

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

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For Excellence in Social Studies

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Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

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PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.


The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

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THEME: LIVING TOGETHER IN OUR DISTRICT.

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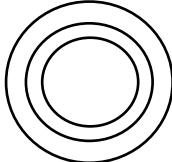

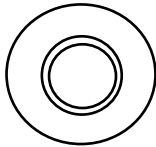
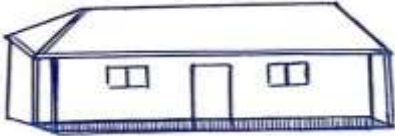
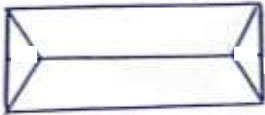



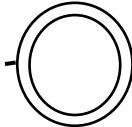


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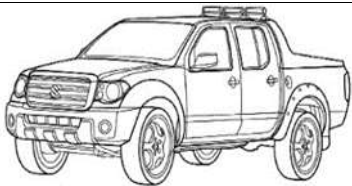
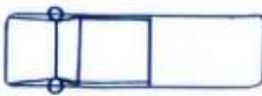


TOPIC 1: **LOCATION OF OUR DISTRICT IN UGANDA.**

MAPS AND PICTURES.

- ✚ **A map** is a drawing/ representation of an object as seen from above.
- ✚ Maps show how objects look like when viewed directly from above.
- ✚ We use symbols to help us understand and interpret a map of a detailed area.
- ✚ The boundary of a map determines the size and shape of the map.
- ✚ **A picture** is a representation of an object drawn as seen from aside.
- ✚ All features on a picture can be clearly seen as real objects.
- ✚ Pictures are more detailed than maps.

Maps and Pictures of different objects

Object name	Picture	Map
a tree		
a plate		
a pot		
a house		
a chair		
a cup		
a hut		

a car		
a table		

Similarity between maps and pictures.

- ❖ Both are representations of objects.

Difference between a picture and a map.

- ❖ A picture is drawn as seen from side while a map is drawn as seen from above.
- ❖ A picture is more detailed than a map.



- Give the meaning of each of the following;
 - A picture
 - A map
- Give one way a map is similar to a picture.
- Why is it easier for one to understand a picture of an object than its map?
- How is a map different from a picture?
- Draw the maps of the following objects.

<i>a cup</i>	<i>a circular table</i>	<i>a pot</i>	<i>a tree</i>

ELEMENTS OF A MAP.

- A key
- A scale
- A heading/ title
- A compass direction
- A frame.

Importance of different elements of a map.

<i>Element</i>	<i>Importance</i>
❖ A compass direction	❖ It helps to show the direction of places on a map
❖ A title/ heading	❖ It helps one to know what the map is all about.
❖ A key	❖ It helps a map reader to interpret symbols used on a map.
❖ A scale	❖ It helps a map reader to calculate the actual ground distance on a map.
❖ A frame	❖ It shows the extent of the area represented by the map.

Problems a map reader may face when reading a map without the map elements.

<i>Element missing</i>	<i>Challenge a map reader is likely to face</i>
▪ Without a compass direction	• Failure to know the direction of places on a map
▪ Without a title/heading	• Failure to know what the map is all about.
▪ Without a key	• Failure to interpret symbols used on a map.
▪ Without a scale	• Failure to calculate the actual ground distance on a map.
▪ Without a frame	• Failure to know the extent of the area represented by the map.

MAP SYMBOLS.

✚ These are features that are used to represent real objects on a map.

Why symbols are used on maps.

- ❖ To avoid congestion on the map.
- ❖ To make map reading easy.
- ❖ To ensure neatness of the map.

Common symbols used on maps.

<i>A rift valley</i>	<i>waterfall</i>	<i>A dam</i>	<i>A canal</i>	<i>A swamp</i>
<i>A quarry</i>	<i>A hill</i>	<i>airport</i>	<i>contours</i>	<i>a factory</i>
<i>Railway line</i>	<i>A port</i>	<i>hospital</i>	<i>mountain peak</i>	<i>permanent lake</i>
<i>Seasonal lake</i>	<i>church</i>	<i>A bridge</i>	<i>Seasonal river</i>	<i>Compass direction</i>

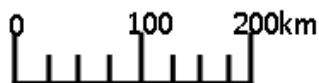
A SCALE.

- ✚ A scale helps a map reader to calculate the actual ground distance on a map.
- ✚ A map reader who reads a map without a scale may fail to calculate the actual ground distance on a map.
- ✚ A scale is only found on accurate maps.
- ✚ A sketch map is a map which is not drawn to scale while an accurate map is a map which is drawn to scale.

Types of scales.

(i) **Linear scale.**

This is the type of scale drawn using lines that are divided into equal parts.



(ii) **Rational/ fractional scale.**

This is the type of scale written as a mathematical fraction.

It can also be written as a ratio. eg. $\frac{1}{100\text{km}}$ or 1:100km.

(iii) **Statement scale.**

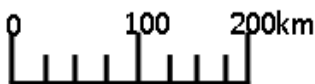
This type of scale can be given as a statement or words.

Eg. 1cm on a map represents 100km on the ground.

MEASURING AND CALCULATING DISTANCE OF PLACES USING A SCALE

Example 1.

Find the actual ground distance between town Q and town S if there is a distance of 6cm between the two towns on the map using the scale below.



Solution;

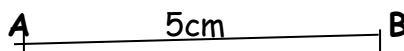
$$1\text{cm} = 100\text{km}$$

$$\begin{aligned} 6\text{cm} &= (6 \times 100)\text{km} \\ &= 600\text{km}. \end{aligned}$$

Therefore, the actual ground distance between Town Q and Town S is 600km.

Example 2.

Calculate the actual ground distance from town A to town B on the diagram below.



using a scale 1cm represents 10km

Solution;

$$1\text{cm} = 10\text{km}$$

$$\begin{aligned} 5\text{cm} &= (5 \times 10)\text{km} \\ &= 50\text{km}. \end{aligned}$$

Therefore, the actual ground distance between Town A and Town B is 50km.

Example 3.

Find the actual ground distance between Kampala and Jinja if there is a distance of 8cm between the two towns on the map.(use the scale 1cm=10km)

Solution;

$$1\text{cm} = 10\text{km}$$

$$8\text{cm} = (8 \times 10)\text{km} \\ = 80\text{km}.$$

Therefore, the actual ground distance between Kampala and Jinja is 80km.

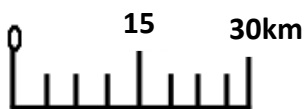


Testing Exercise.

6. Mention any four elements of a map.
7. State the importance of each of the above elements to a map reader.
8. Draw the map symbols of each of the following features.

<i>a railway line</i>	<i>a swamp</i>	<i>a bridge</i>	<i>a mountain peak</i>

9. Which problem is a map reader likely to face when reading a map without a key?
10. Give any two reasons why symbols are always used on maps instead of real objects.
11. Mention the two types of scales used on maps.
12. Why are maps drawn by P.4 pupils referred to as sketch maps?
13. Mention the three types of map scales.
14. Calculate the actual ground distance between town W and town Y if there is a distance of 8cm between the two towns on the map.
(using the scale 1cm=10km)
15. Name the type of scale is shown below.



HOW TO LOCATE PLACES.

- ✚ Location is the place where something is found.
- ✚ **Location** refers to the position of something or a place.

Ways of telling direction of places.

- By using the position of the sun.
- By using the compass.

Ways of locating places.

- By using maps.
- By using land marks eg. hills, mountains
- By using neighbourhood/ neighbouring places.
- By using a compass.

Ways of locating places on a map.

- ❖ By using the grid reference system/ lines of latitude and lines of longitude.
- ❖ By using a compass direction.
- ❖ By using the neighbourhood.
- ❖ Using landmarks.

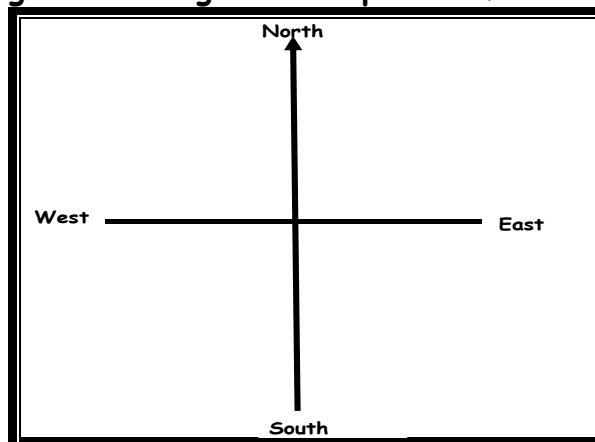
USING A COMPASS.

- ✚ A **compass** is an instrument used to show direction of places.
- ✚ A **compass direction** is the symbol used to show direction of places on a map.
- ✚ A compass needle always points to the **North** when a compass is at rest.
- ✚ The determinant point of a compass is **North**.
- ✚ A **compass rose** is a drawn compass.

Cardinal points of a compass.

- ✚ Cardinal points are the four major points of a compass.
- ✚ Cardinal points of a compass include;
 - North
 - South
 - East
 - West

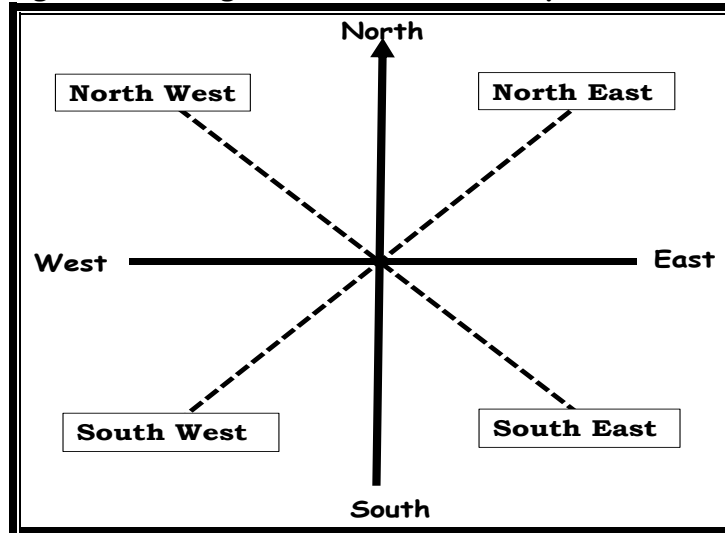
A diagram showing cardinal points of a compass.



Semi- cardinal points of a compass.

- ✚ These are points that lie between/ midway the cardinal points.
- ✚ They lie at 45° from the cardinal points.
- ✚ These points are also called the **semi-cardinal** or **ordinal points**.
- ✚ Secondary points of a compass include;
 - North East
 - South East
 - North West
 - South West

A diagram showing the Semi-cardinal points of a compass.

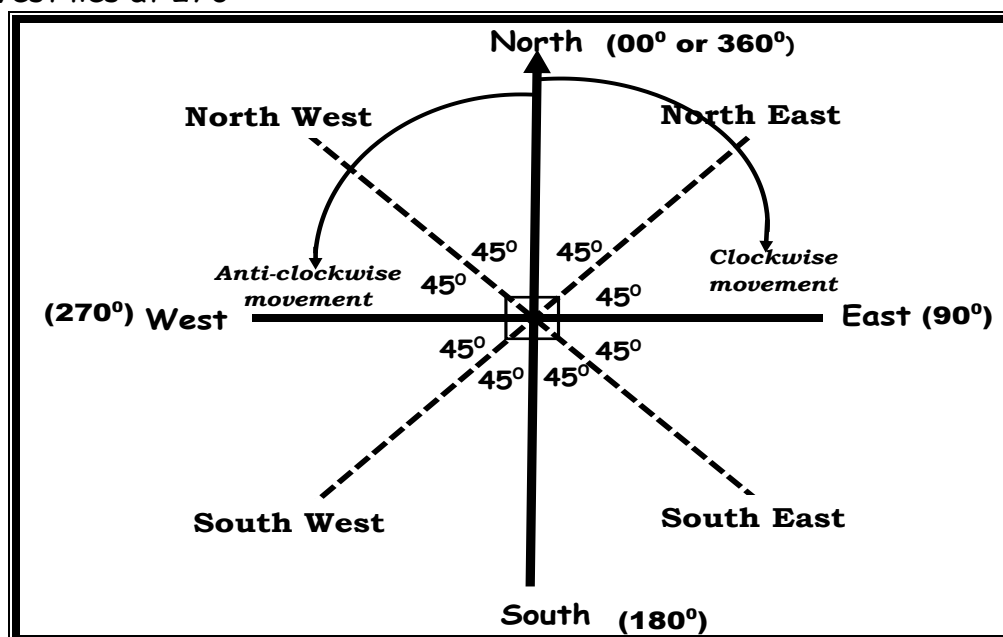


Groups of people who use a compass.

- ❖ Rally drivers
- ❖ Tourists
- ❖ Pilots
- ❖ Mountain climbers
- ❖ Sailors
- ❖ Scouts and girl guides.
- ❖ Soldiers

DEGREES AROUND THE COMPASS

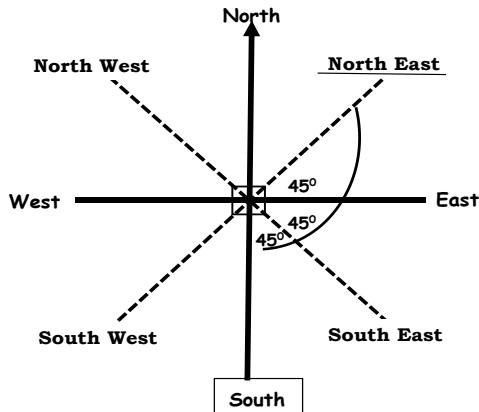
- ✚ The face of a compass is circular and is equivalent to 360°
- ✚ Cardinal points form at 90° from each other.
- ✚ Semi cardinal points form at 45° between two nearby cardinal points.
- ✚ The starting point is always at North with 0° and the ending point is also at North with 360° .
- ✚ Starting from the North moving clockwise,
 - ❖ North lies at 00° or 360°
 - ❖ East lies at 90°
 - ❖ South lies at 180° .
 - ❖ West lies at 270°



Example 1.

Okello was facing North East and he turned through an angle of 135° clockwise. Which new direction did he face?

Solution:

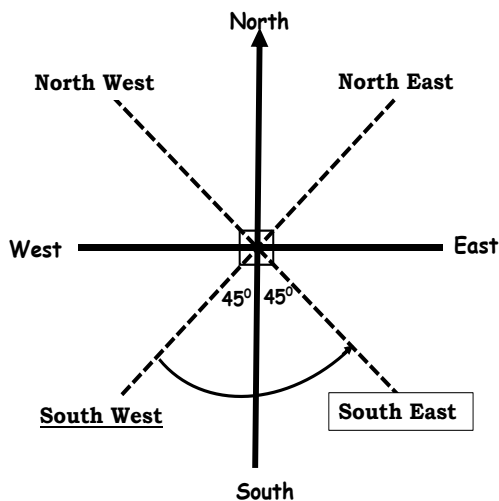


Okello's new direction was South.

Example 2.

Which new direction does Jemimah face if she turns from the South East 90° anti-clockwise?

Solution:

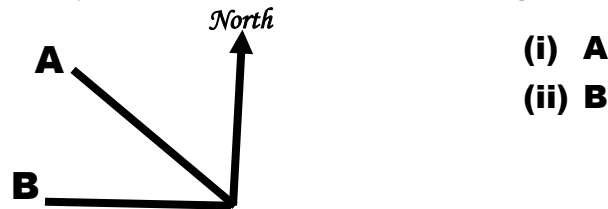


Jemimah faces South West.



1. Mention the commonest way of telling directions in your district.
2. Give any three ways one can locate places on a map.
3. State any two ways in which people in your community are able to locate places.
4. Name the direction to which a compass needle points when it is at rest.
5. How is a Compass direction different from a Compass?
6. Mention any three groups of people who commonly use a compass during their daily activities.
7. What are **Cardinal points** of a compass?
8. Mention the four cardinal points of a compass.
9. Mention any two secondary points of a compass.

10. Name the compass directions shown on the diagram below.



11. Name the compass direction which is directly opposite North West.

12. How is a compass useful to a pilot?

13. Which new direction does Hakim face if he turns anti-clockwise from the North East through an angle of 135° ?

14. Jerusha was facing South direction and she turned clockwise through an angle of 225° . What was her new direction?

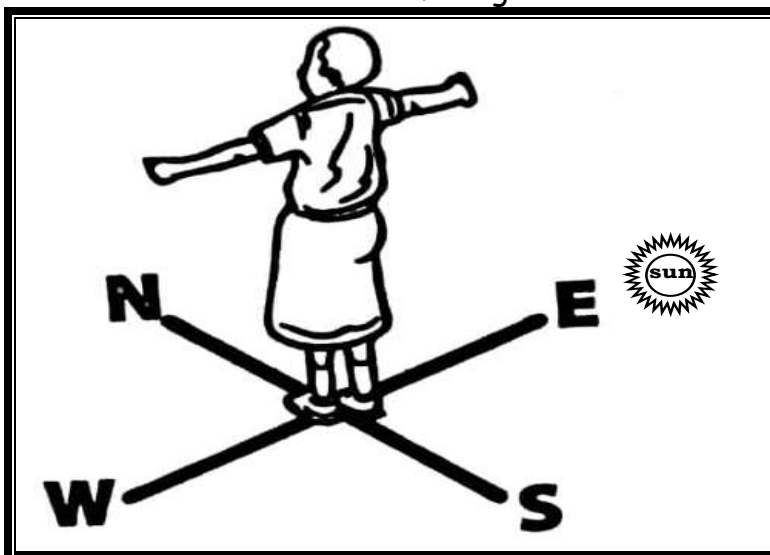
15. Why are tourists from other countries always given the map of Uganda?

USING THE POSITION OF THE SUN TO TELL DIRECTIONS.

- ❖ Using the position of the sun is the commonest way of telling directions in our district.
- ❖ The sun rises in the East every morning and sets in the West every evening.
- ❖ The position of the sun determines the position of shadows of objects.
- ❖ In the noon time (midday), the sun is always over head.
- ❖ In the morning, shadows of all objects are in the West.
- ❖ In the evening, shadows of all objects are cast towards the East.

In the morning:

- ✚ In the morning, the sun rises in the East.
- ✚ Therefore, if one stretches his/her right hand to point to the sun and stretches the left hand to the point to the opposite direction,
 - The **right hand** will be pointing to the **East**,
 - The **left hand** will be facing to the **West**,
 - He/she will be facing **North**,
 - The **back** will be facing **South**.



PRACTICAL ACTIVITY

- In the morning, stand under sunshine in your school compound .
- Use the position of the sun and your shadow to determine different directions (ie. North, South, West and East)

Activity: Draw the shadow of the girl in the diagram above.

Note:

- ✓ Shadows of objects are always in the West every morning because the light from the sun in the East is blocked hence forming shadows in the East.
- ✓ Shadows always appear in the East every evening because the light from the sun in the West is blocked hence forming shadows in the East.
- ✓ At midday/ noon time, all shadows of objects are around the objects (middle) because the sun overhead.
- ✓ Shadows are always shortest in the noon time and longest in the evening and morning.

Using the position of the sun to tell directions:

Example 1:

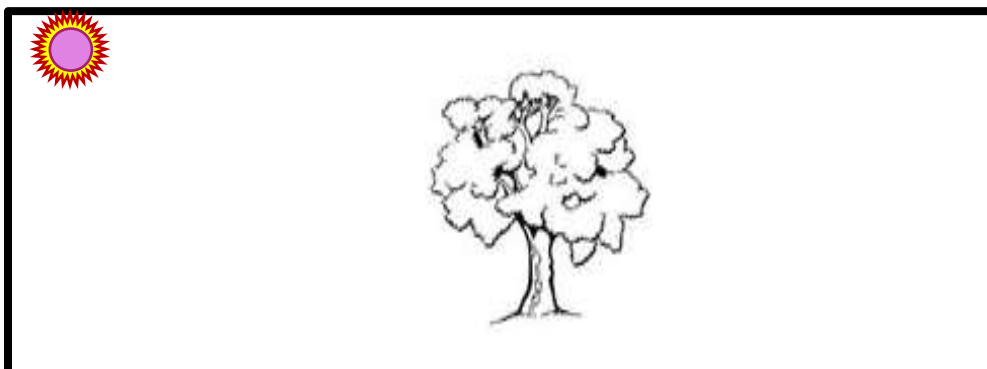
- ❖ James was going to school in the morning and he saw his shadow in front of him. In which direction was his school?
-The school was in the West.

Example 2:

- ❖ Jane was going to the market in the evening and saw her shadow on the righthand side. In which direction was:
 - a) Her home?
-In the South
 - b) The market place?
-In the North.



1. Mention the commonest way of telling directions in your community.
2. Name the direction in which the sun appears every morning.
3. Name the direction in which the sun sets.
4. To which direction are shadows of objects always cast every evening?
5. At what time of the day are shadows always the longest?
6. Why are shadows of objects very short at noon?
7. Andrew was going to the hospital at 9:00am and he saw his shadow in front of him. In which direction was the hospital?
8. In which direction do shadows of objects always appear every morning?
9. Draw the shadow of the tree below.



10. Joan was going to the shop in the evening and she saw her shadow on her right hand.
In which direction was:
(i) the shop?
(ii) her home?

LOCATING PLACES USING LINES OF LATITUDE AND LINES OF LONGITUDE

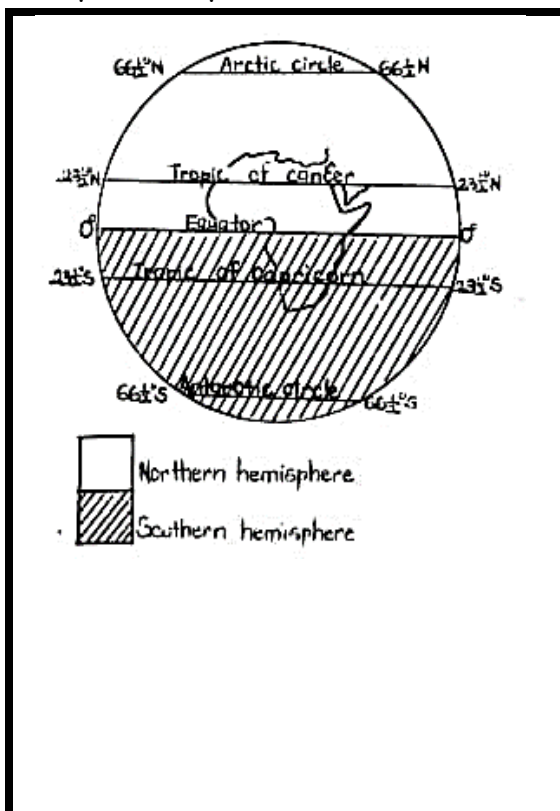
✚ **Grid reference system** is the method of locating places using lines of latitude and lines of longitude.

(i) LINES OF LATITUDE.

- ✚ These are imaginary lines drawn on maps or globe from East to West.
- ✚ The general name for all lines of latitude is parallels because they do not meet at any point.
- ✚ Latitude is the distance in degrees North or South of the equator.
- ✚ Lines of latitude help us to determine climate of places.

Major lines of latitude.

- The Equator (0°)
- Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$)
- Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$)
- Arctic circle ($66\frac{1}{2}^{\circ}\text{N}$)
- Antarctic circle ($66\frac{1}{2}^{\circ}\text{S}$)



The Equator

- ✚ The Equator divides the world into two equal parts (hemispheres)
- ✚ The Equator is marked 0° because it is the starting point for all latitude readings.
- ✚ The Equator is the most important line of latitude because it crosses the world at the centre.
- ✚ All districts which are crossed by the equator lie in both the Northern and Southern hemisphere.

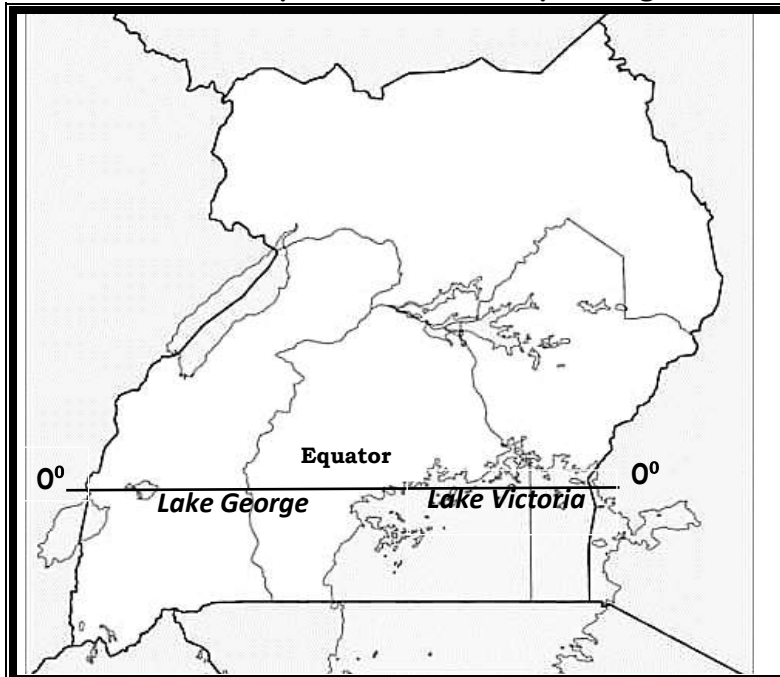
Note:

- ✚ **A globe** is the model of the earth
- ✚ The Equator crosses lake George and lake Victoria in Uganda.
- ✚ **A hemisphere** is a half part of the world as divided by the equator or prime meridian.
- ✚ The area between the Tropic of cancer and the Tropic of Capricorn is called the **Tropical region**.

Districts crossed by the Equator in Uganda

- | | | |
|----------|----------------|-------------|
| ❖ Ibanda | ❖ Namayingo | ❖ Sembabule |
| ❖ Kasese | ❖ Mayuge | ❖ Lyantonde |
| ❖ Mpigi | ❖ Kalungu | ❖ Kamwenge |
| ❖ Mukono | ❖ Bukomansimbi | |
| ❖ Wakiso | ❖ Buvuma | |

Location of the Equator on the map of Uganda



Location of the Equator at Kayabwe along Kampala-Masaka road

Practical activity;

Use the political map of Uganda and identify all districts that;

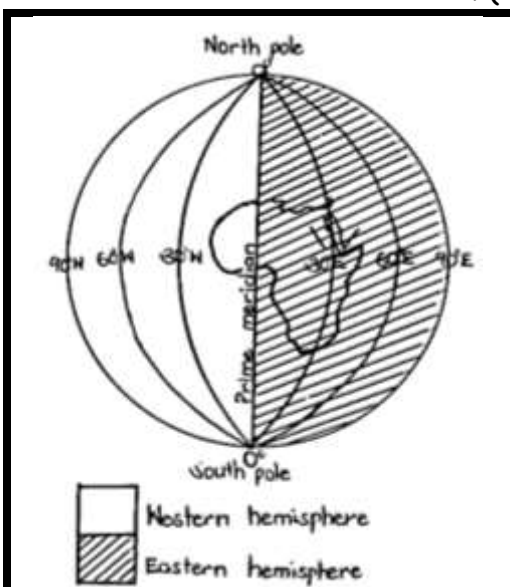
- (i) Are crossed by the Equator.
- (ii) Completely lie in the Northern hemisphere
- (iii) Completely lie in the Southern hemisphere.
- (iv) Lie in both the Northern and the Southern hemisphere

(ii) LINES OF LONGITUDE.

- ✚ Lines of longitude are imaginary lines drawn on maps and globe from the North pole to the South pole.
- ✚ They are also known as meridians.
- ✚ Lines of longitude meet at the poles of the earth.

Major lines of longitude.

- ❖ The Prime meridian/ Greenwich meridian (0°)
- ❖ The International dateline. (180° E or W)



The Prime meridian/ Greenwich meridian

- ✚ The Prime meridian is also called the **Greenwich meridian** because it crosses Greenwich town in London.
- ✚ The Prime meridian is marked 0° because it is the starting point for all longitude readings.
- ✚ The Prime meridian divides the world into the Eastern and Western hemisphere.

Note;

- The **Prime meridian** helps us to tell the international time.
- The **International dateline** separates one day from another.
e.g. East of the International dateline can be Friday while West of it is Thursday.

Note: Both lines of latitude and lines of longitude help us to locate places on a map.



1. Give the meaning of Lines of latitude.
2. Name the line of latitude marked 0° .
3. Why are lines of latitude sometimes referred to as parallels?
4. Apart from the Equator, name any two other major lines of latitude.
5. What general name is given to lines of latitude?
6. Name any four districts crossed by the Equator in Uganda.
7. Why is the Equator line marked 0° ?
8. Name the two lakes which are crossed by the Equator in Uganda.
9. Give the meaning of a Hemisphere.
10. Mention the two hemispheres which are formed by the Equator.
11. Give the meaning of Lines of longitude.
12. What general name is given to lines of longitude?
13. Name the line of longitude marked 0° .
14. How is the line of longitude in (13) above important?
15. How are lines of longitude and lines of latitude important on a map?

LOCATION OF OUR DISTRICT IN UGANDA

- ✚ A district is an administrative area at the level of Local Council Five (LC V)
- ✚ Uganda is divided into districts mainly to ease administration.
- ✚ Most districts in Uganda have their headquarters in the major towns.
- ✚ **Chairperson LC V** is the political head of a district.
- ✚ Some districts have municipalities which are divided into divisions.
- ✚ Districts in Uganda are divided into counties and sub-counties in order to make administration.
- ✚ Districts in Uganda are grouped into regions, and each region is divided into sub-regions according to the customs of the people in that area.

Reasons why Uganda is divided into districts.

- ❖ To ease administration.
- ❖ To extend social services nearer to people.
- ❖ To create more job opportunities.

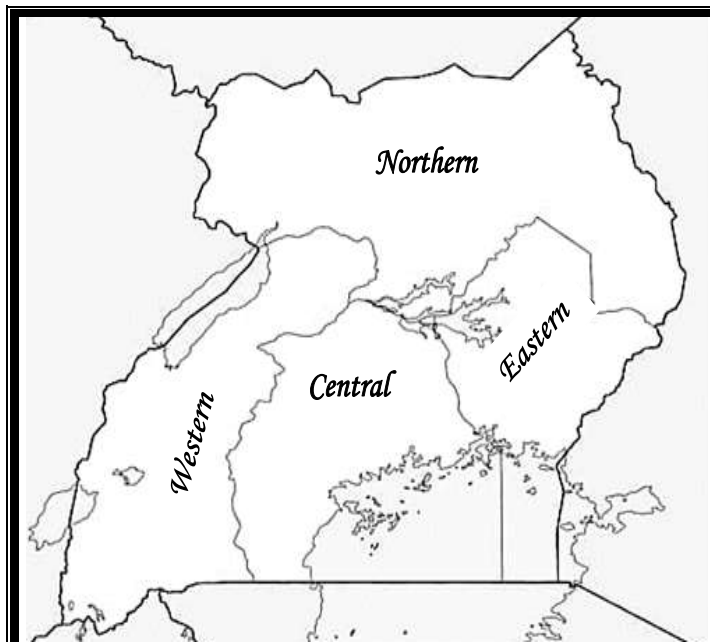
Disadvantages of creating more new districts.

- ❖ It leads to separation of communities/ tribes.
- ❖ It leads to high administrative costs.
- ❖ It makes equal distribution of resources difficult.

REGIONS THAT FORM UGANDA.

- Central region
- Northern region
- Western region
- Eastern region

POLITICAL MAP OF UGANDA SHOWING REGIONS



Practical activity:

- Using the political map of Uganda in your Atlas, identify atleast 20 districts located in each region of Uganda shown on the map above.

Sub-regions found in each region of Uganda.

<i>Region of Uganda</i>	<i>Sub-region</i>	<i>Districts</i>
Central region	Buganda sub-region	-Kampala -Mpigi -Masaka -Mityana -Luwero -Kalangala -Nakasongola -Mubende -Rakai -Wakiso -Sembabule etc.
Northern region	Acholi sub-region	-Gulu -Kitgum -Agago -Pader
	Karamoja sub-region	-Kotido -Abim -Moroto -Kaabong -Nakapiripirit etc
	Lango sub-region	-Lira -Apac -Oyam -Dokolo etc
	West Nile sub-region	-Arua -Nebbi -Zombo -Yumbe -Adjumani -Koboko
Western region	Bunyoro sub-region	-Hoima -Buliisa -Kibaale -Masindi
	Tooro sub-region	-Kabarole -Kamwenge -Kyegegwa
	Rwenzori sub-region	-Kasese -Bundibugyo -Ntoroko
	Kigezi sub-region	-Kabale -Kisoro -Kanungu -Rukungiri
	Ankole sub-region	-Mbarara -Ibanda -Kiruhura
Eastern region	Busoga sub-region	-Jinja -Iganga -Mayuge -Luuka -Buyende
	Teso sub-region	-Soroti -Serere -Kumi

		-Amuria etc
	Bugishu sub-region	-Mbale -Sironko -Bududa -Bulambuli
	Sebei sub-region	-Kapchorwa -Bukwo -Kween
	Bukedi sub-region	-Pallisa -Kibuku -Budaka -Tororo -Busia



1. In which district is your school located?
2. What title is given to the political head of a district?
3. Give any three reasons why Uganda is divided into districts.
4. State any one disadvantages a country may face due to having many districts.
5. Mention the four geographical regions of Uganda.
6. In which region of Uganda is your school found?
7. Apart from your district, name any four other districts that are located in the region in (6) above.
8. Name the largest geographical region of Uganda.
9. Mention any three sub-regions found in each of the following regions of Uganda.
 - (i) Northern region
 - (ii) Eastern region
 - (iii) Western region
10. Name the town in which the headquarters of your district is found.

HIGHLAND DISTRICTS

- ✚ These are districts which are located in areas of high altitude.
- ✚ Such districts usually have many hills and mountains.
- ✚ Altitude is the height above the sea level.

Examples of highland districts.

- ❖ Mbale ❖ Kisoro ❖ Moroto
- ❖ Kapchorwa ❖ Bundibugyo ❖ Rukungiri
- ❖ Kabale ❖ Kasese

Economic activities that are commonly carried out in Highland districts.

- ❖ Tourism ❖ Mining
- ❖ Crop growing

Problems faced by people living in Highland districts.

- ❖ Landslides ❖ Poor transport network
- ❖ Severe soil erosion ❖ Difficulty in agricultural mechanisation.

Possible solutions to the problems facing people living in Highland districts.

- ❖ By rearing donkeys to use them as means of transport.
- ❖ By constructing winding roads.
- ❖ By practising afforestation and reafforestation to control landslides.
- ❖ By terracing, contour ploughing and strip cropping to reduce soil erosion.

➤ **Note:**

- ✓ Heavy rainfall is the major cause of landslides in highland areas.
- ✓ Landslides can be controlled in highland areas by planting more trees.
- ✓ Ground transport is very poor in highland areas because it is very difficult and expensive to construct roads in highland areas.
- ✓ Agricultural mechanisation is so poor in highland areas because the steep slopes make the use of tractors difficult.
- ✓ Road transport can be improved in highland areas by constructing winding roads.
- ✓ People living in Kapchorwa district rear donkeys mainly to use them as means of transport.



1. Mention any three highland districts in each of these regions of Uganda.
 - (i) Western region
 - (ii) Eastern region
2. Give the meaning of the term Altitude.
3. Mention any three economic activities that are commonly carried out in highland areas.
4. State any three problems faced by people living in highland areas.
5. Give any two ways the problems in (4) above can be reduced.
6. Give any two ways soil erosion can be controlled in highland districts of Uganda.
7. State the major cause of landslides in highland areas.
8. Give one way road transport can be improved in highland areas.
9. Give one way landslides can be controlled in highland areas.
10. Mention any two ways donkeys are useful to people living in Kapchorwa district.

ISLAND DISTRICTS.

- ✚ An Island is an area of land which is completely surrounded by a water body.
- ✚ The island districts in Uganda are found in Lake Victoria.

Examples of islands districts.

- ❖ Kalangala
- ❖ Buvuma

Economic activities that are commonly carried out in Island districts.

- ❖ Fishing.
- ❖ Crop cultivation (oil palm growing, maize, banana, potatoes)
- ❖ Lumbering
- ❖ Trading.
- ❖ Tourism due to presence of Ssese forest, Ngamba island which is famous for Chimpanzees

Benefits enjoyed by Island districts.

- ❖ They get easy access to water.
- ❖ They have fertile soils.
- ❖ They receive plenty of rainfall.

Problems facing people living in Island districts.

- ❖ Poor road transport.

- ❖ Attacks from aquatic animals eg.crocodiles.
- ❖ Lack of hydro electricity
- ❖ Floods
- ❖ Poor social service delivery.
 - **Note:** -There is no hydroelectricity in Kalangala and because it is very expensive to fix electric poles in water of lake Victoria to these districts.

Possible solutions to the problems facing Island districts of Uganda.

- ❖ By using other sources of energy eg. solar energy
- ❖ By employing more social service providers.
- ❖ By providing better means of water transport.
- ❖ By building better social service centres in island districts.
- ❖ By paying attractive salaries to people who provide social services in island districts.



1. What is an Island?
2. Name the two island districts in Uganda.
3. Mention any three economic activities that are commonly carried out in island districts.
4. State any three problems that are faced by people living in island districts.
5. Why is Kalangala district referred to as an island district?
6. Name the major tourist attraction found at Ngamba islands.
7. Mention any two benefits enjoyed by people living in island districts.
8. Give any three ways the government can improve the lives of people living in island districts of Uganda.
9. Mention one factor that hinders industrial production in Kalangala district.
10. Name the chief cash crop grown in Kalangala district.

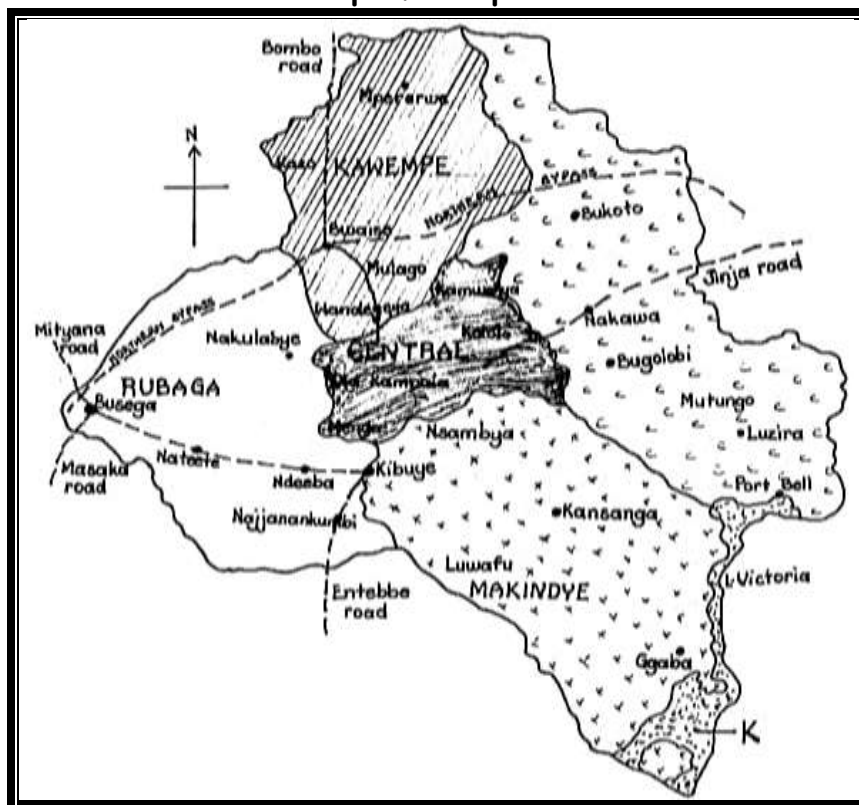
KAMPALA DISTRICT

- ✚ **Kampala** is the capital city of Uganda.
- ✚ Kampala was originally built on seven hills but its size has been increasing and expanding to more other hills.
- ✚ Kampala got its name from the animal called "**Impala**" which were dominant on the hills that make up Kampala.
- ✚ For easy administration, Kampala is divided into urban councils while the rural districts are divided into counties.
- ✚ Kampala is headed by the **Lord mayor** while each of the other districts are headed by **Chairperson LC V**.
- ✚ Kampala is run by the **Kampala Capital City Authority (KCCA)** which is headed by the **Executive director**.
- ✚ The capital city of Uganda was transferred from **Entebbe** to Kampala in 1962 because Kampala had more land for expansion.
- ✚ The current Lord mayor is **Erias Lukwago**.

Divisions that make up Kampala

- Kawempe division
- Central division
- Nakawa division
- Makindye division
- Rubaga division

A Map of Kampala district.



Reasons why Kampala is divided into divisions

- ❖ To ease administration
- ❖ To bring social services nearer to people
- ❖ To create more job opportunities.

Neighbours of Kampala district

- Wakiso
- Mukono

Note:

- ✓ **Kampala** is the smallest district in Uganda.
- ✓ **A municipality** is a large town with its own local government.
- ✓ A municipality is equivalent to a county in rural areas.
- ✓ A municipality is headed by a **mayor**.
- ✓ A municipality is divided into smaller administrative units called **divisions**.



1. Name the capital city of Uganda.
2. Write KCCA in full.

3. What title is given to the political head of Kampala city?
4. Name the five divisions that form Kampala.
5. Give any two reasons why Kampala is divided into divisions.
6. Name the smallest district in Uganda.
7. What title is given to the political head of a municipality?
8. Name the two districts that neighbour Kampala district.

KAMPALA CAPITAL CITY AUTHORITY (KCCA)

- ✚ **Kampala Capital City Authority (KCCA)** was established by the Ugandan Parliament.
- ✚ It was responsible for the operations of the capital city of Kampala in Uganda.
- ✚ It replaced the **Kampala City Council (KCC)**
- ✚ KCCA is headed by the executive director who is appointed by the president.
- ✚ **Ms. Dorothy Kisaka** is the current executive director of KCCA. She replaced **Engineer Andrew Kitaka Mubiru** on 12th June, 2020.
- ✚ **Kitaka** replaced **Jennifer Musisi** who resigned on 15th December, 2018.
- ✚ KCCA has its headquarters on Nakasero hill.

Roles/ Duties of KCCA.

- ❖ It maintains a good road network in the city.
- ❖ It promotes sanitation in the city.
- ❖ It collects taxes from businessmen and women in the city.
- ❖ It maintains order in the city
- ❖ It regulates business people in the city.

Challenges faced by KCCA

- ❖ Shortage of funds
- ❖ Misunderstandings/conflicts among leaders in the city.
- ❖ Poor disposal of wastes
- ❖ Corruption among KCCA workers
- ❖ Floods in different parts of the city.
- ❖ Poor roads.
- ❖ High population in the city
- ❖ High crime rate in the city.



Possible solutions to challenges facing KCCA

- ❖ By getting soft loans
- ❖ By punishing corrupt officials
- ❖ By putting more dustbins in the city
- ❖ By teaching people the dangers of poor sanitation.
- ❖ By improving on security in the city.
- ❖ By widening water channels to control floods.

Achievements of KCCA.

- ❖ It has improved sanitation in the city.
- ❖ It has built markets in the city.
- ❖ It has improved roads in the city.
- ❖ It has built schools in the city.
- ❖ It has built hospitals in the city.

Importance of Kampala city.

- ❖ It is a trading/ commercial centre.
- ❖ It is an administrative centre.
- ❖ It is an entertainment centre.
- ❖ It is a communication centre.
- ❖ It is a source of jobs to many people.

Important places in Kampala.

- Bank of Uganda
- Parliamentary building
- Churches eg.Namirembe cathedral, Lubaga cathedral
- Mosques eg.Old Kampala mosque, Kibuli mosque.
- Radio stations eg.UBC radio, Beat FM, Radio One etc
- Television stations eg.NTV, NBS TV, Bukedde TV, Dream TV, KTV etc.
- Hospitals eg.Mengo hospital, Mulago hospital, Nsambya hospital etc.
- Schools and universities such as Makerere university, Kyambogo university etc
- Uganda museum at Kitante.
- Military barracks eg.Makindye military barracks, Mbuya military barracks etc.
- High court
- Kololo airstrip.
- State House on Nakasero hill.
- Hotels eg.Sheraton hotel, Serena hotel, Pearl of Africa hotel, Grand Imperial hotel etc.
- Police stations eg.Central Police Station (CPS), Katwe police station etc.
- Bus and taxi parks eg.Old taxi park.
- Embassies and High commissions eg.American embassy, South African High commission etc
- Post office
- Nakivubo stadium
- Market centres eg.St.Balikuddembe market, Usafi market, Kalerwe market etc

Important places on major hills in Kampala.

<i>Hill</i>	<i>Important places/ features</i>
Namirembe hill	-Namirembe cathedral
Rubaga hill	-Rubaga cathedral -Rubaga hospital
Old Kampala hill	-Old Kampala mosque

Kibuli hill	-Kibuli mosque
Nsambya hill	-Nsambya catholic church -St. Peter's SS Nsambya -American Embassy -Nsambya hospital
Kitante hill	-Uganda museum -British High commission
Makerere hill	-Makerere university
Nakasero hill	-Grand Imperial hotel -Pearl of Africa hotel -Kampala Sheraton hotel -Serena hotel -State house -Parliamentary building -Nakasero market
Kololo hill	-Kololo airstrip
Mulago hill	-Mulago referral hospital
Mengo hill	-Kabaka's palace -Mengo hospital.
Kasubi hill	-Kasubi tombs
Muyenga hill	-Water tanks
Makindye hill	-Makindye magistrates court -Makindye military barracks

Challenges facing Kampala as a capital city

- ❖ Poor sanitation
- ❖ High crime rate
- ❖ Traffic jam
- ❖ Prostitution
- ❖ Poor housing
- ❖ High levels of unemployment
- ❖ High costs of living

Possible solutions to the problems facing Kampala city.

- ❖ By improving on security in the city.
- ❖ By constructing wider roads in the city.
- ❖ By building storeyed buildings.
- ❖ By setting up industries to create more jobs to people
- ❖ By constructing houses on plan as set by KCCA
- ❖ By encouraging investors into the country.
- ❖ By transferring important offices to different districts.

Newly recognised cities in Uganda.

(a) Effective 1st July 2020

- Arua city
- Gulu city
- Jinja city
- Mbarara city
- Fort Portal city
- Mbale city
- Masaka city

(b) Effective July 1, 2021

- Hoima City

(c) Effective July 1, 2022

- Entebbe city
- Lira City

(d) Effective July 1, 2023

- Moroto city
- Nakasongola city
- Soroti city
- Kabale city
- Wakiso City

Why the government is creating more new districts and cities.

- ❖ To make administration easy.
- ❖ To create more jobs.
- ❖ To extend social services nearer to people.



1. Write KCCA in full.
2. Who is the current executive director of KCCA?
3. Name the body that governs Kampala city.
4. State any three roles of KCCA.
5. What title is given to the head of KCCA?
6. Mention any three challenges faced by KCCA.
7. Give any three ways the challenges in (5) above can be solved.
8. State any three achievements of KCCA.
9. Give any three ways Kampala city is important.
10. Mention any four important places found in Kampala district.
11. State any four challenges facing Kampala as a city.
12. Give any four ways the challenges in (10) above can be solved.
13. Mention any four newly recognised cities in Uganda.
14. Give one reason why the above cities were created.
15. Match the hills in List A with that given in List B correctly.

List A

- (i) Nakasero hill
- (ii) Kitante hill
- (iii) Muyenga hill
- (iv) Nsambya hospital

List B

- Water tanks
- American embassy
- State house and parliamentary building.
- Uganda museum and UWA head offices

THE HISTORY OF OUR DISTRICT.

- ✚ History is the study of past events.
- ✚ Each district in Uganda has its own history.
- ✚ The history differs from one district to another.
- ✚ In a discussion under the guidance of your teacher, describe the history of your district.

Important information required.

- Name of your district.
- Origin of the name of your district.
- Mother district
- Size of your district
- Dominant tribes there.
- Dominant language(s) spoken.
- Economic activities carried out in your district.

- Common crops grown.
- Animals kept there.
- Staple food of people.
- Historical sites in your district.
- Important places in your district.



1. In which district is your school located?
2. Give the meaning of the term History.
3. Mention any two districts that neighbour your district.
4. Name any two tribes that are found in your district.
5. Mention any two local languages spoken by people in your district.
6. Mention any three economic activities that are commonly carried out people in your district.
7. Mention any two historical sites found in your district.
8. Name the staple food of the people in your community.
9. Mention any three common crops grown by people in your district.
10. Mention any four important places found in your district.

IMPORTANT PLACES IN OUR DISTRICT

- | | |
|-----------------------|--------------------------------|
| • Schools | • Markets |
| • Courts of law. | • Hospitals and health centres |
| • Radio stations | • Banks |
| • Television stations | • Churches |
| • National parks | • Mosques |
| • Taxi parks | • Police stations |
| • Factories | • Ports and landing sites |
| • Hotels | • Post office |
| • Recreation centres | |

Groups of people found at different important places found in our district.

Important place	Groups of people.
Schools	-Teachers
Hospitals	-Doctors -Nurses -Midwives
Banks	-Bankers
Mosques	-Imam -Muezzin -Sheikh
Hotels	-Hoteliers
Television stations	-TV Presenters
Radio stations	-Radio Presenters
Police posts and police stations	-Police Officers
Churches	-Reverends -Pastors -Fathers

Markets	-Traders
Taxi parks	-Drivers
National parks	-Game rangers -Game wardens

(a) SCHOOLS AND OTHER LEARNING INSTITUTIONS

✚ **A school** is a place where people go to learn

Examples of Primary schools in our district

- Kampala Parents' school
- Greenhill academy
- Hillside Naalya primary school
- Buganda Road primary school.
- Villa Road primary school
- Sir Apollo Kaggwa primary school
- Makindye Junior School
- Victoria Mutundwe primary school

Examples of Secondary schools in our district.

- Under the guidance of your teacher, identify the different secondary schools found in your district.

Examples of Universities in our district

- Makerere University
- Kyambogo University
- Ndejje University
- Kampala International University(KIU)
- Kampala University
- Bugema University
- Islamic University in Uganda (IUIU)
- Uganda Christian University



Makerere university

Examples of Teacher training colleges in our district

- Shimon Primary Teachers' College
- Kabulasoke Core PTC
- Busuubizi Core PTC
- Ndegeya Core PTC

People found at school

- Teachers
- Cooks
- Bursar
- Pupils
- Matrons
- Gate keepers
- Secretary
- Cleaners

Importance of such people at school.

- **Bursar:** He or she collects school fees
- **Teacher:** He or she teaches children
- **Matron/Warden:** He or She ensures the welfare of the children.
- **Cooks:** He or she prepares meals at school
- **Watchmen:** He or she ensures security at school.

Problems faced by some schools in Uganda.

- ❖ Shortage of land for expansion.
- ❖ Shortage of textbooks.
- ❖ Shortage of well trained teachers.
- ❖ Shortage of funds.
- ❖ Shortage of enough classrooms.
- ❖ Shortage of furniture.
- ❖ Too many pupils in the classrooms.
- ❖ Mismanagement of funds by school administrators.

Solutions to the problems facing schools.

- ❖ By training more teachers.
- ❖ By acquiring loans from banks for smooth running of schools.
- ❖ The government should provide enough furniture to schools.
- ❖ The government should provide more textbooks to schools.
- ❖ By constructing more classroom blocks.

Importance of a school to the nearby community.

- ❖ It is a source of employment to people.
- ❖ It creates market to goods from the community.
- ❖ It promotes development in an area
- ❖ It provides education service to children.

Importance of the community to the school.

- ❖ It provides labour to the school.
- ❖ It provides food to the school.
- ❖ It provides security to the school.
- ❖ It gives learners to the school.

Causes of misunderstanding between the school and the nearby community

- ❖ Noise from the school.
- ❖ Stealing of school property.
- ❖ Use of abusive language by the pupils.
- ❖ Trespassing.
- ❖ Littering of wastes to the neighbourhood.



1. Name the biggest government university in Uganda.
2. What roles are performed by the following groups people in your school?
 - (i) Teachers
 - (ii) Watchmen
3. State any three problems facing schools in Uganda today.
4. How is a school signpost important to people in the community?

5. Mention any two symbols on which a school going child can be identified.
6. Give any three ways the above challenges can be solved.
7. Mention any two groups of people who care for pupils at school.
8. Give any three ways a school benefits people in the nearby community.
9. State any two ways a school benefits from people in the community.
10. Mention any two causes of misunderstandings between the school and the neighbourhood.

(b) MEDICAL CENTRES/ HEALTH CENTRES

- ✚ **A Medical centre** is a place where people get health service.
- ✚ Medical centres include; hospitals, health centres, dispensaries, clinics etc
- ✚ **An Ambulance** is a vehicle that transports casualties to hospitals.

Major hospitals in Uganda.

- | | |
|---|--------------------------------------|
| ▪ Mengo hospital | ▪ Hoima Regional Referral Hospital |
| ▪ Butabika national referral hospital | ▪ Jinja Regional Referral Hospital |
| ▪ St.Francis hospital Nsambya. | ▪ Kabale Regional Referral Hospital |
| ▪ Rubaga hospital | ▪ Lira Regional Referral Hospital |
| ▪ Kiruddu hospital. | ▪ Masaka Regional Referral Hospital |
| ▪ Arua Regional Referral Hospital | ▪ Mbale Regional Referral Hospital |
| ▪ Fort Portal Regional Referral Hospital | ▪ Mbarara Regional Referral Hospital |
| ▪ Gulu Regional Referral Hospital | ▪ Moroto Regional Referral Hospital |
| ▪ Mulago hospital (largest national referral hospital in Uganda.) | ▪ Mubende Regional Referral Hospital |

Note:

- ✓ **Mengo hospital** was the first hospital to be built in Uganda.
- ✓ It was built by a Christian missionary called **Dr.Albert Cook** in 1897.



Mengo hospital



Butabika hospital

Groups of people who provide health service.

- | | |
|------------|---------------------|
| • Doctors | • Health assistants |
| • Nurses | • Herbalists |
| • Midwives | |

Groups of doctors and their work.

- **Dentist**- examines and treats people sick teeth.
- **Optician**- examines and recommends eye glasses.
- **Oculist**- examines and treats sick eyes.
- **Surgeon**- operates sick people.
- **Psychiatric**- treats sick brains.
- **Gynaecologists**- study and treat sexual reproductive diseases in women.

Note: Midwives- help pregnant women to give birth.

- also provides antenatal and postnatal services to women.

Services provided by health centres.

- | | |
|----------------------------|-----------------|
| ▪ Treatment | ▪ First aid |
| ▪ Blood testing | ▪ Maternal care |
| ▪ Guidance and counselling | |

Importance of a hospital in the community

- ❖ It is a source of employment to people.
- ❖ It provides people with treatment.
- ❖ It provides market for goods produced in the community.
- ❖ It provides guidance and counselling services to people.



1. Mention any three places where health service is provided.
2. Name any three major hospitals found in your district.
3. Mention any three groups of people who provide health service.
4. Name the largest referral hospital in Uganda.
5. How are midwives important to people in your community?
6. Name the first hospital to be built in Uganda.
7. Mention any three services provided by health centres.
8. How are the following groups of people important in the hospital?
 - (i) Dentists
 - (ii) Surgeons
 - (iii) Oculists
9. Why is Dr. Albert Cook remembered in the development of the health sector in Uganda?
10. Give any three ways a hospital is important to people in your community.

(c) MARKETS.

- ✚ **A market** is a place where people buy and sell goods.
- ✚ Goods sold in a market include; sugar, beans, fruit, shoes, clothes, electric appliances, utensils etc.

Other places where goods are sold.

- Shops
- Supermarkets

Groups of people work in the market.

- Market vendors
- Porters
- Hawkers
- Shopkeepers
- Peddlers
- Herbalists.

Examples of markets in Kampala district.

- St. Balikuddembe market (formerly Owino market)
- Nakasero market.
- Wandegeya market
- Kikuubo shopping zone
- Mpanga market in Fort Portal
- Gulu main market
- Bugolobi market
- Jinja Central market
- Mbale main market
- Usafi market
- Nakawa market
- Kasubi market
- Kalerwe market



Jinja central market



Hoima central market

Importance of markets in the community.

- ❖ They are source of employment to people
- ❖ They are source of basic needs.
- ❖ They are source of taxes to the government.
- ❖ They are a source of income to people who work there.

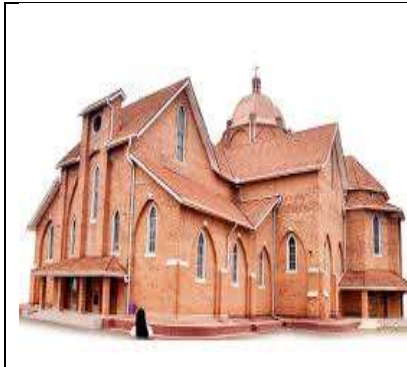


1. Apart from markets, mention any four other important places in your district.
2. Mention any four trade items sold in markets.
3. Name any three groups of people who work in market places.
4. Mention any two basic needs of man obtained from markets.
5. Apart from markets, mention any one other place where people buy and sell goods in your community.
6. Name any four major markets found in your district.

7. Give any three ways markets are important to people in your community.
8. Mention any two groups of people who bring goods nearer to people in your community.
9. Mention any four major markets located in Kampala district.
10. How are porters important in market places?

(d) PLACES OF WORSHIP

• Churches



Namirembe cathedral

• Shrines



Namugongo shrine

• Mosques



Old Kampala mosque

Examples of religious leaders.

- | | | |
|-------------|-------------|-----------|
| • Priests | • Sheikh | • Imam |
| • Cardinals | • Pastors | • Muezzin |
| • Bishops | • Reverends | |

Importance of religious leaders.

- | | |
|---------------------------------------|---------------------------------------|
| ❖ They preach the word of God /Allah. | ❖ They promote peace in the community |
| ❖ They officiate religious functions. | ❖ They promote unity among believers. |
| ❖ They settle disputes among people.. | |

Importance of places of worship.

- They are worshipping centres.
- They are a source of jobs to people.
- They are used as centres to officiate religious marriages



1. Apart from churches and mosques, mention any four other important places in your district.
2. Mention any two places where people worship God in your community.
3. Give any three ways religious leaders are important in the community.
4. Mention any two examples of Christian religious leaders.
5. Mention any two examples of leaders found in the mosque.
6. Give one way churches and mosques are important to people in your community.
7. State any one way religious leaders help to promote peace among people in your community today

(d) **BANKS**

Types of banks

- Commercial banks
- Central bank

(i) **Central bank**

- ✚ It is also called Bank of Uganda.
- ✚ It is headed by a **governor**.
- ✚ The current governor of the Bank of Uganda is **Mr. Tumusiime Mutebire**.

Duties of the Central Bank

- ❖ To print new currency
- ❖ To control the amount of money in circulation
- ❖ To control commercial banks in the country
- ❖ To keep government's money and money from other banks
- ❖ To manage government's debts
- ❖ To lend money to other banks
- ❖ To give license to new banks

Importance of the Central bank to Commercial banks

- ❖ It gives licenses to the commercial banks
- ❖ It gives loans to the commercial banks

(ii) **Commercial banks**

- | | |
|---------------------------|----------------------------|
| ▪ DFCU bank | ▪ Cairo International bank |
| ▪ Eco Bank | ▪ Centenary bank |
| ▪ Standard Chartered bank | ▪ Equity bank |
| ▪ Stanbic bank | ▪ Opportunity bank |
| ▪ Bank of Uganda | ▪ Housing Finance bank |
| ▪ Diamond Trust Bank | |

Importance of Commercial banks

- They keep people's money safely
- They keep people's important documents like land titles
- They give loans to people for development
- They give advice to business people.
- They create job opportunities to people.



1. Apart from banks, mention any four other important places in your district.
2. Mention any two types of banks in your community.
3. Write BOU in full.
4. What title is given to the head of the central bank in Uganda?
5. What name is given to the central bank in Uganda?

6. Give any two ways the central bank is important to a country.
7. Mention any three commercial banks operating in your district.
8. Give one way commercial banks benefit from the central bank.
9. State any three ways commercial banks are useful to people in your community.
10. Give one reason why people are encouraged to keep their money in banks.

(e) POST OFFICE

- ✚ A **post office** is a place where letters and parcels are sent and received from.
- ✚ Every institution should have a box number in order to be able to send and receive letters and parcels.
- ✚ The largest post office in Uganda is in **Kampala city**
- ✚ **P.O** is the short form of **Post Office**.

Services provided by the Post Office

- Communication services
- Banking service through Post Bank
- Transport service through Post bus

Means of communication at the Post Office

- Letters
- Telephones
- Telegram
- Telefax

Importance of the Post Office

- ❖ It sells stamps.
- ❖ It offers banking service.
- ❖ It offers transport service.
- ❖ It helps to send people's letters
- ❖ It helps to send parcels of people
- ❖ It creates job opportunities to people.



1. Apart from post offices, mention any four other important places in your district.
2. In which district is the largest post office in Uganda found?
3. Write down the post office box number of your school.
4. Mention any two social services provided by the post office.
5. Name any two means of communication that are commonly used at a post office.
6. Give any three ways a post office is important to people in your community.

(f) THE POLICE POSTS AND POLICE STATIONS

- ✚ A **Police station** is a place where the police carries out the activity of maintaining law and order.
- ✚ The Uganda Police force is in charge of maintaining law and order.
- ✚ It is under the **Ministry of Internal affairs**
- ✚ The top commander of the Uganda Police is called **Inspector General of Police (IGP)**

✚ The head of police force is the **District Police Commander (DPC)**.

Examples of police stations in our district.

- Central Police Station (the largest in Uganda)
- Kira road police station
- Nateete police station
- Katwe police station
- Nabweru police station
- Kasangati police station etc.

Tools/ things used by the police officers.

- Guns
- Tear gas
- Shield
- Baton

Roles or duties of the Uganda Police

- ❖ To enforce law and order
- ❖ To investigate crimes
- ❖ To arrest wrong doers
- ❖ To stop riots.
- ❖ To protect human life and property.
- ❖ To control the flow of vehicles on roads.

How the Police enforces law and order

- ❖ By arresting suspected law breakers.
- ❖ By investigating crimes.
- ❖ By escorting very important people.
- ❖ By controlling the flow of traffic.



Testing Exercise.

1. Apart from police stations, mention any four other important places in your district.
2. Mention any two police stations found in your district.
3. What title is given to the head of the police force in the district?
4. Write IGP in full.
5. State the main duty of the police.
6. Name the largest police station in Uganda.
7. Under which ministry is the Uganda police?
8. Mention any two tools used by the police officers to maintain law and order.
9. Give any three ways the police force is important to people in your district.
10. Mention any two ways police officers maintain law and order in your community.



Central Police Station in Kampala



a baton

(g) PRISONS

✚ A **prison** is a place where law breakers are kept and encouraged to reform.

Examples of major prisons in Uganda.

- Luzira prison (the largest in Uganda)
- Kampiringisa prison
- Kigo prison
- Nalufenya prison
- Nakasongola prison
- Masindi prison

Importance of prisons.

- ❖ They keep law breakers in safe custody.
- ❖ They train prisoners practical skills such as brick making, carpentry etc.
- ❖ They reform prisoners.



Luzira prison

(h) COURTS

✚ These are places where disputes among people are settled.

Examples of cases settled in courts of law.

- Murder
- Rape
- Defilement
- Theft
- Corruption etc.

Groups of people who are taken to courts of law for trial

- Murderers
- Rapists
- Bad drivers
- Corrupt officials
- Thieves

Groups of people who work in courts of law.

- Judges
- Magistrates
- Lawyers
- Registrars

Importance of courts of law.

- ❖ They settle disputes among people.
- ❖ They interpret laws to people.
- ❖ They promote unity among people.
- ❖ They teach people about the laws.
- ❖ They are a source of employment to people.
- ❖ They are a source of income to the government eg. court fines got from the law breakers.



1. Apart from prisons and courts of law, mention any four other important places in your district.
2. What name is given to a place where law breakers in your community are kept?
3. Name the largest prison in Uganda.
4. Give any two ways prisons are important in your community.
5. Mention any two major prisons found in your district.
6. Why are law breakers kept in prisons?
7. Mention any three criminal cases that are commonly settled in courts of law.
8. Mention any three groups of people that are commonly taken to courts of law for trial.
9. Write down any three groups of people who work in courts of law.
10. Give any three ways courts of law are important in your community.

(i) RADIO STATIONS AND TELEVISION STATIONS.

✚ A **Radio station** is a place where radio programmes are broadcast.

Examples of Radio and Television stations.

- | | | |
|--------------|-----------------|---------------|
| ▪ UBC FM | ▪ Capital FM | ▪ Radio Simba |
| ▪ Radio West | ▪ Impact FM | ▪ Super FM |
| ▪ CBS radio | ▪ K FM | |
| ▪ Radio One | ▪ Kingdom radio | |

Examples of Television stations.

- | | |
|--------------|-----------|
| ▪ UBC TV | ▪ Star TV |
| ▪ Urban TV | ▪ NTV |
| ▪ Bukedde TV | ▪ NBS TV |
| ▪ HG TV | ▪ LTV |
| ▪ BBS TV | |



***Masengere building, the home of
BBS TV and CBS radio***



Serena hotel, the home of NTV

Importance of radio and television stations.

- ❖ They provide news to people.
- ❖ They entertain people.
- ❖ They provide jobs to people.
- ❖ They pay taxes to the government.
- ❖ They advertise goods and services.



Testing Exercise.

1. Apart from radio and television stations, mention any four other important places in your district.
2. What name is given to a place from where radio programmes are broadcast?
3. Mention any two radio stations found in your district.
4. Name any one radio stations that broadcasts in the local language spoken by people in your district.
5. Give any two ways radio stations are important to people in your community.
6. Mention any four television stations in Uganda.
7. State any two ways television stations are important to people in your district.

(j) HISTORICAL SITES

✚ **Historical sites** are places where events of long ago took place.

Examples of historical sites include;

- Stone age sites eg. Bigobyamugenyi, Magosi, Nyero, Paraa, Luzira etc
- Cultural sites eg. Kasubi tombs, Bulange palace,
- Museums eg. Uganda museum at Kitante hill in Kampala



Kasubi tombs



Uganda museum located at Kitante

- **Stone age sites** are places where early man lived.
- **A museum** is a building where things of long ago and art crafts are kept and displayed.
- **Cultural sites** are places where culture is preserved.
- **Culture** is the way of life of people in a given society.

Importance of historical sites.

- ❖ They attract tourists who bring in income.
- ❖ They provide job opportunities to people.
- ❖ They help in preservation of culture.



1. Apart from historical sites, mention any four other important places in your district.
2. What are stone age sites?
3. Mention any three stone age sites in Uganda.
4. What name is given to a place where things of long age and art crafts are kept and displayed?
5. Give the meaning of the term Culture.
6. Mention any one cultural site located in Kampala district.
7. Name the largest museum in Uganda.
8. Give any two ways historical sites are important to people in your district.

(k) NATIONAL PARKS.

- ✚ **A national park** is a large area gazetted by the government to protect wildlife.
- ✚ **Wildlife** are animals, birds, plants and insects that live on their own.
- ✚ The **Uganda Wildlife Authority (UWA)** is responsible for conservation of wildlife in Uganda.
- ✚ **Murchison falls national park** is the largest game park in Uganda.
- ✚ **Uganda Wildlife Education Centre (UWEC)** -formerly Entebbe zoo is a place where selected wildlife species are conserved on small scale for the public to see.

Examples of National parks in Uganda.

- Murchison falls national park
- Queen Elizabeth national park
- Lake Mburo national park
- Kidepo valley national park
- Mgahinga national park
- Mountain Elgon national park
- Mountain Rwenzori national park
- Bwindi national park

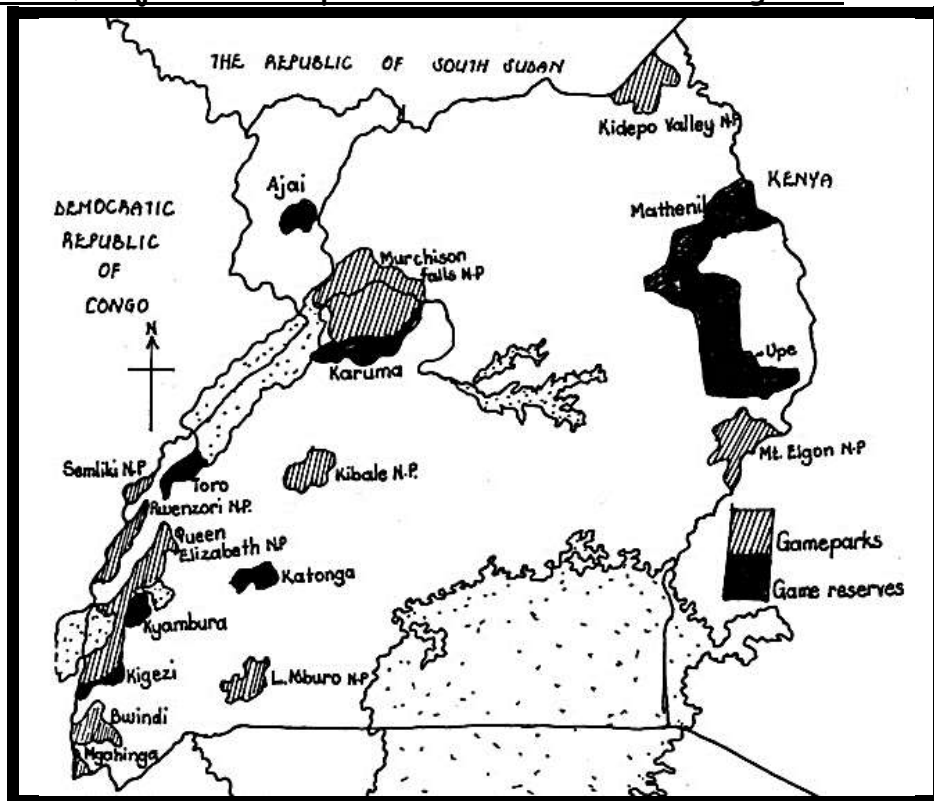
Activities that commonly take place in Uganda's national parks.

- Animal tracking
- Mountain climbing
- Game drives
- Boat rides.

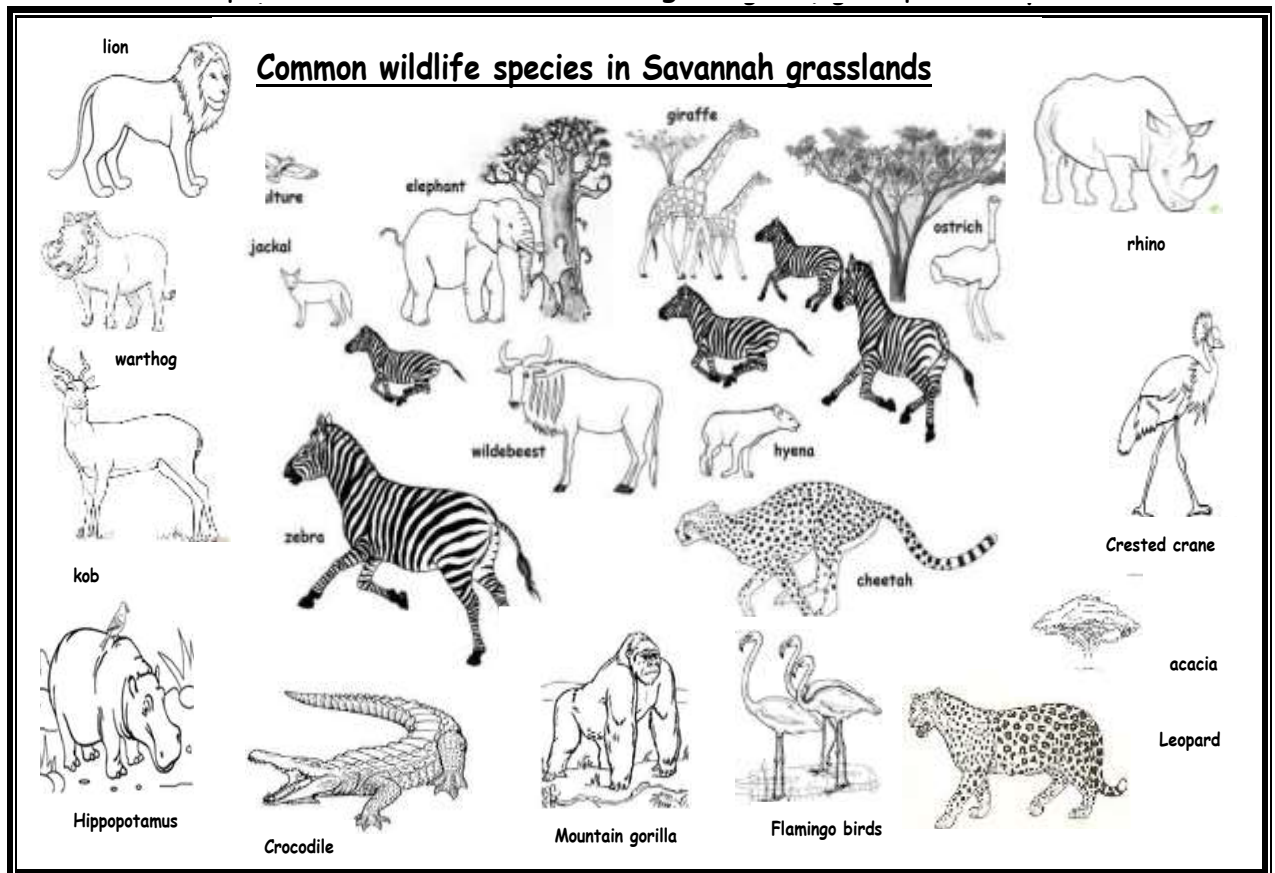
Prohibited/ illegal/ unauthorised activities in national parks.

- Animal grazing
- Hunting
- Crop cultivation
- Human settlement

Location of major National parks and Game reserves in Uganda.



Examples of animals and birds in Uganda's national parks.



Importance of national parks.

- ❖ They create job opportunities to people e.g. The game rangers, game wardens.
- ❖ They earn income through attracting tourists.
- ❖ They promote the development of hotels and roads.
- ❖ They are used for education and scientific research.
- ❖ They help to preserve wildlife for future use.
- ❖ They promote international relationships.

Problems facing game parks in Uganda.

- ❖ Poaching
- ❖ Wild bush fires
- ❖ Drought
- ❖ Outbreak of diseases
- ❖ Political instability in some areas.
- ❖ Outbreak of animal diseases.

Possible solutions to problems facing national parks.

- ❖ By enforcing laws against poaching.
- ❖ By teaching people about the importance of wildlife.
- ❖ By improving on security in areas near national parks.
- ❖ By extending veterinary services in national parks.
- ❖ By building valley dams to provide water to animals.
- ❖ By enforcing laws against human settlement in national parks.



1. What is a National park?
2. Name the largest national park in Uganda.
3. Apart from the above national park, mention any three other national parks found in Uganda.
4. Write the following in full.
 - (i) UWA
 - (ii) UWEC
5. Name the body that is responsible for conservation of wildlife in Uganda.
6. Mention any four animal species commonly found in Uganda's game parks.
7. Mention any three species of birds that are common in Uganda's game parks.
8. Give any four ways national parks are important to a country.
9. Mention any two activities that are commonly carried out in Uganda's game parks.
10. Mention any two activities that are not allowed in game parks.
11. State any three problems facing game parks in Uganda.
12. Give any three ways the problems in (11) above can be solved.

(I) LEISURE CENTRES.

✚ These are places where people go to rest/ relax.

Examples of Leisure centres in our district.

- Hotels
- Stadia
- Theatres
- Beaches
- Bars
- Amusement parks
- Disco halls



Mandela national stadium

Club Ambiance

Leisure centre	Examples	Importance
Hotels	<ul style="list-style-type: none"> -Serena hotel -Pearl of Africa hotel -Grand Imperial hotel -Hotel Africana -Sheraton hotel 	<ul style="list-style-type: none"> • They provide accommodation to people • They create job opportunities to people. • They are used for meetings. • They help people to relax.
Beaches	<ul style="list-style-type: none"> -Gaba beach -Lido beach -Nabugabo beach -KK beach -Munyonyo Resort beach. 	<ul style="list-style-type: none"> • They are used for entertainment. • They help people to relax.
Stadia	<ul style="list-style-type: none"> -Mandela national stadium -Nakivubo stadium -St.Mary's Stadium -Masaka Recreation grounds -Bugembe stadium 	<ul style="list-style-type: none"> • They are used for sports eg.football, athletics, rugby • They are used for conferences. • They create jobs to people. • They are used for entertainment.



1. Apart from leisure centres, mention any four other important places in your district.
2. Name any two major hotels found in your district.
3. Give any two ways hotels are important to people in your district.
4. Mention any three examples of stadia found in your district.
5. Mention any three sports activities carried out in stadia.
6. Give one way games and sports are important to school children.
7. Give any two ways stadia are important in your community.
8. Name the largest stadium in Uganda.
9. Give one reason why school children are given holidays.
10. State any one reason why people go to beaches during their leisure time.

(m) FACTORIES

✚ **A factory** is a place from where goods are manufactured.

✚ Factories use raw materials to manufacture goods/ products.

Examples of factories in our district

- | | |
|--------------------------|-------------------------|
| ▪ Riham factory | ▪ Hima cement factory |
| ▪ Mukwano | ▪ Nile Breweries |
| ▪ Nice House of plastics | ▪ Tororo cement factory |
| ▪ Uganda Baati | ▪ Bidco |
| ▪ Roofings | ▪ Maganjo grain millers |

Examples of goods/ products made from factories.

<i>Raw material</i>	<i>Products/ goods made</i>
Cotton	Clothes -cotton wool
Palm oil	Soap -cooking oil -margarine
Limestone	Cement
Phosphates	Artificial fertilizers
Copper	Electric wires -copper coins
Pyrethrum	Insecticides
Maize	Maize flour
Tobacco	Cigarettes

Importance of factories/ industries to people.

- ❖ They are a source of employment to people.
- ❖ They attract tourists who bring in income.
- ❖ They pay taxes to the government.
- ❖ They provide goods to people in the community.

Importance of people to factories.

- ❖ People provide labour in factories.
- ❖ They provide market for goods produced by factories.
- ❖ They provide raw materials to factories.

Problems faced by people living near factories.

- ❖ Factories pollute the environment
- ❖ Much noise from the factories.



1. Apart from factories, mention any four other important places in your district.
2. Mention any four examples of factories found in your community.
3. Mention any four processed goods obtained from industries/ factories found in your community.
4. Name the raw material used for making cement.
5. Mention any two products obtained from copper.
6. How is the growing of pyrethrum useful to farmers?
7. Name the mineral which is used for making artificial fertilizers.
8. Give any two ways factories are important to people in your community.
9. State any one problem facing people who live near industries in your community.
10. Give any two ways people benefit industries found in their locality.

(n) AGRICULTURAL RESEARCH CENTRES

✚ These are places where research on crops and animals is done. eg. Kawanda research centre in Wakiso district.

✚ Agriculture is the growing of crops and rearing of animals.

Examples of Agricultural research organisations.

- **NAADS**- National Agricultural Advisory Services.
- **NARO**- National Agricultural Research Organisation.

Importance of Agricultural Research centres

- ❖ Agricultural centres provide improved seeds to people
- ❖ They provide jobs to people.
- ❖ They train agricultural officers.
- ❖ They teach farmers on how to improve their crops and animals.

(o) PETROL STATIONS

✚ **A Petrol station** is a place where petroleum products are sold.

✚ **A Garage** is the place where vehicles are taken for repair/ service.

✚ **A Mechanic** is a person who repairs vehicles.

Examples of petroleum products.

- | | |
|----------|---------------------|
| ▪ Petrol | ▪ Aviation fuel. |
| ▪ Diesel | ▪ Paraffin/kerosene |

- Gas
- Oil.

Examples of Petrol stations in Uganda.

- Shell
- Gulf
- Total
- Pearl
- Africa
- Hass
- Moil
- Delta
- Petrocity
- Kobil
- Gapco



Importance of petrol stations in our community.

- ❖ They are a source of job opportunities to people.
- ❖ They are a source of fuel eg. paraffin, diesel etc.
- ❖ They are a source of income to the government.

Other important places in our district

- ✓ Airports eg. Entebbe international airport in Wakiso.
- ✓ Airstrips eg. Kololo airstrip.
- ✓ Airfields eg. Soroti airfield, Arua airfield, Kasese airfield etc.
- ✓ Railway stations
- ✓ Bus parks and taxi parks
- ✓ Forest reserves eg. Mabira forest, Budongo forest, Bugoma forest, Kibale forest
- ✓ Ports eg. Port Bell, Port Jinja, Port Bukakata, Port Butiaba etc.
- ✓ Administrative centres eg. District headquarters, Sub-county headquarters etc.

Ways of caring for important places in our district.

- ❖ By keeping them clean.
- ❖ By painting schools, hospitals, banks etc.
- ❖ By reporting strangers found in such places.
- ❖ By planting trees around important places.
- ❖ By respecting people who care for the important places.
- ❖ By teaching people on proper use of important places.
- ❖ By showing love for important places.
- ❖ By fencing important places in our community.



1. Apart from agricultural research centres, mention any four other important places in your district.

2. Give any two ways agricultural research centres are important to people in your community.
3. Write NAADS in full.
4. State any one way farmers can be helped to increase crop yields on their farms.
5. Name the international airport of Uganda.
6. In which district is the international airport of Uganda found?
7. Mention any two examples of airfields in Uganda.
8. Mention any three major inland ports in Uganda.
9. Name the town in which the headquarters of your district is found.
10. Give any four ways one can care for the important places in his/ her community.
11. Mention any three petroleum products sold at a petrol station.
12. Name the mineral that is used for making petroleum products.
13. Mention any three examples of petrol stations in your district.
14. Give any two ways petrol stations are important to people in your community.
15. Why is it not advisable for people to settle near petrol stations?

TOPIC 2: **PHYSICAL FEATURES IN OUR DISTRICT.**

INTRODUCTION TO PHYSICAL FEATURES

✚ Physical features are landforms of the earth that give it shape.

Types of physical features

- Drainage features
- Relief features

Relief features:

✚ These are landforms that are identified according to their altitude.

✚ Relief is the physical appearance of an area

✚ Altitude is the height of land above the sea level

Examples of relief features

- | | |
|-------------|---------------|
| ▪ Mountains | ▪ Rift valley |
| ▪ Valleys | ▪ Plateaus |
| ▪ Hills | ▪ Plains |

Drainage features:

✚ These are landforms that contain water.

✚ Drainage is the ground water system of an area.

Examples of drainage features.

- | | |
|----------|-----------|
| ▪ Oceans | ▪ Rivers |
| ▪ Lakes | ▪ Streams |
| ▪ Seas | |



1. Give the meaning of each of the term Physical features.
2. Mention the two types of physical features.
3. Mention any two examples of drainage features.
4. Give the meaning of the term Relief.
5. Mention any two examples of relief physical features.
6. Which physical feature **covers** the largest part of your district.

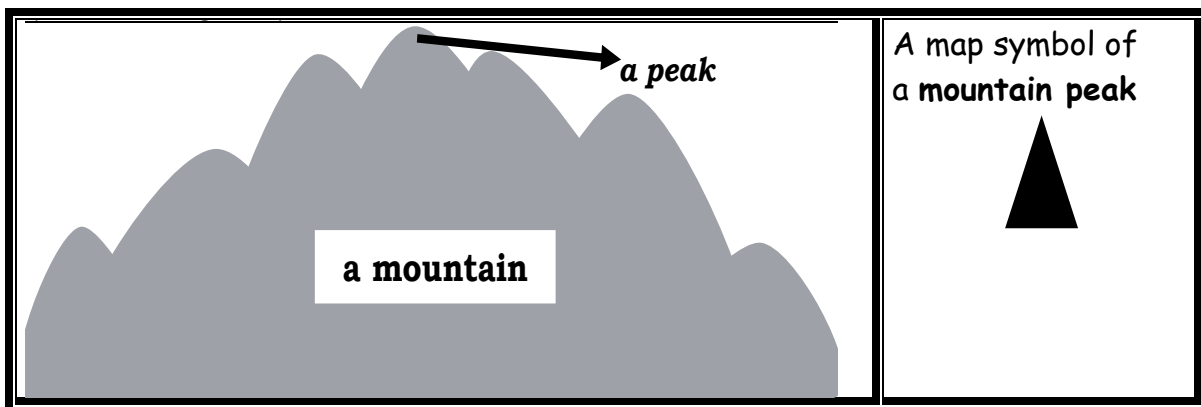
MOUNTAINS AND HILLS IN OUR DISTRICT.

✚ A Hill is a piece of land higher than the area around.

✚ A Mountain is a high large piece of land usually higher than a hill.

✚ Many mountains in an area form a range.

✚ A peak is the highest point of a mountain.



Examples of mountains in Uganda.

- Mountain Rwenzori.
- Mountain Zulia.
- Mountain Elgon.
- Mountain Morungole.
- Mountain Mufumbiro.
- Mountain Napak.
- Mountain Kadam.
- Mountain Moroto.

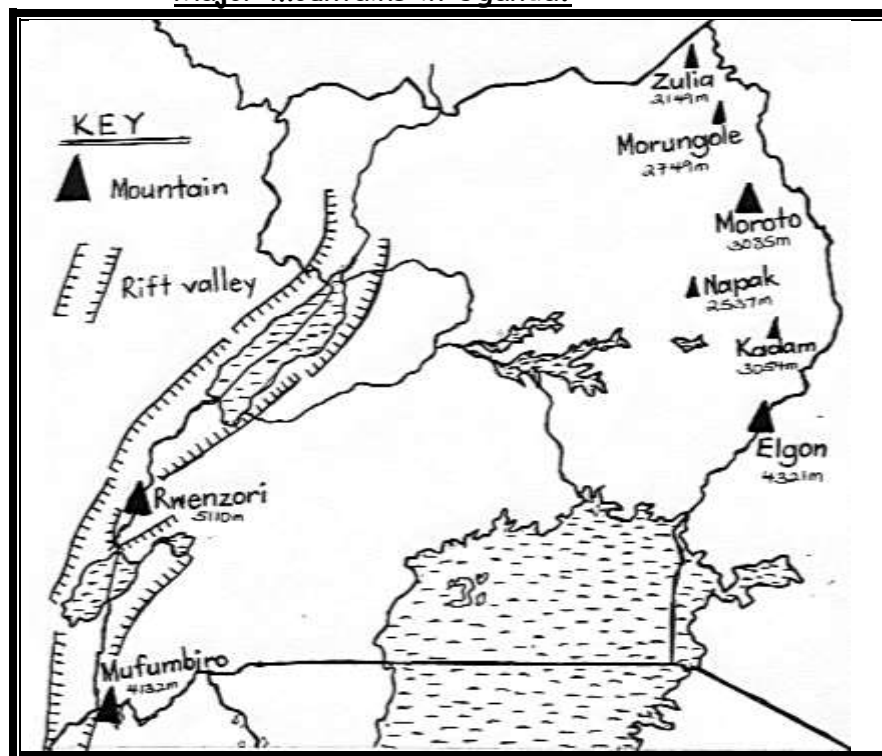
Highest peaks of major mountains in Uganda.

Mountain	Highest peak
Mountain Rwenzori	Margherita
Mountain Elgon	Wagagai
Mountain Mufumbiro	Muhavura
Mountain Moroto	Sokdek

Economic activities commonly carried out on the slopes of mountains and hills

- ❖ Crop growing
- ❖ Lumbering
- ❖ Tourism
- ❖ Mining

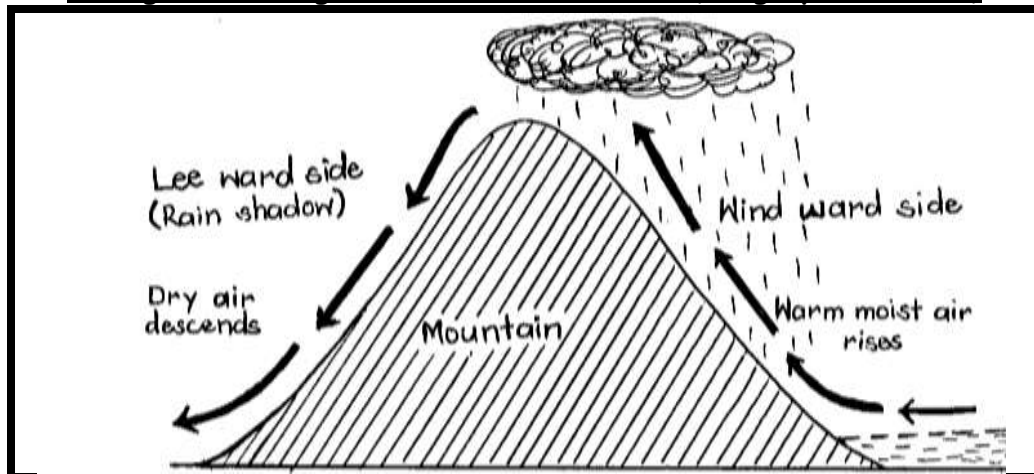
Major mountains in Uganda.



Importance of hills and mountains

- ❖ They help in rain formation ie. Relief rainfall.
- ❖ They have fertile soils which support crop cultivation.
- ❖ They attract tourists who bring in income.
- ❖ They have cool temperatures which favour dairy farming.
- ❖ They are used by telecommunication companies to place on masts.
- ❖ Some mountains are a source of rivers.
- ❖ Some mountains are a source of minerals eg. Osukuru hills in Tororo which provide limestone.
- ❖ They provide building materials eg. stones
- ❖ Some mountains form natural boundaries between places/ districts.
 - eg-Mountain Rwenzori creates a natural boundary between Uganda and DRC.
 - Mountain Elgon creates a natural boundary between Uganda and Kenya.
 - Mountain Mufumbiro creates a natural boundary between Uganda and Rwanda.

A diagram showing the formation of Relief (Orographic rainfall)



Note:

- ✓ The wind ward side of a mountain receives plenty of rainfall because it receives moist winds.
- ✓ The lee ward side of a mountain receives very little rainfall because it receives dry winds.
- ✓ The wind ward side is suitable for crop growing because it receives plenty of rainfall.

Disadvantages of mountains.

- ❖ They hinder agricultural mechanisation.
- ❖ They make road and railway construction difficult.
- ❖ Some mountains erupt and destroy property.
- ❖ They have steep slopes which promote soil erosion.
- ❖ They are greatly affected by landslides. and soil erosion.

Problems faced by people living on slopes of mountains.

- ❖ Severe soil erosion.
- ❖ Volcanic eruptions.
- ❖ Landslides eg.in Bududa district.
- ❖ Poor road network.

- ❖ Much coldness.
- ❖ Attacks from wild animals.
- ❖ Poor agricultural mechanisation.

Possible solutions to the problems faced by people living in mountainous areas.

- ❖ By rearing donkeys for transport
- ❖ By terracing the land to reduce soil erosion.
- ❖ By planting trees to control landslides.
- ❖ By contour ploughing to reduce soil erosion.
- ❖ By resettling people to safe plains.
- ❖ By constructing winding roads.

How to control soil erosion in highland areas.

- By terracing.
- By contour ploughing.
- By strip cropping



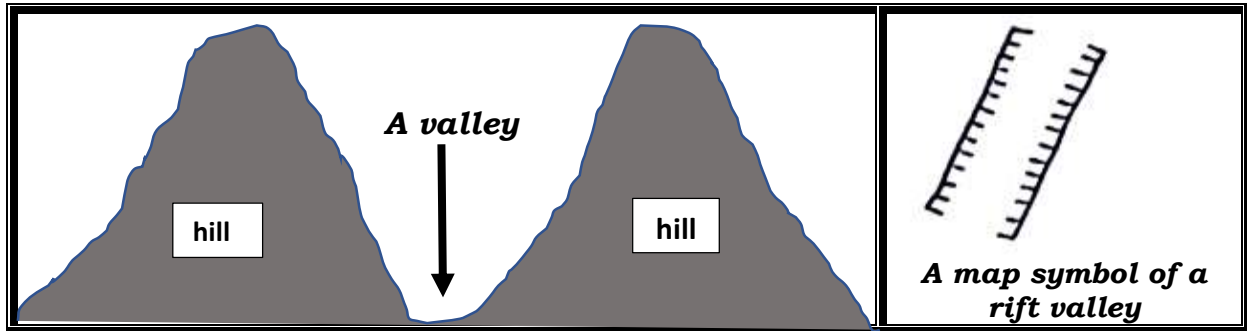
Testing Exercise.

1. Mention any four major mountains in Uganda.
2. Draw the map symbol of a mountain peak in the space provided below.
3. Name the highest mountain in Uganda.
4. Mention any three economic activities that are commonly carried out in highland areas.
5. Give any four ways mountains are important to people.
6. Which type of rainfall is mostly received in highland areas?
7. How are hills useful to telecommunication companies?
8. How are mountains useful to the construction industry?
9. Name the mountain that lies along the border of Uganda and Kenya.
10. State any two economic importance of mountains.
11. Why does the lee ward side of a mountain usually receive very little rainfall?
12. Which factor favours crop growing on the wind ward side of the mountain?
13. Mention any two ways soil erosion can be controlled in highland areas.
14. Give any three dangers of hills and mountains in an area.
15. Mention any three problems faced by people living in highland areas.
16. State any three ways people living in highland areas can solve the problems they face.
17. What causes landslides in highland areas?
18. Give one way landslides can be controlled in highland areas.
19. Which animal is commonly used for transport in highland areas?
20. How can road transport be made possible in hilly areas?

VALLEYS AND RIFT VALLEY

✚ A valley is a low land between two close hills.

✚ A rift valley is a long wide depression on the earth's surface with steep sides.



Economic activities commonly carried out in valleys/ rift valleys.

- Crop growing
- Fishing
- Mining
- Tourism

Problems faced by people living in valleys/ rift valley areas.

- Poor transport and communication
- Floods.
- High temperatures.

Importance of rift valleys

- ❖ They are source of income through tourism
- ❖ It promotes wild life conservation
- ❖ They form natural boundaries between places
- ❖ They are a source of lakes and rivers
- ❖ They provide land for crop growing.



Testing Exercise.

1. What is a Valley?
2. What name is given to the steep sides of a rift valley?
3. State any two problems faced by people living in valleys.
4. Mention any two economic activities that are commonly carried out in valleys.
5. What term refers to a low land between highlands?
6. Draw a map symbol of the rift valley in the space provided below.
7. Give two ways valleys are useful to people in your community.

PLATEAUX AND PLAINS

✚ A plateau is a raised flat topped piece of land.

✚ A plain is a large flat area.

✚ The plateau covers the largest part of Uganda.

Features found on a plateau

- Lakes
- Rivers
- Streams
- Valleys
- Hills

Economic activities carried out in plateau areas.

- Crop cultivation
- Tourism
- Fishing
- Mining
- Animal rearing
- Lumbering.
- Industrialisation.

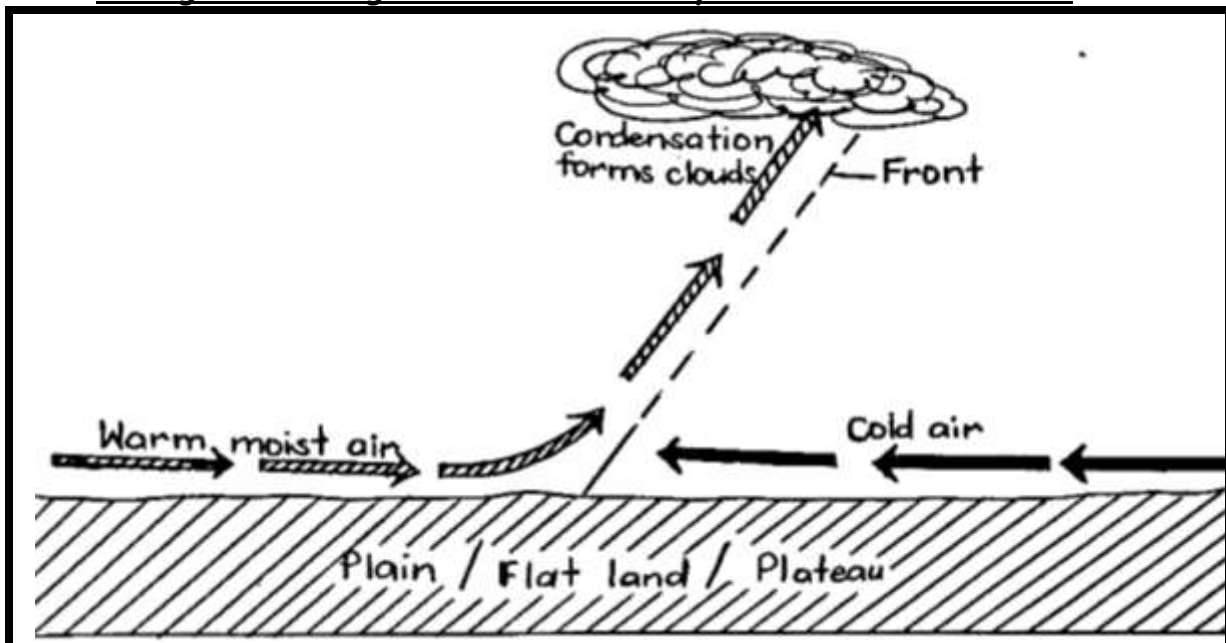
Importance of plateaus.

- ❖ They have fertile soils for crop growing.
- ❖ They are used for building industries.
- ❖ They are used for human settlement.
- ❖ They promote wildlife conservation.
- ❖ They have plenty of pasture for animal rearing.
- ❖ They promote tourism.
- ❖ They help in formation of cyclonic rainfall.

Formation of Cyclonic rainfall.

- + Cyclonic rainfall is formed when cold dry winds meet the warm moist winds.
- + The stronger wind (cold dry wind) pushes the weaker one (warm moist winds) forcing it to rise and condense forming clouds
- + This rainfall is always very light in form of drizzles and lasts for a short period of time.
- + The meeting point of the two winds is called a front

A diagram showing the formation of Cyclonic / Frontal rainfall





1. What is a Plateau?
2. Which physical feature covers the largest part of your district?
3. Mention any three economic activities commonly carried out on a plateau.
4. Mention any two physical features that are found on a plateau in your district.
5. Which type of rainfall is mostly received in plains?
6. What name is given to the meeting point of the warm moist winds and dry winds during the formation of the above type of rainfall?
7. Give any three ways a plateau is useful to people in your locality.

LAKES IN OUR DISTRICT

✚ A lake is a mass of non-flowing water on the earth's surface.

✚ Or: A lake is a large area of water that is surrounded by land.

Examples of major lakes in Uganda.

- | | |
|------------------|---------------------|
| ❖ Lake Victoria. | ❖ Lake George. |
| ❖ Lake Albert. | ❖ Lake Wamala. |
| ❖ Lake Mburo. | ❖ Lake Kwana |
| ❖ Lake Bunyonyi. | ❖ Lake Nakivali |
| ❖ Lake Katwe. | ❖ Lake Bisina |
| ❖ Lake Kyoga. | ❖ Lake Kijanebalola |
| ❖ Lake Edward. | ❖ Lake Opeta. |

Types of lakes.

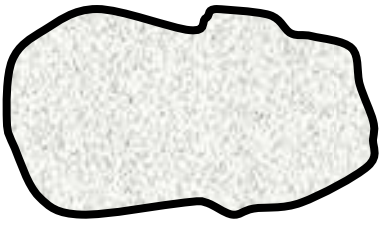
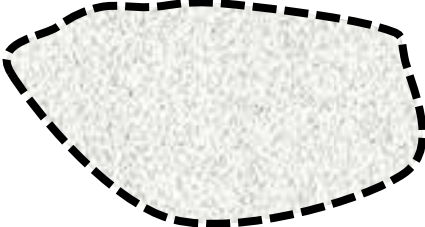
- Permanent lakes.
- Seasonal lakes.

Permanent lakes are lakes which contain water throughout the year.

Examples of permanent lakes in Uganda.

- | | |
|------------------|----------------|
| ❖ Lake Victoria. | ❖ Lake Edward. |
| ❖ Lake Mburo. | ❖ Lake George. |
| ❖ Lake Albert. | ❖ Lake Kyoga |

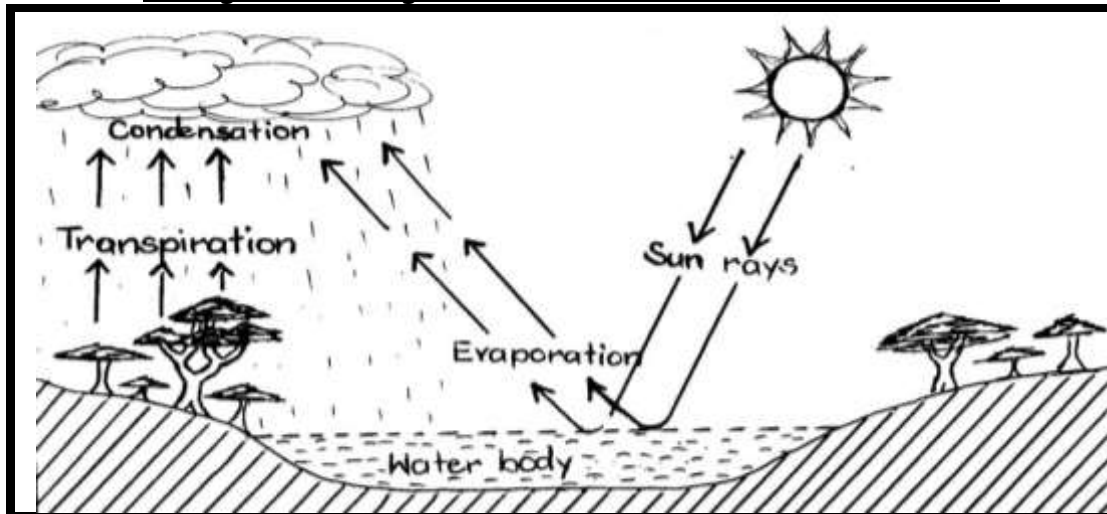
Seasonal lakes are lakes which dry up in the dry season and get water in the wet season.

	
<i>A map symbol of a permanent lake</i>	<i>A map symbol of a seasonal lake</i>

Note:

- ✓ The sun rays heat water in water bodies causing evaporation.
- ✓ Convictional rainfall is mostly received around large water bodies and forested areas.

A diagram showing the formation of Convictional rainfall.



Processes involved in the formation of convectional rainfall

- Evaporation
- Condensation
- Transpiration

Economic activities carried out near lakes.

- | | |
|----------------|------------------|
| • Fishing | • Transportation |
| • Crop growing | • Mining |
| • Tourism | |

Resources/ important things obtained from lakes.

- | | |
|---------|------------|
| ▪ Sand | ▪ Salt |
| ▪ Fish | ▪ Soda ash |
| ▪ Water | |

Dangers of lakes.

- | | |
|---|---|
| ❖ Drowning | ❖ They harbour disease vectors. |
| ❖ They cause flooding | ❖ Lakes hinder road and railway construction. |
| ❖ They harbour dangerous aquatic animals. | |

Problems facing lakes and rivers

- ❖ Silting. This reduces the depth of water bodies.
- ❖ Overuse of water from lakes for irrigation.
- ❖ Drought which lowers the water level.
- ❖ Dumping of wastes into water bodies.
- ❖ Over fishing

Caring for lakes.

- ❖ By using proper fishing methods.
- ❖ By planting trees around lakes.
- ❖ By treating industrial wastes before dumping them in lakes.
- ❖ By teaching people about the importance of lakes.

Reasons why lake shores and river banks are densely populated.

- ❖ They have fertile soils for crop growing.
- ❖ They receive reliable rainfall.
- ❖ They have a lot of employment/job opportunities.



Testing Exercise

1. Name the largest lake in Uganda.
2. Mention the two types of lakes.
3. Draw a map symbol of a seasonal lake in the space below.
4. Give any three ways lakes are useful to people.
5. Mention any two processes that are involved in the formation of convectional rainfall.
6. Which type of rainfall is mostly received around large water bodies?
7. How do lakes help to modify climate of an area?
8. Mention any three economic activities that are commonly carried out on water bodies.
9. Give one way lakes are politically important.
10. Which lake in Uganda is known for salt mining?
11. How is the sun useful in the rain cycle?
12. Give any two ways lakes are dangerous in the environment.
13. Give one reason why very many people usually settle on the slopes of mountains.
14. State any one way lakes can be cared for.
15. Mention any two problems facing lakes and rivers.

RIVERS IN OUR DISTRICT.

- ✚ A river is a mass of flowing water on the earth's surface.
- ✚ Rivers flow from areas of high altitude to areas of low altitude.
- ✚ Rivers continuously get their water from rainfall, melting snow from high mountains or underground springs.
- ✚ Some rivers originate from highlands because such areas receive plenty of water which is a source of water to rivers.

Examples of major rivers in Uganda.

- | | |
|-----------------|-------------------|
| ❖ River Nile | ❖ River Kagera |
| ❖ River Kafu | ❖ River Mpologoma |
| ❖ River Mayanja | ❖ River Achwa |

- ❖ River Katonga
- ❖ River Sezibwa
- ❖ River Nkusi

- ❖ River Semliki
- ❖ River Manafwa
- ❖ River Mubuku

Types of rivers

✚ **Permanent rivers**. These are rivers which flow throughout the year.

Examples of permanent rivers.

- ❖ River Nile
- ❖ River Kafu
- ❖ River Kagera
- ❖ River Mpologoma
- ❖ River Achwa
- ❖ River Katonga
- ❖ River Sezibwa

✚ **Seasonal rivers**. These are rivers that mainly flow during the wet season and dry up during the dry season.

Map symbols related to rivers

<i>permanent river</i>	<i>seasonal river</i>	<i>a waterfall</i>	<i>a dam</i>

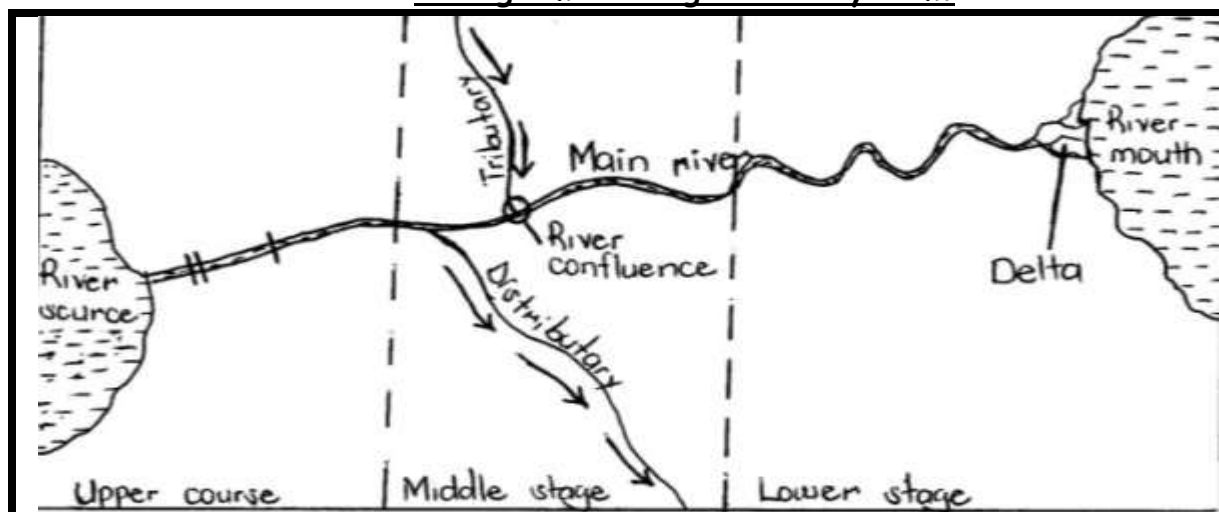
Stages of River development

✚ A river has three main stages/ courses.

These are;

- The Youth stage/ Upper course
- The Mature stage/ Middle stage
- The Old stage/ Lower stage (Senile)

A diagram showing a river system.



Terms related to rivers.

- ✓ A river source is a point where a river begins to flow.
- ✓ A river mouth is a point where a river ends its flow.
- ✓ A tributary is a small river that joins the main river.
- ✓ A distributary is a small river that branches away from the main river.
- ✓ A river confluence is a place where two or more rivers meet.
- ✓ An estuary is a wide part of a river as it ends its flow.
- ✓ A delta is the place where a river forms several streams as it ends its flow
eg. The Nile delta.

Note:

- ✓ *Deltas have rich fertile soil for crop growing.*
- ✓ *They also attract tourists who bring in income.*
- ✓ **A waterfall** is a steep flow of a river.
Or. It is a point where a river flows from high altitude to a low altitude.
- ✓ **A Cataract** is a series of waterfalls on a river.
- ✓ *Waterfalls attract tourists who bring in income, and also help in generation of hydro electricity.*
- ✓ *However, waterfalls may cause water accidents and also block water transport.*

Examples of waterfalls in Uganda.

- | | | |
|----------------|-------------------|------------------|
| ▪ Karuma falls | ▪ Sipi falls | ▪ Sezibwa falls. |
| ▪ Itanda falls | ▪ Murchison falls | |

Importance of rivers.

- ❖ They are a source of fish.
- ❖ They help in the formation of convectional rainfall.
- ❖ They are source of income through tourism.
- ❖ They provide water for domestic use.
- ❖ Rivers help in the generation of Hydro Electric Power/ hydroelectricity.
- ❖ They act as recreation centres.

Problems caused by rivers in an area.

- | | |
|---|-----------------------------------|
| ❖ Drowning | ❖ They hinder road construction. |
| ❖ Flooding | ❖ They harbour dangerous animals. |
| ❖ Rivers are breeding places for disease vectors. | |

Major economic activities carried out on and around rivers.

Carried out on rivers

- Fishing
- Transportation
- Mining
- Tourism

Carried out around rivers.

- Crop farming
- Tourism



1. Name the longest river in Uganda.
2. Apart from the above river, mention any four other major rivers in Uganda.
3. Draw the map symbols of the following.

A waterfall	A permanent river

4. Give the meaning of each of the following;
 - (i) A tributary
 - (ii) A river confluence
5. Mention any three major waterfalls in Uganda.
6. Give any two ways waterfalls are economically important to a country.
7. Mention the three stages of river development.
8. Give any four ways rivers are important to people in your community.
9. State any three problems caused by rivers in an area.
10. Which type of electricity is generated from fast flowing water?

General importance of physical features.

- ❖ Lakes and rivers are a source of fish.
- ❖ They help in the formation of rain.
- ❖ They are source of income through tourism.
- ❖ Lakes and rivers provide water for domestic use.
- ❖ Rivers help in the generation of Hydro Electric Power/ hydroelectricity.
- ❖ They act as recreation centres.
- ❖ Mountain slopes and lake shores have fertile soils which support crop cultivation.
- ❖ Hills and mountains are used by telecommunication companies to place on masts.
- ❖ Some mountains are a source of rivers.
- ❖ Some physical features are a source of minerals eg.Osukuru hills in Tororo which provide limestone.
- ❖ Mountains provide building materials eg.stones
- ❖ Lakes and rivers provide water for irrigation.
- ❖ They form natural boundaries between places/ districts.

Dangers of physical features

- ❖ Some of them are hiding for wrong doers
- ❖ They harbour dangerous wild animals
- ❖ They are breeding places for disease vectors

- ❖ Lakes and rivers flood which kills people.
- ❖ They hinder road construction.
- ❖ Mountains hinder agricultural mechanisation.
- ❖ Some mountains erupt and destroy property.
- ❖ Hills and mountains have steep slopes which promote soil erosion.
- ❖ Mountains are greatly affected by landslides. and soil erosion.

Ways of caring for the physical features

- ❖ BY Planting trees on shores of lakes and mountain slopes and river banks
- ❖ BY discouraging people from dumping rubbish in water bodies
- ❖ By terracing land to control soil erosion in highlands.
- ❖ By sensitising people about the importance of different physical features.
- ❖ By using proper fishing methods.
- ❖ By filling holes after mining.
- ❖ By treating wastes before disposing them in water bodies.



1. Write HEP in full.
2. How do lakes and rivers help to modify climate of an area?
3. Name the major mineral mined from Osukuru hills in Tororo.
4. Mention any one building material obtained from mountains.
5. Give one way physical features are politically important in the environment.
6. Give any three ways lakes and rivers are economically important.
7. State any two problems faced by people living near lakes and rivers.
8. Mention any two problems faced by people living in mountainous areas.
9. State any two ways lakes and rivers can be cared for.
10. Give one way mountains hinder economic development in an area.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

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For Excellence in Social Studies

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We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

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PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.


The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

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THEME: LIVING TOGETHER IN OUR DISTRICT.

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TOPIC 3:

VEGETATION IN OUR DISTRICT.

INTRODUCTION TO VEGETATION

✚ **Vegetation** is the plant life cover of an area.

Types of vegetation.

- Natural vegetation
- Planted vegetation

Natural Vegetation.

✚ **Natural vegetation** is the plant life cover of an area that grows on its own.

✚ It includes all plants in the environment that grow without the influence of man.

Examples of natural vegetation.

- ❖ Natural forests
- ❖ Swamp vegetation
- ❖ Bushes
- ❖ Grasslands
- ❖ Thickets
- ❖ Shrubs
- ❖ Natural flowers

Planted Vegetation

✚ Planted vegetation is the plant life cover of an area that is planted by man.

Examples of planted vegetation.

- ❖ Planted forests
- ❖ Planted flowers
- ❖ Planted grass eg.paspalum
- ❖ Crops

Importance of flowers.

- ❖ They are a source of income when sold.
- ❖ They are used for decoration.
- ❖ They are used to give respect to the dead.
- ❖ They are used to express love.

Importance of vegetation.

- ❖ It is a source of food to people and animals.
- ❖ It is a source of herbal medicine.
- ❖ It acts as a natural habitat for animals.
- ❖ It helps in formation of rain. ie. Convectional rainfall through transpiration.
- ❖ It is a source of building materials eg.spear grass.
- ❖ It controls soil erosion.
- ❖ It is a source of income through attracting tourists.
- ❖ It is a source of raw materials for crafts industry.eg.papyrus reeds, palm leaves.
- ❖ It is a source of wood fuel ie. charcoal and firewood.
- ❖ It purifies air by absorbing carbon dioxide and releasing oxygen to the atmosphere.

Dangers of some vegetation.

- ❖ Some vegetation is poisonous to people and animals.
- ❖ It creates breeding places for disease vectors.
- ❖ It harbours dangerous animals to man.
- ❖ It acts as hiding places for wrong doers.



1. Give the meaning of the term vegetation.
2. Mention the two types of vegetation.
3. How is natural vegetation different from planted vegetation?
4. Mention any four examples of natural vegetation.
5. Give the meaning of Natural vegetation.
6. What is Planted vegetation?
7. Mention any three examples of planted vegetation.
8. Give any two ways vegetation supports the life of wild animals.
9. How does vegetation help to modify climate of an area?
10. Give one reason why people plant grass in their compounds.
11. Mention any one building material obtained from vegetation.
12. Give any four ways vegetation is important in the environment.
13. State any two ways vegetation has improved the health of the people in your district.
14. How has vegetation promoted the development of craft work industry?
15. Mention any two examples of wood fuel.
16. Give one way herbalists benefit from vegetation in your community.
17. How does vegetation help to purify air?
18. Give any three ways vegetation is dangerous to people.

FORESTS IN OUR DISTRICT.

✚ **A forest** is a large group of trees growing together in an area.

Types of forests

- ❖ Natural forests
- ❖ Planted forests.

NATURAL FORESTS.

✚ **Natural forests** are groups of trees that grow in an area on their own.

Examples of natural forests.

- ❖ Budongo forest (the largest forest in Uganda)
- ❖ Mabira forest (the largest forest in Central region of Uganda, located along Kampala-Jinja highway)
- ❖ Bwindi impenetrable forest (located in South Western Uganda, famous for mountain gorillas)
- ❖ Maramagambo forest
- ❖ Bugoma forest.
- ❖ Mountain Elgon forest
- ❖ Malabigambo forest
- ❖ Itwara forest
- ❖ Zoka forest
- ❖ Ssese forest



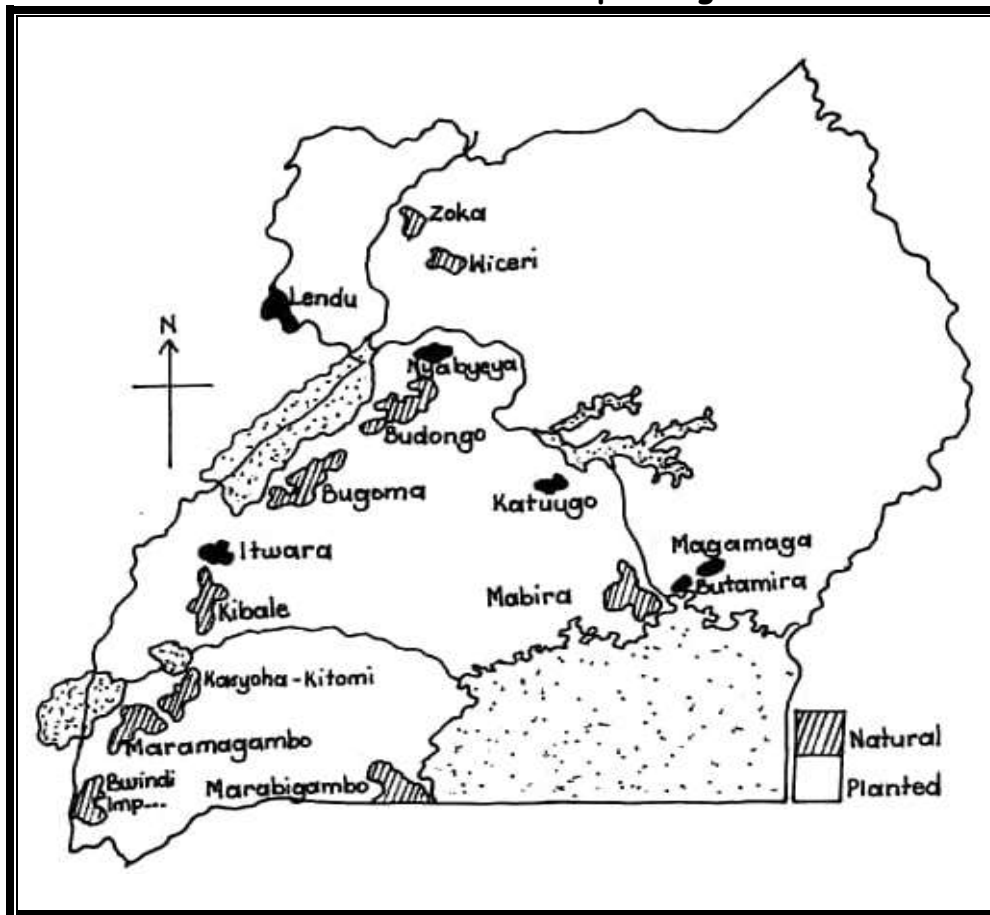
Budongo forest is the largest natural forest in Uganda.

Characteristics of natural forests.

- ❖ They have a thick undergrowth.(this makes them impenetrable)
- ❖ Trees grow very tall. (to get sunlight)
- ❖ Trees form a canopy.(a layer of leaves and branches that form a cover to the ground)
- ❖ Trees are ever green. (they don't shed their leaves)
- ❖ Trees have buttress roots.
- ❖ Trees take a long time to mature.
- ❖ Trees have broad leaves.
- ❖ Trees produce hard wood.
- ❖ Trees are of different species.

- **Note:** -**Deciduous trees** are trees that shed their leaves during the dry season. They shed their leaves in order to reduce the rate of transpiration.

Location of natural forests on the map of Uganda.



Examples of tree species that commonly grow in natural forests.

- | | | |
|-----------------|------------------|--------|
| ❖ Mahogany | ❖ African walnut | ❖ Teak |
| ❖ Mvule (iroko) | ❖ Rosewood | |
| ❖ Ebony | ❖ Green heart | |

Products obtained/ got from hard wood.

- | | | |
|----------|------------------|-------------|
| ❖ Tables | ❖ Benches | ❖ Cupboards |
| ❖ Desks | ❖ Wooden windows | |
| ❖ Chairs | ❖ Wooden doors | |



1. What is a forest?
2. Mention the two types of forests.
3. Name the largest natural forest in Uganda.
4. Which natural forest is located along Kampala-Jinja highway?
5. Name any four natural forests in Uganda
6. Why are natural forests referred to as impenetrable forests?
7. Name the largest natural forest found in the central region of Uganda.
8. State any four characteristics of natural forests.
9. Which type of wood is commonly obtained from natural forests?
10. Why do trees in natural forests usually grow very tall?
11. What are deciduous trees?
12. Why do some trees shed their leaves during the dry season?
13. What name is given to the umbrella-like structure formed by trees in natural forests?
14. Mention any four tree species that commonly grow in natural forests.
15. Mention any four products that are commonly obtained from soft wood timber.

PLANTED FORESTS.

✚ **Planted forests** are groups of trees that grow by the help of man.

✚ Planted forests are usually planted by man.

Examples of planted forests.

- ❖ Magamaga forest in Mayuge
- ❖ Katuugo forest in Nakasongola
- ❖ Butamira in Jinja
- ❖ Bugamba in Mbarara.
- ❖ Mafuga forest in Rukungiri
- ❖ Lendu forest in Nebbi (the largest in Uganda)
- ❖ Nyabyeya forest in Masindi



Characteristics of planted forests.

- ❖ Trees are planted in rows
- ❖ Trees mainly produce soft wood.
- ❖ Trees are well spaced.
- ❖ Trees are of the same species.
- ❖ Trees mature almost at the same time.
- ❖ Trees take a short time to mature.

Examples of tree species that commonly grow in planted forests.

- ❖ Pine
- ❖ Cedar
- ❖ Spruce
- ❖ Fir
- ❖ Eucalyptus
- ❖ Cypress.

Uses of some tree species that are commonly planted

- ✓ **Ficus tree** (mutuba tree)- it is used for making bark cloth.
- ✓ **Rubber tree**-it provides latex used for making rubber balls, erasers, car tyres, shoe soles, gum boots, gloves, elastic bands etc.
- ✓ **Grape tree**-it provides grapes used for making wine.
- ✓ **Oil palm**-it provides palm oil used for making cooking oil, margarine, soap, candles
- ✓ **Wattle tree**-it provides tannin used for softening leather/ animal skins.
- ✓ **Mulberry**-it is used for making drugs eg. quinine

Products commonly obtained from soft wood

- | | |
|----------------|-----------------|
| ❖ match boxes | ❖ ply wood |
| ❖ match sticks | ❖ wooden rulers |
| ❖ papers | ❖ toilet papers |
| ❖ pencils | ❖ soft boards |



1. What are planted forests?
2. Name the largest planted forest in Uganda.
3. Mention any four planted forests in Uganda.
4. Which type of wood is commonly obtained from planted forests?
5. Mention any four tree species that are common in most planted forests.
6. How are wattle trees useful to the leather tanning industry?
7. Write down any three examples of soft wood trees.
8. State any four characteristics of planted forests.
9. Mention any four products obtained from palm oil.
10. How is ficus tree socially important to the people of Buganda?
11. Write down any three products made out of latex obtained from rubber tree.
12. Mention any four products obtained from soft wood.

Importance of forests.

- ❖ Forests are a source of income through attracting tourists
- ❖ They help in formation of convectional rainfall.
- ❖ They are a source of herbal medicine.
- ❖ Trees act as wind breaks.
- ❖ They are a source of food to people and animals.
- ❖ Trees act as natural habitats for wild animals.
- ❖ They are a source of wood fuel.
- ❖ They help to reduce soil erosion.
- ❖ They are a source of raw materials for industries.

Economic activities that are commonly done in forests

- | | |
|-------------------|------------------------------|
| ❖ Lumbering | ❖ Crop growing |
| ❖ Charcoal making | ❖ Herbal medicine collection |
| ❖ Tourism | ❖ Fruit gathering |

Forest resources.

✚ These are valuable / important things got from forests.

These include;

- ❖ Timber
- ❖ Wood fuel (charcoal and firewood)
- ❖ Latex
- ❖ Tannin
- ❖ Herbal medicine
- ❖ Fruit

Dangers of forests

- ❖ They are hiding places for wrong doers/ criminals.
- ❖ They are breeding places for disease vectors.
- ❖ They harbour dangerous wild animals.



Lesson Exercise.

1. Mention any two examples of wood fuel.
2. Give any three ways forests are important.
3. Which type of rainfall is commonly received around forested areas?
4. Why do areas around forests usually receive plenty of rainfall?
5. Mention any four economic activities that are commonly carried out in forests.
6. Which type of medicine is commonly obtained from forests?
7. Why are monkeys commonly found in forested areas?
8. Name the largest natural forest in Uganda.
9. Give one way forests are economically important in your locality.
10. How do forests help to modify climate of an area?
11. State any two ways forests are dangerous to people living near them.
12. Write down any two examples of forest resources.

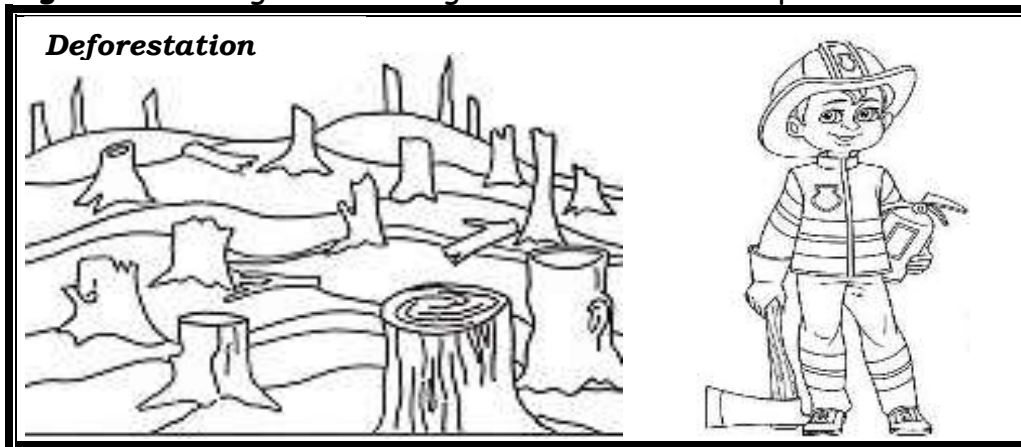
Problems facing forests

- ❖ Deforestation.
- ❖ Outbreak of bush fires.
- ❖ Human encroachment on forests.

DEFORESTATION

✚ **Deforestation** is the massive cutting down of trees without replacement.

✚ **Lumbering** is the cutting down/felling of mature trees for production of timber.



Reasons why people cut down trees/ carry out deforestation.

- ❖ To get land for settlement
- ❖ To get land for crop growing.
- ❖ To get land for constructing roads.
- ❖ To get land for building industries.
- ❖ To get timber.
- ❖ To get wood fuel.
- ❖ To get land for constructing flat play grounds.

Dangers / effects of deforestation.

- ❖ It leads to soil erosion.
- ❖ It leads to desertification/ drought.
- ❖ It destroys the natural habitat for animals.
- ❖ It leads to displacement of wild animals.
- ❖ It leads to extinction of some tree species.
- ❖ It reduces the amount of rainfall received in an area.



1. Give the meaning of the term Deforestation.
2. Apart from deforestation, give any two other problems facing forests.
3. What term refers to the felling of trees for production of timber?
4. Give any four reasons why people carry out deforestation.
5. State any two ways the big number of people today has led to deforestation.
6. Give one way road construction negatively affects the environment.
7. State any three dangers that may result from deforestation.
8. Give two ways deforestation affects wild animals.

FOREST CONSERVATION.

🌳 **Forest conservation** is the act of protecting forests from extinction.

Ways of conserving forests.

- ❖ By practising afforestation.
- ❖ By practising reafforestation.
- ❖ By practising agro-forestry
- ❖ By teaching people on the importance of forests.
- ❖ By educating people about the dangers of deforestation.
- ❖ Through rural electrification. (extension of electricity to rural areas)

➤ **Note:**

- ✓ **Afforestation** is the planting of trees on a large scale where they have never been/ existed.
- ✓ **Reafforestation** is the planting of trees on a large scale where they have ever been/ existed.
- ✓ **Agro-forestry** is the growing of crops together with useful trees on the same piece of land.
- ✓ **National Forestry Authority (NFA)** is the body that is responsible for conservation of forests in Uganda.

Roles of NFA.

- ❖ It teaches people about the importance of forests.
- ❖ It enforces laws against deforestation.
- ❖ It creates forest reserves.
- ❖ It evicts people settling in forest reserves.



1. Give the meaning of Forest conservation.
2. State any three ways forests can be conserved.
3. Write NFA in full.
4. Give the meaning of each of the following:
 - (i) Afforestation.
 - (ii) Reafforestation.
 - (iii) Rural electrification.
5. Name the body that is responsible for conservation of forests in Uganda.
6. Give any three ways the body in (5) above conserves forests in Uganda.
7. What term refers to the practice of growing crops together with trees in the same garden?
8. State any two problems facing forests .

SWAMP VEGETATION

- ✚ A **swamp** is a water logged area with vegetation.
- ✚ Or. A **swamp** is an area that has vegetation and plenty of water.
- ✚ Swamps are sometimes referred to as **wetlands**.
- ✚ Swamps are found along rivers, lakes and valleys.

<i>A map symbol of a swamp</i>	<i>Papyrus</i>	<i>A flower vessel made out of clay</i>

Examples of swamp vegetation

- ❖ Papyrus
- ❖ Palm trees

Economic activities commonly carried out in swampy areas.

- ❖ Crop growing
- ❖ Fishing
- ❖ Mining
- ❖ Tourism
- ❖ Pottery
- ❖ Brick making .

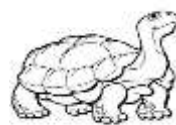
Swamp resources/ craft raw materials got from swamps.

- ✓ Papyrus reeds-used for making baskets, mats, hats etc
- ✓ Palm leaves-used for making mats etc.
- ✓ Clay-used for making products like cups, plates, pots, flower vessels etc
- ✓ Sand-used for building.

Common crops grown in swamps

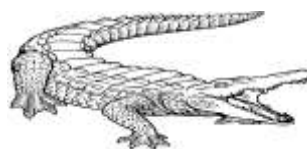
- ❖ Rice
- ❖ Yams

- ❖ Vegetables
- ❖ Sugarcane

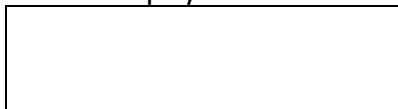


Importance of swamps.

- ❖ They are a source of water.
- ❖ They are a source of fish eg. Mud fish.
- ❖ They are a source of minerals eg. Sand
- ❖ They are habitats for aquatic animals eg. Crocodiles, hippopotamuses, frogs etc.
- ❖ They help in formation of convectional rainfall.
- ❖ They help to filter water. (they have spongy-like roots which help to filter water)
- ❖ Swamps help to control floods.
- ❖ They are a source of raw materials for craft work eg. Papyrus reeds, palm leaves etc.
- ❖ They attract tourists who bring in income.



1. What is a swamp?
2. Name the commonest plant found in swampy areas.
3. Draw a map symbol of a swamp in the space provided below.



4. Give any four ways swamps are important in the environment.
5. Which type of fish is commonly obtained from swamps?
6. Name any three examples of aquatic animals.
7. Mention any three craft raw materials commonly got from swamps.
8. Give any two ways swamps are economically important to people in the community.
9. Mention any three economic activities that are commonly carried out in swamps.
10. Mention any three crops that are commonly grown in swamps.

MISUSE OF SWAMPS.

Ways people misuse swamps.

- ❖ By dumping industrial wastes in swamps.
- ❖ Through uncontrolled harvesting of papyrus reeds.
- ❖ By burning swamp vegetation.
- ❖ Through swamp drainage.

➤ **Note:**

- ✓ **Swamp drainage** is the removal of water from swamps.
- ✓ **Swamp reclamation** is the act of changing a swamp from its natural state for other uses.
- ✓ **Swamp encroachment** is the illegal settlement in swamps.

How people drain swamps.

- ❖ By adding murrum in swamps.
- ❖ By digging channels in swamps.

Reasons why people drain swamps.

- ❖ To get land for crop growing.
- ❖ To get land for constructing industries.
- ❖ To get land for settlement.
- ❖ To construct roads.

Dangers of draining swamps.

- ❖ It leads to drought/ desertification.
- ❖ It leads to death of aquatic animals.
- ❖ It leads to floods.
- ❖ It leads to displacement of aquatic animals.
- ❖ It leads to reduction in craft raw materials.

Problems faced by people living near swamps.

- ❖ Floods during the rainy season.
- ❖ Attacks from aquatic animals.
- ❖ Poor road transport.
- ❖ Attacks from disease vectors that live in swamps.

GRASSLANDS.

- ✚ **Grasslands** are large areas of land covered with grass.
- ✚ Grassland is the dominant form of plant life.
- ✚ Areas which receive heavy rainfall usually have tall grass while those that receive very little rainfall usually have short grass.

Examples of common grass.

- ❖ Spear grass
- ❖ Couch grass
- ❖ Paspalum
- ❖ Star grass
- ❖ Finger millet grass
- ❖ Wondering jew

Importance of grass.

- ❖ It helps to reduce soil erosion.
- ❖ It is used as pasture for animals.
- ❖ It acts as a natural habitat for animals.
- ❖ It is used as mulches.
- ❖ Grass beautifies the environment.
- ❖ It is a source of herbal medicine.
- ❖ It is used for mulching houses

Dangers of some grass.

- ❖ Some grass is poisonous to people and animals.
- ❖ Some grasslands are hiding places for wrong doers.
- ❖ Some grass are weeds in the garden.



1. What is swamp drainage?
2. Give any two ways people drain swamps.
3. State any three ways people misuse swamps.
4. Give any three reasons why people drain wetlands.
5. State any three ways swamps are important in the environment.
6. Give any three problems faced by people who live near swamps.
7. State any three problems an area is likely to face as a result of the destruction of the existing swamps.
8. Mention any three products that are obtained from the raw materials got from swamps.
9. Mention any two common grass that exists in the environment.
10. State any four importance of grass
11. Mention the commonest grass that is commonly planted in people's compounds.
12. Give any two reasons why people plant the above grass in their compounds.

CROPS.

- ✚ **Crops** are plants grown in the garden for social and commercial purpose.
- ✚ Crop growing is carried out in areas that have fertile soils and receive reliable rainfall.

Why people grow crops.

- ❖ To sell them and get money.
- ❖ To get food.
- ❖ To get raw materials for agro-based industries.

Types of crops.

- ❖ Traditional cash crops.
- ❖ Non-traditional cash crops.

(i) TRADITIONAL CASH CROPS.

- ✚ **Traditional cash crops** are crops which were originally grown for sale.

Examples of traditional cash crops.

- | | | |
|-----------|----------|------------|
| ❖ Coffee | ❖ Sisal | ❖ Oil palm |
| ❖ Tobacco | ❖ Cotton | ❖ Rubber |
| ❖ Cocoa | ❖ Tea | |

Products obtained/ made from different cash crops

Crop	Product(s)
Cotton	Clothes, cotton wool, threads
Pyrethrum	insecticides
Oil palm	Palm oil used for making cooking oil, soap, margarine etc.
Tea	Beverages

Rubber	Latex for making gloves, balls, shoe soles, car tyres, erasers etc
Tobacco	Cigarettes
Sun flower	Cooking oil
Sisal	Ropes, strings
Maize	Maize flour

Factors that promote crop growing in an area.

- ❖ Presence of fertile soils
- ❖ Presence of reliable rainfall.
- ❖ Presence of ready market for farm produce.
- ❖ Improved transport and communication.
- ❖ Presence of capital.
- ❖ Presence of high labour force.

Importance of growing traditional cash crops.

- ❖ They are a source of income to people.
- ❖ They provide raw materials to industries (agro-based industries)
- ❖ It creates employment opportunities to people.
- ❖ They promote trade in the community.
- ❖ It promotes the development of roads in an area.

Problems faced by crop farmers.

- ❖ Limited capital.
- ❖ Drought which dries up crops.
- ❖ Limited market for farm produce.
- ❖ Outbreak of crop pests and diseases.
- ❖ Shortage of labour on farms. This results from rural-urban migration.

Possible solutions to the problems faced by crop farmers.

- ❖ By watering crops in case of drought.
- ❖ By spraying crops using insecticides.
- ❖ The government should provide small scale loans to farmers.
- ❖ The government should build better roads in the country.

(ii) NON-TRADITIONAL CASHCROPS.

🌈 **Non-traditional cash crops** are crops which were originally grown for food but can now be sold.

Examples of Non-traditional cash crops.

- | | |
|-----------|---------------------------|
| ❖ Beans | ❖ Rice |
| ❖ Maize | ❖ Ground nuts |
| ❖ Cassava | ❖ Soya beans |
| ❖ Banana | ❖ Vegetables like cabbage |
| ❖ Yams | |

Importance of growing Non-traditional cash crops.

- ❖ It promotes food security in the country.
- ❖ It creates job opportunities to people.
- ❖ Crop sales are a source of income to people.
- ❖ It promotes the development of industries in an area.

PERENNIAL CROPS.

✚ These are crops which take a long time to mature and are harvested several times.

✚ Most of the traditional cash crops are perennial.

Examples of perennial crops.

- ❖ Coffee
- ❖ Cocoa
- ❖ Sisal
- ❖ Tea
- ❖ Mango plants
- ❖ Rubber
- ❖ Oil palm

ANNUAL CROPS.

✚ These are crops which take a short time to mature and are harvested once.

Examples of annual crops.

- ❖ Maize
- ❖ Cotton
- ❖ Sorghum
- ❖ Beans
- ❖ Tobacco
- ❖ Cassava
- ❖ Rice
- ❖ Millet
- ❖ Peas

Ways of caring for crops in the garden.

- ❖ By weeding them.
- ❖ By thinning.
- ❖ By pruning them.
- ❖ By watering the crops.



1. Mention the two types of crops.
2. Give any two reasons why people grow crops.
3. Mention any three examples of each of the following;
 - (i) Traditional cash crops.
 - (ii) Non-traditional cash crops.
4. State the difference between traditional cash crops and non-traditional cash crops.
5. Give any three factors that promote crop growing in an area.
6. Complete the table below

Crop	Product obtained
_____	Clothes
Pyrethrum	_____
_____	Maize flour
Tobacco	_____

7. State any three problems faced by crop farmers in your community.
8. Give three ways the above problems can be solved.
9. What name is given to industries that use agricultural produce as their raw materials?

10. Give any three ways farmers can care for crops in their gardens.
11. Give one reason why the government encourages people to grow non-traditional cash crops.
12. Mention any three examples of perennial crops.
13. Give two ways crop cultivation promotes development in an area.

VEGETATION CONSERVATION.

✚ This is the protection of plant life from being destroyed.

✚ It is the act caring for and protecting plants in the environment.

Human activities which destroy vegetation in an area.

- | | | |
|-----------------|---------------------|----------------|
| ❖ Deforestation | ❖ Swamp drainage. | ❖ Brick making |
| ❖ Bush burning | ❖ Over cultivation. | ❖ Over grazing |

Ways how man destroys vegetation in an area.

- | | |
|---------------------------|--|
| ❖ Through bush burning | ❖ Through uncontrolled wetland harvesting. |
| ❖ Through deforestation. | ❖ Through overgrazing. |
| ❖ Through swamp drainage. | ❖ Through overcultivation. |

➤ **Note:** -Deforestation and bush burning *leave the land bare exposing it to agents of soil erosion.*

Human activities which promote the growth of vegetation in an area.

- ❖ Afforestation.
- ❖ Reforestation.
- ❖ Agro-forestry.

Ways of conserving/ caring for vegetation.

- | | |
|---|-------------------------------|
| ❖ By watering plants during the dry season. | ❖ By thinning vegetation. |
| ❖ By adding manure to the soil. | ❖ By pruning plants. |
| ❖ By weeding the crops. | ❖ Through rotational grazing. |

Bodies that promote conservation of vegetation in Uganda.

- ✓ National Environment Management Authority (NEMA)
This conserves and protects wetlands in Uganda.
- ✓ National Forestry Authority (NFA)
This conserves forests in Uganda.
- ✓ Uganda Wildlife Authority (UWA)
This conserves wildlife (animals, birds and plants that live on their own in the natural habitat) in Uganda.

How NEMA conserves the environment/ roles of NEMA.

- ❖ It teaches people about the importance of forests and swamps.
- ❖ It creates forest reserves.
- ❖ It enforces laws against wetland degradation.
- ❖ It evicts people settling in wetlands.

Importance of conserving vegetation.

- ❖ It reduces soil erosion.
- ❖ It conserves the natural beauty of the environment.
- ❖ It conserves the natural habitat for animals.
- ❖ It promotes tourism.
- ❖ It promotes constant supply of craft raw materials.
- ❖ It controls drought.
- ❖ It promotes constant supply of wood fuel.



1. Give the meaning of Vegetation conservation.
2. Mention any four human activities that destroy vegetation in an area.
3. Give any three ways one can care for vegetation in the environment.
4. Write the following in full.
 - (i) NEMA
 - (ii) NFA
 - (iii) UWA
5. Name the body that is responsible for conservation of the environment.
6. Give any three ways the body in (5) above protects the environment.
7. Why do areas with thick vegetation usually receive plenty of rainfall?
8. What term refers to the plants, animals and birds that live on their own in the natural environment?
9. Give any three reasons why it is always important to care for vegetation.
10. How does bush burning lead to soil erosion in an area?
11. Mention any three human activities that promote the growth of vegetation in an area.
12. Give any two ways deforestation affects the natural environment.

TOPIC 4:**PEOPLE IN OUR DISTRICT.****ORIGIN OF PEOPLE IN OUR DISTRICT.****STONE AGE**

✚ **Stone age** is the time when early man used tools made out of stones.

Stages of stone age

- ❖ The Old stone age/ Early stone age/ Palaeolithic
- ❖ The Middle stone age/ Mesolithic
- ❖ The New/Late stone age/Neolithic

THE OLD STONE AGE



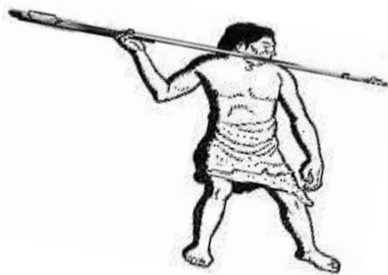
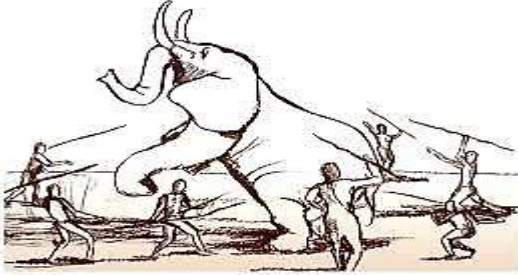

✚ It was the first stage of stone age.




✚ It is also called the early stone age.

Characteristics of Old stone age

- ❖ Early man had hairy body.
- ❖ Man used to eat raw meat.
- ❖ Man lived a wild and unsettled way of life.
- ❖ Man slept under big trees and stones.

**Tools used by early man in the Old stage age.**

<i>Name of the tool</i>	<i>Drawing</i>	<i>Use of the tool to early man</i>
Bolas		❖ It was used to trap fast running animals during hunting
Hand axe		❖ It was used for skinning animals
Hand spears		❖ It was used for hunting 
Bone needle		❖ It was used for stitching animal skins and hides to make clothes

Cleaver		❖ It was used for chopping meat
Wooden club		❖ It was used for killing trapped animals
Bow and arrow		❖ It was used for hunting and fishing

Examples of early man's food.

- ❖ Raw meat
- ❖ Wild honey
- ❖ Fruit
- ❖ Insects
- ❖ Plant roots
- ❖ Barks of trees
- ❖ Fish

Ways early man obtained (got) food.

- ❖ By hunting.
- ❖ By gathering wild berries (fruit).
- ❖ By fishing.
- ❖ Collecting wild honey.

Places where early man used to live.

- ❖ Caves
- ❖ Under big trees.
- ❖ River banks
- ❖ Lake shores

➤ **Note:-** *The discovery of fire* marked the end of Old stone age and marked the beginning of Middle age.



Lesson Exercise.

1. Give the meaning of stone age.
2. Mention the three stages of stone age.
3. State any three characteristics of man during the old stone age.
4. Why did the old stone age man feed on raw meat?
5. How was a bolas useful to early man?
6. Apart from a bolas, mention any three other early man's tools.
7. Give any two ways early man obtained his food.
8. Mention any three examples of early man's food.
9. Mention any three places where the old stone age man commonly lived.

10. How was a club useful to people of long ago?
11. Mention any two tools that were used by early man during hunting.
12. What important discovery marked the end of early stone age?

MIDDLE STONE AGE

- ✚ This was the second stone age of early man's development.
- ✚ It is also called the Mesolithic period.
- ✚ The discovery of fire marked the beginning of the Middle stone age.

Characteristics of man in the Middle stone age.

- ❖ Man started living in caves.
- ❖ Man started eating roasted meat.
- ❖ Man tamed the first animal (a dog).
- ❖ Man had less hairy body than in old stone age.

How early man discovered fire.

- ✚ He rubbed a dry stick into a hole in a dry piece of wood.

- ✚ As a result of friction, fire was produced.

How fire was important to early man.

- ❖ It was used for roasting meat.
- ❖ It was used to boil poison.
- ❖ It was used for hardening his tools. eg.pots
- ❖ It provided light in caves.
- ❖ It provided warmth to early man in caves.
- ❖ It was for protection (scaring away wild animals).

Ways how fire helped man to live in caves.

- ❖ It provided light in caves.
- ❖ It provided warmth in caves.
- ❖ It scared away wild animals.

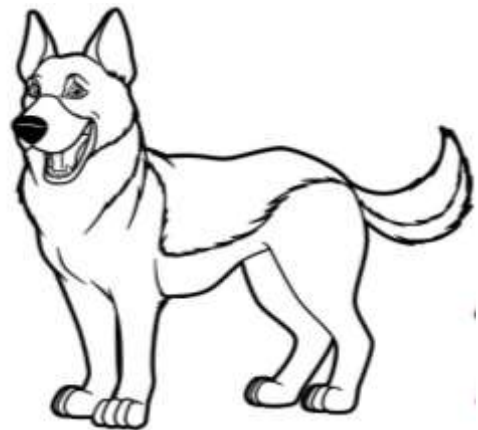
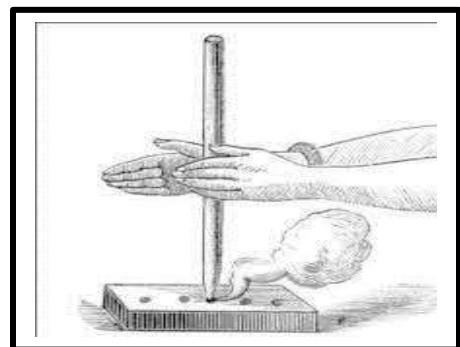
Importance of a dog to early man.

- ❖ It helped early man during hunting.
- ❖ It protected early man from wild animals.

➤ Note: **The discovery of farming** marked the end of Middle stone age and marked the beginning of New stone age period.



1. Which important discovery marked the beginning of the middle stone age?
2. Name the first animal to be tamed by man.
3. Give any two ways the above animal was useful to early man.
4. Which discovery helped early man to live in caves?
5. Give any two ways the discovery in (4) above helped early man to live in caves.
6. State any two characteristics of the middle stone age man.
7. How did early man discover fire?



8. Give any four ways the discovery of fire improved the life of early man.
9. Name the stone age in which early man started living in caves.
10. Which important discovery marked the end of the middle stone age?
11. Draw and name any three tools that were used by middle stone age man.
12. Why was the middle stone age man able to eat roasted meat?

THE NEW STONE AGE.

✚ This stone age is also referred to as the Late stone age/ Neolithic.

Characteristics of man in the New stone age.

- ❖ Man started to live in small organized communities.
- ❖ Man started growing crops (this made man to start a settled life).
- ❖ Man tamed many domestic animals.
- Note:- **The discovery of iron smelting** marked the end of Stone age and the beginning of Iron age.

Ways farming helped early man to live a settled life.

- ❖ Man had enough food for eating.
- ❖ Man needed to settle and take care of his crops and animals.

IRON AGE.

✚ This is a period when early man started using tools made of iron.

✚ **Black smithing** is the act of making iron tools.

✚ **A black smith** is a person who shapes and repairs iron tools.

✚ Iron smelting was started by the Bachwezi in Uganda.

Examples of iron tools that were made and used by early man.

- | | |
|-------------|---------|
| ❖ Panga | ❖ Hoe |
| ❖ Saucepans | ❖ Spear |
| ❖ Arrows | ❖ Knife |

				
<i>a panga</i>	<i>a knife</i>	<i>a sickle</i>	<i>a spear</i>	<i>a gun</i>

How the discovery of iron smelting improved early man's life.

- ❖ Man was able to make better tools for farming and hunting.
- ❖ Man made strong weapons for protection.
- ❖ Man made better means of transport.
- ❖ Man made better fishing tools.



1. What important discovery marked the beginning of the new stone age?
2. State any two characteristics of the new stone age man.

3. Mention the discovery which helped man to live a settled life.
4. In which way did the discovery of farming help early man to live a settled life?
5. What important discovery marked the end of the stone age?
6. Mention any three examples of iron tools that helped to improve man's life.
7. Which group of people introduced the knowledge of iron smelting in Uganda?
8. Mention the three stages of stone age.
9. Give any two ways the discovery of iron smelting helped to improve early man's life.
10. Mention the important discoveries that marked the beginning of each of the following stages of stone age;
 - (i) Middle stone age
 - (ii) New stone age.

LEGENDS ABOUT PEOPLE IN OUR DISTRICT



✚ **Legends** are stories told about the people of long ago.

✚ **A myth** is a story about the people of long ago which has supernatural events that are believed to be true.

Examples of legends commonly told in Uganda.

- ❖ The legend of the first Muganda (Kintu and Nambi).
- ❖ The legend of the Spear and the Bead.
- ❖ The legend of the first Bagisu (Mundu and Seera).
- ❖ The legend of the Bachwezi and the Batembuzi.
- ❖ The legend of Ruhanga and his brother.

THE LEGEND OF THE FIRST MUGANDA.

		
<p><i>Location of Buganda in Uganda</i></p>	<p><i>Kintu and his cow</i></p>	<p><i>Kintu and Nambi to earth.</i></p>

This legend explains the origin of the people of **Buganda**.

Long ago, a great man known as **Kintu** traveled with his prize cow from northern Africa to the land called **Uganda**. There he lived for many years on the milk his cow gave him. He built a grass hut and lived in peace.

One day the sons and daughter of **Gulu**, King of the Heavens, came to Earth. When **Nambi**, Gulu's daughter, met **Kintu**, she fell instantly in love with him. *"Kintu is kind and generous,"* she told her brothers. *"I wish to marry him. He is the finest man I've known."* "You do not even know if he is the great Kintu," her brothers said. They were suspicious of the man and feared he had bewitched their sister. "He may be a magician or a sorcerer. He may be an animal in disguise," they said.

"But he has built himself a house," Nambi said. "Animals do not live as Kintu lives." Nambi returned to the sky to ask her father's permission to marry **Kintu**. **Gulu** listened to

Nambi's pleas, but Nambi's brothers shook their heads. "*You must not let her marry this creature,*" the elder brother said to his father. "We do not know if he is Kintu at all. He does not eat ordinary food." "He drinks only milk from a cow," the second brother said.

"*I must think over the matter,*" **Gulu** told his children.

Meanwhile, the brothers secretly returned to Earth and carried away **Kintu's** cow. They thought that if **Kintu** lost his cow, he would die of starvation.

When **Kintu** saw his cow was gone, he knew what he must do. He began to gather leaves and fruits of the earth. These he ate. He grew stronger still.

When Nambi spied Kintu's cow idling in the fields with her father's herd, she was alarmed. "*My beloved will starve,*" she cried. She returned to Earth to see what had happened to **Kintu**.

When she found him eating berries, she sat down beside him.

"**Kintu**," she said softly, "*please come back with me to the sky.*"

Your cow is there. We will steal it and return to Earth together. *I love you, Kintu.* I wish you every happiness. " **Kintu** was so moved by **Nambi's** generosity and gentleness that he agreed to travel with her to the sky.

When they arrived, he stared in disbelief. People were living in beautiful huts of golden grass. Herds of cattle roamed the blue-green fields. Goats and sheep and chickens ran through groves of plantain trees. **Kintu** had never seen such bounty.

"*It is wonderful here,*" he said. "*I will stay here with you, Nambi.*" They sat down together beside her house, talking of their future together.

Nambi's brothers saw this and ran to their father. "*Your daughter has brought this creature with her to our heaven.*" "*I will test this being,*" **Gulu** said. "*I will find out if he is truly the great Kintu.*" He snapped his fingers and ordered his servants to prepare a meal large enough for hundreds. Then **Gulu** ordered **Kintu** to come to his palace.

Kintu stood solemnly before the king.

"*I command you to eat every bit of this meal,*" **Gulu** said. "If you cannot, I will know you are an impostor, and you shall not marry my daughter." **Kintu** sat down alone before the feast. He ate and drank as much as he could. Before long he was full, though dozens of baskets remained. He despaired, but suddenly a great hole opened in the floor of the palace. **Kintu** quickly tipped all of the food into the hole, and the hole closed.

"*Come take away the baskets,*" **Kintu** called. When the servants and the brothers saw the baskets were all empty, they searched everywhere, but they could find no food.

Still **Gulu** was not satisfied. He handed **Kintu** a copper axe. "*I need kindling for my fire. Go and cut some kindling from rocks.*"

Plain firewood is no use to me. " **Kintu** went outside, wondering what to do. "*If I strike rock with this axe, it will break,*" he thought. Bending down to look closely at the rocks, he saw

tiny cracks running through each one. With his fingers, he pried off pieces of rock and took them to **Gulu**.

Still the King of Heaven was not satisfied. *"Go and fill this pot with dew,"* **Gulu** ordered.

Kintu set out for the open grassland. That night, he sat upon the dry land, wondering how he would collect enough dew to satisfy the King of Heaven. At dawn he woke from a fitful sleep. He could not believe his eyes. Everywhere he looked the blades of grass glittered with dew. And more astonishing still, the water pot was full to its brim. He took the pot to **Gulu**.

"Father," **Nambi** said, *"you must see now that the man I love is Kintu. Allow me to marry him."* *"One more test,"* **Gulu** said. *"Kintu must choose his cow from among the royal herd. If he can find his own cow, I will know he is Kintu and I will bless your marriage."* **Gulu's** herd was huge. Kintu stared out at it, wondering what to do, when a bee settled on his shoulder.

"Take the cow upon whose back I settle," the bee buzzed in **Kintu's** ear.

The next morning **Kintu** went to the royal fields to examine the vast herd. He saw the bee hovering nearby. **Kintu** pretended to search for his own cow, but all the while he kept careful watch on the bee. At last the bee flew straight to one of the larger creatures and settled upon her horn.

"That is my cow," **Kintu** called out. He touched his stick upon the cow's hide, and as he did, the bee flew to a young heifer. *"And there,"* **Kintu** cried, *"that is one of her calves."* **Gulu** was amazed. *"You are truly Kintu the Great,"* he said. *"And you will marry my daughter, Nambi."*

So **Kintu** and **Nambi** married. **Gulu** gave them a sheep, a goat, a chicken, a plantain tree and seeds for every edible plant. *"Hurry now to Earth,"* **Gulu** commanded. *"You must leave before your brother Walumbe returns. He will want to travel with you to Earth, and if he sees you, he must go along with you."* **Kintu** and **Nambi** began their journey, but halfway home, **Nambi** said, *"Dear Kintu, I have forgotten grain for the chicken. I must return to the sky. I will hurry."* Off she ran.

As **Nambi** was collecting grain from the fields of the sky, **Gulu** found her. *"I told you not to return,"* he scolded.

Ashamed, **Nambi** turned to leave. As she was descending, **Walumbe** saw her. *"I am coming with you,"* he told his sister.

And so together they traveled to Earth. There **Nambi** planted her garden with seeds and plantain trees. She and **Kintu** lived together happily, and she gave birth to many children.

For years **Walumbe** did not trouble them. But **Walumbe** is Death. After some time he took/killed one child, and then another. **Walumbe** started eating Nambi's children and **Kayikuzi** was sent from heaven to arrest **Walumbe** and take him back to heaven. But **Walumbe** ran and hid in a hole at **Tanda** along Kampala-Mityana road.

And since then, no matter how the people try to avoid **Walumbe**, he takes people away. Still, the family grew and prospered, and their descendants live to this day. The people say **Walumbe** did not take the great **Kintu**.

He left him on Earth to spread his goodness forever.

Lessons learnt from the Legend of the first Muganda.

- ❖ Forgetfulness is bad.
- ❖ To be determined/ to work hard in order to get what we want.
- ❖ Forgetfulness can lead to death.
- ❖ When you decide, never turn back.
- ❖ Poverty cannot stop one from succeeding.



1. What is a legend?
2. Mention any four common legends amongst the people in your community.
3. Who is believed to be the first Muganda on earth?
4. How was Nambi related to the first Muganda?
5. Who was the father of Nambi?
6. Name the creature that used to provide food to Kintu while on earth alone.
7. Name the two brothers of Nambi.
8. Where did the father of Nambi live according to the legend of the first Muganda?
9. Mention the four tests that were given to Kintu before he was allowed to marry Nambi.
10. Name the cruel brother of Nambi.
11. Mention any three things Gulu gave to Kintu and Nambi on their way to the earth.
12. Name the son of Gulu who was sent to take back Walumbe to heaven.
13. Give the meaning of the name Walumbe.
14. Mention any four districts that form Buganda kingdom
15. Name the place where Walumbe hid himself when Kayikuzi tried to take him back to heaven.
16. Mention any four lessons learnt from the legend of the first Muganda.

THE LEGEND OF THE BACHWEZI AND THE BATEMBUZI.

Once upon a time, so it is said, two kingdoms existed; one on the earth's surface and another beneath the earth(underworld). The earthly kingdom was inhabited by a tribe called '**Batemбузи**' which means the first inhabitants and was under the rule of **King Isaza**. The underground world kingdom was occupied by **Bachwezi** who were ruled by **Nyamiyonga**. The Bachwezi were believed to possess supernatural powers and could appear and disappear at will.

One day, so it is said, the Underworld king proposed a blood brotherhood with the Earthly counterpart **Isaza** like in most African cultures by exchanging coffee beans soaked in one another's blood which **Isaza** refused and passed the seed to his servant. This disrespectful act by **Isaza** disgraced the good willed **Nyamiyonga** who plotted to have his dis graceful counterpart pay for his ill-willed action. The legend has it that **Nyamiyonga** sent his most gorgeous and charmingly beautiful daughter known as **Nyamata** as a bride to **Isaza** who new less about this move. On seeing the conspicuous **Nyamata**, **Isaza** could not escape her splendid beauty and fell for her.

This however, surpassed **Nyamiyonga's** expectations of attracting **Isaza** to his palace as a son in law since **Isaza** refused to accompany his wife to Pay a visit to the wife's parents after having a son with her.

Fortunate enough for **Nyamiyonga**, her daughter had collected enough information about **Isaza's** key interest which was found out to be cows. **Nyamiyonga** quickly made another trap for **Isaza** by sending him very beautiful cows which he later found in his kraal one early morning.

After a good period of time, so it is said, these cows were reported to have left the herd which prompted the 'ignorant' **Isaza** to set out for them. He left his **gate keeper Bukuku** in charge of his palace, so the legend is told, for he wasn't sure when he would return. Legend has it that after a long search, **Isaza** finally set eyes on the cows but from a far distance. He followed to stop them but it is said they went into the lake and they later sunk as he followed suit. Not long enough, so it is said, **Isaza** discovered the cows and himself were in **Nyamiyonga's** kingdom. He was given a warm welcome of a typical African guest with plenty of drinks and eats. After introductions, **Isaza** was accommodated and assured of safety and departure at his own will.

Tradition has it that **Isaza** spent a few days and was later given his wife and son with the cows to start his journey back to his kingdom. Along the way, so it is said, **Isaza** lost all he had simultaneously with the family first and later the cows, a thing he couldn't bear. Attempts to go home were futile and so was going back to his host king since all the ways were blocked and he was only left with a standing space. It is upon this untimely incident, that **Isaza** began his never ending effort to find the way through back to Earth by stubbing his spear into the roof like ground above his head causing earthquakes that we always feel and hear, according to the legend.

Meanwhile as the people up waited for his return in vain, the **gate keeper-Bukuku** assumed power and took over the throne pronouncing himself the new king. Bukuku's era was full of mischief and fear of uncertainty which prompted him to consult a local prophet about his fate. It is said that news from the prophet were not worth hearing for the new king as it was said he would be killed by his own grandson.

In an attempt to avoid the unfortunate foretold fate, **Bukuku** was advised never to allow his only daughter **Nyinamwiru** to get married. He decided to lock her daughter up in one of the palace rooms and put a guard never to allow her meet any boy/man. As no power apart from God's has been known to challenge nature, **Nyinamwiru's** outstanding beauty and age, attracted one **Isimbwa** the son to **Isaza** and **Nyamata** who like other Bachwezi had super natural powers that enabled him to sneak into the palace unnoticed and impregnated **Nyinamwiru** who later gave birth to a baby boy.

Upon hearing the news of the birth of a grandson, **Bukuku** was greatly upset by his daughter and ordered the guards to cut off one of her breasts and pluck out one eye in order to distort her beauty and avert her admirers.

Like Moses of the bible, the fate of the young boy lied in the hands of those ordered to eliminate him. Lucky enough for him, he was dumped in a swamp in the neighborhood where he was later picked by a local potter who named him **Ndahura**.

Learning about the news of her son in the hands of a poor potter, **Nyiramwiru** sent a message to the potter to make a beautiful craft and present it as a present to the king which would in turn earn him an appreciation of a lactating cow which would help to provide milk to raise the child.

It was not long that **Nyiramwiru's** plan worked as anticipated and the potter was given the cow. The legend has it that the cut breast of **Nyiramwiru** was thrown in the present day cave area where it continued to leak milk and the potter often took the boy at regular intervals for breast feeding.

Days became month and month became years and the fateful boy **Ndahura** reached his youthful stage and was prominent for his courage that at one time he challenged the King's servants at the water point when he made his adopter's cows drink before those of the king, an act that was not only unheard of but also unbearable.

When the king received this embarrassing news, he vowed to face and eliminate that disrespectful son of a potter whom he hardly knew that he was his grandson. It was not long enough before the day break and the 'fire- spitting' old king took his cows himself to face the young man at the water point.

As the king brought forward his cows, the stubborn **Ndahura** gave a challenge which prompted the King to unleash his anger impatiently by throwing his spear at the young man who dodged it. Like the Biblical story of David Vs Goliath, **Ndahura** never missed but only Struck the king's heart and killed him with his own spear as the prophecy had been told.

Ndahura quickly pronounced himself king and started on the expansion of the kingdom which was later to be known as the **Bunyoro-Kitara empire** that spanned on the area between the Kagera and the Nile rivers. He was known as the **first Chwezi ruler** and founder of this great empire initiating the **Chwezi dynasty** that existed up to around the 15th century.



With your friend, discuss the lessons you learn from the above legend.

1. Apart from the legend of the Batembuzi, mention any three other common legends among people in your community.
2. Who was the last king of the Bachwezi?
3. Name the group of people who founded the underground kingdom according to the legend of the Bachwezi.
4. How was Bukuku helpful to king Isaza during his rule?
5. Which group of people founded the Tembuzi dynasty?
6. Who was the first king of Bunyoro-Kitara empire?
7. Mention the group of people replaced the Batembuzi in Bunyoro-Kitara empire
8. Who was the king of the underground world according to the legend of the Bachwezi?
9. Who was the mother of **Ndahura** according to the legend of the Bachwezi?
10. How did the Tembuzi dynasty come to an end?

THE LEGEND OF RUHANGA AND HIS BROTHER.

This legend explains the origin of the people of **Ankole**.

In the beginning, **Ruhanga**, the creator lived in space with his brother **Nkya**. **Nkya** who was younger and restless complained he was bored with everything being so normal and mundane. **Ruhanga** created heaven and earth for his brother. He threw a stone in the air and it became the sun. **Nkya** was happy with this but soon started to complain again about the constant sun and no shade. **Ruhanga** moved the sun to the West and covered it with a cloud. He then threw another stone in the air and created the moon. He ordered **Nkya** to sleep and created the cock to crow to wake **Nkya** up when night had passed. He also created grasses and trees for more shade. He then ordered **Nkya** to stay on Earth while he returned to attend to matters in Heaven.

In heaven **Ruhanga** realized his hands were dirty and washed his hands which proceeded to pour down to Earth as rain. **Nkya** got drenched and complained to **Ruhanga**. He told **Nkya** to break off branches cut the grass and make shelter but **Nkya** had no tools. **Ruhanga** got a rock and threw it to the ground and it broke to make a knife, an axe and a hammer. **Nkya** went ahead to make a hut.



Beloved Cow Ruhanga gave to Nkya to kill his boredom on earth

He soon got bored again and demanded for something to look at. **Ruhanga** then created flowers, shrubs, goats and sheep. He also created cattle which pleased **Nkya** immensely. He made a bowl and showed **Nkya** how to milk the cows. He also created a creeper that provided more food for **Nkya**. This time **Nkya** has so many things to occupy him in the new world and he was impressed. He enjoyed his time on earth but tending to everything was a lot of work. **Ruhanga** gave him a son who **Nkya** called **Kantu**.

In time the work was still a bit hectic for **Nkya** and **Kantu**, so **Ruhanga** gave him 3 other sons. There was confusion because all of them were called **Kantu**. So **Ruhanga** devised means to test **Nkya's** sons and name them according to how they performed. For the first test, **Nkya** hid three items at a junction on a path far from home. He put a basket of sweet potatoes, strips of ox hide and the head of the ox. He then sent his sons on the same path.

On reaching the junction, the eldest son saw the basket of potatoes and immediately bullied his brothers and ate the food alone. The second born saw the stripes of hide and thought they would be important for tying the cows when milking. The youngest one didn't want to be left out so he carried the ox-head back home. When **Nkya** saw them return he gathered them and asked them what had happened. He was so angry at the first eldest son

for eating all the food and not sharing with his brothers. He made arrangements for the second test.



The elder brother rushed for the sweet potatoes and refused to share with his brothers

At night, he gave them pots of milk and ordered them to carry them through the night and not to spill any of it. The youngest boy fell asleep first and spilled all his milk. He woke up to the horror of the situation and pleaded with his brothers to help him. They each contributed a bit of their milk and the young boy filled his pot again. This time he stayed awake since he had rested enough and was alert.

Towards the morning, the older brother couldn't hold back the sleep and dozed off and spilled most of his milk. He pleaded with his brothers to help him too but since they had already shared with the younger brother, it was not enough to fill a pot and his brothers refused to give him more milk. Their father awoke and went to check on the boys.



A girl carrying a traditional milk pot, similar to those the boys were given for their test

He was so pleased with the youngest brother that he had managed to stay awake all night and present to him his pot of milk. The other brothers were filled with jealousy and told their father that he had spilled his milk first and they had shared some of theirs to help him refill his pot. **Nkya** was impressed how the youngest son had managed to convince his brothers to share the milk despite the repercussions. He recalled the way the young boy had carried back the heavy ox-head from their earlier journey, despite not knowing what he would use it for. He immediately named him **Kakama** and *gave him authority to rule over his brothers and everything on earth.*

For the second born, he recalled the love for cattle the boy had. He's the one who had carried back the ox-hide stripes so he could tie the cow's legs while he was milking. Nkya named him **Kahima**, *the cattle herder and gave him authority over all the cattle.* He was least pleased by the eldest son. First, he had shown his greed by eating all the sweet potatoes, then had also spilled all his milk and had nothing to present to his father in the morning. He called him **Kairu** and gave him the hardest responsibility of *cultivating the land to provide food for his brothers and their descendants.*

Till recent history this is how people of this region lived. The descendants of **Kakama (Omukama)** were royals who ruled over the people and inherited kingship from their great grandfather the smart and clever younger brother. **The Bahima** were cattle herders by lifestyle and descendants up-to date still have hundreds of herds of cattle which they

pride in and treasure. **The Bairu** were agriculturalists and peasants who did all the hard labour of providing for the kingdoms. They traded a lot of food for little pieces of meat and pots of milk provided by the Bahima.

Today this system in this region is irrelevant but, in some places, deep in these regions people still refer to this system to show their authority over others.



A descendant of Kahima milking a cow.

Lessons learnt from the legend of Ruhanga.

- ❖ To be hardworking
- ❖ Not to be greedy.
- ❖ To share with other people.
- ❖ To have love for others.
- ❖ We learn to be considerate to others.



Lesson Exercise.

1. Give the meaning of the name Ruhanga.
2. Name the tribe which is related to the legend of Ruhanga.
3. How was Nkya related to Ruhanga?
4. Mention any four things Ruhanga created according to the above legend.
5. Name the first son who was given to Nkya by Ruhanga.
6. Name the sons of Nkya who were given each of the following responsibilities.
 - (i) Authority to rule.
 - (ii) Keeping cattle.
 - (iii) Cultivating land.
7. Mention any four districts that are located in Ankole sub-region.
8. Draw the cow Ruhanga gave to Nkya in the space provided below.
9. Mention any three lessons learnt from the three sons of Nkya.
10. Apart from the legend of Ruhanga, mention any three other legends you know.

THE LEGEND OF THE SPEAR AND THE BEAD.

Once upon a time there was an old man who lived with his clan in a beautiful, fertile land, teeming with animals and birds in northern Uganda. This old man was called **Olum**. The land was gifted indeed, with a beautiful river, the Nile running through it, its blue waters bringing life to the land, sustaining the old man's clan, their plants and livestock. For a while the man, his family and his two teenage sons, Labongo and Gipir lived in peace in this paradise they had discovered when they moved south from the land called **Bahr-el Ghazel**. Days turned to weeks, weeks to months and months to years. **Olum's** health began to deteriorate. He called his elder son **Labongo** to speak to him.

He told them how he didn't have much time left. He turned to **Labongo** and gave him a special spear. The spear was the one that symbolised leadership in the clan and had been passed down from generation to generation. It was now **Labongo's** turn to lead and protect the clan. The spear was perfectly decorated with carvings. **Labongo** had always waited for this moment. It was finally his turn to rule and take over the clan. He promised his father never to let him down.



***Labongo's ancestral
Spear***

A few days later **Olum** died and sadly the tribe had to move on without him. **Labongo** took over headship. Luckily there were no major wars and calamities befalling them. The boys grew into men, took on wives and had children. The fertile land always provided for them plenty of food and the Nile never dried up. There was plenty for man and livestock.

One late afternoon while **Labongo** was out hunting, an elephant strayed away from its herd and found its way to their maize garden. The women and children ran to their huts in fear. **Gipir** who was resting inside one of the huts awoke and ran out to see what was wrong. He saw the elephant destroying their precious crops. Without another thought, he ran to the hut where they kept their spears, grabbed one and threw it at the elephant. The elephant was injured and it ran away with the spear stuck into its side. **Gipir** had saved the day. Everyone came out praising him of his braveness.



An elephant that came to destroy the crops.



Gipir spearing the elephant.

Labongo came back to find the homesteads buzzing with excitement about the events that had happened. They narrated to him the story of how **Gipir** single handedly went against the massive elephant and managed to chase it away. He was stabbed with jealousy because it was he who was tasked with protecting the clan. He went to the hut where the spears were kept and Alas! He discovered his precious spear was missing. At that time of the confusion, **Gipir** had grabbed the royal spear and the elephant had run away with it still stuck to its side!

Labongo called upon his brother. He told him how that spear meant everything to the clan and he expected to hand it down to his son, just like their father had done to him. He accused his brother of jealousy and told him he must bring back the spear. **Gipir** couldn't believe what he was hearing. How was he expected to trail and injured elephant and recover the spear? The forest south of where they lived was known to harbour big herds of elephants, giraffes, buffaloes and predators like lions, leopards. But **Labongo** was adamant. He wanted his spear. **Gipir** had no alternative but to bid his wife and kids a

tearful goodbye. He didn't think he would make it back. But his brother was demanding for the spear and he had to leave.

So **Gipir** went into the forest. He searched for days and days sleeping under the sky and encountering many wild animals. He remained brave at first but his mission was almost impossible. Soon weeks were passing by, finally months. **Gipir** wasn't eating enough, wasn't sleeping well and he lived in constant fear for his life. His hands and legs were filled with wounds each passing day. With no one to talk to he was going mad. He cursed his brother, and cried for his children he would never see grow. He had reached to limit and couldn't push himself anymore. Wounded, diseased and starving he gave up- and prayed his ancestors would welcome him to the next life.

One day passed and **Gipir** wished a lion or a leopard, or even a hyena would come along and take him out of his misery. An old medicine woman who gathered her herbs in this particular part of the forest found him and he was saved! **Gipir** thought he saw his grandmother who had passed come to his rescue. The old lady realised he was desperate and in need for help. He could hardly talk or walk. She took him back to her small hut near the edge of the forest. She cared for him and nursed him. She treated his wounds, gave him plenty of fluids to rehydrate him and finally he was able to talk.

He told the lady of his story and she sympathised with him. She told him she would provide food and shelter for him while he went in search for his spear. Soon he was back on his feet and able to hunt and provide meat for them. Soon years came to pass. They lived together with the old lady. They would go into the forest together, with her searching for a special herb and him searching for the spear while the both gathered and hunted what they would feed on. Days went on and more years came by.

One day while they were deep in the forest, they discovered a pile of huge skeletons. They moved closer to investigate what exactly had happened. The old woman recognized the pile as elephant bones. **Gipir** moved in closer to identify what exactly happened to this elephant. And there it was! The Royal Spear! He had finally found it! **Gipir** couldn't believe his eyes. It seemed like the elephant he had speared had finally succumbed to its wounds and died. He was so happy he broke into dance. He had finally achieved his mission.

The old woman was glad he had finally found his spear, but she was sad to see him leave. She had got used to having him around. To show her appreciation, she gave him a number of special beads. This was something **Gipir** had never seen before. They had beautiful colors and they shone under the sun. He was so appreciative for the beads because they also reminded him of his times of trouble and how he survived. He gratefully thanked the woman and left her place the next morning.



The Beads Gipir got from an old woman

Gipir moved through the jungle for weeks until he made his way home. The homestead dwellers saw an unknown man and thought he was one of the nomads who was looking for some water. Until he came closer and they recognized him! A buzz set upon the village. **Gipir** had returned! Everyone excited. **Gipir** came forth and presented the spear to **Labongo**. He was glad he was alive. Festivities went on for days. The tribe was united.

Gipir loved the beads the old woman had given him. They symbolised his endurance and kindness of humanity. He liked stringing them into beautiful patterns. One day while he was stringing the beads, the children came to watch what he was doing. **Labongo's** last born and favorite daughter was among them and started playing with one bead. She put it into her mouth and accidentally swallowed it. One of the other children saw her doing this and called out to **Gipir**, told him that she had swallowed one of his beads. **Gipir**, still filled with bitterness about what his brother had done, saw his chance for revenge. He went to **Labongo** and told him what had happened. He demanded for his precious bead. **Labongo** told him that the bead would soon pass and he would get it. But **Gipir** said he needed his bead at that moment exactly and **Labongo** had to find a way of getting it from his daughter's stomach. To cut up his 2 year old daughter and retrieve the bead!

Labongo pleaded for his brother to reconsider for hours but **Gipir** insisted that he needed his bead at that right moment, reminding him of how he made him suffer while in the forest looking for the spear. **Labongo** had nothing to do but to give up his daughter to be cut up and they retrieve **Gipir's** bead. It was finally retrieved but the clan was never the same again. **Labongo** couldn't stand living with his brother and the grief of losing his precious daughter was too much. They decided to part ways. They buried an axe at a place presently called **Wang-Lei** in **Pakwach** on the banks of the Nile. **Gipir** and his family took the area West of the Nile and became the **Alur** in Northern Uganda, parts of Sudan and Eastern Democratic Republic of Congo. **Labongo** and his family went to the area East of the Nile moving south wards and then Eastwards into Kenya. **Gipir** and **Labongo** were the ancestral fathers of all **Luo speakers** and this legend explains why the **Acholi**, **Jopadhola**, **Alur** and the **Jaluo** have similar wording for different things and are related by their ancestry to **Gipir** and **Labongo**.

Wang-Lei, the place where the brothers parted ways is located near the town called **Pakwach**. Rituals and animal sacrifices are still performed in this area to pay homage to the ancestors. They pray for wisdom in leadership, justice, kindness and love.

Lessons learnt from the legend of the spear and the bead.

- ❖ Revenge is bad.
- ❖ Always seek for permission before using someone's property.
- ❖ Always forgive people who hurt you.
- ❖ We learn not to be quarrelsome.
- ❖ Failure to forgive can lead to permanent separation.
- ❖ Failure to forgive may lead to death.



1. What is a legend?
2. Who was the father of Gipir and Labongo?
3. Name the place in northern Uganda where Gipir and Labongo lived.
4. Mention the tool that symbolises authority of leadership which Olum gave to Labongo.
5. Name the animal that ran with the above tool according to the above legend.
6. Draw and name the two main objects involved in the legend of the Gipir and Labongo
7. Mention the three tribes that originated from the descendants of Gipir and Labongo
8. Name any three districts in Uganda in which the above tribes mainly settled.
9. State any three lessons learnt from the legend of the spear and the bead.
10. Name the two brothers involved in the legend of the spear and the bead.

LEGEND OF THE FIRST BAGISHU.

The history of the origin of the **Bamasaba** is one of the most intriguing pieces of oral literature. The Bagisu people prefer to be called **Bamasaba**, meaning *children of Masaba*, their great ancestor.

There is common belief among the Bamasaba that their founding ancestors, **Mundu** and his wife **Sera**, originated from a cave on top of Mount Masaba (Elgon) about 500 years ago. Mundu and Sera had two sons; **Kundu** and **Masaba**. Kundu was a herdsman while Masaba was a hunter. Kundu is said to have left Mount Elgon in search for larger expanses on which to graze his cattle, and it is further said that he is the one who would later be called Kintu, the first king of the Baganda.

Masaba, who decided to stay behind with the father on the mountain, had three sons; **Mwambu**, **Wanale** and **Mubuuya**. Mwambu, the eldest son, is said to result into the clans of the northern part of Bugisu, Wanale was the forefather of clans of central Bugisu and Mubuuya was the forefather of clans of the southern parts.

Mwambu, while herding his father's cattle, was attacked by the Masaai who raided the area. He pursued the raiders and fought them and they surrendered all their cattle to him. They gave him a bull, known in Masaai language as **Ingisu** as a token of their respect for his bravery. His father gave him the nickname **Mugisu** after recounting the episode, in reference to the **Masaai Ingisu**.

From that time, all the descendants of Mundu and Seera are called **Bagishu**.

Lessons learnt from the legend of the first Bagishu.

- ❖ To be determined when doing something.
- ❖ To always protect your property.
- ❖ Stealing is bad.

Importance of legends.

- ❖ They promote morals among children.
- ❖ They enable children to know the lifestyle of their ancestors.
- ❖ They teach children about their origin.
- ❖ They promote culture in the community.



Lesson Exercise.

1. Where was the origin of Mundu and Sera?
2. Name the three sons of Masaba according to the above legend.
3. What does the word "Ingisu" mean?
4. Name the mountain in eastern Uganda which is related to the Bagishu.
5. Mention any three districts in Uganda in which the Bagishu are mainly found.
6. Give the meaning of the name "Bamasaba"
7. Mention any two lessons learnt from the legend of the first Bagishu.
8. How is a Legend different from a Myth?
9. Give any three reasons why legends are taught to children.

ETHNIC GROUPS IN OUR DISTRICT.

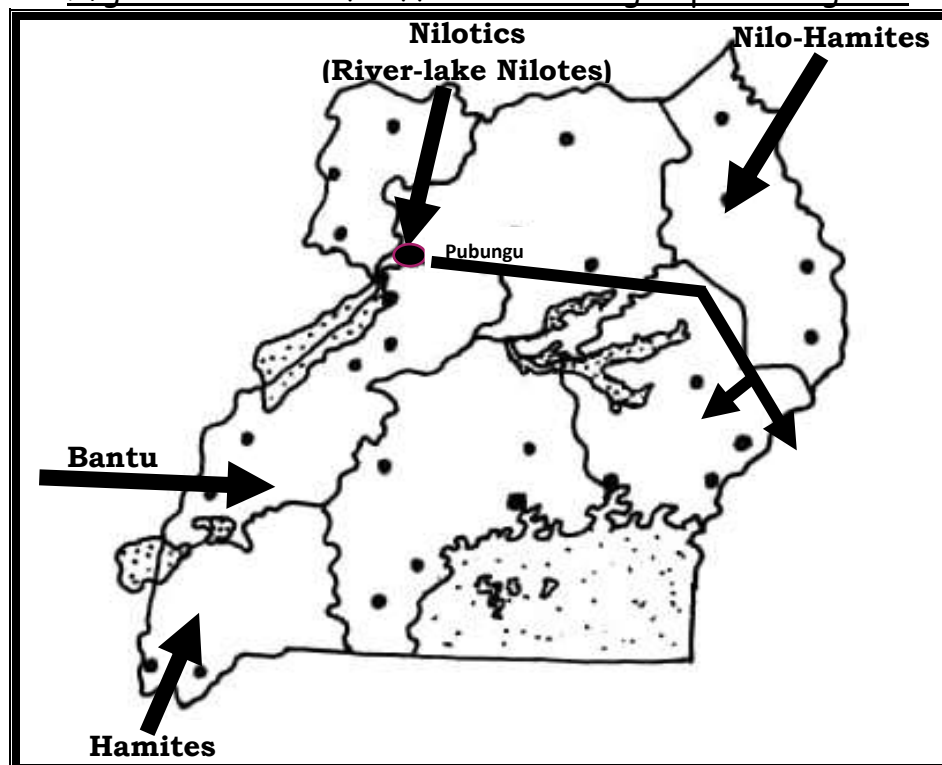
✚ **An Ethnic group** is a large group of people with the same origin, traditional occupation and speak related languages.

✚ **A Tribe** is a group of people with the same origin and speak the same language.

Examples of ethnic groups in our district.

- ❖ Bantu (the largest in Uganda)
- ❖ Nilotics
- ❖ Nilo-Hamites
- ❖ The Sudanic
- ❖ Hamites/ Cushites

Migration routes of different ethnic groups into Uganda



Characteristics of ethnic groups.

- ❖ People have the same origin.
- ❖ People have the same major/traditional occupation.
- ❖ People speak related languages.
- ❖ People have the same ancestor.

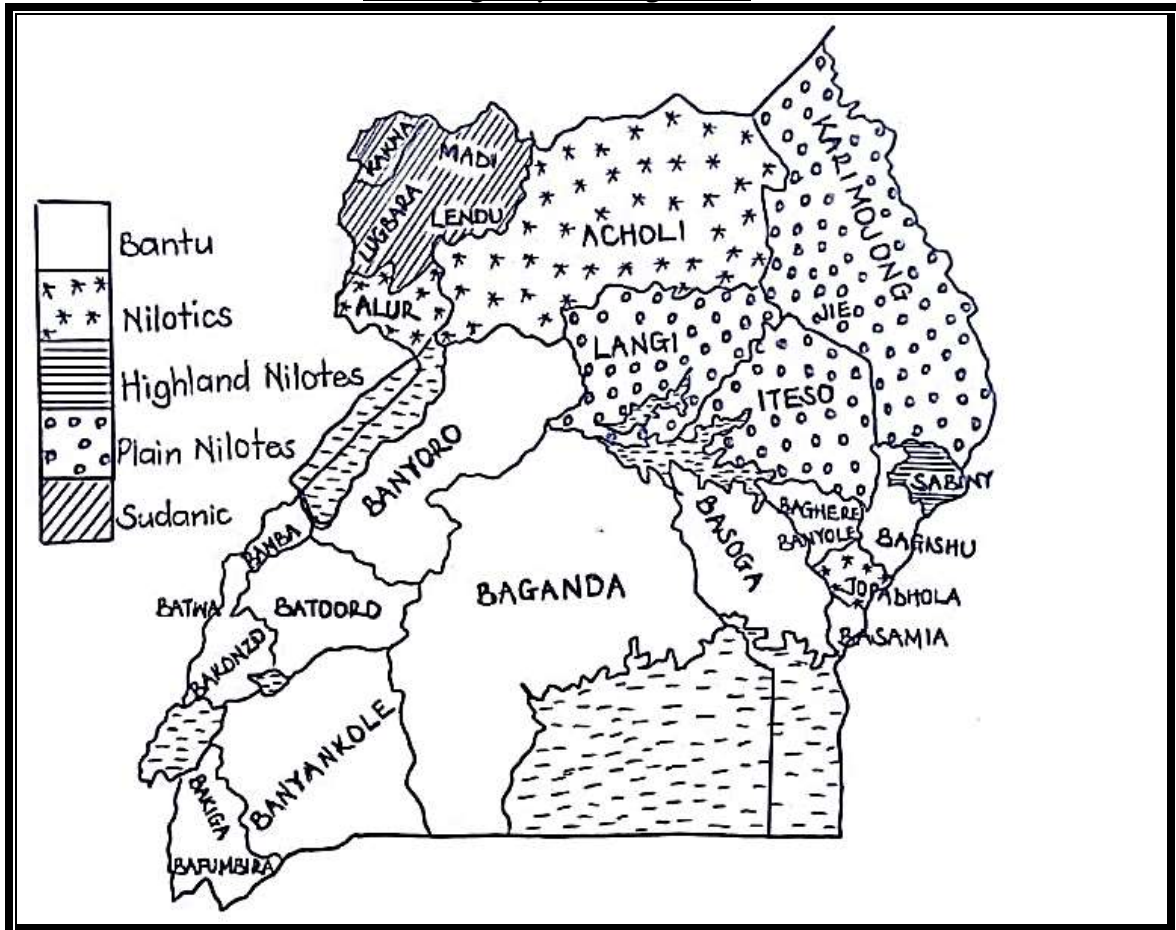
Tribes under the major ethnic groups in Uganda.

<i>Ethnic group</i>	<i>Origin /cradle land</i>	<i>Tribe</i>	<i>Language</i>
❖ Bantu	❖ Cameroon highlands	❖ Baganda ❖ Basoga ❖ Banyankole ❖ Banyoro ❖ Batooro ❖ Bakiga ❖ Bagisu ❖ Bakonjo ❖ Bamasaba ❖ Banyole ❖ Bafumbira	❖ Luganda ❖ Lusoga ❖ Runyankore ❖ Runyoro ❖ Rutooro ❖ Rukiga ❖ Lugisu/Lumasaba ❖ Lukonzo ❖ Lumasaba ❖ Lunyole ❖ Rufumbira
❖ Nilotics	❖ Bahr-el-Ghazal	❖ Acholi ❖ Langi ❖ Alur ❖ Jopadhola	❖ Luo ❖ Luo ❖ Luo ❖ Adhola
❖ Nilo Hamites	❖ Ethiopian highlands	❖ Sabiny ❖ Iteso ❖ Pokot ❖ Karimojong	❖ Kup sabiny ❖ Ateso ❖ Pokot ❖ Ngakarimojong
❖ Hamites	❖ Ethiopia	❖ Tutsi ❖ Bahima ❖ Bahinda	❖ Kinyarwanda ❖ Runyankole ❖ Runyankole

Note:

- ✓ Tribes under the **Sudanic ethnic group** include; the Madi, Lugbara, Lendu, Okebu etc.
- ✓ The Sudanic people mainly settled in the West Nile sub-region of Uganda.

Ethnic groups in Uganda.



Lesson Exercise.

1. What is an ethnic group?
2. Name the largest ethnic group in Uganda.
3. Mention the any four major ethnic groups in Uganda.
4. Mention any three tribes that belong to each of the following ethnic groups in Uganda.
 - (i) Bantu
 - (ii) Nilotics
 - (iii) Hamites
 - (iv) River-Lake Nilotes
5. Name the largest Bantu tribe in East Africa.
6. Which ethnic group entered into Uganda from the West.
7. How is Cameroon highlands important to the early Bantu?
8. Mention the ethnic group which occupies the largest part of West Nile.
9. Name the place where the Nilotics first settled in Uganda.
10. State any two characteristics of an ethnic group.
11. Mention any one ethnic group in Uganda which originated from Ethiopia.
12. What is a tribe?
13. Mention the largest tribe in your district.

KINGDOMS AND CHIEFDOMS IN UGANDA.

✚ A kingdom is an area ruled by a king.

✚ A chiefdom is an area ruled by a chief.

Examples of kingdoms in Uganda.

<i>Kingdom</i>	<i>Title</i>	<i>Name of the leader</i>
❖ Buganda	❖ Kabaka	❖ Ronald Muwenda Mutebi II
❖ Busoga	❖ Kyabazinga	❖ William Nadiope Gabula IV
❖ Bunyoro	❖ Omukama	❖ Solomon Gafabusa
❖ Tooro	❖ Omukama	❖ Oyo Nyimba Kabamba Iguru
❖ Rwenzururu	❖ Omusinga	❖ Charles Wesley Mumbere
❖ Ankole	❖ Omugabe	❖ No longer existing

Examples of chiefdoms.

<i>Chiefdom</i>	<i>Title</i>	<i>Name of the leader</i>
❖ Bugishu	❖ Umukuka	❖ Bob Mushikori
❖ Iteso	❖ Emori mori	❖ Osuban Augustine Lemukol
❖ Acholi	❖ Rwot	❖ David Onen Acana II
❖ Alur	❖ Rwoth Obino	❖ Valente Ker Oyoma Jobi II
❖ Bugwere	❖ Ikumbania	❖ Bishop John Weyabire

Characteristics kingdoms/ chiefdoms.

- ❖ They have royal regalia. eg. the royal spear, royal drum, royal crown, royal stool etc.
- ❖ They have hereditary rulers/ leaders.
- ❖ A kingdom/ chiefdom has one leader at a time.

➤ Note- Some tribes in Uganda were able to form kingdoms because they lived a settled life.

Importance of kingdoms and chiefdoms.

- ❖ They promote culture in the society.
- ❖ They help to unite people.
- ❖ They help to mobilise people for national tasks e.g. elections, immunisation.
- ❖ They promote development through provision of social services.

Disadvantages of kingdoms.

- ❖ They promote tribalism.
- ❖ They promote regional rather than national development.
- ❖ They promote dictatorship since the king is not elected.



1. What is a kingdom?
2. Mention any three tribes which formed kingdoms in Uganda.
3. Name the largest kingdom in Uganda.
4. Why were some tribes in Uganda able to form kingdoms?
5. What title is given to the kings of the following kingdoms?
 - (i) Buganda
 - (ii) Bunyoro
 - (iii) Busoga

(iv) Tooro

6. State any two characteristics of kingdoms.
7. What title is given to the chief of Acholi?
8. Name the early kingdom in Uganda which is no longer in existence.
9. Mention any three examples of royal regalia.
10. State any two ways kingdoms are important to a country.

SOCIAL ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

✚ Long ago, the people in our district were socially organised under the following;

- ❖ They formed clan units
- ❖ They had families
- ❖ They had age groups
- ❖ They had rules and regulations.
- ❖ They offered traditional education.
- ❖ They carried out social activities.
- ❖ They had traditional ways of worship.
- ❖ They performed traditional practices.
- ❖ They had taboos. (beliefs that forbade people from certain acts)

✚ Culture was highly respected by all people in the society.

✚ **A clan** is an organized group of people under one ancestor / fore father.

✚ Clans are formed by families that are related to each other.

✚ **A Lineage** is a small group of people in a clan that share the same ancestor.

✚ Each clan is headed by a **clan leader**.

Duties of a clan leader.

- ❖ To keep clan records.
- ❖ To settle disputes among clan members.
- ❖ To register clan members.
- ❖ To allocate land to clan members.
- ❖ To organise clan ceremonies and functions.
- ❖ To preside over clan meetings.
- ❖ To chair clan meetings.

Examples of clans in our community

- | | | |
|----------------|-----------------|--------------|
| ❖ Lion clan | ❖ Elephant clan | ❖ Sheep clan |
| ❖ Leopard clan | ❖ Dog clan | ❖ Goat clan |

Symbols of a clan for identification.

- ❖ Clan name.
- ❖ Drumming
- ❖ A totem

Note:

- ✓ **A totem** is a special animal, object or plant that is highly respected in a particular clan.
- ✓ Clan leaders organise meetings that bring different people together.

EDUCATION.

- ✚ **Education** is the process of acquiring knowledge and skills.
- ✚ **Informal education** was the type of education that was provided to people of long ago.
- ✚ People were taught different skills such as hunting, building, iron smelting, cooking, playing games like wrestling etc.

People who provided informal education.

- ❖ Parents
- ❖ Leaders
- ❖ Elders

Importance of informal/ traditional education.

- ❖ It enables children to learn history through stories.
- ❖ Children learn practical skills.
- ❖ It promotes morals in the society.
- ❖ It promotes culture in the society.

WORSHIP

- ✚ Worship is an act of giving divine honour to God.
- ✚ The people of long ago worshipped small gods.eg. Kiwanuka, Muwanga, Mukasa, Ddungu, Kibuuka.
- ✚ **African Traditional Religion (ATR)** is the the religion that existed in Uganda before the introduction of foreign religions.

Names of God in different societies.

- ❖ Katonda-Baganda
- ❖ Rugaba- Banyoro
- ❖ Ruhanga-Banyankole
- ❖ Lokusuban-Iteso
- ❖ Were- Bagishu
- ❖ Nyulese-Kakwa
- ❖ Kibumba-Basoga

Ways in which people worshipped their gods.

- ❖ They offered drinks to them.
- ❖ By singing and drumming for gods.
- ❖ By praying to their gods.
- ❖ By roasting meat at fire places as offertories.
- ❖ By pouring some little drinks to the ground before taking them.

Places where people worshipped from.

- ❖ In shrines
- ❖ On hills
- ❖ Under trees
- ❖ In forests.

Reasons why people worshipped God.

- ❖ To get blessings
 - ❖ To have children.
 - ❖ To get rain.
 - ❖ To get good harvests.
- **Note:** -Religious duties were performed by elders and medicine men.

Examples of religions in our society today.

- ❖ African Traditional Religion (ATR)
- ❖ Christianity
- ❖ Islam
- ❖ Hinduism

- ❖ Buddhism

Taboos

- ✚ A **taboo** is a belief that forbids people from certain acts.

Examples of taboos.

- ❖ No whistling at night.
- ❖ No sitting on grinding stones.
- ❖ No sitting on firestones.
- ❖ No sweeping at night.
- ❖ No eating your totem.

Importance of taboos.

- ❖ They promote morals among children.
- ❖ They promote respect for elders.
- ❖ They promote safety.
- ❖ They promote unity among people.



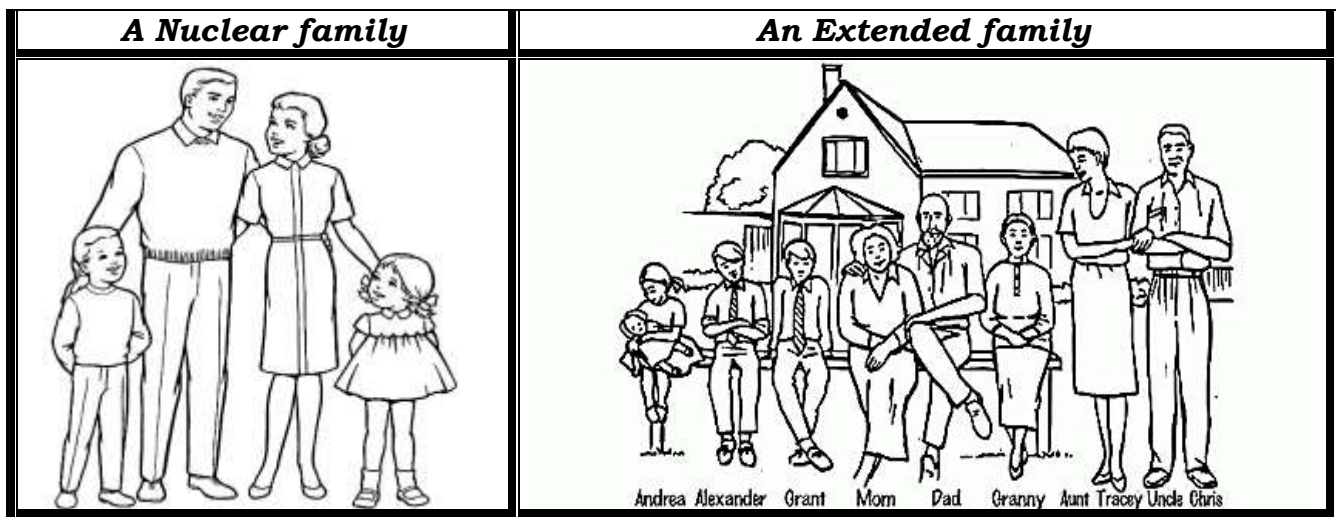
1. Give the meaning of a Clan.
2. Mention the tribe to which you belong.
3. Mention any four clans amongst people in your tribe.
4. Mention any three symbols of a clan.
5. Give any three ways a clan leader is important in your clan.
6. What is a totem?
7. Why should a clan head not miss to attend a meeting of the clan members?
8. Give any two ways the people of long ago in your district were socially organized.
9. Mention the religion which existed in your district long ago.
10. Mention any three local names that are given to God.
11. Give any three ways the people of long ago worshipped their gods.
12. Mention any two places where the people of long ago worshipped God from.
13. Which type of education existed in your district before the introduction of foreign religions?
14. Write ATR in full.
15. Give any two ways informal education is important in the society.
16. Mention any two places the people of long ago worshipped their gods.

FAMILIES.

- ✚ A **family** is a group of people related by blood, marriage or adoption.

Types of families.

- ❖ Nuclear family
- ❖ Extended family
- ❖ Foster family.



Nuclear Family

- ✚ This is a type of family that is made up of father, mother and their biological children.
- ✚ In most cases, nuclear family usually have very few members.

Advantages of a Nuclear family.

- ❖ It is easy to provide food to the family members.
- ❖ It is easy to provide medical care to the family members.
- ❖ It is easy to promote morals/ discipline among children in a nuclear family.
- ❖ Children get enough parental love in a nuclear family.
- ❖ It is easier to provide clothes to the family members.

Disadvantages of a nuclear family.

- ❖ There is limited security in a nuclear family.
- ❖ There is limited labour force in the family.
- ❖ Children may fail to know their relatives.
- ❖ Children may be left alone in case both parents die.
- ❖ Children may lack social skills of associating with other people.

Extended Family.

- ✚ This is the type of family where we find mother, father, their biological children and other relatives.
- ✚ In most cases, extended families usually have very many people.

Advantages of an extended family.

- ❖ There is enough security in the family.
- ❖ There is enough security in the family.
- ❖ Children learn more social skills from other relatives.
- ❖ There is limited boredom in an extended family.
- ❖ Children get a chance to know and interact with other relatives.

Disadvantages of an extended family.

- ❖ It is very expensive to provide food to family members.

- ❖ It is not easy to discipline children.
- ❖ It is expensive to provide better education to all family members.
- ❖ Communicable diseases can be easily spread from one person to another.

Foster Family.

- + This is a family which consists of adopted children ie. children are cared for by people who are not their biological/real parents.
- + **A Family head** is a person who is in control (charge) of the rest of the family members.

Roles of family heads.

- ❖ Provides shelter to family members.
- ❖ Provides security to family members.
- ❖ Allocates responsibilities to family members.
- ❖ Settles disputes among family members.
- ❖ Educating children.
- ❖ Provides proper medical care.
- ❖ Pays home bills.

Roles and responsibilities of children.

- ❖ Respecting parents and elders.
- ❖ Cleaning the houses.
- ❖ Sweeping the compound.
- ❖ Fetching water.
- ❖ Collecting firewood.
- ❖ Washing utensils.
- ❖ Cooking food.
- ❖ Washing clothes.



1. What is a family?
2. Mention any two types of families.
3. State the difference between a Nuclear family and an Extended family.
4. State any two benefits members in a nuclear family usually enjoy.
5. Give any two disadvantages of living in a nuclear family.
6. State any three roles that are performed by every head of the family.
7. Name the type of family which consists of parents, children and other relatives.
8. State any two advantages a nuclear family has over an extended family.
9. Give any two advantages an extended family has over a nuclear family.
10. State any three responsibilities of children in a home.

SOCIAL ACTIVITIES IN OUR COMMUNITY

- + **Social activities** are activities that bring people together in the community.
- + Such activities are performed by a large group of people found in a particular area.

Examples of social activities.

- ❖ Child naming ceremony.
- ❖ Burial ceremony
- ❖ Wedding ceremony.
- ❖ Birthday party.
- ❖ Last funeral rites.
- ❖ Circumcision ceremony.
- ❖ Graduation party.
- ❖ Initiation of the heir ceremony.

Importance of social activities.

- ❖ They promote unity among people.
- ❖ They promote culture.
- ❖ They strengthen clan norms.
- ❖ They promote morals among people.
- ❖ They promote love among people.

MARRIAGE

✚ **Marriage** is a legal union between a man and a woman to become husband and wife.

Types of marriages.

- ❖ Religious marriage.
- ❖ Customary marriage (traditional marriage).
- ❖ Civil marriage.

Note:

- ✓ Religious marriages are officiated by religious leaders.
- ✓ It is conducted in churches or mosques.
- ✓ Civil marriage is officiated by the **Chief Administrative Officer (CAO)** on behalf of the government.
- ✓ Customary marriage is witnessed by members from the family of the bride and the bridegroom.
- ✓ **Bride price** is the sum of money or property paid by the bridegroom to the bride's family.
- ✓ **Dowry** is the amount of money or property brought by a woman to her husband at marriage.

Things that can be given as bride price.

- ❖ Money.
- ❖ Cattle.
- ❖ Alcohol.
- ❖ Sheep.
- ❖ Food items.
- ❖ Furniture.
- ❖ Goat.

Reasons why people marry.

- ❖ To produce children.
- ❖ To promote love.
- ❖ To get company
- ❖ To promote unity.
- ❖ To be respected in the society.



1. What are social activities?
2. Mention any four social activities that are commonly done in your community.
3. Why are wedding ceremonies referred to as social activities?
4. Give any three ways social activities are important to people in the community.
5. Give the meaning of the term Marriage.
6. Mention the three types of marriage.
7. Mention any three things that are paid to the girls' families as bride price.
8. Name the district official who officiates civil marriage on behalf of the government.
9. State the minimum age for one to get married in Uganda.
10. Give any three reasons why people marry.

CULTURE OF THE PEOPLE IN OUR DISTRICT

✚ **Culture** is the way of life of the people in a given society.

✚ It refers to the behaviours, beliefs, norms, values and practices that are passed on from one generation to another.

Types of culture.

- ❖ Material culture.
- ❖ Non-material culture.

Material culture.

- ✚ These are physical things shared by people of the same community.
- ✚ It includes tangible things/ items used by people in their daily life.

Examples of material culture.

- ❖ Clothes.
- ❖ Weapons.
- ❖ Drums.
- ❖ Crafts.
- ❖ Food.
- ❖ Spears.

Non-material culture.

- ✚ These are thoughts and ideas shared by people of the same society.
- ✚ It includes the beliefs and practices of people in their societies.
- ✚ Non-material culture does not involve any physical objects.

Examples of non-material culture.

- ❖ Religion.
- ❖ Morals.
- ❖ Taboos.
- ❖ Dances.
- ❖ Language.

Ways of promoting culture.

- ❖ By allowing children to attend cultural ceremonies.
- ❖ By participating in cultural ceremonies.
- ❖ By preserving cultural institutions.
- ❖ By teaching culture in schools.
- ❖ By organising cultural games.
- ❖ By wearing cultural clothes.
- ❖ By telling stories and legends.
- ❖ By organising cultural ceremonies.

Terms related to culture.

- ✓ **A Taboo** is a belief that forbids people from certain acts.
- ✓ **Customs** are accepted practices of a given society.
- ✓ **Norms** are acceptable beliefs and behaviours in a given society.
- ✓ **Values** are beliefs taken to be right and important in the society.

Examples of cultural practices.

- ❖ Tattooing.
- ❖ Detoothing.
- ❖ Child naming.
- ❖ Cultural dances.
- ❖ Circumcision.
- ❖ Last funeral rites.

Dangers of some cultural practices.

- ❖ Some are painful eg. Female Genital Mutilation.
- ❖ Some cultural practices may cause injuries to the body.
- ❖ Some cultural practices transmit diseases.
- ❖ Some cultural practices lead to body deformity.

Importance of culture.

- ❖ Culture promotes unity among people.
- ❖ It promotes morals among people.
- ❖ It promotes identity.
- ❖ It promotes respect in the society.
- ❖ Cultural institutions promote development of areas.



1. Give the meaning of the term Culture.
2. Mention the two types of culture.
3. Write down any three examples of non-material culture.
4. Give any three ways culture is important in the community.

5. Mention any three examples of dangerous cultural practices amongst people in our community.
6. Give two ways the above practices are dangerous in the community.
7. Mention the common cultural practice amongst the Bagishu.
8. Give the meaning of the term Values.
9. State any two ways of promoting culture in the community.

MIGRATION OF PEOPLE IN OUR DISTRICT.

✚ **Migration** is the movement of people with their property from one place to another looking for better settlement.

✚ **A migrant** is a person who moves with his/ her property from one place to another looking for better settlement.

Types of migration.

- ❖ Internal migration.
- ❖ External migration.

EXTERNAL MIGRATION.

✚ This is the movement of people with their property from one country to another looking for better settlement.

Forms of external migration.

- ❖ Emigration.
- ❖ Immigration.
 - ✓ **Emigration** is the process by which a person leaves his/ her own country and goes to live permanently in another country.
 - ✓ **An emigrant** is a person who leaves his/her own country and goes to live permanently in another country.
 - ✓ **Immigration** is the process by which a person comes to live permanently in a country that is not his/ hers.
 - ✓ **An immigrant** is a person who comes to live permanently in a country which is not his/hers.

Causes of immigration and emigration.

- ❖ Civil wars/ internal conflicts.
- ❖ Shortage of land.
- ❖ Need for better social services.
- ❖ Marriage bondage.
- ❖ Unemployment.
- ❖ To invest their excess capital.
- ❖ Job transfers.

Effects of immigration and emigration.

- ❖ It leads to population increase in areas of settlement.
- ❖ It leads to introduction of new languages.
- ❖ It leads to intermarriages among people.
- ❖ It leads to land shortage in areas of settlement.
- ❖ It leads to introduction of new culture.
- ❖ It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- ❖ To look for better paying jobs.
- ❖ To look for areas that are free from wars.
- ❖ To look for enough land.
- ❖ To look for better social services.
- ❖ To look for trade opportunities.



1. Give the meaning of the term Migration.
2. Mention the two types of migration.
3. Mention the two forms of external migration.
4. Give the meaning of each of the following;
 - (i) Emigration
 - (ii) Immigration
5. What terms refers to a migrant who has come to Uganda from South Sudan?
6. State any three reasons why people migrate from one country to another.
7. Give any four negative effects of the migration of people in our district.
8. How is an Immigrant different from an Emigrant?

INTERNAL MIGRATION.

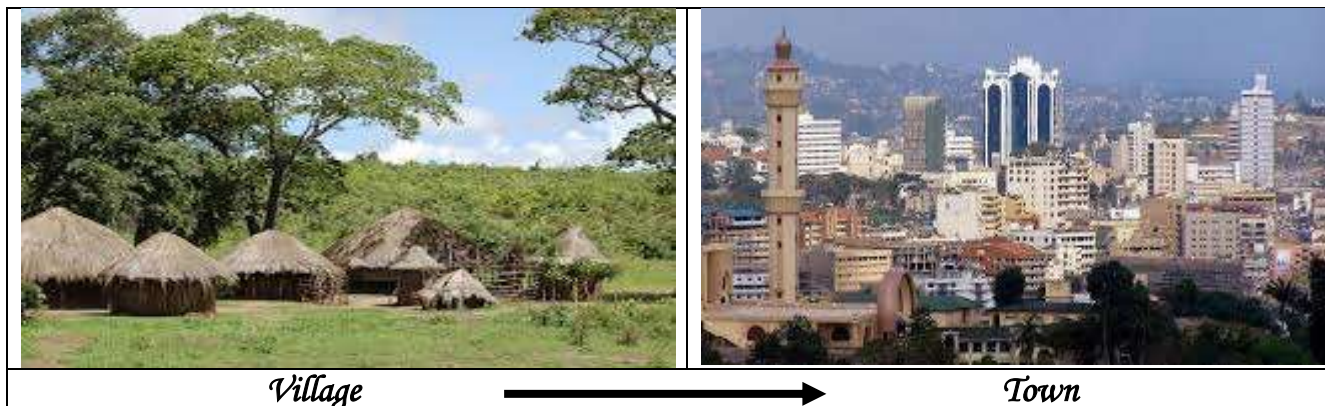
- ✚ **Internal migration** is the movement of people with their property from one part of a country to another for better settlement.
- ✚ The migrant remains within his own country.

Forms of internal migration.

- ❖ Rural-urban migration.
- ❖ Urban-rural migration.
- ❖ Rural-rural migration.
- ❖ Urban-urban migration.

Rural-Urban migration.

- ✚ This is the movement of people with their property from villages to towns looking for better settlement.



Causes of Rural-Urban migration.

- ❖ Unemployment in villages.
- ❖ Poor health services.
- ❖ Poor transport systems in villages.
- ❖ Poor education services in villages.
- ❖ Job transfers.
- ❖ Internal conflicts.

- ❖ Insecurity in villages.

Reasons why people move from villages to towns.

- ❖ To look for better paying jobs.
- ❖ To look for better education services.
- ❖ To look for a large market for their goods.
- ❖ To get access to/enjoy social amenities like electricity and piped water.
- ❖ To look for better health services.
- ❖ To look for wider market for their goods.
- ❖ To run away from dangerous cultural practices.

Effects of Rural-Urban migration.

- ❖ It leads to depopulation in rural areas.
- ❖ It leads to shortage of labour in villages.
- ❖ It leads to low food production.
- ❖ It leads to high crime rate in towns.
- ❖ It leads to unemployment in urban areas.



1. Give the meaning of each of the following;
 - (i) Migration
 - (ii) Rural-Urban migration
2. Mention the four forms of internal migration.
3. State any four causes of the migration of people in your district.
4. Mention any two social amenities that attract human settlement in towns.
5. Give any four reasons why people migrate from villages to towns.
6. What term refers to the movement of people from villages to towns for settlement?
7. Give two ways rural-urban migration affects development of rural areas.
8. Mention any two reasons why many youths are migrating from villages to towns today.

Urban-Rural migration.

- ✚ **Urban-rural migration** is the movement of people with their property from towns to villages looking for better settlement.



Causes of urban-rural migration.

- ❖ Insecurity in towns.
- ❖ High costs of living in towns.

- ❖ Retirement from jobs in towns.
- ❖ Outbreak of epidemic diseases in towns.
- ❖ Job transfers.
- ❖ Need for large vacant land for crop growing.
- ❖ Unemployment in towns.

Reasons why people move from towns to villages.

- ❖ To look for land for farming.
- ❖ To extend their businesses to villages.
- ❖ To get market for their goods.
- ❖ To look for areas which are free from natural disasters.
- ❖ To look for areas with low costs of living.

Effects of Urban-Rural migration.

- ❖ It leads to shortage of labour in towns.
- ❖ It leads to shortage of market for goods in towns.
- ❖ It leads to land shortage in villages.
- ❖ It leads to population increase in villages.

Ways the government can encourage Urban-Rural migration.

- ❖ By extending electricity to rural areas (Rural electrification)
- ❖ By setting up small scale industries in villages.
- ❖ By building better hospitals in villages.
- ❖ By constructing better schools in villages.
- ❖ By providing better security in villages.

Urban-Urban migration.

- ✚ This is the movement of people with their property from one town to another looking for better settlement.



Causes of Urban-Urban migration.

- ❖ Job transfers.
- ❖ Low market for goods.
- ❖ Insecurity in some towns.
- ❖ High costs of living in some towns.
- ❖ Poor sanitation in some towns.
- ❖ Natural disasters in some towns eg. floods.

Reasons why people move from one town to another.

- ❖ To look for better jobs.
- ❖ To look for a large market for their goods.

- ❖ To look for better security services.
- ❖ To look for towns which are free from natural disasters.

Effects of Urban-Urban migration.

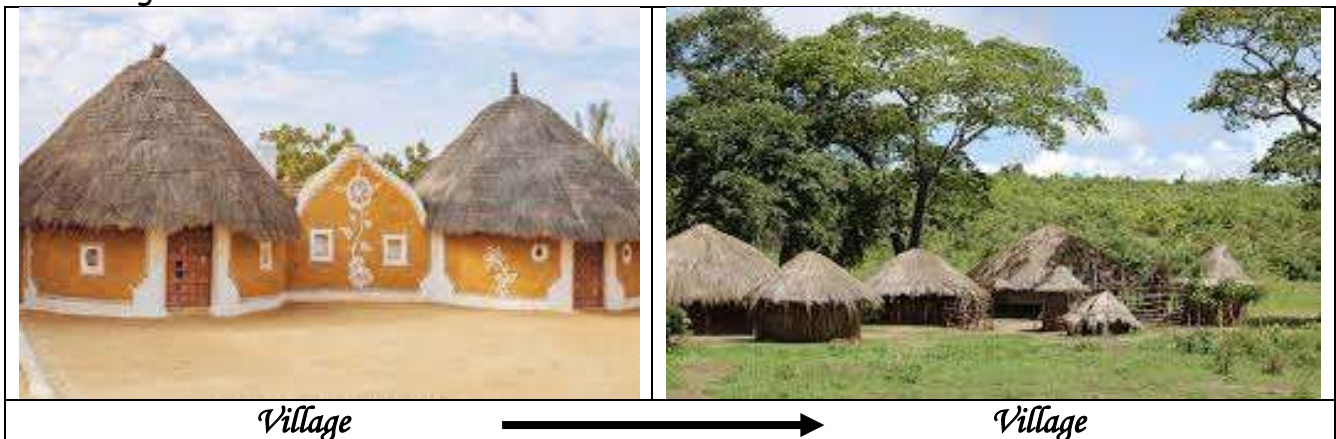
- ❖ It leads to population increase in areas they settle in.
- ❖ It leads to shortage of market where they have left.
- ❖ It leads to shortage of labour where they have left.
- ❖ It leads to shortage of land in the new areas of settlement.



1. What is Urban-Rural migration?
2. State any three causes of urban-rural migration.
3. Give any three reasons why some people migrate from towns to villages.
4. What is Rural electrification?
5. Give any three steps the government can take to encourage the migration and settlement of people from towns to villages.
6. Mention any two ways urban -rural migration affects the rural areas.
7. State any three causes for the migration and settlement of people from one town to another.
8. What term refers to the movement of people from one town to another for settlement?
9. Give any three reasons why some people migrate from Kampala to other cities in Uganda.
10. State any two effects of the migration of people from one town to another town.

Rural-Rural migration.

- ✚ This is the movement of people with their property from one village to another looking for better settlement.



Causes of Rural-Rural migration.

- ❖ Social conflicts.
- ❖ Soil infertility in some villages.
- ❖ Insecurity in some villages.
- ❖ Shortage of water and pasture.
- ❖ Shortage of land.
- ❖ Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- ❖ To look for fertile soils for crop growing.
- ❖ To look for water and pasture for animals.

- ❖ To run away from social conflicts.
- ❖ To look for areas with better security.
- ❖ To look for areas which are free from epidemic diseases.
- ❖ To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- ❖ It leads to conflicts with the inhabitants of the places they migrate to.
- ❖ It leads to intermarriages.
- ❖ It leads to introduction of new cultures.
- ❖ It leads to low population in places where people migrate from.
- ❖ It leads to introduction of new languages where people settle.

How do people in **Urban areas** benefit from those living in **Rural areas**.

- ❖ Urban people get food from villages.
- ❖ People in villages provide market for goods produced in towns.
- ❖ Industries in towns get raw materials from villages.

Problems faced by people living in urban areas/ towns.

- ❖ Congestion of people in towns.
- ❖ High crime rate.
- ❖ Sound pollution.
- ❖ Development of slums.
- ❖ High cost of living.
- ❖ Traffic jam.
- ❖ Unemployment among people.



A slum area in Kampala

Possible solutions to the above problems.

- ❖ Deploying more security officers to improve security.
- ❖ By building storeyed houses.
- ❖ By constructing wider roads in towns.
- ❖ By building flyovers and foot paths.
- ❖ By teaching people, the dangers of poor sanitation.
- ❖ By installing/putting security cameras on houses and at



A storeyed house

Ways people in **Rural areas** benefit from people in **Urban**

- People in towns provide market for food from villages.
- They provide rural areas with goods produced in towns.
- People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- ❖ Poor health services.
- ❖ Poor transport system.
- ❖ Low electric power supply.
- ❖ Shortage of safe water.
- ❖ Poor education services.
- ❖ Poor housing facilities.

Possible solution to the problems faced by people in rural areas.

- ❖ By constructing better roads in rural areas.
- ❖ By starting up small scale industries.
- ❖ By extending electricity to rural areas.

- ❖ By setting up better health centres in villages.
- ❖ By building better schools in rural areas.



1. Give the meaning of Rural-rural migration.
2. Give any three factors that can force one to migrate from one village to another.
3. State any two ways people living in towns benefit from those who live in villages.
4. Give any two ways people living in villages benefit from those who live in towns.
5. Mention any three reasons why people migrate from one village to another.
6. State any four problems facing people living in towns.
7. Give any three ways people living in urban areas can solve the challenges they face.
8. State any three common problems facing people living in rural districts of Uganda.
9. Give any two steps the government can take to encourage the migration of people from towns to villages.
10. State one way the problem of land shortage can be solved in urban areas.

POPULATION AND SETTLEMENT PATTERNS OF PEOPLE IN OUR DISTRICT.

SETTLEMENT PATTERNS IN OUR DISTRICT.

- ✚ **Settlement pattern** is the distribution of people in an area.
- ✚ The settlement patterns in our district vary from one area to another.
- ✚ Some areas in our district have houses built close to one another, some have scattered houses while others have houses that were built following a line.

Types of settlement patterns.

(i) Linear settlement pattern

- ✓ Houses are built along a line eg. besides a major road, railway line.

Factors that lead to linear settlement pattern.

- Presence of a transport line eg. a road, railway etc
- Presence of a river to provide water.
- Presence of a coast line which has a fishing ground.

(ii) Nucleated settlement pattern/ Clustered settlement pattern

- ✓ Houses are built close to one another.
- ✓ It is common in areas where people own small pieces of land eg. in urban areas, housing estates and accommodation for workers.

Factors for a Nucleated settlement pattern.

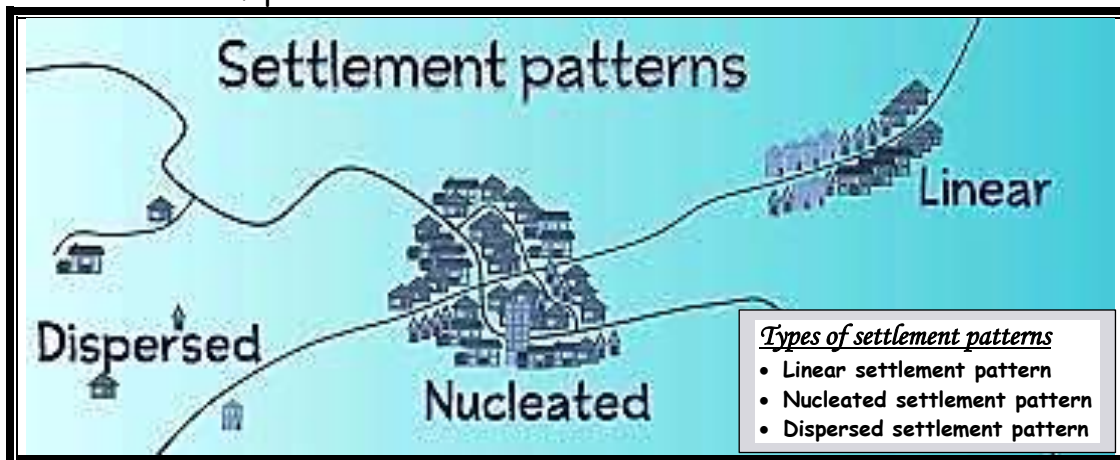
- Presence of better social services eg. health service, education service etc.
- Shortage of land in an area.
- Presence of fertile soils in an area.
- Presence of natural resources eg. minerals
- Improved peace and security.

(iii) Dispersed settlement pattern/ Scattered settlement pattern.

- ✓ Houses are scattered over a very large area.
- ✓ It is common in areas where people own big pieces of land eg. in rural areas.

Factors that lead to a Dispersed settlement pattern.

- Presence of large land.
- Poor infertile soils.
- Presence of pests and diseases.
- Presence of disease vectors.
- Presence of steep slopes.



POPULATION DISTRIBUTION IN OUR DISTRICT.

- ✚ **Population** is the number of people living in an area.
- ✚ **Population census** is the official counting of people in a country.
- ✚ **Population distribution** is the way people are spread in an area.
- ✚ Some areas in our district have very many people (densely populated) while others have very few people (sparsely populated).
- ✚ **Enumerators** are trained people who collect information about people in a country.
- ✚ **Dense population** is the situation when an area has many people compared to the size of the land.
- ✚ **Sparse population** is the situation when an area has very few people compared to the size of the land.
- ✚ **Optimum population** is when the number of people living in an area can be well supported by the available resources.

Types of population distribution

- Dense population
- Sparse population.

Area A (town/urban area)	Area B (village/rural area)
Dense population	Sparse population

Examples of sparsely populated areas.

❖ **Forested areas**

- They have many disease vectors
- The government doesn't allow human settlement in such areas

❖ **Semi-arid areas**

- They receive very little rainfall.
- They have infertile soils.

- ❖ **Steep slopes.**
 - They have poor transport network.
 - They hinder mechanisation of agriculture.
- ❖ **Areas affected by civil wars.**
 - People run away from such areas in order to save their lives.
- ❖ **Rural areas.**
 - They have poor social services.
 - They have few job opportunities.
 - They have limited market for goods.
- ❖ **Areas affected by natural disasters eg. landslides, floods, volcanic eruptions etc.**
 - People run away from such areas in order to save their lives.

Factors that lead to low / sparse population in an area.

- ❖ Unreliable rainfall/drought.
- ❖ Outbreak of epidemic diseases in an area.
- ❖ Poor social service delivery.
- ❖ Poor/infertile soils
- ❖ Political instability/insecurity.
- ❖ Presence of natural disasters like floods, landslides



1. Give the meaning of each of the following.
 - (i) Population
 - (ii) Population distribution
2. What term refers to the general counting of people in a country?
3. Mention the three types of settlement patterns.
4. Give one reason why steep slopes of mountains have very few people settling there.
5. Mention any three examples of sparsely populated areas in your district.
6. Why are semi-arid areas of Uganda usually sparsely populated?
7. Mention any three natural disasters that reduce the number of people in an area.
8. Give any two reasons why most rural areas usually have very few people.
9. Give two ways floods affect people in an area.
10. Give the meaning of Sparse population.
11. State any one problem faced by people living near thick forests.
12. Give any three factors that lead to low population density in an area.

Examples of densely populated areas.

- ❖ **Lake shores**
 - They have fertile soils for crop growing.
 - They receive reliable rainfall which supports crop growing.
 - Presence of lakes promotes fishing.
- ❖ **River banks**
 - They have fertile soils for crop growing.

- They receive reliable rainfall which supports crop growing.
- Presence of rivers promotes fishing.

❖ **Urban areas**

- They have many job opportunities
- They have better social services.
- They have a large market for goods.

❖ **Plateau areas**

- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- Plateau areas have lakes and rivers which promote fishing.

❖ **Mountain slopes**

- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- They have plenty of minerals which promote mining.

❖ **Areas along the major roads.**

- Such areas usually have a large market for goods.
- There is easy access to social service centres.
- They have many trade opportunities.

Importance of having many people in an area.

- ❖ It creates a large market for goods.
- ❖ It leads to high revenue collection in form of taxes.
- ❖ It promotes proper utilisation of resources in area.

Problems faced by people living in densely populated areas.

- | | |
|----------------------------|--------------------------------|
| ❖ Shortage of land | ❖ Shortage of food. |
| ❖ High crime rate. | ❖ High levels of unemployment. |
| ❖ Easy spread of diseases. | ❖ Traffic jam |

Factors affecting settlement patterns/ population distribution.

- | | |
|---------------------------------------|---------------------|
| ❖ Rainfall distribution/ climate | ❖ Relief of an area |
| ❖ Provision of social services | ❖ Water supply |
| ❖ Availability of food. | ❖ Government policy |
| ❖ Nature of the soils/ soil fertility | |

How each factor influences settlement patterns/ population distribution.

❖ **Availability of food.**

- Areas with plenty of food have more people than areas with little food.

❖ **Job opportunities.**

- Areas with many job opportunities have more people than areas with less job opportunities.

❖ **Government policy.**

- The government may allow human settlement in as particular area and may sometimes discourage human settlement in other areas hence making them

have very few people eg. Government policy doesn't allow settlement in forested areas hence making them sparsely populated.

❖ **Water supply**

- Areas near large water bodies usually have more people than those which are far away from large water bodies.

❖ **Nature/type of soil.**

- Areas with fertile soil have many people while those that have infertile soils usually have few people.

❖ **Rainfall distribution/ climate.**

- Areas which receive reliable rainfall have many people while those that receive little or no rainfall usually have very few people.

❖ **Provision of social services.**

- Areas with good social service provision have more people than areas with poor social service delivery.

❖ **Relief of an area.**

- Steep slopes of mountains usually have very few people while plateau areas attract large human settlement.



1. Give the meaning of the term Population distribution
2. Mention any four factors that influence population distribution.
3. How does climate affect population distribution in an area?
4. Give any two reasons why most rural areas are sparsely populated.
5. Mention any four examples of densely populated areas in your district.
6. Give any two factors that attract a large population on the shores of Lake Victoria.
7. Give any two reasons why the slopes of mountain Mufumbiro are densely populated.
8. How does the fertility of the soil affect the distribution of people in an area?
9. Mention any four problems faced by people living in densely populated areas.
10. Give one way a large population promotes development in an area.

ECONOMIC ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

- ✚ Economic organization involves the various economic activities done by the people in our district.
- ✚ People in our district carry out different economic activities in order to earn a living.
- ✚ Some people deal in provision of social services eg. teachers, doctors, nurses, police officers etc.
- ✚ Other people in our district deal in production of different kinds of goods eg. carpenters, potters, farmers etc.
- ✚ **Economic activities** are activities done by people in order to earn a living.

WORK.

✚ **Work** is any productive activity done by people to earn a living.

Types/examples of work./economic activities carried out by people in our district.

- | | | |
|-----------------|-------------------|------------------------------|
| ❖ Fishing. | ❖ Carpentry. | ❖ Iron working |
| ❖ Trading. | ❖ Transportation. | ❖ Animal rearing/pastoralism |
| ❖ Banking. | ❖ Weaving | ❖ Craft work. |
| ❖ Crop farming. | ❖ Pottery | ❖ Teaching. |

Reasons why people work.

- | | |
|--------------------------|---|
| ❖ To get money. | ❖ To break boredom. |
| ❖ To meet their needs. | ❖ To promote development in their areas |
| ❖ To serve other people. | |

Problems faced by people at work.

- | | |
|-------------------------------------|-----------------------------|
| ❖ Poverty. | ❖ Poor sanitation. |
| ❖ Low payment. | ❖ Bad weather conditions. |
| ❖ Theft. | ❖ Poor accommodation. |
| ❖ Harsh supervisors. | ❖ Walking long distances. |
| ❖ Poor transport and communication. | ❖ Low levels of technology. |
| ❖ Disease outbreak eg. Covid-19. | |

Possible solutions to the problems facing people at work.

- ❖ By increasing salaries of workers.
- ❖ By providing good accommodation to workers.
- ❖ By providing better means of transport to workers.
- ❖ By employing both skilled and unskilled labour force.
- ❖ By providing security to workers.
- ❖ By constructing good transport systems.
- ❖ By providing workers with soft loans.



1. What are Economic activities?
2. Mention any three social services provided to people in your district.
3. Mention any three groups of people who provide social services to others.
4. Give the meaning of the term Work.
5. Mention any four economic activities that are commonly carried out by the people in your district.
6. Give any three reasons why people work.
7. Give any two ways the government can improve the working conditions of people in your district.
8. Mention one type of work that enables people in your community to get basic needs.
9. State any three problems faced by people while carrying out their work.
10. Give any three ways the problems people face when carrying out their work can be solved.

TRADING.

✚ **Trading** is the buying and selling of goods and services.

Examples of trade items/goods

- | | | |
|--------------|-----------------------------|------------|
| ❖ Coffee. | ❖ Clothes. | ❖ Food. |
| ❖ Beverages. | ❖ Cars. | ❖ Crops. |
| ❖ Clocks. | ❖ Fuel eg. petrol, paraffin | ❖ Animals. |

Examples of trade services.

- | | | |
|----------------------------|--------------------------|--------------------|
| ❖ Electricity services. | ❖ Communication service. | ❖ Housing service. |
| ❖ Medical/health services. | ❖ Education service. | |
| ❖ Transport services. | ❖ Water service. | |

Places where trade takes place.

- | | | |
|--------------|-----------------|-------------------|
| ❖ Markets. | ❖ Shops. | ❖ Arcades |
| ❖ Homes. | ❖ Boutiques | ❖ Shopping malls. |
| ❖ Roadsides. | ❖ Supermarkets. | |

Groups of people who bring goods nearer to people in the community.

- | | | |
|----------------|------------------|----------------|
| ❖ Shop keepers | ❖ Market vendors | ❖ Fish mongers |
| ❖ Hawkers | ❖ Retailers | ❖ Wholesalers |

Systems of trade.

- ❖ Barter trade system.
- ❖ Monetary trade system.

BARTER TRADE.

✚ **Barter trade** is the exchange of goods for goods or services.

✚ **Barter trade** was common amongst the people of long ago because there was no money by then.

Items commonly exchanged in barter trade.

- | | |
|---------------------|-------------------|
| ❖ Food items. | ❖ Domestic birds. |
| ❖ Domestic animals. | |

Factors that promoted Barter trade long ago.

- ❖ Absence of currency.
- ❖ Unity among the people.
- ❖ Production of different kinds of goods by different communities.

Advantages of barter trade.

- It cheap since it doesn't involve the use of money.
- It creates friendship and unity among traders.
- It favours people without money.
- It creates chances of employment to people.
- It is easy for the illiterates.
- You use what you have to get what you don't have.

Disadvantages of barter trade.

- There was double coincidence of wants.
- It was hard to store wealth.
- There was no standard measure of value for goods.

- It does not favour people without physical goods.
- It was difficult to move with bulky goods over long distances.
- There is wastage of time to look for a person with what you want.



1. Give the meaning of the term Trade.
2. Mention any four examples of trade items in your community.
3. Mention any three places where buying and selling of goods is carried out.
4. State any two factors that favoured barter trade among the people of long ago.
5. Mention any three groups of people who bring goods nearer to people in your community.
6. Mention any two systems of trade that are commonly carried out in your community.
7. Give the meaning of Barter trade.
8. State any two advantages of barter trade.
9. Give any two disadvantages of barter trade.

MONETARY TRADE.

✚ **Monetary trade** is the system of trade that involves the use of money as a medium of exchange.

✚ **Monetary trade** is the exchange of goods and services for money.

✚ Money is an acceptable medium of exchange of goods and services.

Qualities of money.

- | | |
|----------------------------|--------------------------|
| ❖ It should be acceptable. | ❖ It should be durable. |
| ❖ It should be divisible. | ❖ It should be portable. |

Advantages of monetary trade.

- | | |
|-------------------------------------|---|
| ❖ Money is easy to carry. | ❖ Money has stock value. |
| ❖ Money is easy to store. | ❖ There is double coincidence of wants. |
| ❖ It gives people power to bargain. | |

Disadvantages of Monetary trade.

- | | |
|-----------------------------------|---|
| ❖ It does not promote friendship. | ❖ There are very many chances of fraud. |
|-----------------------------------|---|

Problems faced by traders.

- | | |
|--|---|
| ❖ Shortage of trade items. | ❖ Poverty among customers. |
| ❖ High taxation. (high taxes on goods and services). | ❖ Poor transport system. |
| ❖ Bad weather changes. | ❖ Political instability in some areas. |
| ❖ Theft. | ❖ Use of fake money among people in the community |
| ❖ Low market for goods. | |

Possible solution to the problems facing traders.

- ❖ By providing security to traders.
- ❖ By searching for better market in other countries.
- ❖ By installing security cameras along the roads in towns.
- ❖ By reducing on taxes charged on trade items.
- ❖ By getting soft loans for development.



Lesson Exercise.

1. Give the meaning of Monetary trade.
2. Apart from monetary trade, mention one other system of trade used in your community.
3. Mention the two forms in which Uganda's money exists.
4. Mention any three qualities of money.
5. What name is given to Uganda's currency?
6. Give any three ways in which people in your community use money.
7. Mention the biggest currency value of Uganda's shillings.
8. Mention any three places where trade is carried out in your community.
9. State any three places faced by traders in your community.
10. Give any two ways commercial banks are useful to traders.

FISHING.

- ✚ Fishing is the extraction of fish from water bodies.
- ✚ Fishing in our district is mainly carried out by the fishermen.
- ✚ Fishing in Uganda is carried out in rivers, lakes, ponds and streams.
- ✚ Lake Victoria is the largest inland fishing ground in Uganda.
- ✚ Fish caught in Uganda is sold to the local people by the fish mongers while some is sold to people in other countries.

Fish species caught in our district.

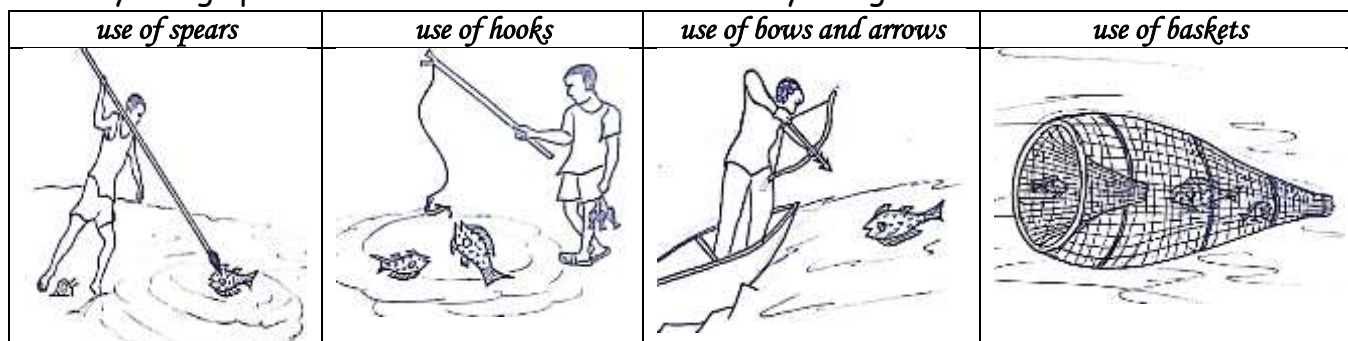
- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Tilapia ▪ Lung fish ▪ Eel fish ▪ Mud fish | <ul style="list-style-type: none"> ▪ Mukene ▪ Cat fish ▪ Nile perch |
|--|--|

Note:

- ✓ *Tilapia fish is the commonest fish caught in Uganda.*
- ✓ *Nile perch is the biggest fish caught in Uganda.*
- ✓ *Mud fish is commonly caught from swamps.*

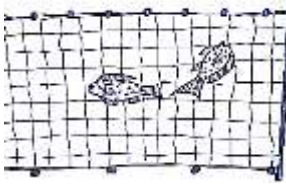
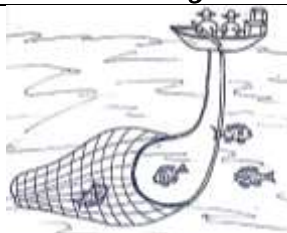
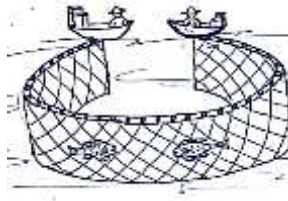

Traditional methods of fishing

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ By using fishing baskets ▪ By using spears. | <ul style="list-style-type: none"> ▪ By using fishing hooks ▪ By using bows and arrows. |
|--|---|



Modern methods of fishing

- Trawling
- Purseining
- Drifting
- Gill net fishing method

<i>Gill net method</i>	<i>Trawling</i>	<i>Drifting</i>	<i>Line fishing method</i>
			

Fish preservation:

- ✚ This is the act of keeping fish for a long period of time without going bad.
- ✚ This is the act of keeping fish safe for a long time.

Traditional methods of fish preservation

- By smoking
- By salting
- By sun drying

Modern methods of fish preservation

- By refrigeration.
- By tinning/ canning

Fishing grounds (places where fishing is carried out in our district).

- ❖ Lakes.
- ❖ Rivers.
- ❖ Streams
- ❖ Swamps.

Factors that promote fishing in an area.

- ❖ Presence of large fishing grounds.
- ❖ Availability of large labour force.
- ❖ Availability of capital.
- ❖ Availability of both local and international market.
- ❖ High levels of technology.



1. What is Fishing?
2. Name the largest fishing ground in Uganda.
3. Mention any two physical features in which fishing is carried out.
4. Mention any two traditional methods of extracting fish from water bodies.
5. Name the biggest fish species caught in the water bodies of Uganda.
6. Which type of fish is commonly caught from the swamps?
7. Mention the commonest method of preserving fish used in your community.
8. Write down any two modern methods that can be used to preserve fish for a long time.
9. State any four factors that promote the development of fishing in Uganda.
10. Why is fish considered to be a perishable good?

Importance of the fishing.

- ❖ It is a source of job opportunities to people.
- ❖ It is a source of income to the government.
- ❖ It is a source of food to people.
- ❖ Fish is used as a raw material in industries. eg.the fish processing industries.
- ❖ Fish is a source of income when sold.
- ❖ Fish is used for making drugs e.g. Cod liver oil.
- ❖ Fish scales are used for decoration.

Problems faced by the fishermen.

- ❖ Over fishing.
- ❖ Water pollution which kills fish.
- ❖ Presence of water hyacinth.
- ❖ Limited capital.
- ❖ Poor fishing methods eg use of poison.
- ❖ Poor storage facilities.
- ❖ Presence of fish predators like crocodiles.
- ❖ Low levels of technology.
- ❖ Cultural beliefs which discourage some people from eating fish.
- ❖ Limited local market for fish. This is due to high levels of poverty among the people.

Possible solutions to the problems faced by the fishermen.

- ❖ By protecting fishing grounds from pollution.
- ❖ By encouraging foreign investors in Uganda.
- ❖ By enforcing laws against over fishing.
- ❖ By teaching the fishermen the dangers of using poor fishing methods.
- ❖ By encouraging people to practice fish farming.
- ❖ The government should provide fishermen with loans.
- ❖ By teaching the fishermen better fishing methods.

Dangers of floating vegetation on water bodies.

- ❖ It suffocates fish.
- ❖ It breaks fishing nets.
- ❖ It hinders water transport.
- ❖ It harbours some disease vectors.
- ❖ It blocks fishing grounds.

Possible solutions to the problems facing the Fishing industry.

- ❖ By improving on transport network in the country.
- ❖ By protecting fishing grounds from pollution.
- ❖ By encouraging foreign investors in the country.
- ❖ By training more people on how to carry out fishing.
- ❖ By enforcing people laws against over fishing.
- ❖ The government should provide soft loans to fishermen.
- ❖ By teaching the fishermen the dangers of poor fishing methods.
- ❖ By encouraging people to practice fish farming.



1. Mention any two traditional methods that can be used to preserve fish for a long time.
2. Mention the commonest type of fish caught in Uganda.
3. Give any three ways fishing is important to people in your community.
4. How has fishing promote industrial development in Uganda?
5. Mention any one poor method of fishing.
6. Name any one aquatic animal that feeds on fish.
7. State any three problems faced by the fishermen in your community.
8. Give one way water pollution affects fishing in an area.
9. State any two ways the water hyacinth affects people who carry out fishing.
10. Give any three ways the fishing industry can be improved in an area.

TRANSPORTATION

 **Transport** is the movement of people and goods from one place to another.

Types of transport

- ❖ Road transport
- ❖ Pipeline transport
- ❖ Air transport
- ❖ Water transport
- ❖ Railway transport

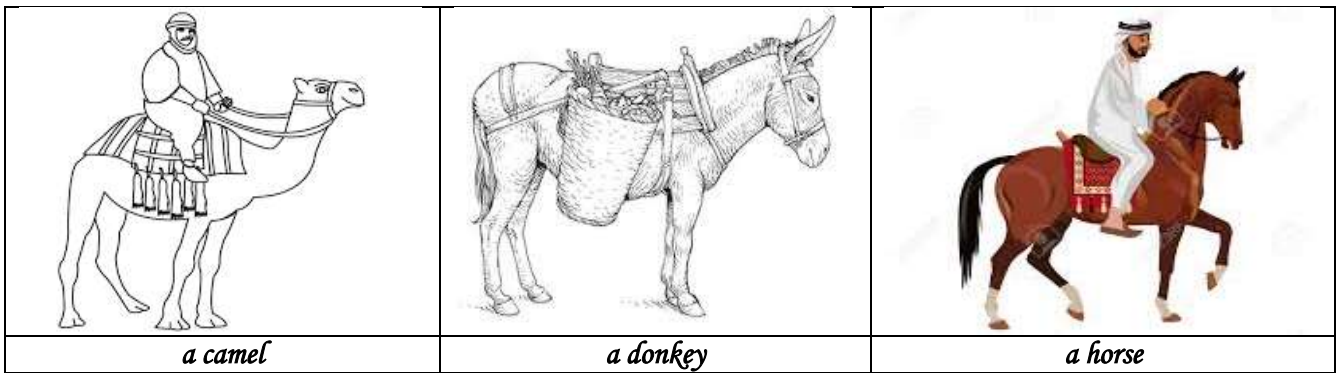
Note:

- **Road transport** is the commonest type of transport used in Uganda.
- **Air transport** is the fastest type of transport while **water transport** is the slowest.
- Air transport is most suitable for transportation of perishable goods over long distances.
- **Perishable goods** are goods which can easily go bad. Such as flowers, vegetables, fresh fish etc.
- Very few people in our community use air transport because it is very expensive to pay for its service.
- **Entebbe airport** is the only international airport in Uganda.
- Road transport is the only type of transport which can deliver people and goods to their final places/ destinations.

Means of transport

Traditional means of transport.

- ❖ Canoes
- ❖ Stepping stones
- ❖ Pack animals e.g. donkeys used in highland areas, camels used in desert areas, horses used in plain areas.
- ❖ Logs
- **Note:**
 - ✓ Most traditional means of transport are not commonly used because they are very slow.
 - ✓ **Pack animals** are animals which are used for transport.



Modern means of transport.

- ❖ Cars bicycles
- ❖ Buses
- ❖ Trains
- ❖ Boats
- ❖ Lorries
- ❖ Motorcycles
- ❖ Aeroplanes

Groups of people who provide transport service.

- ❖ Pilots
- ❖ Drivers
- ❖ Cyclists
- ❖ Motorists

Places where transport service is provided.

- ❖ Taxi parks
- ❖ Ports
- ❖ Airports
- ❖ Airfields
- ❖ Airstrips
- ❖ Railway stations

Importance of transport service.

- ❖ It creates job opportunities to people.
- ❖ It promotes trade.
- ❖ It is a source of income to the government.
- ❖ It eases movement of raw material to industries.
- ❖ It promotes the development of towns.



1. What is Transport?
2. Mention the four types of transport.
3. What are perishable goods?
4. Which type of transport is most suitable for transporting perishable goods over long distances?
5. Mention the commonest type of transport in your community.
6. Why are there very few people in your community who use air transport?
7. Mention any four modern means of transport commonly used in your locality.
8. What are pack animals?
9. Mention any three examples of pack animals.
10. Give any two ways a good transport system promotes development in an area.

Types of roads

- ❖ Tarmac roads
- ❖ Murram roads.
 - **Tarmac roads** are roads which are made up of tar and stones.
 - Some tarmac roads are also called **High ways** eg. Masaka highway, Jinja highway, Bombo highway. etc.
 - **Murram roads** are roads that which are made up of soil and gravel.
 - Small roads that link remote/ rural areas to main roads are called **feeder roads**.
 - Feeder roads help farmers to transport their farm produce to market centres.

Examples of road users

- ❖ Pedestrians
- ❖ Cyclists
- ❖ Motorists
- ❖ Drivers.

Causes of road accidents.

- ❖ Overloading of vehicles.
- ❖ Speeding vehicles
- ❖ Careless road users
- ❖ Narrow roads
- ❖ Poor roads
- ❖ Driving vehicles in poor mechanical conditions.
- ❖ Drivers under the influence of drugs.

Ways of controlling road accidents.

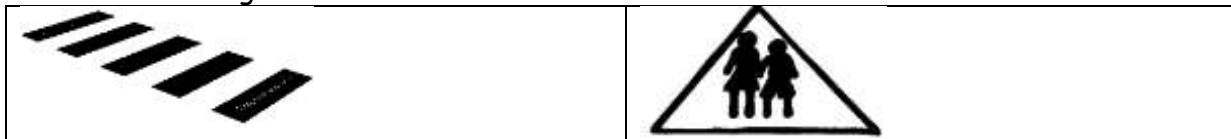
- ❖ By constructing wider roads.
- ❖ By repairing the existing roads.
- ❖ By sensitising people about road safety.
- ❖ By driving vehicles which are in good mechanical conditions.
- ❖ By installing road signs along the roads. These road signs help to guide the road users.
- ❖ By following traffic rules and regulations.

➤ **Note:**

- ✓ **A lollipop man/woman** is a man/ woman hired to help children cross a road safely near a school.



1. Name the road signs below



2. Why are road signs always installed along the roads?
3. Mention the two types of roads.
4. Mention any three examples of road users.
5. Give one way feeder roads are useful to farmers in your community.
6. State any three common causes of accidents along the roads today.
7. Give any three ways accidents can be reduced on Uganda's roads today.
8. How is a lollipop useful to children in your community?
9. Give one way roads promote trade in an area.

10. Why are drivers always encouraged to check the condition of their vehicles before driving?

FARMING.

- ✚ **Farming** is the growing of crops and rearing of animals.
- ✚ It is also referred to as **agriculture**.
- ✚ Farming is the major economic activity carried out by most people in Uganda.
- ✚ A **farmer** is a person who grows crops and rears animals.

Types of farming.

- Arable farming. This is the practice of growing crops.
- Livestock farming. This is the practice of rearing animals.

Needs of a farmer.

- | | |
|----------------|----------------------------|
| ❖ Land | ❖ Market for farm produce. |
| ❖ Capital | ❖ Seeds |
| ❖ Garden tools | ❖ Labour |

Systems of farming.

- | | |
|-----------------------|-----------------------|
| ❖ Subsistence farming | ❖ Dairy farming |
| ❖ Plantation farming | ❖ Ranching |
| ❖ Livestock farming | ❖ Nomadic pastoralism |

Note:

- ✓ **Dairy farming** is the rearing of cattle on a large scale for milk production.
- ✓ Examples of milk products include; cheese, butter, ghee, ice cream, yoghurt.
- ✓ **Ranching** is the rearing of cattle on a large scale for beef production.
- ✓ Examples of products obtained from a cattle ranch include; beef, skins and hides, hooves, horn tips.
- ✓ **Nomadic pastoralism** is the system of animal rearing where a farmer moves with animals from one place to another in search for pasture and water.
- ✓ Nomadic pastoralism in Uganda is mainly practised by the **Karimojongs**.

SUBSISTENCE FARMING.

- ✚ This is the growing of crops and rearing of animals mainly for home use and the surplus is sold.
- ✚ It is the commonest system of farming practiced in our community. This is because subsistence farming is very cheap to practice.
- ✚ In this system of crop growing, annual crops are mainly grown eg. Beans, maize, cassava, peas, Irish potatoes etc.

Advantages of subsistence farming.

- | | |
|--|--|
| ❖ It is cheap to practice. | ❖ It requires simple tools. |
| ❖ It does not require a large piece of land. | ❖ It requires less labour force. |
| ❖ It promotes food security. | ❖ It does not require a large piece of land. |

Disadvantages of subsistence farming.

- ❖ A farmer earns less income.
- ❖ It leads to low productivity.
- ❖ It does not encourage economic development.

PLANTATION FARMING.

- + This is the growing of one perennial crop on a large scale.
- + Plantation farming is practised by very few people in our community because it is very expensive to practice.
- + Under plantation farming, perennial crops are mostly grown eg. coffee, tea, cocoa, sisal etc.

Advantages of plantation farming.

- ❖ It is a source of employment to people.
- ❖ It is a source of raw materials for industries.
- ❖ It is a source of income to the government through taxing plantation owners.
- ❖ It promotes the development of roads.

➤ **Note:** *-Agro-based industries are industries which use agricultural produce as their raw materials.*

Disadvantages of plantation farming.

- ❖ It is very expensive to carry out.
- ❖ It requires a large piece of land.
- ❖ Crops can easily be affected by drought.
- ❖ Pests and diseases can easily spread from one crop to another.
- ❖ It leads to soil infertility.

MIXED FARMING:

- + This is the growing of crops and rearing of animals on the same piece of land.

Advantages of mixed farming.

- ❖ Farmers get double income from crops and animals.
- ❖ Crops can be used as animal feeds.
- ❖ Animal wastes are used as manure for crops.
- ❖ Farmers get a balanced diet.
- ❖ In case of drought, a farmer can depend on animals.

Disadvantages of mixed farming.

- ❖ It is expensive to start and manage.
- ❖ Animals can easily damage the crops.
- ❖ It requires a large piece of land.
- ❖ It requires a lot of skilled labour.

Factors that promote farming in an area

- ❖ Presence of fertile soils.
- ❖ Presence of reliable rainfall.
- ❖ Availability of ready market for agricultural produce.
- ❖ Improved transport and communication network.
- ❖ Political stability in an area.
- ❖ Availability of ready market for agricultural produce.
- ❖ Presence of high labour force.

Importance of farming.

- ❖ It is a source of food to people.
- ❖ It is a source of raw materials for industries.
- ❖ It has promoted the development of roads and railways.
- ❖ It is a source of employment to people.
- ❖ It is a source of revenue to the government.

Problems faced by farmers.

- ❖ Shortage of funds/ limited capital.
- ❖ Prolonged drought.
- ❖ Crop pests and diseases.
- ❖ Limited market for agricultural produce.
- ❖ Poor transport network.
- ❖ Political instability in some parts of the country.
- ❖ Shortage of land for crop growing in some areas eg in towns.
- ❖ Changes in prices for agricultural produce.
- ❖ Rural-urban migration which reduces labour force on farms in rural areas.

Possible solutions to the problems faced by farmers.

- ❖ By giving soft loans to farmers.
- ❖ By spraying with insecticides.
- ❖ By teaching farmers better farming methods.
- ❖ By building better roads in the country.
- ❖ By encouraging the use of irrigation farming.



1. What is farming?
2. Mention any three crops that are commonly grown in your community.
3. Mention any three needs of a farmer.
4. Give the meaning of each of the following;
 - (i) Plantation farming
 - (ii) Subsistence farming
5. Give any three reasons why most people in your district practice subsistence farming.
6. How is Ranching different from Dairy farming?
7. Give any three factors that promote the activity of farming in an area.
8. State any three problems faced by crop farmers in your area.
9. Give any three ways the above problems can be solved.
10. State any three ways crop farming is important to people in your community.

MINING:

- ✚ Mining is the extraction of minerals where they occur
- ✚ A mineral is a valuable substance found below or on the earth's surface

Examples of minerals

- Crude oil
- Sand
- Gold

- Diamond
- Uranium
- Asbestos
- Salt
- Copper
- Silver
- Iron
- Limestone

Importance of some particular minerals.

<i>Mineral</i>	<i>Importance</i>	<i>Area(s) where it exist(s)</i>
Copper	❖ For making electric wires, copper coins, gun bullets.	• Kilembe in Kasese
Diamonds	❖ For making jewellery, drilling machines and equipment used for cutting glasses.	• Hoima • Kamwenge
Gold	❖ For making ornaments, jewellery, trophies, medals.	• Kotido in Karamoja. • Mubende
Limestone.	❖ For making cement, for making lime.	• Hima in Kasese • Osukuru hills in Tororo
Salt	❖ For preserving food and human consumption.	• Lake Katwe
Petroleum/ Crude oil	❖ For making fuels e.g. petrol, diesel, oil, paraffin.	• Shores of lake Albert (Albertine region)
Phosphates	❖ For making artificial fertilizers.	• In Tororo
Graphite	❖ For making pencil leads.	• Kitgum in Acholi

Importance of mining

- ❖ It is a source of income to people
- ❖ It is a source of employment to people
- ❖ It leads to development of towns.
- ❖ It is a source of revenue to the government
- ❖ It leads to development of roads.
- ❖ It leads to development of industries.

Problems facing the mining industry

- ❖ Shortage of capital
- ❖ Shortage of skilled Labour
- ❖ Poor transport system
- ❖ Limited market for minerals
- ❖ Presence of minerals in small quantities
- ❖ Competition from other sectors e.g. agriculture, fishing etc
- ❖ Political instability
- ❖ Over mining
- ❖ Low levels of technology.
- ❖ Unreliable power supply.

Possible solutions to the above problems

- ❖ The government should provide soft loans to the miners.
- ❖ By constructing better roads to the mining sites.
- ❖ By improving on security in the country.
- ❖ By training more miners.
- ❖ The government should invest more money in the mining industry.

Dangers caused by mining.

- ❖ It leads to pollution of the environment.
- ❖ It leads to displacement of people and animals.
- ❖ It leads to land degradation.
- ❖ It promotes soil erosion.
- ❖ It destroys vegetation in an area.



1. What is Mining?
2. Mention any three major minerals mined in your district.
3. Complete the table below.

Mineral	Product obtained
(i) Limestone	-----
(ii) -----	Artificial fertilizers
(iii) Crude oil	-----
(iv) -----	Coins and electric wires

4. Name the mineral which is mined from lake Katwe.
5. Give any three ways mining is important to people in your district.
6. Which mineral was discovered on the shores of lake Albert?
7. Mention any two problems caused by mining in an area.
8. State any three problems faced by people who carry out mining.
9. Name any one district where limestone is mined in Uganda.
10. Give any two ways the mining industry can be improved in your district.

FACTORS CONTRIBUTING TO PEOPLE'S WAY OF LIFE IN OUR DISTRICT

- ❖ Work.
- ❖ Security.
- ❖ Education.
- ❖ Communication.
- ❖ Transport.
- ❖ Trade.
- ❖ Food availability.
- ❖ Poverty.
- ❖ Unemployment.

Unemployment.

✚ This is a state of not having a job.

Causes of unemployment.

- ❖ Laziness.
- ❖ Corruption.
- ❖ Disunity.
- ❖ Illness.
- ❖ Increased population.
- ❖ Lack of knowledge and skills.
- ❖ Illiteracy.

Dangers of unemployment.

- ❖ It leads to high crime rate.
- ❖ It causes misery and suffering.
- ❖ It leads to poverty.
- ❖ It increases the dependence burden.
- ❖ It leads to shortage of basic needs.

Poverty.

✚ This is the state of being poor.

✚ This is the state of having very little money to provide basic needs for oneself.

Causes of poverty.

- ❖ Laziness.
- ❖ Ignorance about benefit of work.
- ❖ Prolonged illness.
- ❖ Political instability.

Dangers of poverty.

- ❖ It leads to isolation.
- ❖ It leads to misery and suffering.
- ❖ It leads to shortage of basic needs eg. food, clothes, shelter etc.

Illiteracy

✚ **Illiteracy** is the state when people in a country cannot read and write with understanding.

Causes of high levels of illiteracy in Africa

- ❖ Shortage of funds to invest in education
- ❖ Ignorance among people.
- ❖ Social injustice where girls are denied education

How illiteracy can be controlled

- ❖ By introducing Universal Primary Education (UPE)
- ❖ Government should introduce adult literacy programmes
- ❖ By constructing more schools in the country
- ❖ Laws should be put in place to make primary education compulsory
- ❖ By educating parents on the importance of education
 - **Note:** -The government of Uganda introduced the Alternative Basic Education for Karamoja (ABEK) to reduce the high levels of illiteracy among the Karimojong.



1. Mention any four factors that contribute to the way of life of the people in your community.
2. Write down any one government programme that was introduced to solve illiteracy in Uganda.
3. Mention any one cause of illiteracy among people in your district.
4. Mention any two causes of poverty among people in our community.
5. Write these in full.
 - (i) UPE
 - (ii) USE
 - (iii) ABEK
6. Give one way the government has tried to solve the problem of illiteracy in the country.
7. State any two effects of poverty to people in your community.
8. Mention any four types of work done by people in your community.
9. Mention two causes of the high levels of unemployment among people today.
10. State any two dangers of unemployment in the society today.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

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For Excellence in Social Studies

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We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

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PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.


The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

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THEME: LIVING TOGETHER IN OUR DISTRICT.

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TOPIC 5:**OUR LEADERS IN THE DISTRICT.****INTRODUCTION TO LEADERSHIP**

- ✚ A leader is a person who has the authority to rule or manage a society
- ✚ Or: A leader is a person who has the authority to manage and control other people.
- ✚ Leadership is the ability to manage and control the society.

Decentralisation

- ✚ This is the transfer of some powers from the central government to the local government.

Levels of government in Uganda.

- The Central government.
- The Local government (from LC1 to LCV).

Difference between the Central government and Local government.

Central government		Local government
▪ Cares the development of the whole nation.	while	▪ Cares for the development for the local areas.
▪ Central government is one		▪ Local governments are many.
▪ Controls all armed forces.		▪ Controls the local defence forces.
▪ Build and maintains major roads		▪ Builds and maintains feeder roads.
▪ Runs the major hospitals		▪ Controls health centres.

Levels of local government.

<i>Area</i>	<i>Local council level</i>
Village	Local council one (LC I)
Parish	Local council two (LC II)
Sub-county	Local council three (LC III)
District	Local council five (LC V)

Examples of decentralised sectors in Uganda.

- Primary Health Care
- Agricultural sector
- Primary education

Advantages of decentralisation.

- ❖ It brings services nearer to people
- ❖ It makes administration easy
- ❖ It promotes development in different areas.
- ❖ It creates job opportunities to people.

Disadvantages of decentralisation.

- ❖ It makes equal provision of services difficult.
- ❖ It increases the government expenditure.

By-laws

- ✚ By-laws are laws made by the local councils.

Importance of by-laws

- ❖ They are used to settle disputes.
- ❖ They are used to promote order in the society.

- ❖ They are used to promote peace and security
- ❖ They promote respect for people's rights

Roles / duties of leaders in the society

(How leaders are important in the society)

- ❖ They help to settle disputes among people.
- ❖ They plan for the development of areas.
- ❖ They help to maintain law and order in society.
- ❖ They help to sensitise people about government programmes
- ❖ They implement government policies.
- ❖ They promote unity among the people.



1. Give the meaning of each of the following;
 - (i) Leadership.
 - (ii) Decentralisation
2. Who is a leader?
3. Give any two difference between the central government and the local government.
4. Mention the highest level of local government in the district.
5. What name is given to the laws made by the local councils?
6. Give any three ways leaders are important in the society.
7. Mention any two decentralised sectors in Uganda.
8. Give any three ways leaders are important in the community.
9. State any two advantages of decentralisation.
10. Give any one way decentralisation affects the development of the country.

TYPES OF LEADERS

- Political leaders
- Voluntary leaders
- Civic leaders
- Religious leaders
- Cultural/Traditional leaders

POLITICAL LEADERS:

- ✚ These are leaders elected by people in a given society.
- ✚ Political leaders are got **through elections** /by voting for them.
- ✚ In Uganda, political leaders are elected after every 5 years.

Examples of political leaders.

- President
- Members of parliament.
- Mayors
- Local council leaders.
- Councillors

Levels of local government.

Area	Level	Political leader
• Village	• Local council one	• Chairperson LC I
• Parish	• Local council two	• Chairperson LC II

• Sub-county	• Local council three	• Chairperson LC III
• District	• Local council five	• Chairperson LC V

LOCAL COUNCIL ONE (LC I) EXECUTIVE COMMITTEE.

✚ The LCI executive committee is made up of 10 members.

They include;

<i>Committee member</i>	<i>Responsibility</i>
(i) Chairperson LCI	<ul style="list-style-type: none"> ▪ He/ she chairs LCI meetings. ▪ He settles disputes among people. ▪ He signs official documents.
(ii) Vice chairperson	<ul style="list-style-type: none"> ▪ He/she chairs LCI meetings in case the chairperson is not around. ▪ He/she is in charge of children's rights
(iii) General secretary	<ul style="list-style-type: none"> ▪ He/ she writes minutes during the LC I meetings.
(iv) Secretary for information, education and mass mobilisation	<ul style="list-style-type: none"> ▪ He/ she delivers information to the members of the village. ▪ He/ she is in charge of matters concerning education in the village.
(v) Secretary for defence	<ul style="list-style-type: none"> ▪ He is responsible for maintaining peace and security in the village.
(vi) Secretary for finance	<ul style="list-style-type: none"> ▪ He/ she is the treasurer of the council. ▪ He/she is in charge of financial matters of the local council.
(vii) Secretary for production and environmental protection.	<ul style="list-style-type: none"> ▪ He/ she is responsible for the protection of the environment. ▪ He/ she is responsible for the improvement of agriculture.
(viii) Secretary for the youths	<ul style="list-style-type: none"> ▪ He is responsible for all matters concerning the youths
(ix) Secretary for women and public health	<ul style="list-style-type: none"> ▪ She is responsible for women affairs.
(x) Secretary for persons with disabilities	<ul style="list-style-type: none"> ▪ He/she is in charge of people with disabilities

Duties of the Local Council committee in the village

- ❖ To settle disputes among people.
- ❖ To maintain law and order
- ❖ To implement government policies e.g.UPE, immunisation etc.
- ❖ To promote sanitation in the village.
- ❖ To unite people in the village.
- ❖ To protect people and their property.
- ❖ To sensitise people about the government programmes.

Problems faced by political leaders in implementing laws

- ❖ Shortage of funds.
- ❖ Poor transport network.
- ❖ Corruption.
- ❖ Ignorance among the people
- ❖ Negative attitude among the people

LOCAL COUNCIL V SYSTEM

- ✚ The district council plans for developmental projects in the district
- ✚ The district council governs all local councils
- ✚ The Chairperson Local council V is the political leader of the district.
- ✚ The political head of a Kampala city is the **Lord mayor**
- ✚ In municipalities, the political leader is a **mayor**.
- ✚ The political leader of a sub-county is the **Chairperson L.C III**
- ✚ The L.C.V is made up of the following people
 - Chairperson
 - Vice chairperson
 - Two councillors representing the youths
 - Two councillors representing people with disabilities
 - Two councillors representing sub-counties, divisions and towns
 - Secretary
 - Speaker
 - Deputy speaker

Duties of the Chairperson L.C.V

- ❖ He/she coordinates the activities of the local government.
- ❖ He/she appoints other officials in the district.
- ❖ He/she supervises the work of other officials in the district
- ❖ He monitors the general administration of the district.

Duties of the District speaker.

- ❖ He/she presides over council meetings.
- ❖ He/she chairs district council meetings.

Resident District Commissioner (RDC)

- ✚ He/she is the representative of the president in the district
- ✚ He is appointed by the president.
- ✚ The Resident District Commissioner (RDC) is the head of the security committee in the district.
- ✚ The president's representative in Kampala is called **Resident City Commissioner (RCC)**

Roles of the RDC

- ❖ He/ she represents the president or the central government in the district
- ❖ To co-ordinate the activities of the central government in the district
- ❖ To advise the district chairperson on national matters.

- ❖ He/she chairs the security meetings in the district.
- ❖ To ensure that all government policies are implemented.
- ❖ To make sure that law and order is maintained in the district.
- ❖ To co-ordinate the provision of government services in the district.



1. Mention any four types of leaders.
2. Mention any three examples of political leaders.
3. What title is given to the political head of a village?
4. How do political leaders attain leadership powers?
5. State any one role performed by the chairperson on the LC I executive committee.
6. How is the LCI vice chairperson useful to children in your community?
7. Apart from the chairperson, mention any three other members on the LC I executive committee.
8. State any three problems district leaders face when carrying out their duties.
9. Mention any three roles played by the LC I council in the village.
10. What title is given to the head of the municipality?
11. State any one role played by the district speaker.
12. Match the information in list A with that given in list B correctly.

List A	List B
(i) Chairperson LC III	Political head of a city
(ii) RDC	Records minutes during LCI council meeting.
(iii) Lord mayor	Political head of a sub-county.
(iv) General secretary	Chairs security meetings in the district.

13. Who is the president's representative in the district?
14. How is the Secretary for defense useful on the Local council I committee?
15. State any three roles played by the Resident District Commissioner (RDC) in the district.

CIVIC LEADERS

- ✚ These are leaders who provide social services to people
- ✚ They become leaders through appointment.

Examples of civic leaders.

❖ District Internal Security Officer (DISO)

- He/she is responsible for spying in the district
- He/she is responsible for internal security in the district

❖ External Security Organisation (ESO)

- He spies for the country from outside the borders of the country.

❖ Internal Security Organisation (ISO)

- He/she is responsible for spying with in the country.

❖ Chief Administrative Officer (CAO)

- He/she is the highest civil servant in the district

- He/she heads all civil servants in the district.
- He/she ensures payment of salaries of all civil servants in the district.
- Implements government programmes in the district.
- He/she officiates civil marriages on behalf of the government.
- ❖ **District Director of Health services (DDHS)**
 - He/she is responsible for all medical programmes and departments
 - He/she makes a plan to control outbreak of epidemic diseases.
 - He/she gives special instructions and guidelines to medical workers.
 - He/she supervises all health centres.
 - He/she supervises all medical workers in the district.
- ❖ **District Agricultural Officer (DAO)**
 - He advises the farmers on the better methods of farming.
 - He advises the farmers on how to take care of their crops and animals.
 - He helps farmers to improve on their income.
 - He encourages farmers to grow more food crops in the district.
- ❖ **District Education Officer (DEO)**
 - He/she makes sure that all education programmes are carried out in the district.
 - He/she improves the standards of education in the district.
 - He/she heads all education departments and institutions in the district.
- ❖ **District Veterinary officer (DVO)**
 - He teaches people on how to improve the quality of their livestock.
 - He supervises all veterinary workers in the district.
 - He advises farmers on how to look after their livestock.
- ❖ **The District Forestry Officer (DFO)**
 - He/she is in charge of the conservation of forests.
 - He encourages tree planting in the district.
 - He controls lumbering in the district.
 - He sensitizes people on the importance of forests.
- ❖ **District Fisheries Officer (DFO)**
 - He /she is in charge of fisheries in the district
 - He controls over fishing in the district
 - He encourages people to dig up ponds for fish farming
 - He teaches people proper methods of fishing
 - Fights all forms of illegal fishing
- ❖ **The District Probation Officer (DPO)**
 - He helps people with special needs in the district
 - He/she is in charge of children's affairs.
 - He/she helps to settle family disputes.
- ❖ **The District Planner (DP)**
 - He/she plans for structural developments in the district

- He discourages unplanned buildings in the district
- ❖ **District Police Commander (DPC)**
 - He/she controls the police force in the district
 - He/she ensures law and order in the district
 - He/she gives permission before public rallies take place in the district.
- ❖ **District Engineer (DE)**
 - He/she is responsible for building of roads, bridges and houses
- ❖ **District Information Officer (DIO)**
 - He/she spreads information to the people in the district.
- ❖ **District Water Officer (DWO)**
 - He/she is responsible for the distribution of clean water in the district.
- ❖ **District Inspector of Schools (DIS)**
 - He/she supervises schools and other institutions of learning in the district
- ❖ **District Chief Internal Auditor {DCIA}**
 - He/she assesses books of account in the district.
- ❖ **District Chief Finance Officer (DCFO)**
 - He/she controls the expenditure of public funds in the district.
- ❖ **District Sports Officer (DSO)**
 - He/she is responsible for sports activities in the district.



1. Apart from civic leaders, mention any three other types of leaders.
2. How does CAO attain leadership powers?
3. Apart from the CAO, mention any four other examples of civic leaders in your district.
4. How is a Veterinary officer different from an Agricultural officer?
5. Name the district officials who are in charge of the following;
 - (i) Payment of salaries of all civil servants.
 - (ii) Supervision of all health centres.
 - (iii) Officiation of civil marriage.
 - (iv) All education programmes in the district.
6. Give one way the District Probation Officer (DPO) is useful to children in your community.
7. State any one role played by the DPC in your district.
8. Who is the highest civil servant in the district?
9. Write the full forms of the following;
 - (i) DEO
 - (ii) DDHS
 - (iii) CAO

RELIGIOUS LEADERS

✚ A **religious leader** is a person who preaches the word of God.

✚ Religious leaders become leaders **through ordination**.

Examples of religions in Uganda

- Christianity
- Islam
- Hinduism
- Bahai faith
- Buddhism
- African Traditional Religion (ATR)
- Judaism

Note:

- ✓ **African Traditional Religion (ATR)** existed before the introduction of foreign religions in Uganda.
- ✓ **Islam** was the first foreign religion to be introduced in Uganda (in 1844)
- ✓ **Uganda Muslim Supreme Council (UMSC)** is the body that brings together all muslims in Uganda.
- ✓ **Christianity** is the largest religion in Uganda (was introduced in Uganda in 1877)
- ✓ Catholics, Anglicans/Protestants, Pentecostals, Seventh-day Adventists, Orthodox and the Baptists all belong to Christianity.
- ✓ **Uganda Joint Christian Council (UJCC)** brings together all churches in Uganda.
- ✓ **Inter-Religious Council of Uganda (IRCU)** is the body that unites all faith-based organisations in Uganda.

Examples of religious leaders

Christian leaders	Reverend, Bishop, Pope, Pastor, Catechist, Cardinal
Islamic leaders	Imam, Sheikh, Muezzin, Khadis, Mufti

Roles of Religious leaders.

- ❖ They pray for people
- ❖ They guide and counsel people
- ❖ They convert people into God's family
- ❖ They lead people in church or mosque during prayers.
- ❖ They help to settle disputes among people/believers
- ❖ They set up developmental projects.

How religions have promoted development in Uganda.

- ❖ They have built schools eg. Mengo S.S, Kibuli S.S, King's College-Budo, St.Mary's College-Kisubi etc.
- ❖ They have built hospitals eg. Lubaga hospital, Nsambya hospital, Kibuli hospital etc.
- ❖ They have opened up radio stations eg. Radio Maria, Top radio, Impact FM, Kingdom FM, Bilal FM, Voice of Africa radio, Prime radio etc.
- ❖ They have opened up television stations eg. Dream TV, Top TV, KTV, HGTV, Salam TV etc.

- ❖ They have opened up banks eg.Centenary bank, Equity bank etc
- ❖ They have started orphanage centres.



1. Name the first foreign religion to be introduced in Uganda.
2. Write the following in full.
 - (i) ATR
 - (ii) UJCC
3. Mention any four religions that were introduced by the foreigners to Uganda.
4. Which body unites all muslims in Uganda?
5. State any three roles played by the religious leaders in your community.
6. Which religion existed in Uganda before the introduction of foreign religions.
7. What title is given to the head of all muslims in Uganda.
8. Give any three ways foreign religions have promoted development in Uganda.
9. How do Christian religious leaders get powers to serve God?
10. Name the body that unites all Christians in Uganda.

VOLUNTARY LEADERS

- ✚ **Voluntary leaders** are people who provide/ offer free services to other people.
- ✚ **A Volunteer** is a person who offers free services to people.
- ✚ Voluntary leaders become leaders **through volunteering**.
- ✚ **Voluntary organisations** are groups of people who offer free services to other people.
- ✚ Voluntary organisations are Non-Governmental Organisations (NGOs)

Examples of voluntary leaders.

- Scouts
- Girl guides.
- Leaders of voluntary organisations/ NGOs eg.TASO, UWESO etc.

Examples of Voluntary organisations

- The AIDS Support Organisation (TASO)
- Uganda Women's Effort to Save Orphans (UWESO)
- Uganda Red Cross Society.
- World Vision International
- Adventist Development and Relief Agency (ADRA)
- Compassion International
- Islamic Relief Agency (IRA)
- Carry American Relief Everywhere (CARE)

Voluntary organisation	Roles
UWESO	<ul style="list-style-type: none"> ✚ UWESO mainly cares for orphans. ✚ It was started by the first lady Janet Museveni. <p><u>Groups of people who benefit from UWESO</u></p> <ul style="list-style-type: none"> ▪ Orphans ▪ Widows <ul style="list-style-type: none"> ❖ It provides food to orphans. ❖ It provides accommodation to the widows. ❖ It provides education to the orphans ❖ It provides medical care to the orphans
TASO	<ul style="list-style-type: none"> ✚ TASO was started by Noureen Kaleba. ✚ TASO mainly cares for AIDS patients. <ul style="list-style-type: none"> ❖ It treats AIDS patients ❖ It counsels AIDS patients ❖ It provides food to AIDS patients
World vision International	<ul style="list-style-type: none"> ❖ It builds schools ❖ It provides medical care to the needy ❖ It provides safe water in the community. ❖ It promotes the welfare of peasants ❖ It provides scholastic materials to the needy.
Uganda Red Cross Society	<ul style="list-style-type: none"> ❖ It provides food to war victims ❖ It provides medicine to refugees. ❖ It caters for the wounded people in wars ❖ It provides first aid to injured people in wars.
ADRA	<ul style="list-style-type: none"> ❖ It builds schools. ❖ It builds health centres ❖ It provides safe water sources. ❖ It caters for people affected by disasters eg landslides
Compassion international	<ul style="list-style-type: none"> ❖ It provides clothes to needy children. ❖ It provides medical care to needy children ❖ It pays school fees for the needy children
IRA	<ul style="list-style-type: none"> ❖ It builds schools. ❖ It provides facilities to medical centres ❖ It provides safe water sources to people
CARE	<ul style="list-style-type: none"> ❖ It provides food to the needy. ❖ It provides medical care to the needy. ❖ It provides clothes to people suffering in war torn areas. ❖ It provides temporally shelter to displaced people

Scouts and girl guides	<ul style="list-style-type: none"> ❖ They help to maintain order in the school ❖ They provide first aid to the injured people. ❖ They help to organise people on functions.
------------------------	--



1. What are Voluntary organisations?
2. Write NGOs in full.
3. Mention any four voluntary organisations operating in Uganda.
4. Mention any two examples of voluntary leaders.
5. Which group of people directly benefits from the work of UWESO?
6. Give any two ways UWESO is helpful to the above group of people.
7. How do voluntary leaders become leaders?
8. Write TASO in full.
9. Give any two ways TASO helps AIDs victims in your community.
10. How are scouts and girl guides important to people in your community?

CULTURAL LEADERS

- ✚ **Cultural leaders** organise people in clans, lineages, chiefdoms, kingdoms.
- ✚ Cultural leaders get leadership powers **through inheritance**.
- ✚ **A clan** is an organised group of people under one forefather or ancestor
- ✚ **A chiefdom** is an area ruled by a chief.
- ✚ **A lineage** is a small group of people in a clan.
- ✚ **A kingdom** is an area ruled by a king or a queen.

Examples of cultural leaders

- Kings
- Queens
- Chiefs
- Clan heads/ clan leaders

Roles of cultural leaders

- ❖ They allocate land to members in the community.
- ❖ They settle disputes among members in the community
- ❖ They register members in the community
- ❖ They promote morals among people.
- ❖ They help to unite people.
- ❖ They organise cultural functions.
- ❖ They preside over traditional ceremonies.

HOW LEADERS ARE CHOSEN IN OUR DISTRICT.

Ways of choosing leaders in our district

<i>Type of leaders</i>	<i>How they obtain leadership power</i>
▪ Political leaders	▪ Through elections
▪ Civic leaders	▪ Through appointment
▪ Cultural leaders	▪ Through inheritance
▪ Voluntary leaders	▪ Through volunteering
▪ Religious leaders	▪ Through inheritance

Qualities of a good leader.

A good leader should be;

- | | | |
|-----------------|---------------|---------------|
| — Able | — Responsible | — Cooperative |
| — Kind | — Hardworking | — Exemplary |
| — Respectful | — Tolerant | — Confident |
| — Knowledgeable | — Obedient | |
| — Approachable | — Careful | |



1. Name the type of leaders to which kings belong.
2. Apart from the kings, mention any two other examples of cultural leaders in your community.
3. Give any three roles played by cultural leaders in your community.
4. Give any four ways people in your district become leaders.
5. Mention any four qualities of a good leader.
6. What title is given to a person who heads a chiefdom?
7. Give the meaning of a clan.
8. Give any two roles performed by clan leaders in your community.

ELECTIONS

✚ An election is the process of choosing leaders by voting for them.

Systems of elections.

- Secret ballot system
- Open election system

(i) Secret ballot system

✚ This is a system where a voter is given a ballot paper and secretly selects a person he/she wants.

✚ This is a modern way of voting in the whole world.

Advantages of secret ballot system

- ❖ It promotes friendship among people.
- ❖ Elections can easily be monitored by computers.

- ❖ A voter is free from interference.

Disadvantages of secret ballot system

- ❖ It is very expensive to conduct.
- ❖ Votes can easily be rigged.
- ❖ It is difficult to the illiterates and the blind.
- ❖ Election results take long to be declared/ known.

(ii) Open elections

- ✚ These are elections held when everyone is seeing each step.
- ✚ It is done by lining up behind the candidate or by putting up the hands.
- ✚ This is the cheapest way of voting in many places.
- ✚ This was common in the past.

Advantages of open elections

- ❖ They are very cheap to conduct.
- ❖ Results can not easily be rigged.
- ❖ It is simple for the illiterates.
- ❖ It discourages bribery during elections.
- ❖ Releasing of election results takes a short time.

Disadvantages of open elections

- ❖ It promotes hatred among people.
- ❖ It limits people's freedoms.
- ❖ Some people are easily influenced by others during voting.

Organisation of National elections.

- ✚ The Independent Electoral commission is the body responsible for organising national elections in the country.
- ✚ It is under the **Ministry of Justice and Constitutional affairs.**
- ✚ **Justice Simon Byabakama** is the current chairperson of the Uganda electoral commission.
- ✚ The chairperson Electoral commission is appointed by the president and approved by the parliament.
- ✚ General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- ❖ To register voters and candidates.
- ❖ To prepare election materials
- ❖ To count votes and release election results.
- ❖ To carry out civic education concerning elections/ to carry out voter education.
- ❖ To demarcate polling stations and constituencies.
- ❖ To train the electoral officials

Challenges faced by the Electoral commission in Uganda.

- ❖ Shortage of funds.
- ❖ Dishonest electoral officials.
- ❖ Poor response from the voters.
- ❖ Delay of election materials

- ❖ Election malpractices.
- ❖ Voter bribery due to increased poverty among the electorate.

Importance of elections

- ❖ They promote democracy in the country
- ❖ They promote peaceful change of leaders.
- ❖ They enable people get rid of bad leaders
- ❖ They enable people to choose their own leaders.
- ❖ They promote respect for people's rights.

Materials used during the process of elections.

- Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.
- A ballot box. This is a box where ballot papers are kept after voting.
- Voter's register. This is a list of all the people who register to participate in voting.
- Ink. It is used to mark a voter who has finished to vote.
- Basins. They are used to provide a safe place for voters to cast his/her vote.

Terms used in elections

- ❖ A Polling station is a place where voting takes place.
- ❖ A Polling day is the day when voting takes place.
- ❖ A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.
- ❖ A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, marks voters who have finished voting.
- ❖ A Polling constable is a person who is in charge of security at the polling station
- ❖ The candidates' agent is a person who represents a candidate at a polling station.
- ❖ An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.
- ❖ Returning officer is a person in charge of elections in the district or division.
- ❖ A candidate is a person who stands to be voted/contests in an election.
- ❖ A valid vote is a vote that has been ticked correctly.
- ❖ An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.



Testing Exercise.

1. Give the meaning of an election.
2. Apart from elections, give any three other ways leaders in your district are got.
3. Mention the two systems used during elections.
4. State any two advantages of choosing leaders using secret ballot system.

5. Give any two disadvantages of the secret ballot electoral system.
6. State any three advantages of open elections.
7. Give any one disadvantage of choosing leaders through open elections.
8. Name the body that is responsible for organising national elections in Uganda.
9. State any three roles played by the above body in Uganda.
10. Give any three challenges the electoral commission faces when carrying out its roles.
11. Mention the type of leaders who are got through elections.
12. Give any three ways elections are important in a country.
13. Mention any three materials used during elections.
14. Name any two electoral officials found at a polling station.
15. How is the work of a Polling officer different from that of a Polling constable?

RIGHTS AND RESPONSIBILITIES OF PEOPLE IN OUR DISTRICT.

CHILDREN'S RIGHTS.

- ✚ Children rights are basic natural freedoms to which all children are entitled.
- ✚ According to Uganda's constitution, A child is a person below 18 years of age.

Examples of children's rights

- | | |
|---------------------------|--------------------------|
| ▪ A right to medical care | ▪ A right to have a name |
| ▪ A right to play. | ▪ A right to food |
| ▪ A right to protection. | ▪ A right to education |

Importance of children's rights

- ❖ They protect children from harm.
- ❖ They promote respect for children.
- ❖ They promote the welfare of children in the society

Note: *The Vice chairperson is the Local Council I committee member who is in charge of protection of children's rights.*

Child abuse

- ✚ Child abuse is the violation of children's rights

Forms of child abuse

- Physical child abuse.
- Emotional child abuse.
- Psychological child abuse.

Examples of child abuse practices in our society today.

- | | |
|-------------------|-------------------------|
| ▪ Defilement | ▪ Child neglect |
| ▪ Child labour | ▪ Forced early marriage |
| ▪ Denial of food. | ▪ Child battering |
| ▪ Child sacrifice | ▪ Kidnapping |

Causes of child abuse

- | | |
|--------------------|------------------------------------|
| ❖ Poverty | ❖ Death of parents |
| ❖ Alcoholism | ❖ Divorce or separation of parents |
| ❖ Wars | ❖ Indiscipline of children |
| ❖ Parental neglect | |

How children can lead to the abuse of their rights.

- ❖ By walking alone at night.
- ❖ By accepting gifts from strangers.
- ❖ By stealing property at home.
- ❖ By failing to do their duties at home.
- ❖ By staying in lonely places.

Groups of people who commonly abuse children's rights.

- Insane people.
- Drug addicted people.
- Parents of children.
- Step parents
- Fellow children
- Community members

Effects of child abuse

- ❖ It leads to death of children.
- ❖ It causes body deformity.
- ❖ It causes injuries to the body.
- ❖ It leads to early pregnancies.
- ❖ It can lead to disease infections

Ways of controlling children abuse

- ❖ By sensitising/ teaching children about their rights.
- ❖ By encouraging children to move in groups.
- ❖ By reporting cases of child abuse to elders.
- ❖ By educating the public on children's rights
- ❖ By encouraging children to behave well.
- ❖ By enforcing laws against child abuse.



1. Give the meaning of Children's rights.
2. Who is a Child according to Uganda's constitution?
3. Mention any four examples of children's rights.
4. Which official on the LCI executive committee is directly responsible for the protection of children's rights?
5. Give any two ways children's rights are important to children in your community.
6. What is Child abuse?
7. Mention any two forms of child abuse.
8. Mention any three examples of child abuse practices in our society today.
9. Give any two causes of child abuse in our society today.
10. State any two ways children can lead to violation of their rights.
11. Mention any two groups of people who commonly abuse children's rights.
12. Give any two ways child abuse practices affect children in your community.
13. State any two ways child abuse practices can be reduced in the community.

HUMAN RIGHTS.

✚ Human rights are basic natural freedoms to which all people are entitled.

✚ These are natural freedoms that people must enjoy.

Examples of fundamental human rights

- The right to life
- Freedom from discrimination.
- Freedom from slavery.
- Freedom from unfair detainment.
- The right to trial.
- Freedom from torture.
- We are all equal before the law.
- Freedom to move.
- The right to seek a safe place to live in.
- Every grown up has the right to do a job.
- Every grown up has the right to marry.
- Right to a nationality.
- The right to own property.
- Freedom of thought.
- Freedom of expression.
- The right to democracy.
- Right to social security.
- The right to education.
- The right to food and shelter.
- The right to play.

Human rights violation

✚ This is the denial of the basic natural freedoms people are entitled to.

Forms of human rights abuse

- Denial of food
- Torturing of political opponents.
- Raping of women.
- Kidnapping
- Denial of freedom of movement.
- Killing of political opponents.
- Slavery.
- Mob justice.
- Denial of the freedom of movement.
- Imprisonment without trial
- Death penalty.

Groups of people who abuse the rights of other people

- Murderers
- Drug addicts
- Terrorists
- Kidnappers
- Thieves
- Rebels

How the government can protect people against the human rights violation.

- ❖ By teaching people about their rights.
- ❖ By enforcing laws against human rights abuse.
- ❖ By promoting peace and security in the country.
- ❖ By forming organisations that ensure the protection of human rights.

Note: *The Uganda Human Rights Commission (UHRC) was set up in Uganda to ensure protection of human rights*

Roles that can be played by the citizens in preventing the human rights violation.

- ❖ By respecting other people's rights.
- ❖ By reporting the cases of human rights abuse.
- ❖ By helping the police in arresting people who violate human rights.
- ❖ By sensitising other people about their rights.

CITIZENSHIP:

✚ Citizenship is the legal right of belonging to a particular country.

✚ A citizen is a person who has the legal right of belonging to a particular country.

How one acquires citizenship of Uganda.

- ❖ **Through birth** (is the legal right of belonging to a country when one's parents are citizens in that particular country)
-it is acquired by people born by parents who are Ugandans.
- ❖ **Through descent** (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)
- ❖ **Through registration.** (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)
-In Uganda, this registration is done under the Ministry of Internal affairs.
eg.if a woman who is not a Ugandan gets officially married to a Ugandan, she can apply to become a citizen and she is registered.
- ❖ **Through naturalisation** (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)
- ❖ **Through adoption.** (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)
-It is granted to children below 18 years of age whose parents are not known and have been adopted by citizens of Uganda.

Types of citizenship

- Single citizenship. This is the legal right of belonging to one particular country.
- Dual citizenship. This is the legal right of belonging to more than one country.

Responsibilities of people/citizens in the district

- ❖ Obeying laws
- ❖ To pay taxes promptly
- ❖ To help in maintaining law and order
- ❖ Doing productive activities
- ❖ Going to school
- ❖ To respect the rights and freedoms of other people.
- ❖ Maintaining proper sanitation
- ❖ Participating in community work
- ❖ Caring for the sick
- ❖ Participating in making laws
- ❖ Helping and caring for others



Testing Exercise.

1. Give the meaning of Human rights.
2. Mention any four examples of human rights.

3. Give any three ways human rights are abused in the society today.
4. Mention any three groups of people who commonly abuse human rights.
5. Write UHRC in full.
6. State any two ways the government can protect people against the violation of their rights.
7. Give any one role citizens can play towards protecting the rights of other people.
8. Who is a citizen?
9. Give any two ways one can become a citizen of Uganda.
10. Mention any three responsibilities of a good citizen.

TOPIC 6: **HOW TO MEET PEOPLE'S NEEDS IN THE DISTRICT.**

INTRODUCTION TO SOCIAL SERVICES

- ✚ **Social services** are facilities that are provided to improve people's way of living.
- ✚ The various social services provided enable people to meet their basic needs.
- ✚ Social services are provided by private individuals, the government and non-government organisations.

Examples of social services in our district.

- | | |
|----------------------|--------------------------|
| ▪ Transport service. | ▪ Health service. |
| ▪ Banking service. | ▪ Housing service. |
| ▪ Education service | ▪ Communication service. |
| ▪ Water service. | ▪ Electricity service. |
| ▪ Security service. | |

EDUCATION SERVICE.

- ✚ **Education** is the process of getting knowledge, skills, and values of life.
- ✚ **The Ministry of Education and Sports** is responsible for education in Uganda.
- ✚ All learning institutions in Uganda are under this ministry.

Types of education.

- Informal education or indigenous education.
- Formal education.

Informal education.

- This is the type of education we get from home.
- It was the only type of education that was provided to people of long ago.
- Informal education was mainly to prepare boys and girls for future.
- Children were taught how to build houses, look after cattle, hunting, digging, proverbs, riddles, stories, dancing, cooking etc.

Formal education.

- It is the type of education which we get from school.
- It was introduced in Uganda by the early Christian Missionaries.
- Formal education is provided from learning institutions such as schools, colleges, universities etc.

*Note. A **missionary** is a person who spreads the word of God in a foreign land.*

Difference between formal education and informal education.

- ❖ Formal education has a syllabus while informal education has no syllabus.
- ❖ Formal education is got from schools while informal education is got from home.
- ❖ Formal education is taught by well trained teachers while informal education is taught by parents and other elders.
- ❖ Formal education is paid for while informal education is for free.
- ❖ In formal education, pupils do examinations while in informal education, there is no examination at the end of the learning process.

Levels of education in Uganda.

- Pre-primary schools/Nursery schools.
- Primary schools.

- Secondary schools eg. King's college Budo, Ntare school, Masaka S.S, Mengo S.S, school, Nabumali High school, Namityango college school, etc.
- Technical colleges.
- Teacher training colleges eg. Shimonzi, Busuubizi, Ndegeya, Kabulasoke Core PTC.
- Universities eg. Makerere university, Nkumba, Ndejje, Bugema, IUIU, KIU, Mbarara, Kyambogo, Muteesa I Royal university .

Groups of people who provide formal education.

- | | |
|------------|---------------|
| ▪ Teachers | ▪ Lecturers. |
| ▪ Tutors. | ▪ Professors. |

Importance of education.

- ❖ It creates job opportunities to people eg teachers, drivers, cooks.
- ❖ It promotes the development of social service centres.
- ❖ It has improved health care through training doctors.
- ❖ It has improved communication.
- ❖ It enables people to learn practical skills like carpentry, tailoring, etc
- ❖ Education promotes development.
- ❖ It helps communities to live in a clean environment through awareness.

Funding of schools in Uganda.

(Ownership of schools)

- Government aided schools.
These are schools which are funded by the government.
- Private aided schools.
These are schools which are owned and funded by individuals.

How the government helps schools in Uganda.

- ❖ By building classrooms.
- ❖ By providing furniture.
- ❖ By paying teachers.
- ❖ By providing textbooks.

Problems faced by some schools in Uganda.

- ❖ Shortage of land for expansion.
- ❖ Shortage of textbooks.
- ❖ Shortage of well trained teachers.
- ❖ Shortage of funds.
- ❖ Shortage of enough classrooms.
- ❖ Shortage of furniture.
- ❖ Too many pupils in the classrooms.
- ❖ Mismanagement of funds by school administrators.

Solutions to the problems facing schools.

- ❖ By training more teachers.
- ❖ By acquiring loans from banks for smooth running of schools.
- ❖ The government should provide enough furniture to schools.

- ❖ The government should provide more textbooks to schools.
- ❖ By constructing more classroom blocks.

Government programmes to provide free education in Uganda.

(i) Universal Primary Education (UPE).

- It was introduced in Uganda in 1997.
- it was introduced to reduce illiteracy in the country.
- It was introduced by the government to offer free education to all school going children in primary schools.

(ii) Universal Secondary Education (USE).

- It was introduced in Uganda in 2007.
- It was introduced by the government to offer free education to all school going children in secondary schools.

Reasons why the government introduced UPE and USE.

- ❖ To reduce illiteracy.
- ❖ To enable poor parents send their children to school.
- ❖ To save parents from the burden of paying school fees.
- ❖ To enable the needy to access education.

*Note: **Illiteracy** is the state of not knowing how to read and write.*

How the government is fighting against illiteracy in Uganda.

- It has introduced Universal Primary Education (UPE).
- Through adult education/ adult literacy programmes.
- Through the Alternative Basic Education for Karamoja. (ABEK)



1. Give the meaning of Social services.
2. Mention any four social services that are provided to people in your community.
3. To which ministry do all learning institutions in Uganda belong?
4. Which group of foreigners introduced formal education in Uganda?
5. Give any two ways formal education is different from informal education.
6. Mention any three places where formal education is provided.
7. Mention any three groups of people who provide formal education in your district.
8. Give any two ways the education sector is important to people in your community.
9. State any two ways the government funds schools in your district.
10. Give any three problems facing schools in your district.
11. State any two ways the problems facing schools can be solved.
12. Name the biggest government university in Uganda.
13. Give any one reason why the government of Uganda introduced UPE.
14. Give the meaning of the term Illiteracy.
15. Mention any two government programmes that were introduced to reduce illiteracy in Uganda.

HEALTH SERVICE/ MEDICAL SERVICE.

- ✚ Health service is a public service of providing medical care.
- ✚ People of long ago used local herbs to care for their health.
- ✚ Local herbs were obtained from plants leaves, barks of trees and plant roots.

Groups of people who provided herbal medicine.

- Medicine men.
- Herbalists.
- Witchdoctors.
- ✚ Modern health services were introduced in Uganda by the early Christian Missionaries.
- ✚ The early missionaries in Uganda built hospitals such as Mengo Hospital , Rubaga hospital, Nsambya hospital, Lacor Hospital.



Mulago hospital, the largest hospital in Uganda

- ✚ **Mengo hospital** was the first missionary hospital to be built in Uganda.

Places where health services are provided.

- Clinics.
- Pharmacies.
- Dispensaries.
- Health centres.
- Hospitals.

Groups of people who provide health services.

- Doctors
- Nurses
- Health assistants
- Midwives

Groups of doctors.

- Dentists
- Opticians
- Oculists
- Surgeons
- Psychiatrists
- Gynaecologists.

People who provide modern health services.

▪ Doctors	▪ He/she treats sick people.
▪ Midwife	▪ He/she helps pregnant women to deliver.
▪ A surgeons	▪ He/she operates and treats sick people.
▪ A dentist	▪ Examines and treats people with sick teeth.
▪ A nurse	▪ He/she looks after sick people.
▪ An oculist	▪ He/she examines and treats sick eyes.
▪ Opticians	▪ Examine and recommend eye glasses.
▪ Psychiatrists	▪ Treat people with mental problems/ sick brains
▪ Gynaecologists	▪ Study and treats sexual reproductive diseases of women

Importance of health services.

- ❖ It reduces the death rate.
- ❖ It reduces the spread of diseases.
- ❖ It promotes healthy and energetic people.

- ❖ It makes people to live longer.



1. Name the first missionary hospital to be built in Uganda.
2. Apart from the above hospital, mention any two other hospitals that were built by the missionaries in Uganda.
3. Mention any three places where health services is provided to people in your district.
4. Name the largest national referral hospital in Uganda.
5. Mention any three groups of people who provide health services in your district.
6. Give one way midwives benefit people in your community.
7. Which type of medicine is locally obtained from vegetation?
8. Give any two ways modern health services is important to people in your district.
9. How are doctors useful to people in your community?
10. Match the groups of doctors in list A with their work given in list B correctly.

List A	List B
Dentist	Treats sick eyes
Surgeon	Examines and recommends eye glasses.
Oculist	Treats people with sick teeth
Optician	Operates sick people

TRANSPORT SERVICE.

- ✚ Transport is the movement of people, goods or services from one place to another.

Types of transport.

- Pipeline transport.
- Road transport.
- Railway transport.
- Air transport.
- Water transport.

Reasons why people move from one place to another.

- ❖ To sell their goods.
- ❖ To look for food.
- ❖ To get better social services .
- ❖ To visit their friends.

ROAD TRANSPORT .

- ✚ Road transport is the movement of people, goods or services on a road.
- ✚ Road transport is the commonest type of transport in Uganda.
- ✚ Human transport is the use of human beings to carry goods.
- ✚ A porter is a person who carries goods for others.
- ✚ Animal transport is the use of animals to carry goods.

Traditional means of road transport.

- Human portage
- Hand carts
- Pack animals e.g. donkeys, horse, camels

Note:

- Donkeys are mainly used in hilly and mountainous areas.
- People in Kapchorwa and Bundibugyo rear donkeys for use as means of transport.
- **Camels** are mainly used in desert areas while **horses** are mainly used in plain/flat areas.

Disadvantages of traditional means of transport.

- They carry limited goods.
- They are very slow.
- They are tiresome to use.

Modern means of road transport.

- Buses
- Lorries
- Bicycles
- Motorcycles
- Trucks

bus	motorcycle	car	lorry
			

Types of roads

- Murram roads
- Tarmac roads

(i) Murram roads.

- These are roads that are surfaced with soil called murram.
- They are commonly found in rural areas and serve as feeder roads.
- Feeder roads are roads that link remote areas to main roads.
- Feeder roads help farmers in rural areas to transport their farm produce to market centres.
- Murram roads are common in most parts of our district because they are cheap to construct and maintain.
- Murram roads can easily be spoilt by bad weather.
- Murram roads become muddy and slippery during rainy weather and become dusty in dry season.



(ii) Tarmac roads.

- These are roads that are surfaced with tar and stones.
- Tarmac roads are also called **trunk roads**.
- Main roads/highways are roads that connect towns to towns.
- They are mainly found in urban areas/ developed countries.
- They are long lasting, good for use in all weather conditions. However, they are expensive to construct and maintain.



a tarmac road

Advantages of road transport.

- ❖ It provides door to door services.
- ❖ Road transport is common.
- ❖ It takes people and goods to their destinations/ final places.
- ❖ It does not follow a fixed time table. ie.one can move any time.
- ❖ It cheaper for short distances.
- ❖ Roads are cheap and easy to construct.

Disadvantages of road transport.

- ❖ It is affected by traffic jam.
- ❖ Accidents are very common on roads.
- ❖ It is slower than air transport.
- ❖ It is greatly affected by weather changes.
- ❖ Roads need regular maintenance.

Common causes of road transport

- ❖ Speeding vehicles
- ❖ Over loading of vehicles
- ❖ Driving vehicles in dangerous mechanical conditions
- ❖ Driving under the influence of drugs eg. alcohol
- ❖ Poor roads with pot holes.
- ❖ Impatient drivers.
- ❖ Absence of road signs.

Ways of reducing/ controlling road accidents.

- ❖ By enforcing laws against over loading of vehicles.
- ❖ By teaching people about road safety rules.
- ❖ By repairing vehicles regularly.
- ❖ By putting road signs along the roads.



a motor accident

- ❖ By driving vehicles in good mechanical conditions.
- ❖ By fixing speed governors in vehicles.
- ❖ By constructing wide roads.
- ❖ By maintaining roads in good conditions.

Examples of road users.

- Pedestrians.
- Drivers.
- Cyclists.
- Motorists

Tips on good driving.

- Give signals to warn other road users.
- Drive on the left hand side of the road.
- Drive while you are sober.
- Follow road safety rules.
- Drive your vehicle at a standard speed.
- Have appropriate load on your vehicles.
- Service your vehicle regularly.

Tips for pedestrians.

- No playing on the roads.
- Use foot path/ sidewalks/pavements.
- Walk on the right hand side of the road so that you can see the vehicles coming.
- Pedestrians should cross busy roads at the zebra crossing.

*Note. **A Pedestrian** is a person who walks along the road.*

Safe ways of crossing roads.

- ❖ Crossing from the zebra crossing.
- ❖ Crossing under the guidance of elders or traffic police.
- ❖ Look right, left and right again before crossing.
- ❖ Not crossing between parked cars.
- ❖ Not to cross from the corners.

ROAD SIGNS

- ✚ These are symbols/ features that are put along the roads to guide the road users.
- ✚ They give information and instruction to the road users.

Types of road signs

- Prohibitory signs
- Informative signs
- Mandatory signs
- Warning signs

(i) Warning signs






- ✚ Warning road signs are signs that tell road users the possible hazards/ dangers ahead of them.
- ✚ They are always enclosed in triangle.

Examples of warning road signs

				
<i>double bend</i>	<i>humps ahead</i>	<i>accident ahead</i>	<i>round about</i>	<i>electric wires</i>





(ii) Mandatory road signs

- These signs tell what you must do.
- These are always enclosed in a circle.

				
<i>no parking</i>	<i>stop</i>	<i>no entry</i>	<i>speed limit</i>	<i>no pedestrian</i>

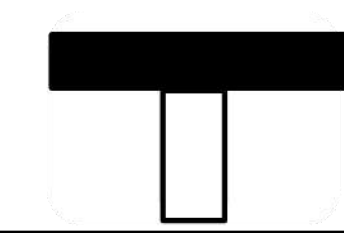
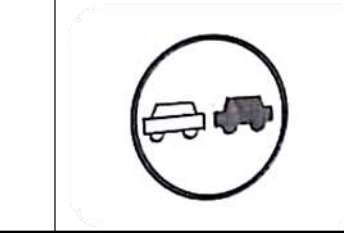
(iii) Informative road signs

- These are for guiding purpose.
- In most cases, these signs are enclosed in a rectangle.

			
<i>bus stop</i>	<i>traffic lights</i>	<i>zebra crossing</i>	<i>hospital</i>

(iv) Prohibitory signs

- They tell what you are not allowed to do.

	
<i>No through road</i>	<i>Driving on shoulders prohibited</i>



1. Give the meaning of the term Transport.
2. Mention the commonest type of transport used by people in your district.
3. Mention any four means of road transport.
4. State any one challenge faced when using traditional means of transport.
5. Apart from transport, give one other way donkeys are useful to people in Kapchorwa.
6. Mention the two types of roads.
7. How are feeder roads useful to farmers in your community?
8. State any one advantage tarmac roads have over murram roads.
9. State any three advantages of road transport.
10. Mention any three disadvantages of road transport.
11. Mention any three causes of road accidents in Uganda today.
12. Mention any three examples of road users.
13. Give any three ways road accidents can be reduced in Uganda today.
14. Who is a pedestrian?
15. Give any one way a zebra crossing is useful to people who use busy roads.
16. Draw the road signs representing the following.

No entry	Humps ahead	A double bend	Round about	Parking

WATER TRANSPORT .


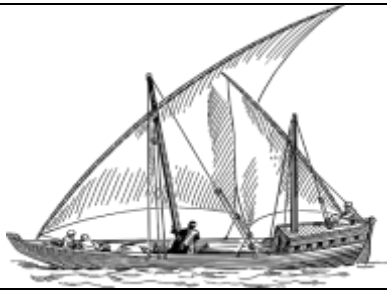

- + This is the cheapest and slowest type of transport.
- + It is suitable for carrying/ transporting bulky and fragile goods.
- + Water transport is possible on lakes, oceans, seas and some rivers.
- + A Port is a place where water vessels load and offload goods.

Modern means

- Ferries
- Motor boats
- Steamers
- Ships

Traditional means

- Canoes
- Boats
- Dhows
- Rafts
- Stepping stones

		
<i>a ship</i>	<i>a dhow</i>	<i>a boat</i>

Advantages of water transport.

- ❖ It is not affected by traffic jam.
- ❖ It carries more bulky goods than other types of transport.
- ❖ It is very cheap.
- ❖ It is suitable for transporting bulky and fragile goods.
- ❖ Accidents are not so common on water like on roads.

Disadvantages of water transport.

- ❖ It is very slow.
- ❖ It can be affected by storms.
- ❖ It is not flexible.
- ❖ It does not take people and goods to their final places.
- ❖ It can be blocked by floating vegetation.
- ❖ Facilities at the ports are very expensive to build.

Why some rivers are not used for transport.

- ❖ Some rivers have floating vegetation.
- ❖ Some rivers have dangerous water animals like crocodiles, hippopotamuses.
- ❖ They have waterfalls and rapids.
- ❖ Some rivers are very shallow.

Causes of water accidents.

- ❖ Overloading of water vessels.
- ❖ Water vessels in poor mechanical conditions.
- ❖ Presence of hard rocks that cause cracks on water vessels after hitting them.
- ❖ Strong winds and waves or storms on water.
- ❖ Dangerous wild animals.



1. Which type of transport is most suitable for transporting fragile goods?
2. Mention any two traditional means of water transport.
3. State any two advantages of water transport.
4. Give any three disadvantages of water transport.
5. Which type of transport is used by most people who travel from other districts to Kalangala?
6. Give any two reasons why some rivers in Uganda are not navigable.
7. Mention any three causes of accidents on water bodies.
8. State any two advantages of water transport over road transport.

AIR TRANSPORT

- ✚ This is the movement of people, goods or services through air.
- ✚ Air transport is the fastest and quickest type of transport.
- ✚ **Civil Aviation Authority (CAA)** is the body responsible for managing air transport services in Uganda.
- ✚ The international Airport in Uganda is **Entebbe International Airport** in Wakiso district.
- ✚ A **pilot** is a person who operates and controls a plane.
- ✚ The school for training pilots in Uganda is **Soroti Flying School**.
- ✚ The instrument used by pilots to find the direction of places is a compass.
- ✚ A **wind sock** is used at the airport to determine the strength of wind.

Means of air transport

- Aeroplanes
- Helicopters
- Parachute
- Rockets
- Jets



Places where aircrafts can land and take off.

- **Airport:** A large flat cleared area where aeroplanes can land and takeoff.
- **Airstrips.** A narrow strip of land that aircrafts can land on. eg. Kololo airstrip.
- **Airfields.** An area of flat ground where private planes can land and take off. eg. Soroti airfield, Arua airfield, Mbarara airfield, Gulu airfield.

Advantages of air transport

- ❖ It is the fastest type of transport
- ❖ It connects distant places/ different regions of the world.
- ❖ It is reliable since it follows a time table.
- ❖ It is not affected by traffic jam.
- ❖ It is suitable for transporting perishable goods.
- ❖ It can be used to reach remote areas.
- ❖ It is more comfortable than other types of transport



Note:

- ✓ **Perishable goods** are goods which can easily get spoilt/ go bad eg. fresh fish, flowers, fresh meat, milk and fruit.
- ✓ Air transport is most suitable for transportation of perishable goods because it is very fast.

Disadvantages of air transport

- ❖ It is very expensive to pay for the service
- ❖ It can be affected by bad weather condition eg foggy, cloudy, rainy
- ❖ It is risky in case of accidents where by chances of survival are minimal
- ❖ Airports are very expensive to construct and maintain.
- ❖ It does not take people and goods to their destinations.
- ❖ Aeroplanes are very expensive to buy and maintain.



Testing Exercise.

1. Mention the fastest type of transport.
2. Name the body that is responsible for managing air transport services in Uganda.
3. Name the international airport of Uganda.
4. How is a compass useful to a pilot?
5. Mention any three means of air transport.
6. Apart from airports, mention two other places where aeroplanes commonly land.
7. Give the meaning of Perishable goods.
8. Mention any two examples of perishable goods.
9. Why is air transport most suitable for transporting perishable goods over long distances?
10. State any two advantages of air transport.
11. Give any two disadvantages of air transport.
12. Why are there very few people who use air transport?
13. State any two advantages of road transport over air transport.

RAILWAY TRANSPORT.

- ✚ Railway transport is the movement of people, goods and services by train.
- ✚ The train is the means of transport used in railway transport.
- ✚ A railway is a track with rails on which trains move.

Types of trains

- Cargo trains (These are trains which carry goods)
- Passenger trains (These are trains which carry people with some of their belongings)



a train carrying cargo

Advantages of Railway transport

- ❖ Trains carry bulky goods.
- ❖ It is not affected by traffic jam.
- ❖ It is reliable since it works on a fixed time table.
- ❖ It is cheaper to pay for the service than air and road transport
- ❖ It has less accidents.
- ❖ Railway lines are not easily damaged by bad weather conditions .
- ❖ It is faster than water transport.



Disadvantages of railway transport

- ❖ Railway lines are expensive to construct.
- ❖ It is slower than road and air transport.
- ❖ It does not take people to their final places.
- ❖ It is difficult to construct railway lines in mountainous areas.
- ❖ It does not reach most parts of the country.

PIPELINE TRANSPORT.

- + It is the best type of transport for transporting liquids and gases.
- + A pipeline is a series of pipes used for transporting liquids and gases.
- + Pipeline transport is the movement of goods from one place to another through pipes.
- + Liquid goods eg.petrol, diesel, water, sewage are also transported through pipelines.
- + Uganda is building a pipeline for transporting petroleum from the shores of Lake Albert to Tanga port for refining and then exportation.

Advantages of pipeline transport

- ❖ It can reach door to door.
- ❖ It does not pollute the environment.
- ❖ It is not affected by traffic jam.
- ❖ It helps to reduce congestions and accidents on roads.
- ❖ It is quicker in transporting liquids than road and railway transport
- ❖ It reduces loss of petroleum products through thefts.



Pipeline transport

Disadvantages of pipeline transport

- ❖ Pipes are expensive to buy and install.
- ❖ Pipelines are costly to repair.
- ❖ There is a great loss in case of a leakage.

- ❖ It is difficult to construct pipelines in mountainous areas.
- ❖ Pipelines can be destroyed by miners.
- ❖ Pipelines transport only one type of goods ie.liquids goods.



Testing Exercise.

1. Mention the two types of trains.
2. State any two advantages of railway transport.
3. Mention any two disadvantages of railway transport.
4. Give any one advantage of air transport over railway transport.
5. Draw the following symbols in the space provided below.

A map symbol of a railway line	A road sign showing of a railway line ahead

6. Which type of transport is most suitable for transporting liquids and gas?
7. State any two advantages of pipeline transport.
8. Give any two disadvantages of pipeline transport.

COMMUNICATION SERVICE

✚ Communication is the sending and receiving of messages.

Types of communication

- Verbal communication
- Non-verbal communication

Types of means of communication

- Traditional means of communication
- Modern means of communication

Examples of traditional means of communication

- Drums
- Horns
- Whistles
- Clapping
- Rock paintings.
- Smoke signals
- Bells
- Alarms
- Gestures
- Messengers



a bell



a whistle



drums



smoke signal

Uses of drums

- ❖ They are used for communication.
- ❖ They are used for entertainment.
- ❖ They represent people's culture.

Materials used to make drums.

- Animal skins and hides.
- wood

Challenges of traditional means of communication

- ❖ They are slow in delivering information.
- ❖ They are tiresome to use e.g. blowing a trumpet.
- ❖ They have a small coverage.
- ❖ Some are limited to particular societies.

Modern means of communication.

This is the sending and receiving of messages using the new modern technology.

Examples of modern means of communication

- | | | |
|------------------|----------------|-------------|
| ▪ Telephones | ▪ Bill boards | ▪ Magazines |
| ▪ Newspapers | ▪ Telefax | ▪ Telegram |
| ▪ Radios | ▪ E-mails | |
| ▪ Television set | ▪ News letters | |



Advantages of modern means of communication

- ❖ They have a wider coverage.
- ❖ They are quick at delivering information
- ❖ They are not tiresome to use

Disadvantages of modern means of communication

- ❖ They are expensive to buy
- ❖ Some do not favour the illiterate.
- ❖ Some promote immorality.

Importance of communication

- ❖ It promotes unity among different people
- ❖ It promotes trade among people.

How communication promotes trade.

- ❖ It enables people to advertise their goods.
- ❖ It enables the buyers to know the prices of goods.
- ❖ It enables the buyers and sellers to be in touch.



Note:

- **Uganda Communications Commission (UCC)** is responsible for regulating the communication sector in Uganda.
- UCC gives licence to media companies, regulates mass media communication and also promotes communications infrastructure development.

Mass media communication

- ✚ Mass media are means of communication that send or deliver information to many people at the same time.

Examples of mass media means of communication

- Radios
- Televisions
- Magazines
- Newspapers
- Newsletters



1. Give the meaning of the term Communication.
2. Mention any four traditional means of communication.
3. State any two challenges one faces when using traditional means of communication.
4. Which traditional mean of communication represents people's culture in Uganda?
5. Mention any four modern means of communication.
6. Give any two advantages of using modern means for communication.
7. Give one way a drum is useful to people in your community.
8. State one way the communication sector is important to people in your community.
9. Write UCC in full.
10. Give one way communication promotes trade in your locality.
11. Give the meaning of Mass media.
12. Mention any three examples of mass media communication.

RADIO COMMUNICATION.

- ✚ This is the most widely used means of communication in East Africa.
- ✚ A **radio** is a piece of equipment for listening to programmes, music, advertisements etc which are broadcast to the public.
- ✚ A **radio station** is a place where radio programmes are broadcast.
- ✚ Radios only provide audio information.

Examples of government radio stations in Uganda

- Uganda Broadcasting Corporation (UBC) FM
- Bukedde FM
- Star FM
- Magic FM
- Radio West.

Private owned radio station Uganda

- KFM
- Top radio
- Radio Simba
- Baba FM
- Radio One
- Ddembe FM

- Capital FM
- Beat FM
- Central Broadcasting Services (CBS) FM
- Super FM

Reasons why most people in your community use radios

- ❖ They are cheap to buy.
- ❖ Radio communication broadcasts in many languages

Advantages of radio communication

- ❖ Radios have a wider range.
- ❖ Radios are cheap to buy.
- ❖ They favour both the blind and the illiterates.
- ❖ They entertain people through music.
- ❖ They are source of current news.
- ❖ They broadcast educative programmes.

Disadvantages of radio communication.

- ❖ It does not cater for the deaf.
- ❖ Some radio programs promote immorality.
- ❖ Radios are expensive to maintain in terms of buying dry cells.

NEWSPAPERS

- ✚ These are large printed sheets of paper containing news, articles and advertisements that are printed every day or weekly

Government owned Newspapers in Uganda.

- The New vision in English
- Etop in Ateso.
- Bukedde in Luganda.
- Orumuri in Runyankole
- Rupiny in Luo.

Private owned newspapers in Uganda.

- Daily monitor
- Red pepper
- The Observer
- Kamunye

Advantages of newspapers.

- ❖ They provide detailed information.
- ❖ They can store for future use.
- ❖ They entertain people through cartoons and stories.
- ❖ They create employment opportunities to people.
- ❖ They are source of educative information.
- ❖ They cater for the deaf and the dumb.



Disadvantages of newspapers.

- ❖ They are expensive to buy on a daily basis.
- ❖ They take long to reach remote areas.
- ❖ Some newspapers print pornographic pictures.
- ❖ They don't cater for the blind and the illiterates.

Reasons why most people in Uganda do not read newspapers.

- ❖ They have no money to buy newspapers daily.
- ❖ They do not know how to read and write.
- ❖ Newspapers are not written in all languages in Uganda.

- ❖ Newspapers take long to reach rural areas.

Roles played by newspapers in the development of a country.

- ❖ They create job opportunities to people.
- ❖ They promote communication.
- ❖ They are source of government revenue.
- ❖ They are used for advertisement in trade.



1. Mention any two government radio stations in Uganda.
2. Which means of communication is mostly used when the government is communicating to people about its programmes?
3. State any two advantages of radio communication.
4. Give any two disadvantages of radio communication.
5. Mention any three private owned radio stations in Uganda.
6. Name the government newspapers which are printed in the following languages in Uganda;
 - (i) English
 - (ii) Luganda
 - (iii) Ateso
 - (iv) Runyankole
7. Give any two reasons why newspapers are not widely used for communication in your district.
8. Give any two advantages of using newspapers for communication.
9. State any two disadvantages of using newspapers for communication.
10. Give any one advantage newspapers have over radio communication.



Newspapers contain educative articles

TELEVISION

- ✚ A television is a piece of equipment with a screen on which one watches programmes with moving pictures and sound.
- ✚ Television communication is audio-visual (one watches and hears at the same time).

Examples of television stations in Uganda.

<i>Government owned</i>	<i>Privately owned</i>
<ul style="list-style-type: none">▪ Uganda Broadcasting Corporation (UBC) TV▪ Star TV▪ Urban TV▪ Bukedde TV▪ TV West	<ul style="list-style-type: none">▪ National Television (NTV)▪ Top TV▪ Spark TV▪ National Broadcasting Services (NBS) TV▪ Salt TV▪ Record TV▪ Life TV▪ Dream TV▪ Record TV

Advantages of television communication.

- ❖ It is audio-visual.
- ❖ Televisions broadcast educative programs.
- ❖ It favours the deaf and the dumb.
- ❖ Televisions entertain people through music and cartoons.

Disadvantages of television communication.

- ❖ Televisions are expensive to buy and maintain.
- ❖ Televisions are only used where there is electricity.
- ❖ Some television programs promote immorality.
- ❖ Television stations broadcast in few languages.

MAGAZINES

- ✚ A magazine is a thin book with large pages that contains articles and photographs and is published periodically.
- ✚ It can be published every week, month or even a year.

Advantages of magazines.

- ❖ They provide detailed information.
- ❖ They can store information for future use.
- ❖ They entertain people through cartoons and stories.
- ❖ They create employment opportunities to people.
- ❖ They are source of educative articles.
- ❖ They cater for the deaf and the dumb.

Disadvantages of magazines.

- ❖ They are expensive to buy on a daily basis.
- ❖ They take long to reach remote areas.



A magazine

- ❖ Some magazines print pornographic pictures.
- ❖ They don't cater for the blind and the illiterates.



1. Mention any two government television stations in Uganda.
2. State any two advantages of television communication.
3. Give any two disadvantages of television communication.
4. Name the body that regulates media companies in Uganda.
5. Why is a television grouped under mass media?
6. State any one advantage television communication has over radio communication.
7. Why are television not widely used for communication in most rural areas?
8. State any two advantages of using magazines for communication.
9. Mention any two disadvantages of using magazines for communication.
10. Give one way magazines and newspapers are important to school going children.

TELEPHONE

✚ This is the quickest means of communication in our district.

Telecommunication companies that provide telephone services in Uganda.

Mobile Telecommunication Network (MTN)

Africel Uganda

K2 Telecom

Airtel Uganda

Uganda Telecommunication Limited (UTL)

Mobile telephone companies that make telephones.

- | | |
|-----------|------------|
| • Tecno | • Samsung |
| • Nokia | • Alcatel |
| • Ericson | • Siemens |
| • Itel | • Motorola |
| • Huawei | |

Advantages of telephone communication.

- ❖ It covers a wider area.
- ❖ Telephones are quick in sending and receiving messages.
- ❖ Telephone users get instant feedback.
- ❖ It is convenient when people are using mobile telephones.

Disadvantages of telephone communication.

- ❖ Telephones are expensive to buy.
- ❖ Telephones need regular loading of airtime for communication.
- ❖ Telephones require regular charging of batteries.
- ❖ Communication is impossible where there is no communication network.

Importance of mobile telephones.

- ❖ They are used for communication.
- ❖ They are used in money transfer.

- ❖ They are used to store money.
- ❖ They entertain people through music, games, movies etc.

POST OFFICE

- ✚ This is an organisation responsible for collecting and delivering letters and parcels.
- ✚ A post office box is a lockable box with an address or number found at a post office that is used as a collection point for mails.
- ✚ The biggest post office in Uganda is located in Kampala.
- ✚ Postal services enable us to send letters, telegrams and parcels with in a country or outside the country.

Services offered by the Post office.

- Communication service.
- Transport service.
- Banking service.

Importance of a post office.

- ❖ It sends letters and parcels to the owners.
- ❖ It issues postage stamps.
- ❖ It provides employment opportunities.
- ❖ It offers banking services.

Problems facing communication in Uganda.

- ❖ Shortage of funds.
- ❖ Limited skilled labour force.
- ❖ High levels of poverty among people.
- ❖ Low levels of technology.
- ❖ Poor transport network in some areas.



Post bus provides transport service



1. Mention any three telecommunication companies operating in Uganda.
2. Write down any three examples of telephone companies in Uganda.
3. Give any two ways telephones are useful to people.
4. State any two advantages of telephone communication.
5. How are hills useful to telecommunication companies in your district?
6. In which district is the biggest post office in Uganda found?
7. Mention any two social services provided at the post office.
8. Name the commercial bank in Uganda which is managed and run by the post office.
9. Give two ways a post office is important to people in your district.
10. Name the quickest means of transport to distant people in your district.

SECURITY SERVICE

✚ **Security** is the state of feeling safe from dangers.

Armed forces/ security organs in Uganda

- Uganda People's Defence Forces (UPDF)
- Uganda Prisons force
- Uganda Police force
- Local Defence force
- Private Security guards

UGANDA POLICE FORCE

- ✚ Uganda Police force is responsible for maintaining law and order.
- ✚ The Uganda Police force is under the **Ministry of Internal affairs**.
- ✚ The top commander of the Uganda police is called **Inspector General of Police (IGP)**
- ✚ The current Inspector General of Police in Uganda is **IGP Martin Okoth Ochola** since 2018.
- ✚ The IGP is appointed by the president.



IGP Martin Okoth Ochola

Duties of the Uganda police

- ❖ It maintains law and order
- ❖ It protects people's life and property.
- ❖ It prevents crimes.
- ❖ It arrests suspects.
- ❖ It investigates crimes.
- ❖ To take suspects to courts of law.



DEPARTMENTS OF THE UGANDA POLICE.

- Criminal Intelligent Investigation Department (CIID)
- Fire brigade
- Signal and communication Department
- Department of community policies
- The Department of road safety and traffic
- The Department of children and family affairs
- The Passport department

Roles of the Police departments

(i) Criminal Investigation and Crime Intelligence Department(CICID)

- It investigates crimes like theft, murder, fraud, drug, trafficking etc.

(ii) Fire brigade

- It is in charge of emergencies and disasters
- It stops big fires.
- It rescues people trapped by floods, collapsed buildings, and those who have fallen in pits.

(iii) Signal and communication department

- It is in charge of the relationship between the members of the general public and the police force
- It educates people on how to fight crimes.
- It creates good working relationship between the police and the people
- It helps people to know and appreciate the problems facing the Uganda police.

(iv) The Department of Traffic and Road Safety

- It enforces traffic laws.
- It controls speeding of vehicles.
- It controls overloading.
- It also controls careless driving and dangerous loading.

(v) The Department of Children and Family affairs

- It handles issues regarding children and other family special problems e.g. family neglect

(vi) General Deputy Department

- It receives any kind of complaints from the public.
- It forwards complaints to the relevant departments of the police.

UNITS IN THE UGANDA POLICE FORCE

(i) Dog section

- It uses specially trained dogs to trace law breakers e.g. murderers, thieves etc.

(ii) Anti-riot police

- It deals with violent people e.g. demonstrators, striking people, striking students, striking workers etc.

(iii) Mobile Police Patrol Unit (MPPU)

- It moves around towns, highways to prevent crimes.
- It arrests suspected law breakers.

(iv) Civil Aviation Police

- It is in charge of security at airports and airfields.

(v) Marine police Unit

- It is in charge of security on large water bodies e.g. Lake Victoria

(vi) Rapid Response Unit

- It handles violent crimes.

(vii) Professional Standards Unit

- It is in charge of discipline/conduct in the police.

(viii) Police Air wing

- It is responsible for handling emergency cases like a plane crash.

(ix) Passport Unit

- It issues passports and other travel documents

(x) Anti-stock Theft Unit

- It is in charge of stopping cattle rustling in Karamoja

Roles of different Police officers

(i) District Police Commander (DPC)

- He/she controls the police force in the district
- He/she makes sure that people in the district keep law and order
- He/she gives permission for public gatherings to take place in the district

(ii) Officer in charge (O.C)

- He/she is in charge of a police station
- He/she makes sure that all crimes are investigated upon

(iii) Regional Police Commander (RPC)

- He/she is in charge of police in a region or division

How the police maintains law and order.

- ❖ By arresting suspected law breakers
- ❖ By putting off big fires.
- ❖ By escorting important people.
- ❖ By guarding public places like banks, schools
- ❖ By carrying out rescue operations
- ❖ By dispersing rioters
- ❖ By educating people on how to prevent crimes.
- ❖ By carrying out patrols in the community.
- ❖ By giving evidence to court as a witness
- ❖ By controlling the flow of traffic.

How the police can prevent people from committing crimes

- ❖ By educating the people on the laws of Uganda.
- ❖ By using patrols in the community.
- ❖ By guarding important people and buildings.
- ❖ By educating people on the ways of preventing crimes
- ❖ By encouraging the people to put marks of identification on their property

Roles of ordinary people in maintaining law and order

- ❖ By giving evidence against a criminal in courts of law.
- ❖ By arresting suspected law breakers and take them to the police
- ❖ By keeping away from illegal acts e.g. making fake money
- ❖ By reporting any criminal acts to the police.

Note:

- ✓ **A crime** is an illegal behaviour or act which is punishable by the courts of law.

Common crimes committed in our society today.

- | | |
|-----------------------|-------------------|
| ✓ Murdering people. | ✓ Stealing |
| ✓ Fighting | ✓ Kidnapping |
| ✓ Defilement and rape | ✓ Human sacrifice |

Common causes of crimes

- | | |
|------------------------|----------------------|
| ✓ Greed for riches | ✓ Jealousy |
| ✓ Ignorance of the law | ✓ Uncontrolled anger |
| ✓ Drug abuse | |

Problems facing the Uganda police force

- ❖ Shortage of funds to run its work effectively.
- ❖ Corruption among police officers
- ❖ Shortage of police officers in some areas.
- ❖ Shortage of vehicles for the Uganda police
- ❖ Shortage of communication facilities
- ❖ Poor relations with the general public.

Possible solutions to the problems facing the Uganda Police force.

- ❖ By punishing corrupt police officers.
- ❖ The government should provide more funds to the police force.
- ❖ The government should train more police officers.
- ❖ By teaching the general public about the importance of the police force.

**Testing Exercise.**

1. Mention any three examples of security organs in Uganda.
2. Who is the current Inspector General of Police (IGP) in Uganda?
3. Under which ministry is the Uganda police?
4. State any three duties performed by the Uganda police.
5. Mention any four departments of the Uganda police.
6. Give any three ways the police maintains law and order in your community.
7. Which departments of the Uganda police are responsible for performing the following roles?
 - (i) Controlling the flow of traffic.
 - (ii) Stopping big fires.
 - (iii) Carrying out investigations on crimes.
 - (iv) Handling issues concerning children and other family problems.
8. Mention any four units of the Uganda police force.
9. What title is given to head of the police force in the district?
10. Give any two ways the police can prevent people from committing crimes.
11. State any three problems facing the Uganda police.
12. Give any two ways the problems facing the Uganda police can be solved.
13. Mention any three crimes that are commonly committed by people in your locality.

14. Mention any three common causes of crimes in our society today.
15. Give any three ways citizens can participate in maintaining law and order.

THE UGANDA PRISONS.

- ✚ The main duty of the Uganda prisons is to transform the law breakers into law abiding citizens.
- ✚ It works hand in hand with the Uganda Police force to maintain peace and security in our district
- ✚ The Uganda prisons is under the **Ministry of Internal affairs.**
- ✚ The most top person in the Uganda prisons is the **Commissioner General of Prisons**
- ✚ The current Commissioner General of Prisons is **Dr. Johnson Omuhunde Rwashote Byabashaija** since 2005.

Duties of the Uganda prisons

- ❖ To keep law breakers/ prisoners.
- ❖ To train prisoners with vocational skills like carpentry, poultry keeping, brick making, building etc.
- ❖ To take suspects to courts for trial.

Why law breakers are kept in prisons.

- To make them transform into good citizens.

UGANDA PEOPLES' DEFENCE FORCES (UPDF).

- ✚ Its main duty is to protect and defend the country against internal and external attacks
- ✚ The president is the commander in chief of the Uganda's armed forces.
- ✚ The president also appoints other army commanders.
- ✚ UPDF is under the **Ministry of Defence.**

Duties of the UPDF

- ❖ To defend the country against internal and external attacks.
- ❖ To preserve the independence of Uganda.
- ❖ To cooperate with civilians during times of emergency and disaster.
- ❖ To promote harmony between the defence forces and the civilians.

Composition of UPDF

(i) Land force.

- These are soldiers trained to fight on land.
- It is also called infantry.



(ii) **Navy force.**

- These are soldiers who fight on water.
- It is also called marine forces.

(iii) **Air force.**

- These are soldiers who fight from air using fighter planes.

Note:

✚ **A Security guard** is a person whose job is to guard money, buildings and other valuables.

Private owned security companies in Uganda.

- | | |
|-------------------------|----------------|
| ▪ Securex | ▪ Top Security |
| ▪ K.K security | ▪ Seracen |
| ▪ Security 2000 Limited | ▪ G4s |
| ▪ Jag Security company | ▪ Securiko. |

Importance of peace and security

- ❖ It promotes development.
- ❖ It promotes safety of property.
- ❖ It promotes hard work among people.
- ❖ It reduces crime rate.
- ❖ It reduces conflicts among the people
- ❖ It promotes trade. Improved security ensures safe movement of people and goods.



Testing Exercise.

1. How is the work of the Uganda police different from that of the Uganda prisons?
2. Under which ministry is the Uganda prisons?
3. Mention any two practical skills that are taught to prisoners.
4. Why are law breakers always kept in prisons?
5. State any two roles performed by the Uganda prisons.
6. Write UPDF in full.
7. What name is given to Uganda's army?
8. State the main duty of UPDF.
9. Mention any three private owned security companies in Uganda.
10. Give any three ways improved peace and security is important in an area.

BANKING SERVICE.

✚ **Banking** is the system of keeping money safe.

✚ **A bank** is a financial institution that keeps people's money safely.

Financial institutions that provide banking services to people in the community.

- Commercial banks
- Savings and Credit Co-operative Organisations (SACCO).
- Forex bureaus.

Types of banks.

- Central bank.
- Commercial banks

Central bank.

- ✚ In Uganda, it is also called the **Bank of Uganda**.
- ✚ The title of the person who heads Bank of Uganda is a **Governor**.

Functions of the Central bank.

- ❖ It manages the debts of the government.
- ❖ It prints new money.
- ❖ It lends money to other banks.
- ❖ It controls money in circulation.
- ❖ It gives licence to new banks.
- ❖ It gives technical assistance to all financial institutions.
- ❖ It keeps government's money and money from other banks.
- ❖ It keeps important minerals like gold.

Commercial banks.

- ✚ These are banks where people keep their money.
- ✚ They are business-oriented banks aiming at making profits.

Examples of Commercial banks in Uganda.

- | | |
|----------------------------|------------------------------|
| ▪ Stanbic Bank | ▪ Eco Bank |
| ▪ Opportunity Bank | ▪ Housing Finance Trust Bank |
| ▪ Centenary Bank | ▪ Bank of Africa |
| ▪ Barclays Bank | ▪ DFCU Bank |
| ▪ Bank of Baroda | ▪ Orient Bank |
| ▪ Cairo International Bank | ▪ Diamond Trust Bank etc. |
| ▪ Equity Bank | |

Importance of commercial banks to people.

- ❖ They keep money safely.
- ❖ They give financial advice to business people.
- ❖ They keep important documents eg. land titles.
- ❖ They provide employment to people.
- ❖ They give loans to people for development.

Why people keep their money in banks.

- ❖ To keep it safe.
- ❖ To get access to bank loans.
- ❖ To accumulate interest.



Bank of Uganda

MONEY.

✚ Money is an acceptable medium of exchange for goods and services.

✚ The money used in Uganda is called **Ugandan shilling**.

Forms of money used in Uganda.

❖ Coins.

❖ Paper notes.

Uganda's currency in coins.

				
Shs50	Shs100	Shs200	Shs500	Shs1000

Uganda's currency paper notes.

		
Shs1,000	Shs2,000	Shs5,000
		
Shs10,000	Shs20,000	Shs50,000

Uses of money.

- ❖ It is used to buy basic needs eg food, clothes, water.
- ❖ It is used to pay land.
- ❖ It is used to buy luxuries eg cars, bicycles.
- ❖ It is used to pay bills.
- ❖ It is used to pay taxes.
- ❖ It is used to pay dowry and brideprice.
- ❖ It is used to pay tithe and zakah.
- ❖ It is used to pay debts.



1. Mention the two types of banks.
2. Which social service enables people to keep their money safely?
3. What name is given to the Central bank of Uganda?
4. Mention any three roles performed by the Bank of Uganda.
5. What title is given to the head of the Central bank in Uganda?
6. Mention any two examples of commercial banks operating in your district.

7. Give any three ways commercial banks are useful to people in your district.
8. How is the Bank of Uganda useful to commercial banks in Uganda?
9. Give any two reasons why people keep their money in banks.
10. Give any three ways money is useful to people in your district.

HOUSING SERVICE.

✚ A **house** is a building where people live.

✚ Houses provide shelter to man.

Types of houses in our district.

- Permanent houses.
- Semi-permanent houses.
- Temporary houses.

Materials used to build a permanent.

- Cement
- Iron sheets
- Bricks
- Sand
- Iron bars
- Nails
- Timber
- Stones
- Roofing tiles



A permanent house

Materials for building temporary houses.

- Mud
- Grass
- Reeds
- Poles
- Ropes.
- Banana fibres

Note: Many people in our district own semi-permanent houses. They build them using bricks, mud, poles, iron sheets etc.

Examples of houses.

- Flats
- Tents
- Huts
- Bungalows
- Kiosks
- Unipots.

Why people should build storeyed houses/flats.

- ❖ To create more space for building.
- ❖ To prevent overcrowding of houses.

Uses of houses to people.

- ❖ Houses provide accommodation to people.
- ❖ They protect people from harsh weather conditions.
- ❖ They are used for storage of goods.
- ❖ They protect people's properties from thieves.
- ❖ They protect people from dangerous animals.



1. Mention the basic need of man provided by houses.
2. Mention any two types of houses.
3. Mention any three materials used to build permanent houses.
4. Why is the government encouraging people to build storeyed houses in towns?
5. Mention any three materials commonly used when building temporary houses.

6. Give any two ways houses are useful to people in your community.
7. How can the problem of land shortage be solved in most urban areas?

ELECTRICITY SERVICE.

- ✚ Most homes in Uganda use hydroelectricity.
- ✚ Hydroelectricity is generated by the power of flowing water.
- ✚ In Uganda, hydroelectricity is mostly generated from Nalubaale power dam, Kiira dam and Bujagali dam on river Nile.
- ✚ Electricity is transmitted to people's homes through wires.
- ✚ **Umeme Limited** is the largest energy distributor in Uganda



Types of electricity.

<i>Type of electricity</i>	<i>Source</i>
▪ Hydroelectric power (HEP).	• Fast flowing water.
▪ Solar electricity	• The sun.
▪ Thermal electricity	• Fossil fuels like crude oil.
▪ Bio gas electricity	• Garbage like cow dung and plant materials.
▪ Geothermal electricity	• Hot springs.

Uses of electricity.

- ❖ Electricity is used to run machines in industries.
- ❖ It is used for cooking food.
- ❖ It is used for lighting homes.
- ❖ It is used for lighting streets in towns.
- ❖ It is used to control traffic lights.
- ❖ It is used for ironing clothes.
- ❖ It is used for operating radios, televisions and refrigerators.
- ❖ It is used for charging phones.



Disadvantages of electricity.

- ❖ Electricity can spark off fire in our homes.
- ❖ It can shock people.
- ❖ It can blow electric appliances eg. radios, televisions, refrigerators etc
- ❖ It requires regular payment of bills which is costly.



1. Which type of energy is generated from fast flowing water?
2. Give any two ways waterfalls are economically important.
3. Mention any three power dams that produce electricity used in Uganda.

4. Draw the map symbols of the following features.

<i>A waterfall</i>	<i>A dam</i>

5. Complete the table below correctly.

<i>Energy generated</i>	<i>Source</i>
(i) -----	Fast flowing water
(ii) -----	Garbage
(iii) -----	Hotsprings
(iv) Solar energy	-----

6. Give any three ways electricity is useful to people in your community.
 7. State any two disadvantages of electricity.
 8. Give one way electricity is useful to industries.
 9. Write HEP in full.
 10. Mention any two electrical appliances found at your home.

WATER SUPPLY SERVICE

- ✚ Water is one of the basic needs of people.
- ✚ The main natural source of water in the environment is **rain**.

Sources of water.

- Rivers
- Streams
- Ponds
- Lakes
- Boreholes
- Wells
- Rain

Organisations that provide clean water in the community.

- National Water and Sewerage Corporation (NWSC) mainly in towns.
- Rural Water Supply and Sanitation Agency (RUWASA) mainly in villages.

Note.

- ✓ **RUWASA** is responsible for construction of water dams and water wells in the villages.
- ✓ **Social amenities** are services and facilities that make life easy and better.
Examples of social amenities.
 - Piped water.
 - Electricity.
- ✓ **A plumber** is a person who repairs and installs water pipes.
- ✓ Electricity is extended to people's homes through pipes.

Uses of water.

- ❖ People and animals drink water.
- ❖ People use water for cooking.
- ❖ People use water for bathing.
- ❖ It is used to cool engines of vehicles.
- ❖ Water is used to wash utensils.
- ❖ Water is used for irrigation.

How water is useful to industries.

- ❖ Water is used to cool the machines in industries.
- ❖ Water is used in the manufacturing of some goods eg.soda, beer, juice, wine, bottled water etc.

How people can contaminate water.

- ❖ By defecating in water bodies.
- ❖ By urinating in water bodies.
- ❖ By dumping garbage in water bodies.
- ❖ Through dumping industrial wastes into water bodies.
- ❖ By allowing animals to enter water bodies when drinking water.

How to make water safe for drinking.

- ❖ By boiling water.
- ❖ By adding chemicals to purify it.



Testing Exercise.

1. Mention any three sources of water used by people in your district.
2. Write the following in full.
 - (i) RUWASA
 - (ii) NWSC
3. Name the body that is responsible for supplying clean water in urban areas.
4. What are Social amenities?
5. Mention any two examples of social amenities.
6. Give any three ways water is useful to people in your community.
7. Give any two ways people can make water safe for drinking.
8. How is a plumber useful to people in your district?
9. Give one way water is useful to industries.
10. Give any three ways people pollute water bodies in your community.

PROBLEMS FACED IN MEETING PEOPLE'S NEEDS.

BASIC NEEDS OF MAN.

✚ Basic needs are things which man cannot live without.

Examples of human basic needs

- | | |
|-----------|----------------|
| ▪ Food | ▪ Medical care |
| ▪ Clothes | ▪ Security |
| ▪ Shelter | |

Sources of man's basic needs.

- | | | |
|-----------|-------------|----------|
| ▪ Gardens | ▪ Schools | ▪ Shops |
| ▪ Markets | ▪ Hospitals | ▪ Houses |

Activities done by people to get their basic needs.

✚ An economic activity is the work done by people to get money.

Economic activities include;

- | | |
|-----------------|-------------------------------|
| ▪ Crop growing. | ▪ Pastoralism/ animal rearing |
|-----------------|-------------------------------|

- Teaching
- Lumbering.
- Fishing.
- Tourism.
- Trading.
- Pottery.
- Iron smelting.
- Weaving.
- Basket making/weaving.

The problems faced in meeting people's needs in our district include;

- Poverty.
- Corruption.
- Theft
- Shortage of food/ famine
- Bad weather
- Irresponsibility.
- Laziness.
- Idleness
- Wars.
- High population.
- Poor attitude to work.
- Unemployment.
- Sickness/diseases.
- Accidents.

Possible solutions to the problems faced by people in meeting their needs.

- ❖ By creating more job opportunities.
- ❖ By teaching farmers better farming methods.
- ❖ By encouraging people to grow more food crops.
- ❖ By providing better medical services.
- ❖ By building more social services centres.
- ❖ By encouraging group farming.
- ❖ By controlling population growth.
- ❖ By improving on security in all parts of the country.
- ❖ By punishing corrupt officials in the government.



1. What are basic needs?
2. Apart from food, mention any three other basic needs of man.
3. Why is food regarded as a basic need of man?
4. Mention any three sources of the basic needs of man.
5. Mention any four economic activities done by people in order to get their basic needs.
6. State any four problems people face when meeting their basic needs.
7. Give any four possible solutions to the problems faced when meeting people's needs.
8. Give one reason why some people in rural areas fail to access better social services.
9. State any two reasons famine can be reduced among people in our community.
10. Give one way the problem of corruption can be reduced in our society.

SOCIAL SERVICE CENTRES.

✚ **Social service centres** are places where social services are provided.

Examples of social service centres.

- Schools
- Hospitals
- Police stations/ posts
- Banks
- Water source
- Petrol stations
- Post offices
- Churches and mosques.

SOCIAL SERVICE PROVIDERS.

✚ Social service providers are groups of people who provide social services.

Examples of Social service providers.

- | | | |
|---------------------------|---------------|-------------|
| ▪ Local leaders. | ▪ Parents | ▪ Pilots. |
| ▪ Veterinary doctors. | ▪ Chiefs | ▪ Plumbers |
| ▪ Police. | ▪ Shopkeepers | ▪ Mechanics |
| ▪ Army officers/soldiers. | ▪ Farmers. | ▪ Drivers. |
| ▪ Teachers. | ▪ Carpenters. | ▪ Bankers. |
| ▪ Nurses. | ▪ Doctors. | ▪ Farmers. |

Things which destroy social service centres.

- | | |
|-------------------|--------------|
| ▪ Fire outbreaks. | ▪ Floods. |
| ▪ Wars. | ▪ Rioters. |
| ▪ Strong winds. | ▪ Landslides |

Ways of caring for social service centres.

- ❖ By respecting people who care for social services.
- ❖ By cleaning social service centres.
- ❖ By teaching people on proper use of social service centres.
- ❖ By painting the social service centres.
- ❖ By showing love for social service centres.
- ❖ By fencing the social service centres.



1. What are Social service centres?
2. Mention any three examples of social service centres in your community.
3. How are petrol stations important to people in your community?
4. Mention any four examples of petrol stations in your district.
5. Mention any three products sold at petrol stations found in your district.
6. What are Social service providers?
7. Mention any four groups of people who provide social services in your community.
8. Mention any two natural disasters that destroy the social service centres in an area.
9. Give any one way people destroy the social service centres found in their community.
10. State any four ways the social service centres in your community can be cared for.