

SCHEME OF WORK

Name of teacher: _____

Year: 2023

Class/Stream: **FORM THREE**

Name of School:

TERM:

Subject: **HISTORY**

COMPETENCE	GENERAL OBJECTIVES	M	W	E	MAIN TOPIC	SUB-TOPIC	P	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L	REFERENCE	ASSESSMENT	REMARKS
	O	N	E	K	I	O	R	D	S	MATERIAS	RENCES		S

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

SCHEME OF WORK

Name of teacher: _____

Year: 2023Class/Stream: FORM THREE

Name of School: _____

TERM:

Subject: HISTORY

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 B R U A R Y	3	ESTABLISH MENT OF COLONIALISM.	(i) Scramble for and partition of Africa. (ii) Impacts and areas which had intensive scramble. (iii) Berlin Conference.	1 2 3 1 3 ii) iii)	1) To guide the students individually to read the written sources.	i) Students will read written sources	i) Written sources	(i)		

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COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENCE	ASSESSMENT	REMARKS
		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-				

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TERM:

Class/Stream: **FORM THREE**Subject: **HISTORY**24th MARCH - MID TERM TEST BEGINS UP TO 31ST MARCH1ST APRIL MID - TERM BREAK UP TO 10TH APRIL

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

SCHEME OF WORK

Name of teacher: _____

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Subject: HISTORY

To demonstrate knowledge on 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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SCHEME OF WORK

Name of teacher: _____

Name of School:

Year: 2023

TERM:

Class/Stream: FORM THREESubject: HISTORY

COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENCE	ASSESSMENT	REMARKS
		J U N E M A Y	4		(b) Colonial military & legal Institution		-do-	-do-	-do-	-do-		
			1		i) Functions of @ colonial Institution		-do-	-do-	-do-	-do-		
					ii) Tactics used.							

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Class/Stream: FORM THREESubject: HISTORY**TERMINAL EXAMINATION ON 10TH UP TO 17TH OF MAY****LONG VACATION STARTS ON 18TH JUNE FOR 5 WEEKS.**

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

SCHEME OF WORK

Name of teacher: _____

Year: **2023**Class/Stream: **FORM THREE**

Name of School: _____

TERM:

Subject: **HISTORY**

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.	O C T O B E R S E P T E M B E R A U G U S T J U L Y	1 4 2 4	COLONIAL ECONOMY IN AFRICA	(A) Establishes of Colonial Economy -Meaning -Objectives -Tactics used to establish to established Colonial Economy (ii) Sectors of Colonial Economy	1 3 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-		

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COMPETE NCE	GENERAL OBJECTIVES	M	W	MAIN TOPIC	SUB-TOPIC	P	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L	REFE RENC ES	ASSESSMENT	REMARK S
	O	E	N	E	R	I	D	O	MATERIAS			
					-Agriculture -Mining - Trade -Industries -Transport. -Communication		-do-	-do-	-do-	-do-		

ONE WEEK MID TERM BREAK

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		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-		
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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Subject: HISTORY

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 Distribution	<p>i) Guiding the students to present their class their findings</p> <p>ii) Guiding the students to write the notes.</p> <p>iii) Guiding the students to read the written sources and answering the oral and drawing the maps.</p>			-do-	
		D E C E M B E R			REGIONAL EXAMINATION LONG VACATION FOR FIVE WEEKS					