

SCHEME OF WORK

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

Year: **2023**

Class/Stream: **FORM TWO**

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

TERM:

Subject: **HISTORY**

| COMPETENCE | GENERAL OBJECTIVES | MENTAL | VALUES | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|------------|--------------------|--------|--------|------------|-----------|---------|---------------------|---------------------|--------------|------------|------------|---------|
|            |                    |        |        |            |           |         |                     |                     |              |            |            |         |

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|                                                                                    |                                                                                    |                                              |   |                                           |                                                                            |   |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |                                                                                                                                        |                                                    |                                                                                                                 |  |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------|---|-------------------------------------------|----------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|
| To demonstrate knowledge on the motive for interaction among the people of Africa. | Understand and explain the Motives for the interaction among the people of Africa. | <b>J<br/>A<br/>N<br/>U<br/>A<br/>R<br/>Y</b> | 2 | 1. INTERACTION AMONG THE PEOPLE OF AFRICA | (a) Social and Economic factors for interaction<br>(b) The coming of Ngoni | 4 | Guide the students on the factors that contributed to the interaction among the people of Africa.<br><br>To lead discussion on the impact of interaction to the people of Africa.                                                | To engage students in discussion on the factors for interaction.<br><br>To read written source of interaction and engage in lesson effectively.                                                                     | Sketching map of the interaction among the people of Africa.                                                                           | Mastering to African History for Secondary school. | (a) Draw a map of Africa and label the sources and routes used during those interactions.                       |  |
|                                                                                    |                                                                                    |                                              | 3 |                                           |                                                                            | 4 | Guide the students meaning and causes of Ngoni migration.<br><br>Guide the students on the effects of Ngoni Migration in East & Central Africa.<br><br>Guide the students in groups to read about & explain the Ngoni Migration. | Drawing map showing routes of Ngoni migration to Central & East Africa.<br><br>To lead discussion in questions and answer technique to guide students to discuss the social & political effects of Ngoni Migration. | Written sources on the social, political and economic effects of Ngoni Migration.<br><br>Sketching map of showing the Ngoni Migration. | -/-                                                | (a) Explain the social effects of Ngoni Migration.<br><br>(b) Explain the political effects of Ngoni Migration. |  |

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| COMPETENCE                                                                                           | GENERAL OBJECTIVES                                                                              | MONTH | WEEK | MAIN TOPIC                                                            | SUB-TOPIC                                                                  | PERIODS | TEACHING ACTIVITIES                                                                                                                                                                                                      | LEARNING ACTIVITIES                           | T/L MATERIAS                                                        | REFE RENC ES                | ASSESSMENT                                  | REMARK S |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------|------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------|-----------------------------|---------------------------------------------|----------|
| Demonstrate knowledge and show appreciation on Social & Economic development in Pre-colonial Africa. | Understanding and appreciate the level of Social & Economic development in Pre-Colonial Africa. |       | 4    | 2. SOCIAL – ECONOMIC DEVELOPMENT & PRODUCTION IN PRE-COLONIAL AFRICA. | (a) Social Organization & Production.<br>(b) Types of Social Organization. | 4       | To guide the groups to present, discuss & clarify the response on the meaning of social organization & production.<br><br>Guide the students in the groups to read written source on social organization and production. | Providing the meaning of Social organization. | Written sources on the meaning of social organization & production. | Mastering African History . | Explain the meaning of social organization. |          |

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|                |                       |                       |                  |               |               | 4                               | Assign students to read written sources on the meaning, origin and practice of Communalism.<br><br>Use role play to show how land was controlled.<br><br>Brainstorm the students on the meaning of feudalism & communalism. | Engaging the students full on the discussion on African feudalism.<br><br>Brainstorm students on the meaning of Slavery. | Written sources on the meaning of Communalism and its characteristic. | -//-               | Explain the origin of Slavery in Africa.<br><br>Explain the main factors at Slavery in Africa. |             |
|----------------|-----------------------|-----------------------|------------------|---------------|---------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------|-------------|
| COMPETE<br>NCE | GENERAL<br>OBJECTIVES | M<br>O<br>N<br>T<br>H | W<br>E<br>E<br>K | MAIN<br>TOPIC | SUB-T<br>OPIC | P<br>E<br>R<br>I<br>O<br>D<br>S | TEACHING ACTIVITIES                                                                                                                                                                                                         | LEARNING ACTIVITIES                                                                                                      | T/L<br>MATERIAS                                                       | REFE<br>RENC<br>ES | ASSESSMENT                                                                                     | REMARK<br>S |

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|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------|---|-------------------------------|-----------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------|--|
| Shows the abilities to examine and explain the motives for the coming at Foreigners to Africa. | Explain the motives for the coming of Foreigners to Africa from earliest times up to 1850s. | <b>F<br/>E<br/>B<br/>R<br/>U<br/>A<br/>R<br/>Y</b> | 1 | AFRICA AND THE EXTERNAL WORLD | (a) Early contract with the middle East & Far East. | 2 | Guide students in groups to read written sources to identify & discuss the motives of the contacts between middle East and Far East.                                                                                                          | Providing the students with the walls maps to show the regions involved in these contracts.                                                                     | Written sources on the contacts between African and Middle East.                                                                            | Mastering to African History. | Explain the social & economic motives of contracts between African & Middle East. |  |
|                                                                                                |                                                                                             |                                                    | 2 |                               |                                                     | 2 | Guide the groups to present their responses in class for discussion and clarification.                                                                                                                                                        |                                                                                                                                                                 | Walls of maps of Indian Ocean region showing countries surrounding the Indian ocean.                                                        |                               |                                                                                   |  |
|                                                                                                |                                                                                             |                                                    | 3 |                               | (b) Contact with Europe<br><br>(i) The Portuguese   |   | Explain the social and economic motives of the contact between African and Portuguese.<br><br>To identify the commodities this involved doing contacts.<br><br>Sketch map to guide the students to identify the regions & countries involved. | Guide students discussion on the failure of Portuguese.<br><br>Guiding the students on the influence & impact of Portuguese in Africa.<br><br>To describe them. | Wall map and sketch maps on African an Europe and voyage of discovery.<br><br>Written sources on the contacts between African & Portuguese. | -//-                          | Explain the effects of doing fall of Portuguese in East Africa.                   |  |

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| COMPETENCE | GENERAL OBJECTIVES | MONTH                 | WEEK | MAIN TOPIC | SUB-TOPIC                                                                                      | PERIODS | TEACHING ACTIVITIES                                                                       | LEARNING ACTIVITIES                                                                  | T/L MATERIAS                                                 | REFE RENC ES                                    | ASSESSMENT                                                              | REMARK S |
|------------|--------------------|-----------------------|------|------------|------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------|----------|
|            |                    | M<br>A<br>R<br>C<br>H | 3    |            | (ii)<br>Dutch<br>settlem<br>ent at<br>Cape.                                                    |         | Leading students on the<br>influence of Dutch at the<br>Cape & their impact.              | To describe the<br>activities of Dutch at<br>the Cape of South<br>Africa.            | Relevant<br>sketch maps<br>of South<br>Africa and<br>Europe. | -//-                                            | Explain the<br>Boer trek in<br>South Africa.                            |          |
|            |                    |                       | 1    |            | (iii)<br>Slave<br>Trade in<br>the<br>Indian<br>Ocean<br>&Trans-<br>Atlantic<br>slave<br>trade. | 2       | Leading the students on<br>the influence of Sultan<br>of Zanzibar in the Indian<br>Ocean. | Listen attentively and<br>engaging fully in<br>discussion reacting to<br>the lesson. |                                                              | History<br>for<br>Second<br>ary<br>School<br>s. | Explain the<br>factors for rise<br>of<br>Trans-Atlantic<br>slave trade. |          |

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|----------------|-----------------------|-----------------------|------------------|----------------------------------|---------------|---------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|-----------------|--------------------|--------------------------------------------------------------|-------------|
|                |                       |                       | 2                | MID – TERM TEST & SHORT VACATION |               |                                 |                                                                     |                                                             |                 |                    |                                                              |             |
|                |                       |                       | 3                |                                  |               |                                 |                                                                     |                                                             |                 |                    |                                                              |             |
|                |                       |                       | 4                |                                  |               | 2                               | Guiding the students on origin and affects of Atlantic Slave trade. | Explain the origin and effects of Atlantic slave in Africa. |                 | -//-               | Explain the social economic effects of Atlantic Slave trade. |             |
| COMPETE<br>NCE | GENERAL<br>OBJECTIVES | M<br>O<br>N<br>T<br>H | W<br>E<br>E<br>K | MAIN<br>TOPIC                    | SUB-T<br>OPIC | P<br>E<br>R<br>I<br>O<br>D<br>S | TEACHING ACTIVITIES                                                 | LEARNING ACTIVITIES                                         | T/L<br>MATERIAS | REFE<br>RENC<br>ES | ASSESSMENT                                                   | REMARK<br>S |

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|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------|---|-----------------------|-----------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------|--|
| Demonstrates knowledge on the development of capitalist and analyses how and why it in Florence social & economic changes in Africa. | Understand and explain & why the development of Capitalism influenced social and economic changes in Africa. | A<br>P<br>R<br>I<br>L | 2 | INDUSTRIAL CAPITALISM | (a)<br>Demand of Industrial Capitalism  | 4 | Guide students through question & answers to explain the running of industrial Capitalist.<br><br>Lead students in groups using written sources to read, discuss and make brief notes on why Europe experienced the demand for raw materials, markets etc. | Assist the students in groups to present their responses in class for discussion and clarification.                                                           | Written sources on the demands of raw materials, markets etc.                                                                            | ---                                               | Explain why Europe experienced demand for agriculture product. |  |
|                                                                                                                                      |                                                                                                              |                       | 4 |                       | (b)<br>Agents of Industrial Capitalism. | 4 | To guide students, individually to research on the names, sponsors and the roles, of the<br>- Explore<br>- Trader<br>- Missionaries<br>- Companies<br>- Association                                                                                        | Students to draw sketch maps showing the routes used by the agents of Capitalism.<br><br>Students in groups read, discuss and summarize the impact of agents. | Literature on the roles of agents of industrial Capitalism.<br><br>Sketch map showing the important routes used by agents of Capitalism. | History for Secondary School Book Two.<br><br>--- |                                                                |  |

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| COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC                    | PERIODS | TEACHING ACTIVITIES                                                                                                                                                         | LEARNING ACTIVITIES                                                                                                    | T/L MATERIAS                                                                    | REFERENCES                             | ASSESSMENT                                             | REMARKS |
|------------|--------------------|-------|------|------------|------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------|---------|
|            |                    | MAY   | 1    |            | (c) Abolition of Slave trade | 4       | Guide the students on the running and origin of abolition of slave trade.<br><br>Lead the students in presenting their responses in class for discussion and clarification. | Students to read the written sources, discuss and explain the social and economic effects of abolition of slave trade. | Written sources on the tactics used in the process of abolition of slave trade. | History for Secondary School Book Two. | Assess the social effects of abolition of slave trade. |         |
|            |                    |       | 2    |            |                              |         | Guide the students to conduct a date base for assessing the geniuses of the reasons given for the abolition of slave trade.                                                 | Students in group make notes on the treaties used in the process of abolition of slave trade.                          | Written sources on social and economic effects of abolition of slave trade.     | -//-                                   |                                                        |         |
|            |                    |       | 3    |            |                              |         |                                                                                                                                                                             |                                                                                                                        |                                                                                 |                                        |                                                        |         |

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|------------------------|-------------------------------|----------------------------------|----------------------------|------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------|---------------------|
|                        |                               |                                  | 4                          |                                          | (d)<br>British<br>occupat<br>ion of<br>South<br>Africa<br>via the<br>cape. | 4                                            | To lead the students in<br>groups to find out from<br>written sources why<br>British were interested<br>in the Capes of South<br>Africa. | Student in group to<br>present their findings<br>especially in the<br>remaining attached<br>in capitalism. | Literature on<br>the facture<br>used to<br>colonise the<br>Cape of<br>South. | History<br>of<br>Southe<br>rn<br>Africa. | Explain the<br>main motives<br>for British<br>occupation in<br>South Africa. |                     |
|                        |                               | J<br>U<br>N<br>E                 | 1<br>-<br>4                | <b>TERMINAL EXAM &amp; LONG VACATION</b> |                                                                            |                                              |                                                                                                                                          |                                                                                                            |                                                                              |                                          |                                                                              |                     |
| <b>COMPETE<br/>NCE</b> | <b>GENERAL<br/>OBJECTIVES</b> | <b>M<br/>O<br/>N<br/>T<br/>H</b> | <b>W<br/>E<br/>E<br/>K</b> | <b>MAIN<br/>TOPIC</b>                    | <b>SUB-T<br/>OPIC</b>                                                      | <b>P<br/>E<br/>R<br/>I<br/>O<br/>D<br/>S</b> | <b>TEACHING ACTIVITIES</b>                                                                                                               | <b>LEARNING ACTIVITIES</b>                                                                                 | <b>T/L<br/>MATERIAS</b>                                                      | <b>REFE<br/>RENC<br/>ES</b>              | <b>ASSESSMENT</b>                                                            | <b>REMARK<br/>S</b> |

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|--|--|----------------------------|----------------|---------------------------|--|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------|------------------------------------------------------------------|--|
|  |  | J<br>U<br>L<br>Y           | 3<br><br><br>4 |                           |  | 4<br><br><br>4 | <p>Guide the students individually, to find out from written sources on the factors used by the British to occupy the Cape.</p> <p>Guide the students in groups to discuss and compile routes on the factors used by the British to occupy cape.</p> | <p>Students to engage on the discussion on the causes of bore teak in South Africa.</p> <p>Sketching map on those areas occupied by the Boers in South Africa.</p> | Literature on the reason and effects of Boer trek in South Africa. | -//- | Be able to explain the reason for the Boer trek in South Africa. |  |
|  |  | A<br>U<br>G<br>U<br>S<br>T | 1              | END OF SYLABUS / REVISION |  |                |                                                                                                                                                                                                                                                      |                                                                                                                                                                    |                                                                    |      |                                                                  |  |