

P.5 S.S.T SCHEME TERM III

WK	PD	TOPIC	SUB-TOPIC	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L.S.AV	T/L AIDS	REF	REM
1	1	Uganda as an independent nation	A nation	Meaning of independence Meaning of a nation Types of nations Characteristics of each type of a nation Examples of each type i.e Monolithic –Swaziland, Lesotho, Rwanda, Saudi Arabia, China, Japan Rwanda, Saudi Arabia. Heterogeneous – Uganda, Kenya, Tanzania, Nigeria e.t.c Characteristics of a nation	Subject competences The learner Gives the meaning of a nation, Mondithic and Heterogerious nation Gives examples of each type Language competences The learner pronounces, reads, spells and writes words correctly like mondithic Heterogenous , homogenous	Story telling Guided discovery Inquiry	Defining terms given stating types and examples of nations Reading and writing the given activities	Effective communication Assertiveness Co-operation Patriotism	Text book reading	Functional book 5 page 165 and MK Standard SST pupils book page 139	
	2 & 3	Uganda as an independent nation	Former presidents of Uganda	Their names, years of rule and contributions Muteesa II Dr. Apollo Milton Obote II Idd Amin Dada Godfrey Binaisa Paul Muwanga Prof. Yusuf Lule Tito OkelloLutwa YoweriKagutaMuseveni Contributions of the NRM government Challenges facing the NRM government	Subject competences The learner States the contributions of the Uganda leaders since independence Gives the ways how they came into power Language competences Spelling, reading and pronouncing new words correctly like coup, Military, independence e.t.c.	Story telling Guided discovery Inquiry	Defining terms stating the contribution of Uganda's presidents Reading and writing the given activities	Effective communication Assertiveness Co-operation Patriotism	Text book reading	Functional pupils book 5 page 165 and MK Standard SST pupils book 5 page 139	

	4	Uganda as an independent nation	Symbols of a Nation	<p>National attributes / symbols</p> <p>Meaning of National attributes</p> <p>Examples of national attributes</p> <p>The National flag The National Anthem The National Motto The National Coat of Arms The National Constitution The National Parliament The National currency The National map The National language The National Emblem General importance of national symbols</p>	<p>Subject The learner; Defines national symbols</p> <p>Mentions the symbols of a nation</p> <p>Language The learner reads and writes words correctly like Coat, parliament, constitution and currency</p>	<p>Story telling</p> <p>Guided discovery</p> <p>Inquiry</p>	<p>Defining terms stating the contribution of Uganda's presidents</p> <p>Reading and writing the given activities</p>	<p>Effective communication</p> <p>Assertiveness</p> <p>Co-operation</p> <p>Patriotism</p>	Text book reading	Functional pupils book 5 page 165 and MK Standard SST pupils book 5 page 139	
	5	Uganda as an independent nation	The Uganda National flag	<p>The designer</p> <p>Colours of the Uganda National flag</p> <p>Gives the importance of the national flag</p> <p>Places where its flown / important places</p> <p>How it is respected</p> <p>Drawing the flag and showing the meaning of the features</p>	<p>Subject The learner states the colours of the Uganda flag and their significance</p> <p>Draws the Uganda flag and names its colours correctly</p> <p>Language Pronounces words like brotherhood, abundant correctly</p>	<p>Demonstration</p> <p>Exhibition</p> <p>Guided discussion</p>	<p>Drawing colouring</p> <p>Answering oral and written exercises</p>	<p>Creativity</p> <p>Critical thinking</p>	The flag	MK pupils' book 5 page 143	
2	1	Uganda as an independent nation	The Uganda National Anthem	<p>The composer</p> <p>When it was first played</p> <p>Reciting all the three stanzas of the national Anthem</p> <p>Their messages</p> <p>Respect for the national Anthem</p> <p>Importance of the national Anthem</p>	<p>Subject The learner writes the national anthem correctly and states its messages</p> <p>Language The learner pronounces and reads words correctly such as peal, crown, freedom, liberty e.t.c</p>	<p>Demonstration</p> <p>Exhibition</p> <p>Guided discussion</p>	<p>Drawing colouring</p> <p>Answering oral and written exercises</p>	<p>Creativity</p> <p>Critical thinking</p> <p>Patriotism</p> <p>Respect</p>	The coat of arm	MK pupils book 5 page 144	

	2	Uganda as an independent nation	The Uganda National Coat of Arms	<p>Designer</p> <p>Features on the Coat of Arms and their representations</p> <p>Uses of the Uganda Coat of Arms</p> <p>Its general importance</p> <p>School symbol similar to the Coat of Arms</p>	<p>Subject The learner; Draws the Uganda National Coat of Arms</p> <p>Lists the features found on the Uganda national Coat of Arms</p> <p>Language The learner Pronounces, spells and reads words correctly like Kob, crested crane, motto</p>	Guided discussion	<p>Drawing</p> <p>Colouring</p> <p>Answering oral and written exercises</p>	<p>Patriotism</p> <p>Respect</p>	The coat of arms (model)	MK Pupils book 5 page 144	
	3	Uganda as an independent nation	Other attributes	<p>The emblem (Crested Crane)</p> <p>Its representation</p> <p>The capital city</p> <p>Its importance</p> <p>Important buildings in the capital city</p> <p>First capital city in Uganda</p> <p>Why it was at Entebbe</p> <p>Why it was shifted to Kampala</p> <p>Why Uganda has no national language</p> <p>The national motto and its importance</p>	<p>Subject The learner Identifies other attributes of Uganda as a nation.</p> <p>Mention the importance of each attribute</p> <p>Language The learner pronounces, reads, spells and writes words and sentences correctly i.e. words like crested crane, capital city, attribute, significance, colonial head quarters</p>	<p>Guided discussion</p> <p>Inquiry</p>	<p>Identifying other attributes of a nation</p> <p>Reading spelling pronouncing and writing words and sentences correctly</p>	<p>Effective communication</p> <p>Creative thinking</p> <p>Co-operation</p>	<p>Field trip to the capital city</p> <p>Text books</p>	MK Primary SST pupils book 5 page 145	

	4 & 5	Uganda as an independent nation	Types of government	<p>Meaning of a government</p> <p>Functions of government</p> <p>Types of government</p> <p>The local government</p> <p>Its structure from LC I (village) to LCV (District)</p> <p>Ministry responsible</p> <p>Duties of local councils</p> <p>Decentralization</p> <p>Its advantages</p> <p>Its disadvantages</p> <p>Duties of the central government and local government.</p> <p>The National (Central) government</p> <p>Its leadership / head</p> <p>Difference between the central and local government</p>	<p>Subject The learner;</p> <p>Gives the meaning of the word government.</p> <p>Lists different types of government</p> <p>States the roles of different types of government.</p> <p>Languages The learners pronounces, reads, spells and writes words correctly i.e. Decentralization, transfer, ministry</p>	<p>Guided discovery</p> <p>Guided discussion</p>	<p>Giving the meaning of the terms</p> <p>Identifying the types of government</p> <p>Stating different roles played by the government</p> <p>Writes words correctly i.e. decentralization, transfer, ministry</p>	<p>Effective communication</p> <p>Friendship formation</p>	Text book reading	MK primary SST pupils book 4 page	
3	1	The Government	Organs of government (Executive)	<p>Executive Its members / components</p> <p>Roles played by the executive</p> <p>Roles played by the president</p> <p>Ministry or ministries like Ministry of Education, Public service</p> <p>Categories of ministers i.e. Cabinet and State ministers</p> <p>Duties performed by the Cabinet</p> <p>Composition of the Cabinet</p>	<p>Subject The learner Gives members who make up the executive</p> <p>Mentions the roles played by the executive organ</p> <p>Language The learner pronounces, reads, spells and writes words correctly. e.g. executive, Cabinet, Public service, Permanent secretary</p>	<p>Group work</p> <p>Guided discussion</p>	<p>Answering oral and written activities</p>	<p>Effective communication</p> <p>Co-operation</p> <p>Patriotism</p>	Photos of cabinet and state ministers	MK pupils book 5 page 161	

2	The Government	The legislature / parliament	<p>Head of the legislature</p> <p>Members who make up legislature</p> <p>Duties of the parliament</p> <p>Parliamentary staff</p> <p>Qualifications for members of parliament</p> <p>Parliamentary business</p> <ul style="list-style-type: none"> - Bills - Laws - Hansands - Mace - Sergeant –at-arms - Special groups represented in the parliament 	<p>Subject The learner Gives the meaning of the new words like parliament, bills / acts and Hansards</p> <p>States the duties of parliament</p> <p>Language The learner pronounces, reads, spells and writes the words connected to the parliament correctly</p> <p>Parliament, bills, acts, Hansands, Parliamentary , Chamber</p>	<p>Guided discovery</p> <p>Inquiry</p> <p>Story telling</p>	<p>Giving the meaning of new terms</p> <p>Stating the duties of the parliament both orally and written</p>	<p>Critical thinking</p> <p>Responsibility</p> <p>Patriotism</p>	<p>Photos parliament in the text book/ new MK page 162 of the</p>	Comp. SST pupils book 5 pages 177 – 179	
3	The Government	The Judiciary Organ	<p>Head of judiciary</p> <p>Components of judiciary</p> <p>Duties of judiciary</p> <p>Roles of the members in judiciary like Chief Justice, Lawyers and magistrates, Judicial Courts in Uganda.</p> <p>Functions of Judicial service commission</p>	<p>Subject The learner Names the title given to the head of Judiciary</p> <p>Mentions members who makes up the Judiciary organ.</p> <p>Language The learner pronounces, reads, spells and writes words correctly related to Judiciary like Lawyer, magistrate, Court, Judiciary</p>	<p>Guided discovery</p> <p>Inquiry</p> <p>Story telling</p>	<p>Stating the functions of judiciary</p> <p>Answering questions orally and written activities</p>	<p>Critical thinking</p> <p>Effective communication</p> <p>Leadership</p>	<p>Pictures of judges in the courts of law</p>	Comp. SST book 5 pages 177 - 179 and New MK pupils book 5 page 134	
4 & 5	The Government	The constitution	<p>Meaning of a constitution</p> <p>Types of a constitution i.e. written and unwritten constitution</p> <p>The four constitutions Uganda has ever had since independence.</p> <p>The constitution making process</p> <p>The draft constitution</p> <p>Functions of a national constitution</p>	<p>Subject The learner, Gives the meaning of the word constitution</p> <p>Outlines the constitutions Uganda has so far had since independence</p> <p>Language The learner Pronounces, reads, spells and writes words related to the constitution correctly e.g. Amend, craft, constitution, decrees, pigeon hole</p>	<p>Story telling</p> <p>Guided discussion</p>	<p>Describing the term constitution</p>	<p>Critical thinking</p> <p>Effective communication</p> <p>Leadership</p>	<p>Text books</p> <p>A copy of a national</p>		

4	1	The Government	Democracy	<p>Meaning of democracy</p> <p>Signs or indicators of democracy</p> <p>Roles of citizens in promoting democracy</p> <p>Ways how democracy is exercised</p> <p>Ways how democracy is misused in Uganda</p> <p>Ways of overcoming the above problems</p> <p>Origin of democracy</p> <p>Advantages of democracy in the modern society</p>	<p>Subject The learner Describes the term democracy, human rights, human right violation and children's rights</p> <p>Language The learner pronounces, spells, reads and writes the words correctly like indicators, democracy, violation, human rights, abuse</p>	<p>Guided discussion</p> <p>Inquiry</p>	<p>Giving the meaning of the word democracy</p> <p>Stating the roles of citizens in promoting democracy</p>	<p>Critical thinking</p> <p>Effective communication</p>	Text book reading	MK SST pupils book 5 page 137	
	2	The Government	Human rights	<p>Meaning of human rights</p> <p>Examples of human rights</p> <p>Human rights organizations</p> <p>Human rights abuses</p> <p>Ways of preventing human rights abuses</p> <p>Children's rights</p> <p>Ways how children's rights are violated</p> <p>How to protect human rights</p> <p>Roles of children</p>	<p>Subject The learner; Gives the meaning of human rights</p> <p>Mentions ways of preventing human rights abuses</p> <p>Language The learner pronounces, reads, spells and writes words correctly e.g. violation, human rights</p>	<p>Story telling</p> <p>Guided discussion</p>	<p>Stating the ways how human rights are violated</p> <p>Answering questions orally and written exercises</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Patriotism</p>	Text books	MK SST pupils book 5 page 142	
	3	The Government	Citizenship	<p>Meaning of a citizen</p> <p>Meaning of citizenship</p> <p>Types of citizenship</p> <p>Ways of becoming as citizen</p> <p>Ways of losing citizenship</p> <p>Qualities of a good citizen</p> <p>Duties / responsibilities of a good citizen</p>	<p>Subject The learner Gives the meaning of words such as citizenship, a citizen, adoption, descent and naturalization</p> <p>Describes different ways how governments are formed</p> <p>Explains the two systems of government</p> <p>Language The learner reads, spells and writes words correctly such as citizenship, military, dictatorial and multi-party</p>	<p>Environment based approach</p> <p>Question and answer</p>	<p>Giving the meaning of the new words</p> <p>Describing different forms of government</p>	<p>Critical thinking</p> <p>Love</p> <p>Responsibility</p>	Text books	MK Standard SST pupils book 5 page 173 / 149	

	4 & 5	The Government	How governments are formed	<p>Forms of government</p> <p>Democratic government</p> <p>Military government</p> <p>Dictatorial government</p> <p>Ways how governments are formed i.e.</p> <p>Through elections</p> <p>Through inheritance</p> <p>Through appointment</p> <p>Through military coups</p> <p>Systems of government</p> <p>Single party system</p> <p>Multiparty system of government</p> <p>Advantages and disadvantages of each system in a country</p> <p>Where they are applied</p> <p>Current system of government in Uganda</p>	<p>Subject The learner; Mentions the forms of government in Uganda</p> <p>Gives the advantages and disadvantages of single and multi-partyism</p> <p>Language The learner pronounces, reads and spells the words correctly like military, dictatorial, inheritance, elections, coups e.t.c.</p>	<p>Story telling</p> <p>Inquiry</p>				Text books	
6	1	The Government	Elections	<p>Meaning of elections</p> <p>Types of elections i.e. General local and By-elections</p> <p>Conditions for by-elections</p> <p>The electoral Commission</p> <p>Electoral terms</p> <p>Materials and officials involved in an election</p> <p>Problems facing the electoral process before, during and after elections</p> <p>Explains the electoral system</p>	<p>Subject The learner Gives the meaning of the term elections, referendum, bye-election, general election</p> <p>Explains the electoral systems employed in Uganda today</p> <p>Language The learner pronounces, reads, spells and writes words correctly like referendum, by-election, electorate, commission, vote</p>	<p>Guided discussion</p> <p>Inquiry</p>	Answering oral and written activities	<p>Responsibility</p> <p>Co-operation</p> <p>Respect</p>	Wall chart showing stages involved in an election	MK standard SST pupils book 5 page 151 -159	

2	The Government	Electoral systems	Electoral system Secret ballot systems Open election Electoral college Advantages and disadvantages of each system Qualifications of a president	Subject The learner Gives the meaning of the systems of voting Mentions the qualities for one to be chosen a president Language The learner pronounces, reads, spells and writes words correctly like electoral, college, voting by proxy, secret ballot, voting	Guided discussion Inquiry	Answering oral and written activities	Responsibility Co-operation Respect	Wall chart showing stages involved in an election	MK Standard SST pupils book 5 pages 1567 - 159	
3	The Government	Elections	Ways how elections are conducted Bad practices before elections Bad practices during elections Bad practices after elections Importance of elections in the country Ministry responsible for elections	Subject The learner; Gives the ways how elections are conducted. Identifies the bad practices before the elections Language The learner; pronounces, reads, spells and writes words correctly like manipulation, constituency, register, bribing	Guided discussion Inquiry	Listening the bad practices before, during and after elections	Responsibility Co-operation Respect	A ballot paper Voters card	New MK standard SST pupils book 5 pages 154-155	
4	The Government	Government revenue	Meaning of government revenue Sources of government revenue i.e. taxation, donations, grants, loans, tourism, money from exports Taxation Types of taxes People exempted from tax payment. Importance of tax payment The U.R.A Its importance / roles Problems faced by URA Solutions	Subject The learner; Gives the meaning of government revenue States the sources of government revenue Identifies the value of tax payment and the problems faced in tax collection Language The learner pronounces, spells, reads and writes words such as revenue, expenditure, authority, loans, grants	Guided discussion Inquiry	Listening the bad practices before, during and after elections	Responsibility Co-operation Respect	A ballot paper Voters card	New MK standard SST pupils book 5 pages 154-155	

	5	The Government	Budget	<p>Meaning of a budget</p> <p>Budgeting</p> <p>National budget</p> <p>Parts of a budget</p> <p>Types of a budget</p> <p>Advantages and disadvantages of each types of budget</p> <p>Ways of overcoming a deficit budget.</p> <p>Importance of budgeting</p> <p>Ministry responsible for national budgeting</p> <p>Government financial year</p>	<p>Subject The learner; Gives the meaning of a budget</p> <p>Explains the meaning of the three types of budgets</p> <p>States the advantages and disadvantages of each type of budget</p> <p>Language The learner reads, spells and writes words related to the budget correctly like expenditure, income, budgeting, deficit, surplus.</p>	<p>Guided discovery</p> <p>Exhibition</p>	Giving the meaning of terms in budgeting	Effective communication	A chart showing different types of budget	MK Standard SSTT Pupils book 5 pages 170 – 171	
7	1 & 2	The Government	School or family budget	<p>Meaning of a school budget</p> <p>Importance of budgeting for the school</p> <p>Sources of school income</p> <p>Ways how a school spends finances (its income)</p> <p>Basic needs of a school</p> <p>Meaning of a family budget</p> <p>Importance of family budgeting</p> <p>Effects of failing to budget in the family</p> <p>Sources of family income</p> <p>Ways of spending family income</p> <p>Basic needs of a family</p>	<p>Subject The learner; States the meaning of School budget, family budget</p> <p>Gives the importance of budgeting in a family</p> <p>States the sources of family and school income.</p> <p>Mentions the ways through which the school and family income is spent</p> <p>Language The learner writes words and sentences with correct punctuations</p>	<p>Guided discovery</p> <p>Exhibition</p> <p>Guided discussion</p> <p>Group work</p> <p>Question and answer</p>	Answering oral and written questions	<p>Effective communication</p> <p>Critical thinking</p> <p>Responsibility</p> <p>Co-operation</p>	Text books	Teachers own collection	

3	Population size and distribution of Uganda	Population distribution	<p>Meaning of population</p> <p>Meaning of population distribution</p> <p>Factors influencing population</p> <p>Examples of densely populated areas</p> <p>Examples of sparsely populated areas</p>	<p>Subject The learner Gives the meaning of population distribution</p> <p>Identifies the factors influencing population distribution in Uganda</p> <p>Gives examples of densely populated and sparsely populated areas in Uganda.</p> <p>Language The learner pronounces, reads and spells words with stress intonation and fluency</p>	<p>Group work</p> <p>Question and answer</p>	<p>Answering oral and written questions</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Responsibility</p> <p>Co-operation</p>	<p>Visit to Mukono town</p>	MK pupils SST book page ..., Atlases on population distribution in Uganda	
4	Population size and distribution of Uganda	Map work	<p>The map of Uganda showing population distribution in different areas</p>	<p>Subject The learner Draws the map of Uganda</p> <p>Indicates the areas with as dense population</p> <p>Shows areas with a sparse population</p> <p>Language The learner pronounces, reads, spells and writes words correctly for example Dense, sparse e.t.c</p>	<p>Exhibition</p> <p>Representation</p>	<p>Drawing the map</p>	<p>Creative thinking</p> <p>Assertiveness</p>	<p>Drawn map on a chart</p>	MK SST pupils book 5 page 177	
5	Population size and distribution of Uganda	Population density	<p>Meaning of population density</p> <p>Developing a formula of calculating population density</p> <p>Calculating the population densities of different places</p>	<p>Subject The learner; Gives the meaning of population density</p> <p>Calculates population density of different places</p> <p>Language The learner, pronounces, reads, spells and writes the words correctly like density, calculate, explosion, distribution</p>	<p>Guided discussion</p> <p>Inquiry</p>	<p>Giving the meaning of population density</p>	<p>Critical thinking</p> <p>Co-operation</p>	<p>Text book reading</p>	MK SST pupils book 5 page 182	

8	1	Population size and distribution of Uganda	Population growth	<p>Meaning of population growth</p> <p>Factors responsible for population growth</p> <p>Advantages of a high population</p> <p>Disadvantages of a high population</p> <p>Ways of controlling population growth</p>	<p>Subject The learner Gives the meaning of population growth</p> <p>Identifies the factors responsible for population growth</p> <p>Gives the advantages and disadvantages of low and a high population.</p> <p>Language The learner reads, spells and writes the following words correctly i.e. sparse population, utilization, infant,. Mortality e.t.c</p>	<p>Guided discussion</p> <p>Inquiry</p>	<p>Answering oral and written activities</p>	<p>Assertiveness</p> <p>Self esteem</p> <p>Responsibility</p> <p>Love</p> <p>Care</p>	<p>Chalkboard illustration</p>	<p>MK Standard SST pupils book 5 page 179</p>	
	2	Population size and distribution of Uganda	Low / sparse population	<p>Meaning of a low / sparse / under population</p> <p>Advantages of low population</p> <p>Disadvantages of low population</p> <p>Ways how the government</p> <p>Can deal with a past growing population</p> <p>Advantages of small family</p> <p>Disadvantages of having</p>	<p>Subject The learner; Gives the meaning of low population</p> <p>Writes the advantages of low population</p> <p>Language The learner pronounces, reads, spells and writes words correctly like immigration, emigration, fertility rate.</p>	<p>Guided discussion</p>	<p>Answering oral and written activities</p>	<p>Love</p> <p>Care</p> <p>Sharing</p>	<p>Demonstration</p> <p>Chalkboard illustration</p>		
	3	Population size and distribution of Uganda	Population census	<p>Meaning of population census</p> <p>National population census</p> <p>The ministry responsible for conducting a national census</p> <p>The officials involved in the census</p> <p>Reasons for carrying out population census</p> <p>Information collected during population census</p> <p>Problems faced during population census</p> <p>Reasons why population census take long to be conducted</p>	<p>Subject The learner; Gives the meaning of population census</p> <p>Identifies the ministry responsible for conducting a national census</p> <p>States the reasons why the national census is conducted</p> <p>Gives the problems faced by enumerators</p> <p>Language The learner pronounces, spells, reads and writes words correctly like enumerator, census, teenage, teenager, occupation, sex e.t.c.</p>	<p>Guided discussion</p> <p>Inquiry</p>	<p>Answering oral and written activities</p>	<p>Assertiveness</p> <p>Critical thinking</p> <p>Co-operation</p>	<p>Text books</p>	<p>MK Standard SST pupils book 5 page 177</p>	

	4	Population size and distribution of Uganda	Population explosion	<p>Meaning of population explosion</p> <p>Causes of population explosion</p> <p>Effects of population explosion</p> <p>Man-made factors which affect population growth in an area.</p> <p>Natural factors which affect</p> <p>Landslides floods, earth quake, volcanic eruptions</p>	<p>Subject The learner Gives the meaning of population explosion</p> <p>Identifies the causes of population explosion</p> <p>States the manmade and natural factors that u check on population explosion</p> <p>Language The learner pronounces, reads, spells and writes words correctly like landslides, wars, earthquake, volcanic, eruption, diseases</p>	Case study	<p>Giving the meaning of population explosion</p> <p>Giving the meaning of population explosion</p> <p>Writing the causes of population</p>	Responsible living in the environment	Text book reading	MK SST pupils book 5 page ...	
	5	Population size and distribution of Uganda	Summary of population terms	<p>Population</p> <p>Population distribution</p> <p>Population increase</p> <p>Population growth</p> <p>Population density</p> <p>Over population</p> <p>Under population</p> <p>Optimum population</p> <p>Sparsely populated areas</p> <p>Densely populated areas</p> <p>Population structure</p> <p>Population explosion</p> <p>Population census</p> <p>Census night</p> <p>Dense population</p> <p>Sparse population</p>	<p>Subject The learner gives the meaning of the population terms effectively</p> <p>Language competences The learner pronounces, spells , reads and writes words related to population terms like distribution, increase, growth, density e.t.c.</p>	<p>Guided discussion</p> <p>Guided discovery</p>	<p>Giving the meaning of the terms related to population</p> <p>Spelling different words</p> <p>Answering written assignments</p>	Critical and creative thinking	Chalk board illustration	Teacher's collection	