

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

COMPETE NCE	GENERAL OBJECTIVES	M O N T H	V E E M	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARKS
Demonstrates on the causes of the major 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.	J A N U A R Y	1 & 2	CRISES IN THE CAPITLIST SYSTEM	(a) First World War causes and impact on Africa.	3	Guide students or 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.	African History from 19 <sup>th</sup> C up to the 21 <sup>st</sup> C.  The History of Africa 1880 to 1945.	Analyse the short term and long term causes of WW1	

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

			3		(b) Great depression its causes and impact on Africa.	3	Using the question and answer to guide the student to explain the meaning of the Great Depression. Leading the students on 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.	-//-	To analyse the causes and impact of Great depression.	
<b>COMPETENCE</b>	<b>GENERAL OBJECTIVES</b>	<b>MONTH</b>	<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>SUB-TOPIC</b>	<b>PERIODS</b>	<b>TEACHING ACTIVITIES</b>	<b>LEARNING ACTIVITIES</b>	<b>T/L MATERIAS</b>	<b>REFERENCES</b>	<b>ASSESSMENT</b>	<b>REMARKS</b>
			4		(c) Second World War: Causes and impact on Africa.	3	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.	World crisis in 19 <sup>th</sup> C: African History from 19 <sup>th</sup> C up to 21 <sup>st</sup> C.	Assess if the students are able to explain the causes and impact on WWII.	

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

Demonstrate knowledge on the motives of the struggle for independence and ability to evaluate the strengths weaknesses and contribution of the efforts made and strategies used by the African people to achieve political independence.		<b>F E B R U A R Y</b>	1  2	NATIONALISM AND DECOLONISATION	(a) Nationalism in Africa.	4	<p>Guide students to brainstorm the meaning of nationalism and its causes.</p> <p>Leading the students on the findings the rise and role of nationalism.</p> <p>Guide students in group to carry out library research on the importance of nationalism in Africa.</p>	Participate fully in the discussion on the meaning, causes and important of Nationalism.	Written sources on the features for the rise of African Nationalism.	-//-	Assess the students to explain meaning and importance of African Nationalism.	
--	--	--	------------	--------------------------------	----------------------------	---	---	--	--	------	---	--

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARKS
			3		(b) The rise of social & Welfare Associati on	3	<p>Guide students to brainstorm the meaning of social and welfare association.</p> <p>Guide students to carryout discussion on the reason for the rise of social and welfare associations.</p> <p>Guide students on finding the strengths, weakness and contribution of social and welfare associations during the struggle for independence.</p>	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.	-//-	Assess the students to give meaning of social and welfare associations, reason, weakness, strengths and contribution of social and welfare associations.	

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

			4		(c) The rise of protest & religious moveme nts.	3	Guide students on group to conduct research on the meaning of protest and religious movements.  Guide 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.					
COMPETE NCE	GENERAL OBJECTIVES	M O N T H	V E N 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	REMARKS

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

		<b>M A R C H</b>	1		(d)	3	Guides students to read written sources on the mass nationalism.	Engaging fully in discussion concerning the mass nationalism in Africa.	Major Events in African History	-//-	Analyse the causes of protest and religious movement.	
			2		The rise of mass Nationalism and political parties in Africa.		Guide students to explain the meaning and causes of the rise of mass nationalism in Africa after 1945.					
							Guide students in discussion of the strengths, weakness n and contribution of the mass nationalism and political parties in Africa.					
			3		(e)	3	Guide students to read written sources on the decolonisation through constitutional means.	Presents their findings in groups for further clarification.	Written source on the mass Nationalism in decolonisation through constitutional means.	Decolonisation on African continent after WWII.	Analyse the problems experienced during decolonisation though constitutional means.	
			4		Decoloni sation through Constitu tional 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.			Major event in African History.		

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

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

Year: **2023**

TERM:

Class/Stream: **FORM FOUR**

Subject: **HISTORY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARKS
31 <sup>ST</sup> March – 9 <sup>th</sup> April MID TERM TEST AND BREAK												
		A P R I L	2		(f) Decoloni sation through armed struggle.	3	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 decolonisatio n by armed struggle.	Major events in African History.	Explain the reason for armed struggle.	

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

Year: **2023**

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

			3 4		(g) Decoloni sation through Revoluti on.	3	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 decolonisatio n through Revolution.	Major events in African History.	Analyse the reasons for the decolonisation by Revolution.	
<b>COMPETE NCE</b>	<b>GENERAL OBJECTIVES</b>	<b>M O N T H</b>	<b>V E N E K</b>	<b>MAIN TOPIC</b>	<b>SUB-T OPIC</b>	<b>P E R I O D S</b>	<b>TEACHING ACTIVITIES</b>	<b>LEARNING ACTIVITIES</b>	<b>T/L MATERIAS</b>	<b>REFE RENC ES</b>	<b>ASSESSMENT</b>	<b>REMARKS</b>



**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**  
**SCHEME OF WORK**

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

Year: 2023

Class/Stream: **FORM FOUR**

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

TERM:

Subject: **HISTORY**

Demonstrates knowledge on the efforts made to bring about society and economic development in Africa after independence and shows ability to assess their strengths and weakness.		MAY	1	CHANGES IN POLITICAL & SOCIAL ECONOMIC POLICIES IN AFRICA AFTER INDEPENDENCE.	(a) Changes in political ideological and administrative systems.	4	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.	-//-	To explain the factors for the changes in political ideology and administrative system.	
			2									
			3									
		4		(b) Changes in economic and development policies after independence.	4	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.	-//-	Explain the factors for the changes in economic and development policies after independence.		
		JUNE	1-4	TERMINAL EXAMINATIONS LONG VACATION								

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
SCHEME OF WORK**

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

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

Year: **2023**

TERM:

Class/Stream: **FORM FOUR**

Subject: **HISTORY**

<b>COMPETENCE</b>	<b>GENERAL OBJECTIVES</b>	<b>MONTH</b>	<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>SUB-TOPIC</b>	<b>PERIODS</b>	<b>TEACHING ACTIVITIES</b>	<b>LEARNING ACTIVITIES</b>	<b>T/L MATERIAS</b>	<b>REFERENCE</b>	<b>ASSESSMENT</b>	<b>REMARKS</b>
		<b>J U L Y</b>	1 2 3 4		(c)Provision of Education in Africa after Independence	3	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.	Major Events in African History .		

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**  
**SCHEME OF WORK**

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

Year: 2023

Class/Stream: **FORM FOUR**

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

TERM:

Subject: HISTORY

		<b>A U G U S T</b>		4. AFRICAN INTERNATI ONAL AFFAIRS	(a)Conti nental cooperat ion.  (b)Africa n Regional cooperat ion  (c)Africa in Internati onal Affairs.		Guide students to analyse the objectives of continental cooperation.  Guide students to read written sources, discuss and summarize objectives of different regional cooperation in Africa.  Guide students to discuss the objectives of African participation in international affairs such as UNO, EEC, NAM etc.	Listening carefully, discuss and take notes on the African continental cooperations.  Research and documents on Regional cooperation.  Case studies review on international affairs.	Written documents on continental cooperation. Written document on regional cooperation. Written documents on international affairs.	-//-  Major Events in African History.		
<p style="text-align: center;"><b>END OF SYLLABUS</b>  <b>MOCK EXAMS &amp; PRE NECTA</b>  <b>REVISION</b></p>												