MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

SCHEME OF WORK

Name of teacher: _____

Year: **2014**

Class/Stream: **FORM THREE**

Name of School: **FEZA**

TERM:

Subject: **HISTORY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
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.	FEBRUARY JANUARY	3 4	ESTABLISHMENT OF COLONIALISM.	(i) Scramble for and partition of Africa. (ii) Impacts and areas which had intensive scramble. (iii) Berlin Conference.	1 2 1 3 1 3	i) To guide the students individually to read the written sources. ii) To guide the students in the class to present their findings in the class. iii) To guide the students to write the notes, drawing the maps.	i) Students will read written sources ii) Students will present their findings in the class. iii) Students will be obliged to answer various questions and write their brief notes.	i) Written sources ii) Map of Africa iii) List of guiding questions.	(i)		

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										(ii)			

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		MARCH	3		(iv) African reaction -Forms of reaction -Causes of reaction -Factors which determined the nature of African reactions -Impact of various forms of reaction.		-do- -do- -do-	-do- -do- -do-				
24th MARCH - MID TERM TEST BEGINS UP TO 31ST MARC H												
1ST APRIL MID – TERM BREAK UP TO 10TH APRILI												
COMPETENCE	**GENERAL OBJECTIVES**	**MONTH**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERIO**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCES**	**ASSESSMENT**	**REMARKS**

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To demonstrate knowledge n 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.	**APRIL**	3	COLONIAL ADIMINISTRATIVE 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-		
COMPETENCE	**GENERAL OBJECTIVES**	**MONTH**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERIO**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCES**	**ASSESSMENT**	**REMARKS**

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						DS						
		JUNE MAY	4 1		(b) Colonial military & legal Institution i) Functions of @ colonial Institution ii) Tactics used.		-do- -do-	-do- -do-	-do- -do-	-do- -do-		

TERMINAL EXAMINATION ON 10TH UP TO 17TH OF MAY

LONG VACATION STARTS ON 18TH JUNE FOR 5 WEEKS.

COMPETENCE	**GENERAL OBJECTIVES**	**MON**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERI**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCES**	**ASSESSMENT**	**REMARKS**

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		TH				ODS						
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 SEPTEMBER AUGUST JULY	1 4 2 4	COLONIAL ECONOMY IN AFRICA	(A) Established of Colonial Economy -Meaning -Objectives -Tactics used to establish to established Colonial Economy (ii) Sectors of Colonial Economy	13 13	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. -do- -do-	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. -do- -do-	i) Written sources. ii) Map of Africa. iii) List of guiding questions.	-do- -do- -do-		

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					-Agriculture -Mining - Trade -Industries -Transport. -Communication		-do-	-do-	-do-	-do-		
ONE WEEK MID TERM BREAK												

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		OCTOBER	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**
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.	**NOVEMBER**	2	COLONIAL SOCIAL SERVICES	i)Colonial Education -Features -Impacts ii) Health social services -features and impacts iii) Provision of water Objects Features Motives and Distribution		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- -do- -do-		

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		D E C E M B E R		**REGIONAL EXAMINATION** **LONG VACATION FOR FIVE WEEKS**