------------|------------|---------|
| COMPETENCE | GENERAL OBJECTIVES | MONTH       | WEEK | MAIN TOPIC | SUB-TOPIC                                                                    | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFE RENC ES | ASSESSMENT | REMARKS |

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|                                                                                                                                    |  | J<br>U<br>N<br>E | 1 | -Types of minerals in Pre-Colonial.<br><br>-Trade in Pre-colonial<br><br>-Local trade<br><br>-Regional trade |  |  | -do- | -do- | -do- |  |  |
| <p>10<sup>th</sup> TERMINAL EXAM FOR O'LEVEL UP TO 17<sup>TH</sup> OF MAY.<br/>18<sup>TH</sup> JUNE LONG VACATION FOR 5 WEEKS.</p> |  |                  |   |                                                                                                              |  |  |      |      |      |  |  |

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|                                                                                                                              |                                                                                                                                          |                            |   |                                              |                                                               |   |                                                                                                                                                  |                                                                                                   |      |                                                                                                          |  |  |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---|----------------------------------------------|---------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------|--|--|
| To demonstrate ability to related peoples economic activities to the development of their social and political organization. | To explain how peoples economic activities influenced the development of their social and political organization in Pre-Colonial Africa. | <b>J<br/>U<br/>L<br/>Y</b> | 1 | Development of social and political systems. | (a) Kinship<br>-Meaning<br>-Social and political organization | 3 | (i) To guide the students to answer the written and oral questions.<br><br>(ii) To guide the students in groups to present their class findings. | (i) Students will ask the questions.<br><br>(ii) Students a groups will read the written sources. | -do- | (i) Development of African societies by TIAE<br>(II) The History of East Africa up to 19 <sup>th</sup> C |  |  |
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| COMPETENCE | GENERAL OBJECTIVES | MONTH  | WEEK | MAIN TOPIC | SUB-TOPIC                                                                        | PERIODS | TEACHING ACTIVITIES                                      | LEARNING ACTIVITIES                                                             | T/L MATERIAS | REFE RENC ES | ASSESSMENT | REMARKS |
|------------|--------------------|--------|------|------------|----------------------------------------------------------------------------------|---------|----------------------------------------------------------|---------------------------------------------------------------------------------|--------------|--------------|------------|---------|
|            |                    | AUGUST | 4    |            | (b)<br>Age-Set<br>Meanin<br>g<br>-Social<br>and<br>political<br>organiz<br>ation | 6       | (iii) To guide the students to read the written sources. | (iii)Students will present in their class their finding for further discussion. | -do-         | -do-         |            |         |

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|                           |                       | S<br>E<br>P<br>T<br>E<br>M<br>B<br>E<br>R | 2                     |               | (c)<br>Ntemis<br>hip<br>-Meani<br>ng<br>-Social<br>and<br>political<br>system. | 6                               |                     |                     | -do-            | -do-               |            |         |
|---------------------------|-----------------------|-------------------------------------------|-----------------------|---------------|--------------------------------------------------------------------------------|---------------------------------|---------------------|---------------------|-----------------|--------------------|------------|---------|
| ONE WEEK MID – TERM BREAK |                       |                                           |                       |               |                                                                                |                                 |                     |                     |                 |                    |            |         |
| COMPETE<br>NCE            | GENERAL<br>OBJECTIVES | M<br>O<br>N<br>T<br>H                     | V<br>E<br>N<br>E<br>M | MAIN<br>TOPIC | SUB-T<br>OPIC                                                                  | P<br>E<br>R<br>I<br>O<br>D<br>S | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L<br>MATERIAS | REFE<br>RENC<br>ES | ASSESSMENT | REMARKS |

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|  |  | O<br>C<br>T<br>O<br>B<br>E<br>R | 4 | (a)State<br>organiza<br>tion<br>-Meanin<br>g<br>Factors<br>for<br>centraliz<br>ed states<br>at Non<br>centralis<br>ed<br>states. |  |  |  | -do- | -do- |  |  |
|  |  | N<br>O<br>V                     | 4 | REVISION & ANNUAL EXAMS                                                                                                          |  |  |  |      |      |  |  |
|  |  | D<br>E<br>C                     |   | LONG – VACATION UP TO JANUARY 2014                                                                                               |  |  |  |      |      |  |  |