**REPUBLIC OF RWANDA**

**MINEDUC**

**RUTSIRO DISTRICT**

**RUTSIRO 2022 – 2023 SCHEME OF WORK**

|  |  |
| --- | --- |
| **SCHOOL NAME:** | **SUBJECT: SRS** |
| **CLASS: P5** | **TEACHEFR’S NAMES:…………………………………………………..** |

**FIRST TERM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PERIOD** | **WEEK** | **UNIT TITLE** | **LESSON / CONTENT** | **LEARNING ACTIVITIES** | **RESOURCES** |  |
| 26/9-30/9/2022 | **1** | **UNITY 1**: **OUR PROVINCE AND ITS LOCATION IN RWANDA.** | **Our province and its location in Rwanda**.  **>**Location and neighbours of our province.  **>**Elements of a good map and their importance. | Draw (individually) the map of his/her province and interpret it to fellow pupils.  In groups pupils will discuss the importance of a map and its elements then make a summary. | Map of Rwanda.  Provincial map.  Syllabus text book p5. | 6 |
|  | **SUMMATIVE EVALUATION** | | | | | |
| 3/10-7/10/2022 | **2** | **Unit2: COMPLEMENTARITY AND SOCIAL COHESION IN THE SOCIETY.** | **COMPLEMENTARITY IN THE SOCIETY**  **\*People in the society**  **>**Their roles and responsibilities  **>**How their complement each other.  **>** Indicators of complementarity among people in our province.  **>** Importance of complementarity in our province.  **FORMATIVE EVALUATION** | Pupils in group will discuss different roles and responsibilities of people in society and display their findings in class for general discussion then highlight main ideas. | P5 Text book SRS P5.  Pictures  Photos | 6 |
| 10-14/10/2022 | **3** | **Unit 2: COMPEMENTARITY AND SOCIAL COHESION IN THE SOCIETY.** | **SOCIAL COHESION AND CONFLICT MANAGEMENT IN OUR PROVINCE**.  **>**Human rights and their importance in our province.  **>**The importance of peace in society.  **>** The role of family in maintaining peace and harmony.  **>**Consequences of disharmony in the society.  **Conflict management in the society.**  **>**Definition of the concepts of bias, prejiduce, stigma, intolerance, harassment, rejection and bullying. | Pupils will do to general cleaning around the school and evaluate how they complemented each other in that activity. |  | 6 |
|  | **SUMMATIVE EVALUATION** | | | | | |
| **17/10-21/10** | **4** | **Unit 3: HYGIENE AND SANITATION** | **SANITATION**  **>**Different ways of keeping our province clean.  **>**Importance of keeping our province clean.  **>** Dangers of poor sanitation in our province.  **>** Diseases caused by poor sanitation.  **HYGIENE**  **>**Personal hygiene  **>**Ways of keeping personal hygiene  **FORMATIVE EVALUATION** | Pupils will do an activity of cleaning the school compound and after discuss together the ways of keeping our province clean.  Pupils in groups discuss negative effects related to poor sanitation in our province and present their findings to the whole class.  In groups will discuss the ways of promoting personal hygiene. | Illustrations  P5 textbook. | 6 |
| **24/10-28/10** | **5** | **UNIT 3: HYGIENE AND SANITATION** | **>**Importance of personal hygiene.  **>**Dangers of poor personal hygiene.  **>** Materials or tools used to maintain personal hygiene.  **>**Hygiene of private parts.  **>** Effects of poor hygiene of private parts.  **>**Definition of STIs.  **>**Examples of Sexual transmitted infections(STIs)  **FORMATIVE EVALUATION** | Pupils in groups will discuss the effects of poor personal hygiene and dangers of poor hygiene of private parts then present their findings to the whole class then highlight main ideas.  Pupils will discuss the examples of sexual intercourse with an infected person. | Illustration  Textbook P5 | 6 |
| **31/10-04/11/2022**  **7/11-11/11/2022** | **6**  **7** | **UNIT3: HYGIENE AND SANITATION**  **UNIT 4: CIVICS AND GOVERNANCE.** | **AIDS**  **>**How AIDS is spread.  **>**Signs and symptoms of AIDS.  **>**Prevention and control of AIDS.  **>**Ways of caring for AIDS patients.  **>** Effects of AIDS in community.  **>**Other examples of sexual transmitted infections. (Gonorrhea, syphilis and trichomoniasis ,Candidiasis, Chancroid, Genital warts, cancer of cervix and penis cancer).  **>** symptoms and general prevention of STIs.  **>**Tuberculosis(**TB**)  **>**Signs and symptoms of tuberculosis.  **>**Prevention and control of tuberculosis.  SUMMATIVE EVALUATION  **Acceptable behaviour**  **>**Influence of peer pressure and its consequences to people.  **>**How to avoid peer pressure influence. | Pupils in groups will discuss causes and measures for preventing HIV/AIDS and STIs and make presentation followed by questions and answers.  Pupils in groups will discuss causes, signs and symptoms and preventive measures of TB and make class representation followed by questions and answers.  Discuss in groups factors that causes bad behaviour and make class representation.  Discuss in groups influence of peer pressure and its consequences to people and how to avoid it then make class representations. Each class presentations will followed by questions and answers. | Illustrations  Textbook P5 | 6  6 |
| **14-18/11/2022** | **8** |  | **National symbols**  **>S**ymbols of Nation  **>** The national Anthem.  **>**Elements of national flag and their meaning.  **>**Places where the National Flag is raised.  **>**Elements of National Coat of Arms and their meaning.  **FORMATIVE EVALUATION** | Draw individually the National Flag and the National Coat of Arms and interpret each elements. |  |  |
| **21/11-25/12**  **28/11-2/12** | **9**  **10** | **UNIT4:CIVICS AND GOVERNANCE**  **UNIT 5: NATIONS OF THE BIBLE** | **LEADERSHIP**  **>**Main leaders in our province and their roles.  **>**Leadership styles and democracy in our province.  **>** Factors that contribute to good governance.  **>** How good governance contributes to development.  SUMMATIVE EVALUATION  **>**Meaning of the Bible.  **>**Structure of the Bible.  **>**The authorship of the Bible.  **>**Basic elements of the Bible(Sins, faith, redemption, rightiousness, authority of the Bible, etc).  **>**The importance of the Bible in the Christian life. | **Group work , Individualisation.**  Pupils in groups will discuss the indicators of democracy and good governance and make representation. Each representation will be followed by questions and answers.  Discuss the meaning of the Bible and its structure.  Discuss the authorship of Bible in Christian Worship. Make group representations about practical values based on the biblical truth and the spiritual importance.  Use plays in learning the books of the Bible. | Textbook P5  Bible  SYLLABUS P5 | 6  6 |
| **5/12-9/12** | **11** | |  |  |  |  | | --- | --- | --- | --- | | **UNIT 6:ECONOMY** | **Family budget >** Making simple family budget. **>** Types of budget  **>**Resource management **>** Importance of financial institutions and local markets  **SUMMATIVE EVALUATION** | Pupils in groups will make a simple family budget. Act a role-play of buying and selling in their class**.** | Illustrations , textbook p5,syllybus | | **Family budget >** Making simple family budget. **>** Types of budget  **>**Resource management **>** Importance of financial institutions and local markets  **SUMMATIVE EVALUATION** | Pupils in groups will make a simple family budget. Act a role-play of buying and selling in their class**.** | Illustrations , textbook p5,syllybus |  |
| **12/12-16/12** | **12** | **EXAMINATIONS** | | | | |
| **19/12-23/12** | **13** | **FILLING SCHOOL REPORTS** | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | | **SECOND TERM** |  |  |  | | | | |
| **PERIOD** | **WEEK** | | **UNIT TITLE** | **LESSON/CONTENT** | | **LEARNING ACTIVITIES** | **RESOURCES** | **Observation** | | |  | |
| 9-13/1/2023 | **1** | | **UNIT 6:ECONOMY** | **Family budget >** Making simple family budget. **>** Types of budget  **>**Resource management **>** Importance of financial institutions and local markets  **SUMMATIVE EVALUATION** | | Pupils in groups will make a simple family budget. Act a role-play of buying and selling in their class**.** | Illustrations , textbook p5,syllybus |  | | |  | |
| 16-20/1/2023 | **2** | | **UNIT 7**: **SOCIAL SERVICES AND IMPORTANT PLACES.** | **Social services and facilities >** Institutions that provide social services and their beneficiaries.  **>** Functions of institutions which provide social services. | | Discuss in groups the functions of different institutions which provide social services and make class presentation then make a summary. | illustrations , textbook p5,syllybus |  | | |  | |
| 23-27/1/2023 | **3** | | **UNIT7: SOCIAL SERVICES AND IMPORTANT PLACES**. | **Important places in our province**  **>** Important places in our province  **>** Problems faced by important places and how to overcome them.  FORMATIVE EVALUATION | | Pupils in groups will draw a provincial map , locate the important places and discuss different ways of preserving them then make class presentation followed by questions and answers. | Illustrations , textbook p5,syllybus |  | | |  | |
| 30/1-3/2/2023 | **4** | | **UNIT8: ENVIRONMENT AND CLIMATE IN OUR PROVINCE** | **Environment >** Main environmental components and their importance in our province. **>** Human activities that affect environment in our province. | | Pupils in group will discuss the importance of environmental components . | Illustrations , textbook p5,syllybus |  | |  | | |
| 6-10/2/2023 | **5** | | **ENVIRONMENT AND CLIMATE IN OUR PROVINCE** | **>** Consequences of polluting the environment. **>** Preservation of the main components of the environment**.**  **Climate in our province >** Climate and its major aspects. >Instruments used to measure and record weather. | | Pupils will carry out activities that preserve the environment in their province.  Pupils in group will make simple weather instruments and explain their use. | Illustrations , textbook p5,syllybus |  | |  | | |
| 13-17/2/2023 | **6** | |  | >Seasons in our province. > How weather and climate affect people's activities in our province  SUMMATIVE EVALUATION | | Pupils in groups will discuss different activities done in different seasons and make a report to the class. |  |  | |  | | |
| 20-24/2/2023 | **7** | | **UNIT9: POPULATION** | >Population >Population distribution in our province. >Factors that affect population distribution | | Make an out classroom activity and observe how people are distributed in area and make a report about their findings to the class. | Illustrations , textbook p5,syllybus |  |  | | | |
| 27/2-3/3/2023 | **8** | | **UNIT9: POPULATION** | >Overpopulation  > problems associated with over population >Importance of controlling population growth  $**SUMMATIVE EVALUATION** | | Pupils in groups will discuss measures of controlling population growth and make class representation followed by questions and answers. | Illustrations , textbook p5,syllybus |  |  | | | |
| 6-10/3/2023 | **9** | | **UNIT 10:FIRST CHRISTIAN COMMUNITIES** | >The meaning of pentecost. >Spiritual significance of the pentecost.  >Early church | | In groups basing on the passages of Acts of Apostles , discuss in small group the meaning of pentecost as well as it spiritual importance. | Bible  Syllabus p5 |  |  | | | |
| 13-17/3/2023 | **10** | | **UNIT 10:FIRST CHRISTIAN COMMUNITIES** | The meaning of pentecost. >Spiritual significance of the pentecost.  >Early church | | In groups basing on the passages of Acts of Apostles , discuss in small group the meaning of pentecost as well as it spiritual importance. | Bible  Syllabus p5 |  |  | | | |
| 20-24/3/2023 | **11** | | **EXAMINATIONS** | | | | | |  | | | |
| 27-31/3/20 | **12** | | **FILLING SCHOOL REPORTS** | | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | **THIRD TERM** | |  | |  |  | | | **Period** | **Week** | **Unit title** | **Lesson/content** | | **Learning activities** | | **RESOURCES** | **Observation** | | | 17-21/4/2023 | 1 | **UNIT11:INFRASTRUCTURE** | **Transport >** Types and means of transport. > Importance of transport in our province. | | Appreciate the importance of transport in our province. . | | Illustration,  textbook p5,  pictures. |  | | | 24-28/4 | 2 | **UNIT11:INFRASTRUCTURE** | > Difficulties and dangers related to transport in our province.  >ways of overcoming  difficulties and dangers associated with transport in our province.  FORMATIVE EVALUATION | Show concern about proper use of roads | | Textbook p5.  Syllabus | |  | | | 1-5/05/2023 | 3 | **UNIT11:INFRASRUCTURE** | **Communication**  **>**Forms and means of communication in our communication.  >Difficulties and dangers related to communication in our province. | | Difficulties and dangers related to comminicationand ways of overcoming them and make representation to the whole class. | | Textbook p5.  Syllabus |  | | | 8-12/5 | 4 | **UNIT11: INFRASTRUCTURE** | >Ways of overcoming difficulties and dangers associated with communication in our province.  **SUMMATIVE EVALUATION** | |  | | Textbook p5.  Syllabus |  | | | **15-19/5** | 5 | **Unit 12: COLONIAL RWANDA** | **Foreign influence in Rwanda and East Africa >**Explorers >Missionaries > Traders >Colonialists | | Pupils in group will discuss about contribution of foreigners and present their findings to the class. | | Textbook p5.  Syllabus |  | | | **22-26/05** | 6 | **Unit 12: COLONIAL RWANDA** | **Independence of Rwanda and East African Nations**. **>**Rwanda's road to independence **>**Factors encouraging people to demand for independence.  FORMATIVE EVALUATION | | Pupils will discuss different political movements in Rwanda and their contribution towards the independence and make representation to the whole class. | | SRS TEXT BOOK P5,SYLLUBUS |  | | | **29/05-2/6/2023** | 7 | **Unit 12: COLONIAL RWANDA** | **Post-independent Rwanda.**  **>**Rwanda’s road to the independence.  >Factors encouraging people to demand for independence.  > First and second republic  >Liberation war(1990-19994 | | Pupils will discuss different political movements in Rwanda and their contribution towards the independence and make representation to the whole class.  Pupils in group will discuss historical elements of first and second republic and present their findings to the whole class. | | SRS TEXT BOOK P5,SYLLUBUS |  | | | **5-09/6/2023** | 8 | **Unit 12: COLONIAL RWANDA** | **GOVERNMENT >**Types of government.  >Organs of the Government  Functions of the organs of the Government.  > Government of unity.  **SUMMATIVE EVALUATION** | Pupils will discuss the organs of the government and their functions, make discussion on the duties of the government then represent their findings to the whole class. | | | Textbook p5.  Syllabus. |  | | | **12-16/06** | 9 | **Unit 12: COLONIAL RWANDA** | **GOVERNMENT >**Types of government.  >Organs of the Government  Functions of the organs of the Government.  > Government of unity.  **SUMMATIVE EVALUATION** | Pupils will discuss the organs of the government and their functions, make discussion on the duties of the government then represent their findings to the whole class. | | | Textbook p5.  Syllabus. |  | | | **19-23/06** | 10 | **THE FIRST CHRISTIAN COMMUNITIES** | **>**Primitive church  **>**Christianity and persecution.  **>**Spread of Gospel | Use songs | | | Illustration  Textbook P5  Bible |  | | | **26-30/06** | 11 | **THE FIRST CHRISTIAN COMMUNITIES** | **>**Primitive church  **>**Christianity and persecution.  **>**Spread of Gospel | Use songs | | | Illustration  Textbook P5  Bible |  | | | **3-7/7/2023** | **12** | **EXAMINATIONS** | | | | | | | | | **10-14/7/2023** | **13** | **FILLING SCHOOL REPORTS** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | |