# **SCHEME OF WORK**

Name of teacher:	Name of School: FEZA
Year: <b>2014</b>	TERM:

Year: **2014** 

Class/Stream: **FORM THREE** Subject: **HISTORY** 

	GENERAL	М	V			P						
COMPETE	OBJECTIVES	0	E	MAIN	SUB-T	E		LEARNING ACTIVITIES	T/L	REFE	ASSESSMENT	REMARK
NCE		N	E	TOPIC	OPIC	R	TEACHING ACTIVITIES		MATERIAS	RENC		S
		Т	K			ı				ES		
		н				0						
						D						
						S						
			3	ESTABLISH	(i)		i)	i)	i)	(i)		
То	By the end	F		MENT OF	Scrambl	1	To guide the students	Students will read	Written			
demons	of form	E		COLONIALI	e for	2	individually to read the	written sources	sources			
trate	three	В		SM.	and	1	written sources.					
knowled	students	R			partition	3						
ge of	should be	U			of Africa.							
the	able to	Α										
process	understand	R			(ii)	1						
of	and explain	Υ			Impacts	3						
establis	in the	J			and		ii)					
hing	different	Α			areas		To guide the students in	ii)	ii)			
Colonial	colonial	N	4		which		the class to present their	Students will present	Map of Africa			
rule in	administrati	U			had		findings in the class.	their findings in the				
Africa.	ve systems.	Α			intensive			class.				
		R			scramble							
		Υ										
					(iii)		iii)		iii)			
					Berlin		To guide the students to	iii)	List of guiding			
					Confere		write the notes, drawing	Students will be	questions.			
					nce.		the maps.	obliged to answer				
								various questions and				
								write their brief notes.				

# **SCHEME OF WORK**

Year: <b>201</b>	teacher: <u>4</u> eam: <b>FORM THREE</b>		 		TERM:	School: <u>FE</u>	<u>ZA</u>	
						(ii)		

# **SCHEME OF WORK**

Name of	teacher:								Name of	School: <b>FE</b>	<u>ZA</u>	
Year: <b>201</b>	<u>4</u>								TERM:			
Class/Stre	eam: <b>FORM THREE</b>	Ē							Subject:	<u>HISTORY</u>		
COMPETE NCE	GENERAL OBJECTIVES	M 0	V E	MAIN	SUB-T	P E	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE	ASSESSMENT	REMARK
		N T H	K	TOPIC	OPIC	R I O	TEACHING ACTIVITIES		MATERIAS	RENC ES		S

							SCHEME OF W	ORK				
Year: <b>201</b>									TERM:	School: <b>FE</b>	<u> </u>	
Class/Stre	eam: FORM THRE	1							Subject:	<u>HISTORY</u>		
		M A			(iv) African							
		R C			reaction -Forms							
		Н			of reaction		-do-	-do-				
			3		-Causes of							
					reaction -Factors							
					which determi							
					ned the nature		-do-	-do-				
					of African							
					reaction s							
					-Impact							
					of various							
					forms of reaction.		<b>d</b> -	da				
							-do-	-do-				
					24 <sup>th</sup>	MAR	CH - MID TERM TEST BEGINS	UP TO 31 <sup>ST</sup> MARC H				
						<b>1</b> <sup>ST</sup>	APRIL MID-TERM BREAK	UP TO 10 <sup>™</sup> APRILI				
COMPETE	GENERAL OBJECTIVES	M 0	W E	MAIN	SUB-T	P E		LEARNING ACTIVITIES	T/L	REFE	ASSESSMENT	REMARK
NCE		N T	E	TOPIC	OPIC	R	TEACHING ACTIVITIES		MATERIAS	RENC ES		S
		Н.	"			0						

# **SCHEME OF WORK**

Name of teacher:	Name of School: <u>FEZA</u>
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Year: 2014 TERM:

Class/Stream: **FORM THREE** Subject: **HISTORY** 

knowledge understand the different of the similarities and administrative differences of colonial administrat African and ive systems assess their assess their of the difference of the systems assess their of the students to be guided to present in the class their findings.  SYSTEM i) Indirect rule ii) The students to be guided to present in the class their findings.  Iii) Students to presents in the class their findings.  Wall paper iii) Students will write the applicati To guide the students to notes, drawing maps, List of guiding	-do-
demonstrat students be a able to P R ATIVE rule written sources.  Individually to read the written sources.	-do-
e able to understand the knowledge understand the different similarities and administrative of colonial administrat African and ive systems assess their able to understand the knowledge understand the different i)  RATIVE SYSTEM i)  RATIVE SYSTEM i)  Indirect ii)  The students to be guided to presents in the class their findings.  Iii)  Assimilat ion the applicati  To guide the students to notes, drawing maps, List of guiding	-do-
knowledge understand the different of the similarities and administrative differences of colonial administrat African and ive systems assess their assess their of the difference of the systems assess their of the students to be guided to present in the class their findings.  SYSTEM i) Indirect rule ii) The students to be guided to present in the class their findings.  Iii) Students to presents in the class their findings.  Wall paper iii) Students will write the applicati To guide the students to notes, drawing maps, List of guiding	
n the similarities Colonial administrative differences of colonial administrat African and ive systems assess their ambiguity of the students to be guided to present in the class their findings.  Indirect rule ii) The students to be guided to presents in the class their findings.  Indirect rule iii) The students to be guided to present in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) The students to be guided to present in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) The students to be guided to present in the class their findings.  Indirect rule iii) The students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) The students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) The students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) The students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iii) Students to presents in the class their findings.  Indirect rule iiii) Students to presents in the class their findings.  Indirect rule iiii Students to presents in the class their findings.  Indirect rule iiii Students to presents in the class their findings.  Indirect rule iiii Students iiii Students iiii Students iiii Students iiii Students iiii	
similarities and administrative differences of colonial administrat African and ive systems assess their and assess their and administrat and administrat and ive systems assess their applicati administrat and ive systems assess their applicati administrat and ive systems assess their applicati administrat and ive systems assess their administrative be guided to presents to be guided to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrat to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to presents in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in the class their findings.  It is administrative to present in	
and administrative systems of colonial administrat African and ive systems assess their assess their administrat ive systems assess their administrat ive systems assess their administrat administrat ive systems assess their ive systems administrat ive systems administrat ive systems assess their ive present in the class their findings. ive present in the class	
differences of colonial applied in administrat ive systems assess their iii) findings. iii) findings. iii) Students will write the iii) Students to notes, drawing maps, List of guiding	
of colonial applied in administrat African and ive systems assess their Assimilat applicati Assimilat ion the applicati To guide the students to iii) Students will write the iii) To guide the students to notes, drawing maps, List of guiding	
administrat African and ion the ive systems assess their ion the applicati To guide the students to notes, drawing maps, List of guiding	
applied in impacts. on of write the notes, drawing answering oral and questions.	
African and the the maps and answering written questions.	
shows the various questions.	
ability to forms of	
assess their Administ Administ	
impact. rative	
systems	
Similariti	
es and	
differenc	
es es	
GENERAL M V P	
COMPETE OBJECTIVES O E MAIN SUB-T E LEARNING ACTIVITIES T/L REI	REFE ASSESSMENT REMARK
NCE N E TOPIC OPIC R TEACHING ACTIVITIES MATERIAS REI	RENC S
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#### **SCHEME OF WORK**

Name of teacher:	Name of School: <b>FEZA</b>
Year: 2014	TERM:

Class/Stream: **FORM THREE** Subject: **HISTORY** 

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			D S					
J U N E M A Y	4	(b) Colonial military & legal Institutio n		-do-	-do-	-do-	-do-	
	1	i) Function s of @ colonial Institutio n  ii) Tactics used.		-do-	-do-	-do-	-do-	

# TERMINAL EXAMINATION ON 10<sup>TH</sup> UP TO 17<sup>TH</sup> OF MAY LONG VACATION STARTS ON 18<sup>TH</sup> JUNE FOR 5 WEEKS.

	GENERAL	М	V			P						
COMPETE	OBJECTIVES	0	E	MAIN	SUB-T	E		LEARNING ACTIVITIES	T/L	REFE	ASSESSMENT	REMARK
NCE		N	E	TOPIC	OPIC	R	TEACHING ACTIVITIES		MATERIAS	RENC		S
			К			ı				ES		

# **SCHEME OF WORK**

Name of teacher:	Name of School: <u>FEZA</u>
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Year: 2014 TERM:

Class/Stream: FORM THREE Subject: HISTORY

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То		_	1	COLONIAL	(A)		i)	i)	i)		
demonstrate	To enable the	0		ECONOMY	Establishe		To guide students to present	Students will write the	Written		
their ability	students to	С		IN AFRICA	d of	3	their findings in the class.	notes and asking the	sources.	-do-	
and to	explain the	Т			Colonial			questions.			
analyse the	sectors of	0			Economy						
different	colonial	В			-Meaning		ii)				
sections of	economy, their	E					To guide the students to	ii)	ii)		
colonial	factors and	R			-Objectiv		conduct the groups discussion	Students will present their	Map of Africa.		
Economy in	impacts on	S			es			findings in the class.			
Africa and	Africa.	E	4				iii)				
assess their		Р			-Tactics		To guide the students to	iii)	iii)		
impact on		Т			used to		conduct the process of asking	Students will draw various	List of guiding		
Africa.		E			establish		the questions.	sketch maps.	questions.		
		М			to			·			
		В			establishe	1					
		E			d Colonial	3					
		R			Economy						
		A					-do-	-do-			
		Ü	2		(ii)			u u u		-do-	
		G	-		Sectors of					40	
		U			Colonial						
		S			Economy						
		T			LCOHOIN						
							-do-				
		J					-40-	ماء			
		U	4					-do-		۔ لم	
		L								-do-	
		Y									

# **SCHEME OF WORK**

Name of teacher:	Name of School: <b><u>FEZA</u></b>
Year: 2014	TERM:
Class/Stream: FORM THREE	Subject: HISTORY

COMPETE NCE	GENERAL OBJECTIVES	M O N T H	W E K	TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMARK S
					-Agricul ture -Mining - Trade -Industr ies -Transp ort.		-do-	-do-	-do-	-do-		
					-Comm unicatio		<b>.</b>					

ONE WEEK MID TERM BREAK

# **SCHEME OF WORK**

Name of teacher:	Name of School: <u>FEZA</u>
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Year: **2014** TERM:

Class/Stream: FORM THREE Subject: HISTORY

C1033/311	aiii. <u>FURIVI I FIREE</u>								Subject.	<u></u>		
		О			(b)Featur							
		С			es of							
		Т			Colonial							
		0	4		Economy							
			4									
		B			ii)Colonial							
		E			labour					-do-		
		R			force	8						
					iii)Types							
					of C.I.E							
	GENERAL	М	v			P						
COMPETE	OBJECTIVES	0	E	MAIN	SUB-T	E		LEARNING ACTIVITIES	T/L	REFE	ASSESSMENT	REMARK
	OBJECTIVES		I -					FEWKIND WELLALIES			MJJEJJIJEN I	
NCE		N	E	TOPIC	OPIC	R	TEACHING ACTIVITIES		MATERIAS	RENC		S
		T	K							ES		
		Н				0						
						D						
						S						
		N		COLONIAL	i)Colonial	<u> </u>	i)Guiding the students to					
	To an ablada											
То	To enable the	0		SOCIAL	Education		present their class their					
demonstrate	students to	V		SERVICES	-Features		findings			-do-		
the ability to	demonstrate	E	2		-Impacts							
analyse the	knowledge on	М			ii)							
various	the various	В			Health		ii)Guiding the students to					
colonial	colonial social	E			social		write the notes.					
social	services and	R			services							
services and	shows how they				-features		iii)Guiding the students to			-do-		
shows	consolidated.				and		read the written sources and					
how they	consolidated.				impacts		answering the oral and					
consolidated					iii)		drawing the maps.					
Colonialism.					Provision							
					of water							
					Objects					-do-		
					Features							
					Motives							
					and							
					Distributi							
					on							
			Ь—		1	Ь—					<u> </u>	

# **SCHEME OF WORK**

Name of	teacher:		Name of School: <u>FEZA</u>
Year: <b>201</b>	<u>4</u>		TERM:
Class/Stre	eam: <b>FORM THREE</b>		Subject: HISTORY
		D	
		E	REGIONAL EXAMINATION
		С	LONG VACATION FOR FIVE WEEKS
		E	
		М	
		В	
		E	
		R	