

PRIMARY FIVE SCHEME OF WORK FOR S.S T TERM II 2023

W K	PD	TH EM E	TOPIC	SUB TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUES	ACTIVITIES	LIFE SKILLS	INSTRUCTIO N MATERIALS	REFERENCE	REMARKS
					SUBJECT	LANGUAGE							
1	1 & 2	Living together in Uganda	The people of Pre- colonial Uganda	Major ethnic groups of Uganda	The learner: -Mentions the inhabitants of Uganda before the coming of ethnic groups. -States the meaning of an ethnic group, Mentions the ethnic groups that came to Uganda.. -States characteristics of ethnic groups. States the origin of ethnic groups that came to Uganda. Draws a map of Uganda showing routes of ethnic groups.	The learner:- -Pronounces, reads and writes the new words correctly e.g. inhabitants, ethnic, culture, beliefs, customs	-Bushmen -Ethnic groups in Uganda	-Whole class discussion, -Brain storming	Learners will:- -Pronounce, spell and use the key words correctly -Locating the areas occupied by ethnic groups in Uganda.	-Appreciation -Effective communication	Drawn chart showing ethnic groups.	S.S.T Functional Bk 5 Page 74, 75 Comprehensive pg 73-74 Mk SST bk 5 75-78	
	3and 4	Living together in Uganda	The people of Pre- colonial Uganda	The Bantu	The learner:- -States the first group of people to come to Uganda. -Identifies the	The learner:- -Pronounces, reads and writes new words correctly e.g. Bantu, Interlacustrine	-Meaning of the Bantu. -Occupation. -Areas where they settled. -Examples of tribes under	-Brain storming. -Explanation. -Whole class discussion	Learners will:- -Pronounce, spell and use the key words correctly. -Identifying learners in class who	-Critical thinking. -Creative thinking	Drawn chart showing ethnic groups	Comprehensive S.S.T Bk 5 Page 41-42 Sharing our world.pg 50 Mk sst bk 5 Pg 85	

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					SUBJECT	LANGUAGE							
					occupation, origin, areas where they settled and examples of Bantu tribes in Uganda Gives reasons for the migration of the Bantu into Uganda.		the Bantu.		represent various ethnic groups. -Telling legends of the Baganda, Bagisu,				
2	1			The LUO	-States the origin, tribes, and reasons for their migration into Uganda. .	-Pronounces, reads and writes new words correctly. Pakwach, Bahr-el-Ghazal	-The origin of the Nilotics. -Crops of the Nilotics. -Reasons for their migration	-Whole class discussion. -Explanation.	-Pronounces, spells and uses the key words correctly. --Identifies learners in class who represent various ethnic groups. -Telling legends of the spear and the bead.	-Critical thinking. -Effective communication	Drawn chart showing ethnic groups	Comprehensive S.S.T Bk 5. Page 42 Sharing our world.pg 50 Mk SST Bk 5 Pg77-79	
	2			The Nilo-hamites	-Identifies the occupation, origin, areas where they settled and examples of the Nilo-hamites States reasons why they	The learner:- -Pronounces, reads and writes new words correctly e.g lteso, Karimojong			-Identifies learners in class who represent the Nilo-hamites	-Appreciation -Effective communication	Drawn chart showing ethnic groups	Comprehensive S.S.T Bk 5 Page 41-42 Sharing our world.pg 50 Mk sst bk 5 77	

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					SUBJECT	LANGUAGE							
					changed from pastoralism to mixed farming								
	3	Living together in Uganda	The people of Pre- colonial Uganda	The Hamites and the Sudanic	The learner:- - Identifies the occupation, origin, areas where they settled and examples of the Hamites and Sudanic people in Uganda. - Draws the map of Uganda showing ethnic migration	The learner:- -Pronounces, reads and writes new words correctly e.g. Bahima, Basiita	A map of Uganda showing settlement of the Sudanic and hamites	Discovery, Group work	Learners will:- -Draw a sketch map of Uganda showing ethnic migration routes -Listing problems faced by ethnic groups	Creative thinking	A drawn chart showing a map of Uganda	Functional S.S.T Bk 5 Page 77.	
	4			Migration and How occupation influenced settlement patterns.	-Mentions the meaning of migration, forms of migration, reasons for migration.	-Pronounces, reads and writes the new words correctly.	-Meaning of migration. -Forms of migration. -Reasons for rural urban migration.	-Brain storming. -Whole class discussion	-Pronounce, spell and use the key words correctly. -explaining causes of migration .	- Assertiveness. -Critical thinking	Chalk board illustration	Sharing our world.54 Mk sst bk 5 Pg 83-84	
	5			Political organization of the Pre- colonial societies. Social Economic organization of the pre colonial societies	-States the meaning of Pre-colonial period, kingdom, empire. -Identifies the different political organizations.	-Pronounces, reads and writes the new words correctly.	-Meaning of pre-colonial period, kingdom empire. Social- Economic organization of the pre colonial societies.	Explanation. Group work	-Pronounces, spells and uses the key words correctly. -identifying different traditional rulers in various parts in Uganda.	Creative thinking	Drawn chart showing kingdoms in Uganda	Functional S.S.T Bk 5 Page 87-90	

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3	1 and 2	Living together in Uganda	The people of Pre-colonial Uganda	Examples of centralized kingdoms. (Buganda, Ankole, Toro, Bunyoro, Buganda)	The learner:- -Mentions the examples of centralized kingdoms. -States the kingdoms and title of the leaders.	-Pronounces, spells/reads and writes new words correctly. E.g. kingdom centralized.	Examples of centralized kingdoms and titles of their traditional leaders.	Brain storming. Whole class discussions. Discovery.	Learners will:- -Pronounce, spell and use the key words. -Drawing the map of Uganda showing kingdoms.	Critical thinking	Drawn chart showing kingdoms in Uganda.	Functional S.S.T Bk 5 Page 87. Fountain S.S.T Bk 5 Page 82.	
	3 and 4			Chiefdoms	-Meaning of Chiefdoms. -Examples of chiefdoms e.g. Acholi.	-Pronounces, spells and writes the new words e.g. Chiefdom, Kyabazinga, Rwot, Emorimori etc.	-Meaning of chiefdoms, -Examples of chiefdoms and their social, economic organization	Whole class discussion. Explanation.	-Pronounces, spell and use the key words correctly.	Creative thinking.	Text books	Functional S.S.T. Bk 5. Page 91 Comprehensive Bk5.pg 86 Sharing our world.pg60 Mk sst bk 5 Pg 85	
	5 and 6			Social organization of ethnic groups	-States the activities of ethnic groups -States the meaning of values -mentions the importance of social norms.	-Pronounces, spells and writes the new words eg relationships ,values, social norms	Ethnic groups and their identities. -Values - Relationships - Social norms	Whole class discussion. Explanation.	-Pronounces, spell and use the key words correctly.	Creative thinking.	Text books	Functional S.S.T. Bk 5. Page 89 Comprehensive Bk5.pg 93 Sharing our world. 5.pg 67 Mk sst bk 5 Pg 88-90	

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				economic organization of ethnic groups	-Identifies how the ethnic groups developed economically	-Pronounces, spells and writes the new words eg exchange, bartering and crafts	Developmen t of economic organization -Challenges in getting their needs		Explaining how things are exchanged today	Creative thinking.	Bark cloth salt	Mk sst bk 5 pg 91	
4	1 and 2		Foreign influence in Uganda	Arab Traders	-States the meaning of foreign influence. Identifies the origin of foreigners. -mentions the foreigners who come to Uganda. Gives reasons for the coming of Arabs to Uganda.	Pronounces, spells and writes the words. Foreign influence, Arab traders.	-Why Arabs came to Uganda. -Items they traded with	Brain storming.	-Pronounce, spell and use the key words correctly.	Effecting communicatio n	Text books	Functional S.S.T Bk 5. Pg 100 Comprehensiv e Bk 5pg 73	
	3 and 4			Explorers in Uganda (John Speke and Richard Burton)	-States the meaning of explorers, mentions the reasons for the coming of explorers Gives the effects for the coming of explorers to Uganda.	-Pronounces, spells and writes the words . -Explorers John Speke, Richard Burton.	John and Burton's journey	Whole class discussion	Pronounce, spell and use the key words correctly. -Locating the Indian Ocean, L. Victoria, Bagamayo on the map of E Africa.	Assertiveness	Drawn chart showing the journey of explorers.	Sharing our world.pg 74 Mk sst bk 5 Pg 94	
	5 and		Foreign	-John Speke	Learner:-	The learner:-	-John Speke	Brain		Creative	Chart	S.S.T	

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	6		influence in Uganda	and James Grant. -Sir Samuel Baker and his wife.	-States the journey made by John Speke and James Grant. -Sir Samuel Baker	-Pronounces, reads and writes the new key words correctly e.g. Karagwe, Rumanika, rifles etc.	and James Grant. -Sir Samuel Baker and his wife.	storming Whole class discussion.	-do-	thinking	showing the journey of explorers	Functional Bk.5. Page 103-105	

6	1and 2			Henry M. Stanley.	-Mentions the reasons why HM Stanley came to Uganda. -Identifies the society which sent most explorers to Uganda.	-Pronounces, reads and writes words e.g. circumnavigated.	Stanley's second journey to Uganda.	Brain storming. Explanation. Discovery.	-do-	Critical thinking. Effective communicatio n	Chart showing the journey of explorers.	Functional S.S.T Bk 5. Page 106-107 Sharing our world.pg 76 Mk sst bk 5 97	
	3and 4			Missionaries in Uganda.	-States the meaning of missionaries . Identifies the groups of missionaries that came to Uganda. Givess the reasons why Mutesa I invited missionaries to Uganda.	-Pronounces words like missionaries, Christianity Church Missionaries Society etc.	-Meaning of missionaries. -Reasons why Kabaka Mutesa I invited missionaries to Uganda. -Societies which sent the missionaries to Uganda.	Whole class discussion. Explanation. Discovery.	-Pronounce, spell and use the key words correctly.	Empathy. Decision making.	Text books	Functional S.S.T Bks 5. Page 108-109 Sharing our world.pg 78- 84 Mk sst bk 5 Pg 97-98.	
	5and 6			Roman Catholic	-States the reasons why	-Pronounces words e.g.	The Roman Catholic	Brain storming	Pronounce, spells, reads	Decision making	Text books	Functional S.S.T Bk 5.	

				Missionaries	they came. -Identifies the leaders of the RCM	Roman Catholic, France.	Missionaries		and uses the key words correctly			Page 109-109. Sharing our world.pg 78-79 Mk sst bk 5 Pg 98	
7	1 and 2			Negative results of the missionaries	-States the negative effects of missionaries.	-Pronounces words correctly e.g. Negative converts, Culture, Division.	-Negative effects of the missionaries	Explanation.	Pronounce, read and uses the key words correctly.	Creative thinking.	Text books	Functional S.S.T. Bk 5. Page 113-114.	
	3 and 4			Traders and Colonialists (William Mackinnon)	The learner:- -Identifies the colonialists who came to Uganda. -States the company that was formed by Sir William Mackinnon. States the reasons for the formation of IBEACO	The learner:- -Pronounces, reads and writes the new words correctly e.g. colonialists, Imperial British East African Company.	-Colonialists in Uganda. -William Mackinnon. -IBEACO.	Brain storming. Explanation . Discussion.	Pronounce, spell and use the key words correctly.	Creative thinking.	Chalk board illustration	Functional S.S.T Bk.5. Page 115-116 Sharing our world.pg 78-79 Mk sst bk 5 Pg 98	
	5 and 6			Captain Fredrick Lugard. Sir Gerald Portal	-names the colonialists that came to Uganda. States the reasons for the coming of FD Lugard States the achievements and failures of IBEACO Gives the effects of	-Pronounces new words e.g. agreement, representative.	Captain F.D. Lugard. Sir Gerald Portal.	Whole class discussion. Brain storming.	Pronounce, spell and use the key words correctly	Critical thinking	Text books	Fountain S.S.T Bk 5 Page 119-120, 121. Sharing our world.pg 81-84 Mk SST bk 5 Pg 106-109	

					colonial rule								
8	1and 2		How Uganda became a Nation.	A Nation	-States the meaning of a nation. Gives the two types of a nation. -gives ways in which the British established colonial rule.	-Pronounces new words e.g. a Nation established.	-How British established colonial rule.	Discussion. Explanation.	Explaining what a nation is.	Effective communication	Text books	Fountain Bk 5. Page 123-124.	
	3and 4			1900 Buganda Agreement	-States the people involved in the signing of the 1900 agreement. -Terms of the agreement effects of the 1900 Buganda Agreement.	-Pronounces words e.g. Treaty, Agreement, Crown land, Mailo land.	--The 1900 Buganda Agreement. -Terms of the 1900 Buganda Agreement. -Effects of the 1900 Buganda Agreement.	Brain Storming. Whole class discussion	Identifying key treaties between the British and kings in Uganda.	Critical thinking	Text books	Functional S.S.T. Bk 5. Page 134. Fountain Bk 5. Page 123	
	5 and 6			Toro and Ankole Agreements	-States the terms of the Toro Agreement	-Pronounces new words e.g. Nuwa Mbaguta	Toro and Ankole Agreements	Explanation Whole class discussion	Discussing areas apart from kingdoms that came under British rule in Uganda.	Creative thinking	Text books	Functional Bk 5. Page 135.	
9	1 and 2			Resistance to colonial rule (Rebellions in Uganda)	-State the meaning of resistance. -Mentions the African leaders who resisted colonial rule.	-Pronounces, and writes the key words correctly e.g. Resistance, Resistor.	-Cause of their resistance. -Traditional leaders who resisted. -Effects of their	Whole class discussion. Explanation.	Pronounce, spell and use the new words correctly.	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 136	

							resistance.						
	3 and 4			Evolution of Uganda's Boundaries	-States how Uganda's boundaries were evolved.	-Pronounces new words e.g. Evolution, Boundaries.	-Evolution of Uganda's boundaries. -Nyanza Province, West Nile. -North Eastern part of Uganda	Whole class discussion. Explanation	-Drawing the map of Uganda showing evolution of Uganda's boundaries.	Effective communication	-Text books -Chart showing evolution of Uganda's boundaries	Functional Sst bk 5 pg 133 Comprehensive Page 117	
				Influence of the British rule on Uganda as a nation	States the political ,social and economic effects of British rule on Uganda as a nation	-Pronounces new words e.g. Boundaries, industries.	political ,social and economic effects of British rule on Uganda as a nation	Whole class discussion. Explanation	Explaining the social political and economic effects of the British on Uganda	Effective communication	-Text books -Chart showing evolution of Uganda's boundaries	Functional Sst bk 5 pg 134 Comprehensive Page 118	
	5 and 6			Direct and Indirect rule	-Gives the meaning of Direct and Indirect rule. -State the reasons why the British used Indirect rule.	-Pronounces words e.g. Indirect , Direct.	Direct and Indirect rule.	Whole class discussion	Showing how people were ruled through - direct rule - indirect rule. Role playing	Creative thinking	Text books	S.S.T Fountain. Page 132. Mk SST bk 5 Pg 121	
10	1 and 2			British Governors, and Commissioners	-Mentions the British governors, Commissioners and their contributions.	-Governors. -Commissioners.	-British Governors and Commissioners	Explanation Whole class discussion	Pronounce, spell and use the new words in sentences correctly.	Assertiveness	Text books	S.S.T Fountain Bk 5. Page 129	
	3 and 4			Direct and Indirect rule	-Pronounces words e.g. Indirect , Direct.	-Pronounces words e.g. Indirect , Direct.	Direct and Indirect rule.	Whole class discussion	Showing how people were ruled through - direct rule - indirect	Creative thinking	Text books	S.S.T Fountain. Page 132. Mk SST bk 5	

									rule. Role playing			Pg 121	
				Effects of colonial rule	State the social, political and economic effects of colonial rule.	-Pronounces words e.g. formal, undermine	social, political and economic effects of colonial rule.	Whole class discussion	Reading text books	Creative thinking	-Text books		
	5 and 6		The Road to Independence	Characteristics of colonial system of administration	Gives the meaning of independence and the road to independence. -States the characteristics of colonial laws Explains the colonial economy	Pronounces words e.g. characteristics, colonial.	-Segregation. -Taxation -Colonial economy. -Forced labour.	Explanation Brain storming.	1. Discussing why people hated paying taxes. 2. Writing down the food crops which were generally grown and the cash crops that were introduced	Assertiveness	Text books	S.S.T Fountain Bk 5. Page 146 Sharing our world.pg 97 Mk sst bk 5 Pg 129	
11	1 and 2			Reaction to colonial rule Formation of Legco	-Identifies different ways Africans were mistreated. Gives ways Africans protested against colonial rule. Gives the reasons why there was need for formation of LEGCO. -Names the officers who	Pronounce words e.g. Legislative.	-Why LEGCO was formed. -Officers who formed LEGCO. -The first Africans to join LEGCO.	Discussion. Explanation	Discussing how LEGCO and other associations helped in the struggle for independence .	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 158. Comprehensive Bk 5 Page 141 Sharing our world.pg 102 Mk sst bk 5 Pg 129	

					led to the formation of LEGCO. -The first Africans to join LEGCO								
	3 and 4			Formation of political parties	-Mentions the first political parties that were formed. -State the reasons why political parties were formed. -Mention the leaders (founders) of political parties. -Political party which led Uganda to independence.	-Pronounces the new words e.g. political parties.	-The first political parties in Uganda. -Reasons why political parties were formed. -Leaders who founded the political parties	Whole class discussion. Explanation	1. Discussing why political parties were formed. 2. Listing the formed political parties and their leaders	Creative thinking	Text books	S.S.T Fountain Bk 5. Page 172 Sharing our world pg 104-106. Mk sst bk 5 Pg162	
				The Kabaka crisis and Nampirembe agreement	States the reasons why Kabaka Muteesa II was exiled. Gives the causes of Kabaka crisis Gives reasons for the signing of Nampirembe agreement.	Writes,Spells and pronounces the lesson key words correctly eg boycott,agreement	reasons why Kabaka Muteesa II was exiled. causes of Kabaka crisis reasons for the signing of Nampirembe	Whole class discussion. Explanation	Reading textbooks	Creative thinking	Text books	S.S.T Fountain Bk 5. Page 174 Sharing our world pg 104-106. Mk sst bk 5 Pg164	

							agreement.						
	5 and 6			1961 General Elections & 1962 General Elections and Independence celebrations	<p>-Mentions the leader of the political party that won the 1961 general elections.</p> <p>-States political parties which were involved in the 1961 general elections.</p> <p>-The Alliance of UPC and KY.</p> <p>-Important events on the 9th October, 1962.</p>	Pronounces words e.g. Independence, Alliance, Union Jack.	<p>-The 1961 and 1962 General Elections.</p> <p>-Political parties which were involved in 1961-1962 general election.</p> <p>-The Alliance of UPC and KY.</p> <p>-Important events on the 9th October, 1962.</p>	<p>Brain storming.</p> <p>Whole class discussion</p>	Pronounce, spell and use the key words correctly	Critical thinking	Text books	<p>S.S.T Fountain Bk 5. Page 179.</p> <p>S.S.T Comprehensive Bk 5. Page 115.</p> <p>S.S.T Functional Bk 5. Page 162</p>	