**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 wives  ii) 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 Wife  in 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  -chart  Holy 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  -chart  Wall 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 Hudaibiyya  e) 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 mankind  b) Elimination of racism  c) Eradication of slavery  d) Improvement of the status of women  e) 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 Mazrui  b) explain Sheikh Al Amin Mazrui’s contributions to the growth and development of Islam  c) 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 Farsy  b) explain Sheikh Abdallah Swaleh Farsy’s contributions to the growth and development of Islam  c) 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** | | | | | | | |