**IRE FORM ONE SCHEMES OF WORK - TERM THREE - YEAR:………………**

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| **WK** | **LES** | **TOPIC** | **SUB-TOPIC/s** | **SPECIFIC OBJECTIVES** | **LEARNING ACTIVITIES** | **T/LEARNING AIDS** | **REFERENCE** | **REMARKS** |
| 1 |  | **REPORTING OF STUDENTS /OPENING EXAMS / REVISION OF EXAM ITEMS** |
| 2 | 1 | **MUAMMALAT** | **Marriage of Prophet Muhammad (p.b.u.h)**i) Names of the wivesii) The rationale | By the end of the lesson the learner should be able to; -Mention names of prophet’s wives-Explain the rationale of prophet’s marriage to many wives | -Explanation-Asking and Answering oral questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-copies of the Holy quran | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 2 | **MUAMMALAT** | **Rights and duties of family members**a) Parents  | By the end of the lesson the learner should be able to; - State rights and duties of parents | -Explanation-Asking and Answering oral questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-Learners experiences | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 3 | **MUAMMALAT** | **Rights and duties of family members**- b) Husband | By the end of the lesson the learner should be able to; - State rights and duties of a Husband in a family set –up. | -Explaination-Asking and Answering oral questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-Learners experiences | Crescent I.R.E *for secondary schools students bk. : KLB Pg* |  |
| 3 | 1 | **MUAMMALAT** | **Rights and duties of family members**c) Wife- | By the end of the lesson the learner should be able to:State rights and duties of a Wifein a family set –up. | -Explanation-Asking and Answering oral questions-Discussion-Taking notes. | -Lesson notes-Chalkbard | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 2 | **MUAMMALAT** | **Rights and duties of family members**c) children | By the end of the lesson the learner should be able to State rights and duties of children in a family set –up. | -Explaination-Asking and Answering oral questions-Discussion-Taking notes.-Sharing experiences | -Lesson notes-Chalkboard-Learners experiences | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 3 | **MUAMMALAT** | **Rights and duties of family members**d)Extended family members | By the End of the lesson the learner should be able to;- State rights and duties of extended family members  | -Explaining -Discussing - -Taking notes-Asking and Answering oral questions | -lessons Notes- Charts--Learners experiences | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 4 | 1 | **HISTORY OF ISLAM** | **Pre-Islamic Arabia**a) Jahiliyya | By the End of the lesson the learner should be able to;Describe the Jahiliyya period .  | -Explaining -Discussion- -Taking notes | -lessons Notes- Charts | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 2 | **HISTORY OF ISLAM** | (b) Prevailing conditions in Pre-Islamic Arabia | By the End of the lesson the learner should;State prevailing conditions in pre-Islamic Arabia. | -Explaining -Discussing - Taking notes | -lessons Notes- Charts-Wall map of Asia | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 3 | **HISTORY OF ISLAM** | **Life history of Muhammad**a) Birth | By the end of the lesson the learner should be able to; Narrate the birth of prophet Muhammad. | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-Holy quran | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*   |  |
| 5 | 1 | **HISTORY F ISLAM** | b) Early life | By the end of the lesson the learner should be able to; -narrate the life history of prophet (p.b.u.h) | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard- | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 2 | **HISTORY F ISLAM** | **Prophet’s Mission in Makka**a) Ba’ath (prophethood) and Revelation | By the end of the lesson the learner should be able to; -outline the prophet’s mission in Makka (Baath and revelation) | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chartHoly Quran 96:1-5 | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 3 | **HISTORY OF ISLAM** | b) Early muslim community and persecution  | By the end of the lesson the learner should be able to; -outline the prophet’s mission in Makka (persecution of muslims) | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 6 | 1 | **HISTORY OF ISLAM** | c) Muslims seeking asylum in Abyssinia | By the end of the lesson the learner should be able to; outline the prophet’s mission in Makka (Asylum in Abyssinia) | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart-Wall map of Africa | Crescent I.R.E *for secondary schools students bk.1 : KLB Pg.*  |  |
| 2 | **HISTORY OF ISLAM** | d) Isra wal Miraj (night journey and ascension) | By the end of the lesson the learner should be able to; - describe the prophet’s night journey and ascension to heaven | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart | Crescent I.R.E *for secondary schools students bk.1 : KLB Pg.*  |  |
| 3 | **HISTORY OF ISLAM** |  **Prophet’s mission in Madina** a) Hijra (migration to Madina)b) Beginning of muslim ummah | By the end of the lesson the learner should be able to; outline the prophet’s mission in Madina (hijra and beginning of muslim ummah) | -Explaination-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chartWall map of Middle East | Crescent I.R.E *for secondary schools students bk1. : KLB Pg.*  |  |
| 7 | 1 | **HISTORY OF ISLAM** | c) The battles of Badr, Uhud, Khandaq and Khaybar ,  | By the end of the lesson the learner should be able; -State reasons behind the battles and outcome of each of the battle | -Explination-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart | Crescent I.R.E *for secondary schools students bk1. : KLB Pg.*  |  |
| 2 | **HISTORY OF ISLAM** | d) The Treaty of Hudaibiyyae) Conquest of Makka.f) The battle of Hunain | By the end of the lesson the learner should be able to; -State the content of the treaty of Huddaibiyya-describe the conquest of makka-State reasons behind the battle of Hunain | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 3 | **HISTORY OF ISLAM** | g) Hijjatul widaa (The farewell pilgrimage)h) Death of the Prophet | By the end of the lesson the learner should be able; --Describe prophet’s farewell pilgrimage-narrate events that happened during the death of the prophet | -Explanation-Asking questions-Discussion-Taking notes. | -Lesson notes-Chalkboard-chart-picture cut-out of muslims performing hajj | Crescent I.R.E *for secondary schools students bk. : KLB Pg.*  |  |
| 8 | 1 | **MUSLIM SCHOLARS** | **Achievements of the Prophet**a) Brotherhood and equality of mankindb) Elimination of racismc) Eradication of slaveryd) Improvement of the status of womene) Religious tolerance | By the end of the lesson the learner should be able to;-State the achievements of prophet Muhammad (p.b.u.h.) | -Explanation-Asking questions-Discussion-Taking notes | -Lesson notes-Chalkboard-chart-picture cut-out of muslims performing hajj | Crescent I.R.E *for secondary schools students bk.1 :* |  |
| 2 | **MUSLIM SCHOLARS** | Sheikh Al Amin Mazrui | By the end of the topic, the learner should be able to:a) Describe the early life of Sheikh Al Amin Mazruib) explain Sheikh Al Amin Mazrui’s contributions to the growth and development of Islamc) appreciate and emulate muslim scholars | -Explanation-Asking questions-Discussion-Taking notes | -Lesson notes-Chalkboard | Crescent I.R.E *for secondary schools students bk1. :* |  |
| 3 | **MUSLIM SCHOLARS** | Sheikh Abdallah Swaleh Farsy | By the end of the topic, the learner should be able to:a) Describe the early life of Sheikh Abdallah Swaleh Farsyb) explain Sheikh Abdallah Swaleh Farsy’s contributions to the growth and development of Islamc) appreciate and emulate muslim scholars | -Explaination-Asking questions-Discussion-Taking notes | -Lesson notes-Chalkboard | Crescent I.R.E *for secondary schools students bk1. :* |  |
| 9 | **END YEAR EXAMS, MARKING AND COMPILING RESULTS** |