

Name of teacher: _____

Year: **2023**

Class/Stream: **FORM THREE**

Name of School:

TERM:

Subject: **HISTORY**

COMPETE NCE	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARK S

SCHEME OF WORK

Name of teacher: _____

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Class/Stream: **FORM THREE**

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To demonstrate knowledge of the process of establishing Colonial rule in Africa.	By the end of form three students should be able to understand and explain in the different colonial administrative systems.	F E R U A R Y J A N U A R Y	3	ESTABLISHMENT OF COLONIALISM.	(i) Scramble for and partition of Africa.	1 2 3	i) To guide the students individually to read the written sources.	i) Students will read written sources	i) Written sources	(i)		
			4		(ii) Impacts and areas which had intensive scramble .	1 3	ii) To guide the students in the class to present their findings in the class.	ii) Students will present their findings in the class.	ii) Map of Africa			
					(iii) Berlin Conference.		iii) To guide the students to write the notes, drawing the maps.	iii) Students will be obliged to answer various questions and write their brief notes.	iii) List of guiding questions.			

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COMPETE NCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARK S

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		M A R C H	3	(iv) African reaction -Forms of reaction -Causes of reaction -Factors which determi ned the nature of African reaction s -Impact of various forms of reaction.	-do-	-do-				
24 th MARCH - MID TERM TEST BEGINS UP TO 31 ST MARCH										
1 ST APRIL MID – TERM BREAK UP TO 10 TH APRIL										

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To demonstrate knowledge in 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.	A P R I L	3	COLONIAL ADMINISTRATIVE SYSTEM	(a) Direct rule i) Indirect rule ii) Assimilation the application of the various forms of Administrative systems iii) Similarities and differences	To guide the students individually to read the written sources. ii) The students to be guided to present in the class their findings. iii) To guide the students to write the notes, drawing the maps and answering questions.	i) To read written sources. ii) Students to presents in the class their findings. iii) Students will write the notes, drawing maps, answering oral and written questions.	i) Written sources ii) Wall paper iii) List of guiding questions.	-do-		
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		J U N E M A Y	4		(b) Colonial military & legal Institution		-do-	-do-	-do-	-do-		
			1		i) Function s of @ colonial Institution		-do-	-do-	-do-	-do-		
					ii) Tactics used.							

TERMINAL EXAMINATION ON 10TH UP TO 17TH OF MAY
LONG VACATION STARTS ON 18TH JUNE FOR 5 WEEKS.

SCHEME OF WORK

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COMPETE NCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARK S
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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.	OCTOBER	1	COLONIAL ECONOMY IN AFRICA	(A) Established of Colonial Economy -Meaning -Objectives -Tactics used to establish to established Colonial Economy	1 3	i) To guide students to present their findings in the class. ii) To guide the students to conduct the groups discussion iii) To guide the students to conduct the process of asking the questions.	i) Students will write the notes and asking the questions. ii) Students will present their findings in the class. iii) Students will draw various sketch maps.	i) Written sources. ii) Map of Africa. iii) List of guiding questions.	-do-		
		NOVEMBER	2		(ii) Sectors of Colonial Economy	1 3	-do-	-do-		-do-		
		DECEMBER	4				-do-	-do-		-do-		

SCHEME OF WORK

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COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
					-Agriculture -Mining - Trade -Industries -Transport. -Communication		-do-	-do-	-do-	-do-		

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Class/Stream: **FORM THREE**Subject: **HISTORY****ONE WEEK MID TERM BREAK**

		O C T O B E R	4		(b)Features of Colonial Economy ii)Colonial labour force iii)Types of C.I.E	8				-do-		
COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
SCHEME OF WORK

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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.	N O V E M B E R	2	COLONIAL SOCIAL SERVICES	i)Colonial Education -Features -Impacts ii) Health social services -features and impacts iii) Provision of water Objects Features Motives and Distributi on	i)Guiding the students to present their class their findings ii)Guiding the students to write the notes. iii)Guiding the students to read the written sources and answering the oral and drawing the maps.			-do-		
		D E C E M B E R		REGIONAL EXAMINATION LONG VACATION FOR FIVE WEEKS							