

## P.5 TERM:I SST SCHEME OF WORK - 2023

WK	PD	THEME	TOPIC	S. TOPIC	COMPETENCES		CONTENT	MTDS	ACTIVITY	SKILLS & VALUE	INS. MAT	REF	RM
1	1	LIVING TOGETHER IN UGANDA	LOCATION OF UGANDA	Maps and pictures	<b>Subject</b> The learner: - Identifies the difference between a map and a picture. - Draws different map and pictures.	<b>Language</b> The learner: Spells, reads and writes structures and sentences in connection to maps and pictures.	-Meaning of a map and a picture. - Drawing maps and pictures.	Observation Discussion Guided discovery	Identifying maps and pictures.  Drawing maps and pictures.	Creative thinking  Recording  Appreciation  Sharing  Cooperation.	Real objects like tables, chairs, bottles etc. Textbooks	MK std SSt bk5 page1	
	2			Types and importance of maps.	The learner: -Mentions the types of maps. -States the importance of a map.	The learner: Pronounces, writes and spells the new words correctly e.g. economic, physical, etc	The types and importance of maps.	Observation Discussion Guided discovery	Spells, writes the key words correctly	Recording  Appreciation  Sharing  Cooperation.	Textbooks atlas	MK std SSt bk5 page1	
	3			Elements of a good map (title and key)	The learner: -Explains the meaning of a title and a key. -Draws the map symbols.	The learner: -Pronounces, writes and spells the words correctly.	-Meaning of a title and a key. -Map symbols.	Observation Discussion Guided discovery	Draw map symbols correctly.	Recording  Appreciation  Sharing  Cooperation.	Illustration s of map symbols on charts.	MK std SSt bk5 page1	
	4			Scale	The learner: -States the importance of a scale. -Identifies the types of scales.	The learner: -Pronounces, writes and spells the new words correctly	The types and importance of scales.	Observation Discussion Guided discovery	Find the actual distance using a scale.	Giving instructions  Accuracy.	Atlases	MK std SSt bk5 page2	

1	5	LIVING TOGETHER IN UGANDA	LOCATION OF UGANDA	Compass	The learner: -Gives the meaning of a compass. -Identifies the points of a compass.	The learner: -Pronounces, writes and spells the new words correctly. -Applies the new words to their daily life.	-Meaning of a compass -Points of a compass.	Observation Discussion Guided discovery	The learners will draw the diagram of compass direction.	Giving instructions  Accuracy.  Sharing.	A chart showing the diagram of compass direction.	MK std SSt bk5 page2	
2	1			Finding direction	The learner: -Finds direction using a compass, sun, and landscape.	The learner: Reads, spells, writes words and sentences related to compass direction.	Using the compass, the sun and landscape to find direction.	Observation Discussion Guided discovery	The learners will draw the diagram of compass direction.	Giving instructions  Accuracy.  Sharing.	A chart showing the diagram of compass direction.	MK std SSt bk5 page3	
	2			Lines of latitudes.	The learner: -Explains the meaning of latitudes. -Identifies latitudes on the globe. -States the importance of latitudes.	The learner: Pronounces, writes and spells the new words correctly eg latitude, globe, imaginary.	-Meaning of latitudes. -Importance of latitudes.	Observation Discussion Guided discovery	The learners will draw the globe showing the lines of latitudes.	Giving instructions  Accuracy.  Sharing.	A chart showing the diagram of a globe.	MK std SSt bk5 page4	
	3			Lines of longitudes.	The learners: -Describes longitudes. -Identifies latitudes on the globe. -States the importance of longitudes.	The learner: Pronounces, writes and spells the new words correctly e.g. longitude, meridian, Greenwich.	-Meaning of longitudes. -Importance of longitudes.	Observation Discussion Guided discovery	The learners will draw the globe showing the lines of longitudes.	Giving instructions  Accuracy.  Sharing.	A chart showing the diagram of a globe.	MK std SSt bk5 page4	

2	4	LIVING TOGETHER IN UGANDA	LOCATION OF UGANDA	The movement of the earth	The learner: -Discusses the rotation and revolution of the earth.	The learner: -Pronounces, writes and spells the new words correctly. Eg rotation, revolution, equinox, etc	Meaning of rotation and revolution of the earth, equinox and axis.	Observation Discussion Guided discovery	The learners will draw the globe showing the lines of longitudes.	Giving instructions  Accuracy.  Sharing.	A chart showing the diagram of a globe.	MK std SSt bk5 page4	
	5			The position of Uganda.	The learner: -Locates Uganda on the world map. -Draws the map of Uganda showing its location and neighbors.	The learner: -Pronounces, writes and spells the new words correctly	-Position of Uganda according to latitudes and longitudes. -The neighboring countries of Uganda.	Observation Discussion Guided discovery	The learners will draw the map of showing its neighbors.	Caring for others  Accuracy.  Sharing.	Atlases Textbooks Charts with maps	MK std SSt bk5 page5	
3	1			Landlocked countries	The learners: -Defines landlocked countries. -Discusses the problems of landlocked countries. -Suggests solutions to the problems.	The learner: -Pronounces, writes and spells the new words correctly. -Uses the words to construct the sentences correctly.	-Meaning of landlocked countries. -Problems of landlocked countries. -Solutions to problems of landlocked countries.	Exposition. Discussion Guided discovery	The learners will spell, pronounce, read and use the given words to construct sentences correctly.	Caring for others  Accuracy.  Sharing.  Love	Atlases Textbooks Charts with maps	Compre hensive SSt bk5 Page5	

	2		PHYSICAL FEATURES OF UGANDA	Location of physical features in Uganda	The learner: -Identifies physical features in Uganda -Locates physical features. -Draws a sketch map showing physical features	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. eg plateau, plains, rift valley, etc	Physical features natural landforms of the earth's surface. Lakes, rivers, mountains, rift valleys, etc	Field work Discussion Brain storming.	Learners will -Pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing physical features.	Caring for others  Appreciation.  Sharing.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page7-8	
3	3	LIVING TOGETHER IN UGANDA	PHYSICAL FEATURES OF UGANDA	The highlands (mountains )	The learner: -Identifies types mountains in Uganda. -Locates mountains on the map. -Draws a sketch map of Uganda showing mountains.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. eg volcanicity, eruption, horst, volcano, crater, etc	Types of mountains in Uganda.  Examples of mountains.  A map showing mountains in Uganda.	Field work Discussion Brain storming.	Learners will -Pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing mountains.	Caring for others  Appreciation.  Sharing.  Love	Local environment Charts Atlases Textbooks	Compre hensive SSt bk5 Page8-9	
	4			Advantages and disadvantages of mountains	The learner: -Discusses the advantages and disadvantages of mountains.	The learner: -Pronounces, writes and spells the key words correctly	Advantages and disadvantages of mountains.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Sharing.	Chalk board illustration	Compre hensive SSt bk5 Page8-9	

	5	LIVING TOGETHER IN UGANDA	PHYSICAL FEATURES OF UGANDA	The rift valley.	The learner: -Identifies the rift valley of Uganda. -Locates the rift valley on the map. -Explains the formation of a rift valley.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. eg escarpment, steep, tensional, compressional. etc	The rift valley. Rift valley lakes Escarpment	Field work Discussion Brain storming.	Learners will -Pronounce, spell and use the key words correctly. Draw a sketch map showing the rift valley.	Caring for others  Appreciation.  Sharing.  Love	Local environment Charts Atlases Textbooks	Comprehensive SSt bk5 Page8-9	
4	1 & 2			Uganda's lakes	The learner: -Identifies the lakes in Uganda -Explains the types of lakes -Describes the formation of each type of lake.	The learner: -Pronounces, writes and spells the new words correctly. Eg glacial, lagoon, depression, etc	-Examples of lakes -Types of lakes -Formation of lakes	Field work Discussion Brain storming.	Learners will Draw a sketch map of Uganda showing lakes.	Caring for others  Appreciation.  Sharing.  Love	Charts Atlases Textbooks	MK std SSt bk5 page13	
4	3			Advantages and disadvantages of lakes	The learner: -States the advantages and disadvantages of mountains. -Outlines the problems facing Uganda's lakes	The learner: -Pronounces, writes and spells the key words correctly	-Advantages and disadvantages of mountains. -Problems facing lakes in Uganda.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Sharing.  Love	Chalk board illustration	MK std SSt bk5 page13	

5	4			The rivers of Uganda	The learner: -Identifies the rivers of Uganda. -Discusses the terms associated with rivers. -Draws the map of Uganda showing rivers.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. Eg confluence, watershed, navigate, source, mouth, etc	-Examples of rivers -Terms associated with rivers -Formation of lakes	Field work Discussion Brain storming.	Learners will -pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing rivers.	Caring for others  Appreciation.  Sharing.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 13- 19	
	5			Stages / courses of a river	The learner: -Identifies the courses of the river. -Gives reasons why some rivers are not navigable. -States the advantages of a dam.	The learner: -Pronounces, writes and spells the key words correctly	-Major courses of a river. -Characteristics of each course of a river. -Why some rivers are not navigable. -Advantages of a dam.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Sharing.  Love	Chalk board illustration	MK std SSt bk5 page 13- 19	
	1			Advantages and disadvantages of rivers	The learner: -States the advantages and disadvantages of rivers	The learner: -Pronounces, writes and spells the key words correctly	Advantages and disadvantages of rivers	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	MK std SSt bk5 page 19- 21	

5	2	LIVING TOGETHER IN UGANDA	PHYSICAL FEATURES OF UGANDA	Fishing in Uganda	The learner: -Explains fishing. -Mentions the type of fish caught in Uganda. -Lists the methods of used for fishing. -Identifies the methods of preserving fish	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. Eg preserve, tinning, canning, freezing, etc	-Meaning of fishing -Fishing grounds -Types of fish caught in Uganda -Methods of catching fish. -Methods of preserving fishing.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly. -Identifies and draw the tools used for fishing.	Caring for others  Appreciation.  Concern.  Love	Local environment Charts Atlases Textbooks	Human and Economic Goeg Page 91	
	3			Importance of fishing industry.	The learner: -Gives the importance of fishing. -States the problems facing fishing industry. -Suggests solutions to the problems.	The learner: -Pronounces, writes and spells the key words correctly	-Importance of fishing industry. -Problems facing fishing industry. -Solutions to the problems facing fishing industry.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	Human and Economic Goeg Page 91	
	4			Water weed/ hyacinth	The learner: -Outlines the problems caused by the waterweed. -Suggests ways of fighting the water hyacinth -Gives the importance of water hyacinth	The learner: -Pronounces, writes and spells the key words correctly	-Problems caused by water hyacinth -Ways of fighting water hyacinth -Importance of waterweed.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	Human and Economic Goeg Page 91	

5	5	LIVING TOGETHER IN UGANDA	PHYSICAL FEATURES OF UGANDA	Swamps/ wetlands	The learner; -Describes wetlands -States the importance of swamps -Lists the dangers facing swamps	The learner: Pronounces, writes and spells the new words correctly eg wetland, drainage, reclamation, etc	-Meaning of wetlands -Wetland areas in Uganda -Importance of swamps -Crops grown in swamps -Dangers facing swamps	Field work Discussion Brain storming.	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Local environme nt Charts Atlases Textbooks	Human and Economi c Goeg Page 182	
6	1			Swamp drainage	The learner: -Defines swamp drainage -Gives reasons why people drain swamps. -States the dangers of swamp drainage.	The learner: -Pronounces, writes and spells the key words correctly	-Meaning of swamp drainage -Reasons why people drain swamps -Dangers of swamp drainage -The role of NEMA.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	Human and Economi c Goeg Page 183	
	2		THE CLIMATE OF UGANDA	Weather	The learner: -Defines weather -States the types of weather. -Gives the elements of weather. -Explains weather forecasting.	The learner: -Pronounces, writes and spells the key words correctly	-Meaning of weather. -Types of weather -Elements of weather. -Importance of weather forecasting.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Self- identification.  Appreciation.  Concern.  Love	Chalk board illustration	Mk std SSt Rev for upper page 6- 11	



	3			Weather instruments	The learner: -Identifies the weather instruments. -States the use of each instrument. -Draw weather instruments	The learner: -Pronounces, writes and spells the key words correctly	-Weather instruments -Uses of weather instruments <b>(Revision of P4work)</b>	Observation Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly. -Draw weather instruments	Self-identification.  Appreciation.  Working in groups.  Fluency	Charts Atlases Textbooks	Mk std SSt Rev for upper page 6-11	
6	4	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Factors affecting climate.	The learner: -Defines climate -Identifies the factors affecting climate. -Explains the factors affecting climate.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Meaning of climate. -Factors affecting climate.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Self-identification.  Appreciation.  Concern.  Fluency	Chalk board illustration	Mk std SSt Rev for upper page 9-11	
	5			Climatic zones in Uganda <b>(Equatorial regions)</b>	The learner: -Identifies the climatic regions of Uganda. -Draws a sketch map of Uganda showing climatic zones. -Describes equatorial climate.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. equatorial, maxima, etc	-Climatic zones. -Characteristics of equatorial climate -Areas experiencing equatorial climate in Uganda -Activities carried out in equatorial regions.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing climatic zones..	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 25- 29	

7	1			Tropical climate	The learner: -Describes tropical climate. -Lists activities carried out in tropical climate. -Names areas experiencing tropical climate.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Tropical climate -Characteristics of tropical climate -Areas experiencing tropical climate -Activities carried out in tropical regions.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing climatic zones..	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 25- 29	
7	2	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Semi-desert/ semi-arid climate	The learner: -Describes semi- arid climate. -Lists activities carried out in semi-arid climate. -Names areas experiencing semi-arid climate.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. desert, semi-desert, pastoralism, etc	-Semi-arid climate -Characteristics of semi-arid climate -Areas experiencing semi-arid climate -Activities carried out in semi-arid regions.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing climatic zones..	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 25- 29	
	3			Mountain/ montane climate	The learner: -Describes mountain climate. -Lists activities carried out in mountain climate. -Names areas experiencing mountain climate.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. relief, altitude, terracing, etc	-Mountain climate -Characteristics of mountain climate -Areas experiencing mountain climate -Activities carried out in mountain regions.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw a sketch map of Uganda showing climatic zones.	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 25- 29	

	4			The influence of physical features on climate (Relief rainfall)	The learner: -Describes how physical features affect the environment. -Explains the formation of relief rainfall. -Identifies areas that receive such rainfall.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. lee- ward, descend, condensation, etc	-Effects of physical features on the climate. -Formation of relief rainfall. -Areas that receive relief rainfall.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw an illustration showing the formation of relief rainfall	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	Comprehensive SSt bk5 Page20-21	
7	5	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Convectional rainfall	The learners: -Explains the formation of convectional rainfall. -Identifies areas that receive such rainfall.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. evaporation, transpiration, etc	-Formation of convectional rainfall. -Areas that receive convectional rainfall.	Project. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw an illustration showing the formation of convectional rainfall	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 30	
8	1			Cyclonic rainfall	The learners: -Explains the formation of cyclonic rainfall. -Identifies areas that receive such rainfall.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. front, etc	-Formation of cyclonic rainfall. -Areas that receive cyclonic rainfall.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw an illustration showing the formation of cyclonic rainfall	Self-identification.  Accuracy.  Concern.  Fluency	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 30	

	2			Advantages and disadvantages of rainfall	The learner: -States the advantages and disadvantages of rainfall	The learner: -Pronounces, writes and spells the key words correctly	Advantages and disadvantages of rainfall	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Audibility  Responding to questions appropriately.	Chalk board illustration	Teacher's collected notes	
	3 & 4			Climatic charts	The learner: -Interprets the climatic graphs correctly. -Answers questions about the graphs	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Interpretation of climatic graphs. -Answering questions about the graphs.	Observation Discussion Guided discovery	Learners will -Draw interpret and answer questions about the graphs.	Logical reasoning  Responding to questions appropriately	Chalk board illustration	Teacher's collected notes	
	5	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Breeze	The learner: -Explains the meaning of breeze. -Identifies the types of breezes. -States the importance of sea breeze.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. breeze.	-Meaning of breeze -Sea and land breeze. -Importance of sea breeze.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw an illustration showing the occurrence of sea and land breeze	Logical reasoning  Responding to questions appropriately	Local environment Charts Atlases Textbooks	Teacher's collected notes	

9	1			Farming and its importance	The learner: -Gives the meaning of farming. -Identifies the types of farming. -Mentions the importance of farming. -States the problems of farming and finds their solutions.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. availability, fluctuate, modernize, etc	-Meaning of farming. -Factors influencing farming. -Types of farming. -Importance of farming. -Problems facing farmers. -Solutions to the problems of farmers.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Logical reasoning  Responding to questions appropriately  Audibility	Chalk board illustration	Human and Economic Geography Page 48	
	2			Types of farming (subsistence and nomadic pastoralism)	The learner: -Describes subsistence farming and nomadic pastoralism. -Discusses problems of subsistence farmers and pastoralists and finds their solutions.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. cattle rustling, valley dams, pasture, etc	-Meaning of subsistence farming and nomadic pastoralism. -Why many people carry out subsistence farming- -Problems facing subsistence farmers and pastoralists and their solutions.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Logical reasoning  Responding to questions appropriately  Audibility	Chalk board illustration	Mk std SSt Rev for upper page 21-23	

9	3	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Mixed farming and dairy farming.	The learner: -Defines mixed and dairy farming. -Gives advantages of dairy farming. -States the importance of cattle. -Names some of the dairy farms and ranches.	The learner: -Pronounces, writes and spells the key words correctly	-Mixed and dairy farming. -Advantages of dairy farming. -Importance of cattle. -Some of the dairy farms and ranches.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Logical reasoning  Responding to questions appropriately  Audibility	Chalk board illustration	Mk std SSt Rev for upper page 21-23	
	4			Plantation farming	The learners: -Gives the meaning of plantation farming. -Mentions the importance of plantation farming -States the problems facing plantation farming.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Meaning of plantation farming. -Importance of plantation farming -Problems facing plantation farming. -Other types of farming	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Confidence  Asking questions.  Supporting others.	Chalk board illustration	Mk std SSt Rev for upper page 21-23	
	5			Cash crops (coffee)	The learner: -Identifies the types of cash crops. -Defines traditional cash crops. -Explains coffee growing in Uganda.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. clonal coffee	-Meaning of cash crops. -Types of cash crops. -Coffee growing in Uganda	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Confidence  Asking questions.  Supporting others.	Charts Atlases Textbooks	Mk std SSt Rev for upper page 27	

10	1	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Cotton growing in Uganda	The learner: -Identifies cotton growing areas in Uganda. -Explains the processing of cotton -States the importance of cotton.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. ginning, weave, spinning,	-Cotton growing areas in Uganda. -Processing of cotton -Importance of cotton. -Problems facing cotton growing.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Confidence  Asking questions.  Supporting others.	Charts Atlases Textbooks	Mk std SSt Rev for upper page 37	
	2			Tea growing in Uganda	The learner: -Identifies tea-growing areas in Uganda. -Explains the processing of tea -States the importance of tea.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. beverage.	-Tea-growing areas in Uganda. -Processing of tea -Importance of tea.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Confidence  Asking questions.  Supporting others.	Charts Atlases Textbooks	Human and Economic Geography Page 254	
	3			Tobacco growing in Uganda	The learner: -Identifies tobacco-growing areas in Uganda. -Explains the processing of tobacco -States the importance of tobacco.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. flue curing, aroma, etc	-Tobacco-growing areas in Uganda. -Processing of tobacco -Importance of tobacco.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Confidence  Asking questions.  Supporting others.	Charts Atlases Textbooks	Human and Economic Geography Page 260	

10	4	LIVING TOGETHER IN UGANDA	THE CLIMATE OF UGANDA	Sugarcane growing in Uganda.	The learner: -Identifies sugarcane-growing areas in Uganda. -Explains the processing of sugarcane -States the importance of sugarcane.	The learner: -Pronounces, writes and spells the key words correctly	-Sugarcane-growing areas in Uganda. -Processing of sugarcane -Importance of sugarcane.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Care  Working in groups  Analyzing statements.	Charts Atlases Textbooks	Human and Economic Geography Page 259	
	5			Non-traditional cash crops.	The learner: -Defines non-traditional cash crops. -Gives examples of non-traditional cash crops. -States the uses of non-traditional cash crops.	The learner: -Pronounces, writes and spells the key words correctly	-Meaning of non-traditional cash crops. -Examples of non-traditional cash crops. -uses of non-traditional cash crops.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Care  Working in groups  Analyzing statements.	Charts Atlases Textbooks	Human and Economic Geography Page 264	
11	1			Irrigation schemes in Uganda	The learner; -Explains the meaning of irrigation. -Gives examples of irrigation schemes in Uganda. -Mentions some of the crops grown in various irrigation schemes.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. irrigation, etc	-Meaning of irrigation. -Examples of irrigation schemes in Uganda. -Crops grown in different irrigation schemes.	Exposition. Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly.	Care  Working in groups  Analyzing statements.	Chalk board illustration	Human and Economic Geography Page 264-266	



11	2	LIVING TOGETHER IN UGANDA	THE VEGETATION OF UGANDA	Factors affecting vegetation	The learner: -Defines the term vegetation -Explains the factors affecting vegetation.	The learner: -Pronounces, writes and spells the key words correctly	-Meaning of vegetation. -Factors affecting vegetation.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Care  Working in groups  Analyzing statements.	Local environment Atlases Textbooks	MK std SSt bk5 page 48-49	
	3			The vegetation zones of Uganda. (Semi-arid)	The learner: -Explains semi-arid vegetation. -Mentions the activities carried out in the semi-arid areas.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. semi-arid, etc	-Nature of semi-arid -Semi-arid areas of Uganda. -Activities carried out in semi-arid areas.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw the sketch map of Uganda showing vegetation zones.	Caring for others  Appreciation.  Concern.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 41	
	4			Tropical rain forests.	The learner: -Identifies forests in Uganda. -Names the two types of forests. -Explains tropical rain forests. -States the importance of hard and soft wood.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences. E.g. canopy, shed, lumbering, etc	-Forests in Uganda. -Types of forests. -Tropical rain forests. -Importance of hard and soft wood.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw the sketch map of Uganda showing vegetation zones.	Caring for others  Appreciation.  Concern.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 42-44	

	5	LIVING TOGETHER IN UGANDA	THE VEGETATION OF UGANDA	Importance of vegetation.	The learner: -Outlines the importance of forests. -Mentions the problems facing forests. -Identifies ways of conserving forests.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences e.g. conserve, preserve, etc	The learner: -Importance of forests. -Problems facing forests. -Ways of conserving forests.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	MK std SSt bk5 page 42-44	
12	1			Mountain/ montane vegetation	The learner: -Explains mountain vegetation. -Identifies how altitude affects vegetation.	The learner: -Pronounces, writes and spells the key words correctly	-Nature of mountain vegetation. -The effect of altitude on vegetation.	Observation Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 47	
	2			Savanna / tropical grasslands	The learner: -Explains savanna vegetation -Names the types of savanna. -Identifies savanna areas of Uganda. -States the importance of savanna.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	The learner: na vegetation -Names the types of savanna. -Identifies savanna areas of Uganda. -States the importance of savanna.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw the sketch map of Uganda showing natural and plantation forests.	Caring for others  Appreciation.  Concern.  Love	Local environment Charts Atlases Textbooks	MK std SSt bk5 page 44	

	3			Tourism attractions in Uganda.	The learner: -Defines tourism. -Mentions tourism attractions. -Gives reasons why tourism is called an industry.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Meaning of tourism. -Tourist attractions in Uganda. -Why tourism is called an industry.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love	Chalk board illustration	Fountain sst revision for upper Prim pge 142-143	
12	4	LIVING TOGETHER IN UGANDA	THE VEGETATION OF UGANDA	Uganda's national game parks and game reserves.	The learner: -Identifies the national parks and game reserves in Uganda. -Draws a sketch map of Uganda showing game parks and game reserves.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Game parks and game reserves of Uganda. -Animals in each game park. -A map of Uganda showing game parks and game reserves.	Observation Discussion Guided discovery	Learners will -pronounce, spell and use the key words correctly. -Draw the sketch map of Uganda showing game parks and game reserves.	Caring for others  Appreciation.  Concern.  Love  Accuracy.	Local environment Charts Atlases Textbooks	Comprehensive SSt bk5 Page 36	
	5			Importance of tourism.	The learner: -States the importance of tourism. -Mentions the problems facing tourism. -Suggests solutions to the problems of tourism.	The learner: -Pronounces, writes and spells the new words correctly. Uses the words to construct sentences.	-Importance of tourism. -Problems facing tourism. -Solutions to the problems facing tourism.	Exposition. Discussion Guided discovery	Learners will -Pronounce, spell and use the key words correctly.	Caring for others  Appreciation.  Concern.  Love  Accuracy.	Chalk board illustration	Human and Economic Goeg Page 2o6	

13	1	LIVING TOGETHER IN UGANDA	NATURAL RESOURCES IN UGANDA	Types of natural resources.	The learner: -Define natural resources - Identify different types of natural resources. Give examples of natural resources.	The learner: -Pronounces, spells reads and writes the new words correctly. -Uses the new words to construct sentences.	Concept of natural resources -Different types of natural resources. -Examples of natural resources. -Land as a natural resource Plant as a natural resource.	Observation Guided discussion Brain storming	-Pronounce, spell, write and use the new words in a sentence. -Visiting the nearby natural resources.	Observation Interpretation Recording	-Real objects -Atlases	Resource person Atlases Comprehensive guided SSt page 98.	
13	2	LIVING TOGETHER IN UGANDA	NATURAL RESOURCES IN UGANDA	Water and climate as a natural resource.	The learner: -States importance of water -Mention ways water can be misused -Suggest way water can be used appropriately.	The learner: -Pronounces, spells reads and writes the new words correctly. -Uses the new words to construct sentences. -Mention activities that can affect climate negatively.	-Uses of water -How water misused -How water can be used appropriately -How climate can be affected negatively by man -How can be improved.	Observation Guided discussion Brain storming	-Pronounce, spell, write and use the new words in a sentence.  -Visiting the nearby natural resources.	Appreciation Desire Sharing Devotion	Real objects Environment Resource person	Comprehensive guided S.St page 98.  MK standard Bk.5 page 45	

	3 & 4			Minerals and people.	The learner: -Mention the types of labour -State problems affecting labour -Give examples of minerals - State their uses	The learner: -Pronounces, spells reads and writes the new words correctly. -Uses the new words to construct sentences.	-Types of labour -Problems of labour. -Examples of minerals -Uses of minerals -Importance of mining industry -Disadvantages of mining industry.	Illustration Brain storming Group discussion.	-Pronounce, spell, write and use the new words in a sentence. -Visiting the nearby natural resources. -Drawing the amp of Uganda. -Locating the minerals on the map.	Appreciation  Desire  Sharing  Devotion	Real objects  Environme nt  Resource person	Compre hensive guided S.St page 98.  MK standar d Bk.5 page 45	
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## P.5 TERM: II SST SCHEME OF WORK - 2014

WK	PD	THEME	TOPIC	S.TOPIC	COMPETENCES		CONTENT	MTDS	ACTIVITY	SKILLS & VALUES	INS.MAT	REF	RM
1	1	LIVING TOGETHER IN UGANDA	PEOPLE OF THE PRE-COLONIAL UGANDA	Sources of history	<b>Subject</b> The learner: Identifies and explains different sources of history.	<b>Language</b> The learner: Pronounces, writes and spells the new words correctly e.g. archaeology, linguistics, anthropology, legends etc	The concept of history. The main sources of history -Legends -Written records -Anthropology -Archaeology -Linguistics	Story telling Guided discovery	Tell the meaning of each source of history. Write and spell the words correctly	Fluency  Audibility  Accuracy  Respect  Appreciation	History books.  A chart of stone age tools.	Mk SST bk6 pg 66	
	2			Stone Age period.	The learner: -Tells the meaning of stone age -Identifies stone age sites in Uganda. -Draw a map of Uganda showing stone age sites.	The learner: -Pronounces, writes and spells the new words correctly. -Use the words to construct the sentences correctly.	Stone age sites like Nyeru, Paraa, Luzira, Sangobay, Ten cents terrace.	Story telling Guided discovery	Use the key words correctly. Draw the map of Uganda showing stone age sites.	Fluency  Audibility  Accuracy  Respect  Appreciation	Text books  A chart showing the stone age sites in Uganda	Mk standard SST Pupils Book 6  Page 70-72	
	3			Early/ old stone age period	The learner: -Identifies the structure of early man in this stage. -Mention the way of life in this period.	The learner: -Pronounces, writes and spells the new words correctly. -Apply the new words to their daily life.	Man was short, stout, had hairy body, ate raw meat, fruits, honey and used tools made out of stones.	Story telling Guided discovery Discussion	Spells, writes the key words correctly	Acceptance  Confidence  Self identification  Asking questions	Text books  Picture of early man		

2	4	PEOPLE OF THE PRE-COLONIAL UGANDA	Middle stone age period	The learner: -Identifies the structure of early man in this stage. -Mention the way of life in this period.	The learner: -Pronounces, writes and spells the new words correctly. -Apply the new words to their daily life.	Man discovered fire, started dressing, burying the dead, roasting meat, and improving on his tools.	Story telling Guided discovery Discussion	Spells, writes the key words correctly	Acceptance  Confidence  Self identification  Asking questions	Text books  Picture of early man	Mk standar d SST Pupils Book 6  Page 70-72	
	5		Late/ new stone age period	The learner: -Identifies the structure of early man in this stage. -Mention the way of life in this period.	The learner: -Pronounces, writes and spells the new words correctly. -Apply the new words to their daily life.	Man became less hairy, started taming animals, drawing, painting, building houses and discovered iron smelting.	Story telling Guided discovery Discussion	Spells, writes the key words correctly	Acceptance  Confidence  Self identification  Asking questions	Text books  Picture of early man		
	1		Ethnic groups in Uganda	The learner: Identifies the different ethnic groups found in Uganda.	The learner: -Pronounces, writes and spells the words related to ethnic groups eg origin homeland, hamites etc	Meaning of ethnic group. Major ethnic groups of Uganda Bantu Nilotics Nilo-hamites Hamites Highland nilotes Sudanic	Think pair share Guided discovery Gallery walk	Spells, writes the key words correctly  Draw a map of Uganda showing ethnic group migrations	Self identification  Appreciation  Sharing  Co-operation	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	New fountain S.St bk5 pg 65	
	2		The Bantu	The learner: Locates the origin, course and settlement of the Bantu in Uganda.	The learner: -Reads, pronounces, and writes structures and sentences related to the origin and settlement of Bantu	-Homeland of Bantu -Occupation of Bantu -Reasons for migration -Effects of their migration.	Group work Story telling Discussion	Spells, writes the key words correctly  Find their tribes in groups.	Acceptance  Being open  Guiding other  Love  Unity  Respect	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	New fountain S.St bk5 pg 67-670	

	3			The Nilotics/ River-lake Nilotes	The learner: Locates the origin, course and settlement of the Nilotics in Uganda.	The learner: -Reads, pronounces, and writes structures and sentences related to the origin and settlement of the Nilotics	-Homeland of the Nilotics -Occupation of the Nilotics -Reasons for migration -Effects of their migration.	Group work Story telling Discussion	Spells, writes the key words correctly  Tell the legend related to the Nilotics.	Acceptance Being open Guiding other Love Unity Respect	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	New fountain S.St bk5 pg 71- 74	
	4			The Nilo- hamites/ Plain nilotes	The learner: Locates the origin, course and settlement of the Nilo- Hamites in Uganda.	The learner: -Reads, pronounces, and writes structures and sentences related to the origin and settlement of the Nilo- Hamites	-Homeland of the Nilo- Hamites -Occupation of the Nilo- Hamites -Reasons for migration -Effects of their migration.		Spells, writes the key words correctly  Use the given new words in sentences correctly.	Acceptance Being open Guiding other Love Unity Respect	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	New fountain S.St bk5 pg 75- 78	
	5			Hamites/ Cushites	The learner: Locates the origin, course and settlement of the Hamites in Uganda.	The learner: -Reads, pronounces, and writes structures and sentences related to the origin and settlement of the Hamites	-Homeland of the Hamites -Occupation of the Hamites -Reasons for migration -Effects of their migration.	Group work Story telling Discussion	Spells, writes the key words correctly  Use the given new words in sentences correctly.	Acceptance Being open Guiding other Love Unity Respect	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	MK. Std SSt Bk5 Pg. 50	



3	1		PEOPLE OF THE PRE-COLONIAL UGANDA	Highland nilotes And The Sudanic	The learner: Locates the origin, course and settlement of the Highland nilotes in Uganda.	The learner: -Reads, pronounces, and writes structures and sentences related to the origin and settlement of the Highland nilotes	-Homeland of the Highland nilotes -Occupation of the Highland -Reasons for migration -Effects of their migration.	Group work Story telling Discussion	Spells, writes the key words correctly  Use the given new words in sentences correctly.	Acceptance Being open Guiding other Love Unity Respect	A chart showing migration of ethnic groups in Uganda  Atlases  Textbooks	New fountain S.St bk5 pg 79  MK. Std SSt Bk5 Pg. 50	
	2			Migration of people today	The learner: Explains the concepts migration and immigration.  Give reasons for internal migrations.	The learner: Reads, spells, and writes and sentences related to causes of migrations. New words are: migration, immigration, scarcity,	Meaning of migration and immigration.  Factors affecting settlement.  Types of migration.  Effects of rural-urban migration.	Group work Co-operative learning Discussion	Spells, writes the key words correctly  Use the given new words in sentences correctly.	Acceptance Being open Guiding other Love Unity Respect	Atlases  Textbooks	Compre. SST Bk. 5 Pg.56 Mk. Standard SST Bk.5 Pg. 51	
	3 & 4			Political organization of Uganda's pre-colonial societies	The learner: Explains the political organization in pre-colonial time. Give examples of centralized and non centralized tribes	The learner: Reads, speaks and writes and sentences related to political systems. The new words are: Kingdom, principality chiefdom	Explain centralized and non- centralized systems of admn. Give examples of each system Examples of tribes with different administrative systems.	Discussions. Story telling.	Spells, writes the key words correctly Use the given new words in sentences correctly. Tell stories about different legends.	Respect nationalism Patriotism. Sense of belonging. Love	Resource person A map showing kingdoms, chiefdoms.	MK. Standard Pg. 72-73  His of E.A pg	

	5			Bunyoro-Kitara (Tembuzi dynasty)	The learner: Describes the hierarchy of Tembuzi dynasty Give examples of states that formed Bunyoro-Kitara.	The learner: Reads, pronounces, writes words, sentences and structures related to Bunyoro-Kitara. The new words are: interlacustrine, and hierarchy.	Name the states of Bunyoro Kitara The hierarchy of Tembuzi dynasty Draw map of Bunyoro Kitara.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map.	Respect Nationalism Patriotism. Sense of belonging. Love	Regalia e.g. Drums, spears, stools,	MK Standard SST Pg. 72-73  Compreh SST BK. 5 Pg.70	
4	1		PEOPLE OF THE PRE-COLONIAL UGANDA	Chwezi dynasty	The learner: Explains the hierarchy of the Chwezi rulers. Mention the political, social and economic contributions of Chwezi.	The learner: Reads, pronounces, writes words and sentences correctly. New words are: Regalia, economic fortification, palace, misfortunes	Rulers of Chwezi, their contributions, reasons for the collapse of Chwezi	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions.	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools,	MK Standard SST Pg. 72-73  Compreh SST BK. 5 Pg.70	
	2			The Luo-Babito dynasty	The learner: Explains the political organization of Luo admin. Describe how the coming of led to the fall of Chwezi dynasty	The learner: Read, pronounces, writes words and sentences related to Bito dynasty. New words are: Lwo, Luo,	Founder of Luo-Babito dynasty. Effects of the coming of Luo Babito dynasty. How Bito dynasty rule led to collapse of Chwezi empire.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions.	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools,	MK Standard SST Pg. 72-73  Compreh. SST BK. 5 Pg.70	

	3		PEOPLE OF THE PRE-COLONIAL UGANDA	Bunyoro Kingdom	The learner: Describe the political, social and economic organization of Bunyoro kingdom. Name the founder and factor for its growth of Bunyoro.	The learner: Reads, pronounces, writes words and sentences correctly. News words: Federation. Smelting Royal class Pet names Barter trade.	Founder of Bunyoro kingdom Description of political social and economic organization Reasons the rise. Reasons for the collapse.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions.	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools Map of Bunyoro.	Mk. S.ST bk 5 pg 70	
	4			Buganda Kingdom	The learner: Describe social and economic organizations of Buganda. Outline reasons that led to the rise and decline of Buganda kingdom	The learner: Reads, spells and writes words and sentences related to Buganda. New words are: Lukiiko, strategic.	Social political and economic organizations of Buganda Reasons for the rise and fall of Buganda.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools Map of Buganda.	Mk. Standard SST BK. 5 Pgs.56-58 Compre. SST. Bk. 5 Pgs. 73-76	
	5			Toro Kingdom	The learner: Explain the origin of Toro kingdom. State reasons why the Batooro people easily accepted Kaboyo. Describe the political, social, and economic organization of Toro.	The learner: Reads, spells, writes words and sentences related to Toro.	Founder of Toro Describe the political, social and economic organization of Toro Factors for the rise and fall of Toro	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools Map of Toro.	Mk. Standard SST Bk. 5 Pg.79	

5	1	LIVING TOGETHER IN UGANDA.	PEOPLE OF THE PRE-COLONIAL UGANDA	Ankole Kingdom	The learner: Describe the political, social and economic organisation of Ankole kingdom. Give the factors that led to the collapse of Ankole kingdom.	The learner: Read, spells, writes words related to Ankole kingdom. New words: Peasant. Expansion	Founder of Ankole Political social and economic org. of Ankole Rise and fall of Ankole.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools Map of Toro.	Comprehension. SST Bk. 5 Pg 76-77	
	2			Chiefdoms In Uganda	The learner: Name the founder of Busoga chiefdom. State the political Organisation of Busoga. State the effects of westernization.	The learner: Reads and pronounces the words correctly.	Name the principalities of Busoga Political social and economic organisation of Busoga. Mention other chiefdoms of Uganda.	Story telling. Discussion. Guided discovery	Spells, writes the key words correctly. Drawing the map. Answering oral questions	Respect Nationalism Patriotism. Sense of belonging. Love	Real objects eg Drums, spears, stools Map of Toro.	Mk. Standard for Upper Pg. 71	
	3	LIVING TOGETHER IN UGANDA.	FOREIGN INFLUENCE IN UGANDA.	Arab traders.	The learner: Define the term foreign influence Name the groups of foreigners State reasons why Arabs came to Uganda Give reasons why Arabs took	The learner: Reads, spells, writes, pronounce words related to Arab traders. New words: A foreigner Dhows Monsoon winds. Cowrie shells Ivory.	Groups of foreigners to Uganda First Arab traders to Uganda Reasons for their coming to Uganda Trade items exchanged between Arabs and blacks.	Story telling. Discussion. Brain storming	Spells, writes the key words correctly. Answering oral questions.	Nationalism Patriotism. Sympathy. Tolerance. Self-reliant. Care. Independence.	Cowrie shells Clothes perfumes beads Ornaments.	Mk. Standard SST for Upper Pg. 46-47	

	4 & 5	LIVING TOGETHER IN UGANDA	FOREIGN INFLUENCE IN UGANDA.	Slave Trade	The learner: Give reasons why slaves were needed. Explain ways Explain the effects of slave trade. Give reasons how slaves were obtained. Describe the steps taken to stop slave trade.	The learner: Reads, spells, writes words related to slave trade New words: Slavery Slave trade Intermarriage Fueled Depopulated Circumcision Abolition Treaty Abolish	Terms Slavery and slave trade. Methods obtaining slaves Effects of slave trade Abolition of slave trade	Brain storming Role play Dramatization	Spells, writes the key words correctly. Answering oral questions	Nationalism Patriotism. Sympathy. Tolerance. Self-reliant. Care. Independence	Cowrie shells Clothes perfumes beads Ornaments	MK. Standard SST for Upper Pg. 46-47	
6	1 & 2			Systems Of Trade In Uganda	The learner; Explain the systems of trade. Define types of trade State factors affecting trade. State the advantages disadvantages of types of trade.	The learner: Reads, spells and use the words related to trade correctly. New words; Bilateral Currency Multi lateral Smuggling	Systems of trade Types of trade Factors affecting trade Merits and demerits of systems of trade.	Brain storming Role play Dramatization	Role playing Dramatizing Answering oral questions	Use of persuasive language Requesting Articulation Acceptance	Currency Biscuits sweets Pens Books	UPSC Vol. 1  Trs. Guide  Pg.428	

	3			Explorers	The learner: Defines an explorer. State reasons why explorers came to Uganda. Give reasons why explorers passed via Zanzibar.	The learner: Reads, writes, use words and sentences related to explorers New words Explorers Territories Navigation	Meaning of explorer Reasons for their coming Why they passed via Zanzibar	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Hope	A map showing the routes used by explorers	New fountain S.St bk5 pg 105	
6	4	LIVING TOGETHER IN UGANDA	FOREIGN INFLUENCE IN UGANDA.	John Speke's Journey	The learner: Explains reasons for his coming. Describes his movements Mentions the discoveries of Speke	The learner: Reads, spells, pronounces and use the words related to Speke's Journey New words: Source Rapids Interior Detained	Reasons for the coming of Speke Course of his journey Discoveries he made.	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Hope	A map showing the routes used by explorers	New fountain S.St bk5 pg 106-107	
	5			Sir Samuel Baker.	The learner: Explains reasons for his coming. Describes his movements Mentions the discoveries of Sir Samuel Baker.	The learner: Reads, spells, pronounces and use the words related to Baker's Journey New words: Source and mouth of a river.	Reasons for the coming of Baker. Course of his journey Discoveries he made.	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Hope	A map showing the routes used by explorers	New fountain S.St bk5 pg 108	

7	1			H M Stanley	The learner: Explains reasons for his coming. Describes his movements Mentions the discoveries of H M Stanley.	The learner: Reads, spells, pronounces and use the words related to Stanley's Journey New words: Publish. Circum navigation. Convince Revolt Telegraph	Reasons for the coming of Stanley. Course of his journey Discoveries he made.	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Hope	A map showing the routes used by explorers	New fountain S.St bk5 pg 108	
7	2	LIVING TOGETHER IN UGANDA	FOREIGN INFLUENCE IN UGANDA.	Joseph Thomson	The learner: Explains reasons for his coming. Describes his movements Mentions the discoveries of Joseph Thomson.	The learner: Reads, spells, pronounces and use the words related to Thomson's Journey	Reasons for the coming of Joseph Thomson. Course of his journey Discoveries he made. Problems he faced.	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Hope	A map showing the routes used by explorers	Mk S.St bk 6 pg 115	

	3			The coming of Christian Missionaries	The learner: Identifies the Kabaka of Buganda who invited missionaries. Gives reasons why Mutesa I invited missionaries. States reasons why missionaries came to Uganda.	The learner: Reads, spells, writes and uses the words related to missionaries New words: Missionary	Who a missionary is Reasons for their coming Reason why the Kabaka invited them	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Unity Faith Care	The Bible Rosary	New fountain S.St bk5 pg 109	
	4 & 5			Missionary groups in Uganda	The learner: Gives examples of missionary groups Mentions their contributions Explains the problems faced by missionaries	The learner: Reads, spells, writes and uses the words related to the contributions and problems of missionaries New words Translate Vocation	Missionary groups Their contributions The problems they faced	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Unity Faith Care	The Bible Rosary	New fountain S.St bk5 pg 111-112-113	



8	1	LIVING TOGETHER IN UGANDA	FOREIGN INFLUENCE IN UGANDA.	Persecution Of Christian Converts	The learner: Explains how the Christian missionaries were persecuted States reasons why they were persecuted	The learner: Reads, spells, writes and uses the words correctly. New words: Persecute Martyr Execute Canonize Shrine Commemorate.	Reasons for the Mwanga's persecution of Christians. Naming the executioner. Mention the martyrs.	Story telling Brain storming Dramatisation	Drawing a map Answering oral and written questions Telling stories	Tolerance Devotion Perseverance Unity Faith Forgiveness.	The Bible Rosary	New fountain S.St bk5 pg 113-116	
	2			The Coming Of The Colonialists	The learner: Defines foreign rule, colonialism, colony, protectorate, mandate, and trusteeship. Gives examples of colony, protectorate, mandate, and trusteeship.	The learner: Reads, spells, writes and uses the words correctly. New words: A colony A protectorate A mandate Trusteeship	Meaning of foreign rule, colonialism, colony, protectorate, mandate, and trusteeship. Examples of foreign rule, colonialism, colony, protectorate, mandate, and trusteeship.	Demonstration Story telling Guided discussion	Drawing a map Answering oral and written questions Telling stories	Perseverance Unity Hatred Acceptance	Union jack National flag	New fountain S.St bk5 pg 106-107	

	3 & 4			Egyptian attempt to colonise Uganda	The learner: Gives reasons why Egypt wanted to colonise Uganda. Mentions and explains roles of Governors of Equatorial province.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Governors Province A fort	Reasons why Egypt wanted to colonise Uganda. The governors of Equatorial province. The roles of governors.	Demonstration Story telling Guided discussion	Drawing a map Answering oral and written questions Telling stories	Perseverance Unity Hatred Acceptance	Union Jack National flag	New fountain S.St bk5 pg 119-120	
	5	LIVING TOGETHER IN UGANDA	FOREIGN INFLUENCE IN UGANDA.	European colonialists	The learner: Define the terms Partition and scramble for Africa. Gives reasons why colonialists came. Mentions and explains the terms of the agreements signed.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Agreements Conference Partition Scramble	Reasons for the coming of colonialists to Uganda. The terms of agreements Meaning of terms Partition and scramble.	Brain storming Discovery Discussion	Drawing a map Answering oral and written questions Telling stories	Cooperation Sharing Resistance Problem-solving	Text books A map showing areas of sphere	Macmillan Primary S.St Atlas pg 47	
9	1			Trading companies in Uganda (IBEACo)	The learner: Identifies the founder of IBEACo Mentions the aims of IBEACo States reasons for the failure of IBEACo	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Imperial Charter Bankrupt	Naming the founder of IBEACo Aims of IBEACo Reasons for its failure.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	A chart of IBEACo flag. Textbooks .	New fountain S.St bk5 pg 118-120	

	2 & 3			The Uganda Rail Way.	The learner: Gives a reason why the Uganda railway was built. Names personalities who took part in constructing the Uganda Railway Problems faced by workers.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Survey Coolies Workshop Dismantle Rail Hostile	Reasons for building the Uganda railway line Personalities involved in the construction of the Uganda railway line Problems faced by workers.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	A map of Uganda railway line.	Mk S.St bk 6 pg 159	
9	4	LIVING TOGETHER IN UGANDA	HOW UGANDA BECAME A NATION	The role of Sir. Gerald Portal in colonizing Uganda.	The learner: Name the British agent who declared Uganda a British Protectorate Explain the role played by Portal in the colonisation of Uganda.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Direct rule Indirect rule Assimilation	Roles of Gerald Portal in the colonisation of Uganda. Systems and methods used by colonialists to acquire territories	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Colonial flag Atlases Text books	Compre. SST BK.5 pg 95-96 Mk Std SST bk.5 Pg. 91	

	5			The British Administrators in Uganda	The learner: identifies the British commissioners between 1894 to 1905. Mentions the roles played by commissioners	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Commissioners. Administrators	Naming different commissioners. Explain the roles of different commissioners.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Atlases Text books	History of East Africa. Pg. 180-183	
10	1			The Buganda Agreement Of 1900.	The learner: Mentions the parties who signed governments. States the terms of the Buganda agreement of 1900. Outlines the effects of the Agreement.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Regents Tribute Nominees	Naming the parties who signed. Terms of Buganda 1900 agreements. The effects of the agreement.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Atlases Text books	Comprehensive SST BK. 5 Pg. 96  New fountain S.St bk5 pg 118-120	
10	2	LIVING TOGETHER IN UGANDA	HOW UGANDA BECAME A NATION	Colonial Governors.	The learner: Names the colonial Governors of Uganda from 1905-1962. Mentions the contributions of the colonial governors of Uganda.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Steamers. Legislature.	Naming different colonial governors. Explain the roles of different colonial governors.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Atlases Text books	MK Standard SST Bk. 5 Pgs. 102-106  New fountain S.St bk5 pg 128-129	

	3			Reactions to Colonial Rule in Uganda (Collaborators)	The learner: Names the colonial collaborators in Uganda States the roles played by the collaborators.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Collaborators Establish Troops	Identify the collaborators The roles played by collaborators	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Atlases Text books	History of East Africa. Pg. 180-183  New fountain S.St bk5 pg 134-135	
	4			Resistance against British rule in Uganda	The learner: Names the British resisters in Uganda Gives reasons why Africans fought against the Colonialists States the effects of rebellion. Gives reasons why Africans were defeated.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Resistance Resisters Mutiny Rebellion Deportation	Resisters to colonial rule. Reasons for their rebellion. Effects of their rebellion.	Brain storming Demonstration Discussion	Answering oral and written questions. Telling stories	Cooperation. Sharing. Resistance. Problem-solving.	Atlases Text books	MK. Standard BK. 5 Pg. 93  New fountain S.St bk5 pg 136-138	

10	5	LIVING TOGETHER IN UGANDA	HOW UGANDA BECAME A NATION	The evolution of Uganda's boundaries	The learner: Describes the steps taken by the British in fixing the Ugandan boundaries. States reasons why some areas were taken away and others added to British. Outlines the effects of fixing Uganda's borders Draws a map of Uganda showing new boundaries.	The learner: Reads, spells, writes and uses the words in sentences correctly. New words: Evolution Boundaries	How Uganda's Boundaries were fixed. Reasons for fixing Uganda's Boundaries.	Resistors to colonial rule. Reasons for their rebellion. Effects of their rebellion.	Brain storming Demonstration Discussion	Cooperation. Sharing. Resistance. Problem-solving.	A map showing evolution of Uganda's boundaries	Macmillan Primary S.St Atlas pg 47 New fountain S.St bk5 pg 139	
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## **P.5 TERM: III SOCIAL STUDIES SCHEME OF WORK**

<b>W k</b>	<b>P d</b>	<b>Them e</b>	<b>Topic</b>	<b>S.Topic</b>	<b>Subject Competence</b>	<b>Language Competence</b>	<b>Content</b>	<b>Methods</b>	<b>Activities</b>	<b>Skills/Value s</b>	<b>Inst.Mat</b>	<b>Ref</b>	<b>Rm k</b>
1	1	LIVING TOGETHER IN UGANDA	THE ROAD TO INDEPENDENCE	Policies of colonial administration.	The learner: -Identifies and explains policies of colonial administration	The learner: Pronounces, reads, writes and spells the new words correctly eg taxation, segregation, exploitation, etc.	Policies of colonial administration. -Why people hated taxes. -Why the British introduced cash crops. African reaction to colonial administration	Story telling  Guided discovery.  Discussion	Explain the nature of colonial governments. -Read, write and spell the words correctly.	Refusal  Defending one's decision  Volunteering.	Textbooks	Mk std S.St bk5 page 108.	
	2			Formation of the Legislative council	The learner: - States the role of LEGCO. -Names the first Ugandan on the LEGCO.	The learner: Pronounces, reads, writes and spells the new words correctly eg legislative, nominate etc	-Roles of LEGCO. -Representatives of the LEGCO.	Story telling  Guided discovery.  Discussion	Tell the meaning of LEGCO. Write and spell the words correctly	Refusal  Defending one's decision  Volunteering	Textbooks	Compre S.St bk5 page 111-113	
	3			Africans demand independence	The learner: -Identifies reasons why Africans demanded for independence. -Gives ways how Africans demanded for the independence	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly.	Why Africans demanded for independence. -By rioting, rebelling, demonstrating and boycotting foreign goods.	Story telling  Guided discovery.  Discussion	Use the key words in sentences correctly.	Refusal  Defending one's decision  Volunteering	Textbooks	Mk S.St bk5 pg 110-111	

	4			The 1953 Kabaka crisis	The learner: -Gives reasons why the Kabaka was exiled. -Mention the Terms of the Namirembe agreement.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly.	-Reasons why Kabaka was exiled. -Who exiled Mutesa II. - Why the Namirembe agreement was signed.	Story telling  Guided discovery.  Discussion	Use the key words in sentences correctly.	Refusal  Defending one's decision  Volunteering	Textbooks	Mk S.St bk5 pg 111-112	
1 & 2	5 & 1	LIVING TOGETHER IN UGANDA	THE ROAD TO INDEPENDENCE	Formation of political parties.	The learner: -Tells the meaning of a political party. - Identifies the objectives of political parties - Gives examples of political parties formed.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly.	-Meaning of political party. - Objectives of political parties. - Examples of political parties UNC,DP,UCP, UPC,KY, PP etc	Story telling  Guided discovery.  Discussion	Spell and writes the key words correctly.	Refusal  Defending one's decision  Volunteering	Textbooks	Mk S.St bk5 pg 113-116	
	2 & 3			Uganda gains independence	The learner: -Explains how Uganda got her independence. - Mention the instruments of power that were given to Obote. -Identifies the events that took place at the time independence	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly eg executive, constitution, flown etc	-How Uganda got independence. -Obote receives instruments of power. Eg Anthem, Flag, Coat of Arms, Constitution etc	Story telling  Guided discovery.  Discussion	Use the key words in sentences correctly.	Acceptance Love Unity Respect.	Atlas The Uganda flag The national Coat of Arms	Mk S.St bk5 pg 116-117	



2	4 & 5	LIVING TOGETHER IN UGANDA	THE ROAD TO INDEPENDENCE	Uganda after independence	The learner: -Explains why the president and the prime minister fellow apart. -States the main cause of Mengo crisis of 1966. -Identifies some of the results of Uganda becoming a republic.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly. The new words are: Republic, exile referendum, etc	Kabaka and Obote fellow apart in 1964. Obote abolished all kingdoms Kabaka was exiled again in 1966. Obote declared Uganda a republic in 1967 and became the first executive president of Uganda	Story telling  Guided discovery.  Discussion	Use the key words in sentences correctly.	Acceptance Love Unity Respect.	Teacher's illustration	Mk S.St bk5 pg 116-117	
3	1			Other leaders of Uganda since independence	The learner: -Names the presidents who have ruled Uganda since independence. -Explains how each came to power.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly.	Idi Amin Dada 1971-79.Yusufu Lule 1979, Godfrey Lukongwa Binaisa 1979-80,Tito Okello, Yoweri Kaguta Museveni	Story telling  Guided discovery.  Discussion	Spell and writes the key words correctly.	Acceptance Love Unity Respect. Sharing	Teacher's illustration	MK standard SST bk. 5 pg. 118-122	
	2 & 3			Reforms brought by NRM	The learner: - Outlines the reforms brought by the NRM government. - Mention the problems faced by NRM.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly. The new words are: Overthrow, guerrilla, restore, liberalize, etc	-Completion of 1995 constitution -Restoration of kingdoms in 1993 e.t.c. <b>Problems are:</b> Corruption, Civil wars, etc	Guided discovery.  Discussion  Exposition	Spell and writes the key words correctly.	Acceptance Love Unity Respect. Sharing	Teacher's illustration	MK standard SST bk. 5 pg. 118-122	

3	4	LIVING TOGETHER IN UGANDA	UGANDA AS AN INDEPENDENT NATION	A nation and a state	The learner: -Tells the meaning of a nation and a state. -Mentions the types of nations -Gives the attributes of a nation.	The learner: Pronounces, reads, writes and use words and structures to construct sentences correctly. New words are: Attribute, aspiration, etc	-Meaning of a nation and a state -Characteristics of a nation. -Types of a nation. -Attributes of a nation.	Guided discovery.  Discussion  Exposition	Spell and writes the key words correctly.	Acceptance Love Unity Respect. Sharing	Flag Coat of Arms Emblem etc	Comprehensive SST bk. 5 pg. 118.	
	5			The Uganda national flag	The learner: -Tells the person who designed the Uganda flag. -Identifies the colours of the flag. -Give the meaning of each colour.	The learner: Reads and pronounces the new words correctly. Eg mast, indigenous, etc	Grace Ibingira designed the Uganda flag, it has three colours ie black, yellow and red in six stripes. It is raised early in the morning and lowered late in the evening.	Guided discovery.  Discussion  Exposition  Observation	Spell and writes the key words correctly. Draw the Uganda national flag.	Acceptance Love Unity Respect. Sharing	Flag Coat of Arms Emblem etc	MK standard SST bk. 5 pg. 124-126.	
4	1 & 2			The Uganda national Coat of Arms	The learner: -Names the person who designed the Uganda Coat of Arms. -Tells the features found on the Uganda Coat of Arms. -States what each feature represents.	The learner: Reads and pronounces the new words correctly.	Paul Mukasa designed the coat of arms. It has features like: crested crane, kob, the sun, the drum, spear and shield, the motto, cash crops, etc.	Guided discovery.  Discussion  Exposition  Observation	Spell and writes the key words correctly. Draw the Uganda national Coat of Arms.	Acceptance Love Unity Respect. Sharing	Flag Coat of Arms Emblem etc	Comprehensive SST bk. 5 pg. 119-121.	

4	3 & 4	LIVING TOGETHER IN UGANDA	UGANDA AS AN INDEPENDENT NATION	The Uganda National Anthem	The learner: -Names the person who composed the Uganda National Anthem. -Reads and sings all the three stanzas of the anthem. -Explain the meaning of each stanza.	The learner: Reads and pronounces the new words correctly.	George William Kakoma composed the Uganda flag. It has three stanzas. It symbolizes the country's principles, hopes and goals.	Guided discovery.  Discussion  Exposition  Observation	Spell and writes the key words correctly. Answering oral questions	Acceptance Love Unity Respect. Sharing	Flag Coat of Arms Emblem etc	MK standard SST bk. 5 pg. 123-124.	
	5			The Uganda National Emblem and Motto	The learner: -Identifies the Uganda Motto and Emblem -Tells what each one symbolizes to the nation.	The learner: Reads and pronounces the new words correctly. The new words are: National seed, currency, emblem, etc	The crested crane is the Uganda's national emblem. It symbolizes gentleness, humbleness and peace loving people of Uganda. FOR GOD AND MY COUNTRY is the Uganda's motto	Guided discovery.  Discussion  Exposition  Observation	Spell and writes the key words correctly. Draw the Uganda's emblem Answering oral questions	Acceptance Love Unity Respect. Sharing	Flag Coat of Arms Emblem etc	MK standard SST bk. 5 pgs. 128-129	
5	1		THE GOVERNMENT	Duties of the government	The learner: -Tells the meaning of a government. -Mentions the types of government -State the duties of government.	The learner: Reads and pronounces the new words correctly. The new words are: monarchy, democratic, judiciary etc	Meaning of government. Characteristics of democratic government, duties of government.	Story telling  Guided discovery.  Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sharing Cooperation Care Concern	Textbooks  Teacher's illustration	Comp. SST bk. 5 pg. 123. MK Standard SST bk. 5 pg. 131.	

5	2	LIVING TOGETHER IN UGANDA	THE GOVERNMENT	The local government	The learner: -Identifies the levels of local government. -States the functions of local councils. -Differentiates between central and local government.	The learner: Reads and pronounces the new words correctly.	Levels of local government ie LCI, LCII, LCIII, LCIV and LCV, Functions of local councils Differences between local and central government.	Story telling  Guided discovery.  Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sharing Cooperation Care Concern	Textbooks  Teacher's illustration	MK Standard SST bk. 5 pg. 131.	
	3 & 4			Organs of the government. (Legislature)	The learner: -Identifies the duties of the legislature. -Outlines the composition of the legislature. -Gives the categories of people in the parliament	The learner: Reads and pronounces the new words correctly.	Functions of legislature Categories of people in the parliament. How laws are made in the parliament Terms and titles connected to the parliament.	Story telling  Guided discovery.  Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sharing Cooperation Care Concern	Textbooks  Teacher's illustration	MK S.St bk. 5 pg. 133 Comp SST bk. 5. Pg. 123.	
	5			The executive	The learner: -States the composition of the executive -Outline the duties of the executive	The learner: Reads and pronounces the new words correctly. The new words are: Civil servant, permanent secretary.	Composition of the executive. Duties of the executive.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sharing Cooperation Care Concern	Textbooks  Teacher's illustration	MK standard SST bk. pg. 132.	
6	1			The Judiciary	The learner: -States the composition of the Judiciary -Outline the duties of the judiciary	The learner: Reads and pronounces the new words correctly.	Composition of the judiciary. Duties of the judiciary. How the judiciary maintains law and order.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sharing Cooperation Care Concern	Textbooks  Teacher's illustration	MK SST standard bk. 5 pg. 134.	

6  6 & 7	2	LIVING TOGETHER IN UGANDA	THE GOVERNMENT	Human rights	The learner: -Tells the meaning of human rights. -Gives examples of human rights. -Identifies ways how human rights are violated.	The learner: Reads and pronounces the new words correctly. The new words are: torture, violate, trial, detain, etc	Meaning of human rights. Examples of human rights. Violation of human rights.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sympathy Cooperation Care Concern	Textbooks  Teacher's illustration	Comp. SST bk. 5 pg. 133.	
	3 & 4			Children's rights.	The learner: -Tells the meaning of children's rights. -Gives examples of children's rights. -Identifies ways how children's rights are violated.	The learner: Reads and pronounces the new words correctly. The new words are: deny, assault, corporal punishments, etc	Meaning of children's rights. Examples of children's rights. Violation of children's rights. Causes of child abuse. Effects of child abuse. Ways of controlling child abuse.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sympathy Cooperation Care Concern	Textbooks  Teacher's illustration	Comp. SST bk. 5 pg. 133.	
	5 & 1			Citizenship	The learner: -Tells the meaning of citizenship -Gives ways how one can become a citizen -State the duties of a citizen.	The learner: Reads and pronounces the new words correctly. The new words are: naturalization, descent, adopt etc	Meaning of a citizen. Ways of becoming a citizen. Loss of citizenship Duties of a citizen	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Sympathy Cooperation Care Concern	Textbooks  Teacher's illustration	Mk std SST revision notes for upper pg 122	

7	2 & 3	LIVING TOGETHER IN UGANDA	THE GOVERNMENT	The constitutional process in Uganda	The learner: -Tells the meaning of a constitution. -States the importance of a national constitution. -Gives the constitutions so far used in Uganda.	The learner: Reads and pronounces the new words correctly.	Meaning of a constitution. Importance of a constitution. Constitution so far used ie 1961, 1962, 1966, 1967 And 1995.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Love Volunteering Cooperation Logical flow of ideas Concern	Textbooks  Teacher's illustration	MK std SST bk. 5 Pg. 134-135	
	4			Elections	The learner: -Gives the meaning of election. -States the duties of the electoral commission. -Identifies the terms used in elections.	The learner: Reads and pronounces the new words correctly. The new words are: constituent, constable, electorate, presiding.	Meaning of election. The electoral commission Roles of electoral commission Terms used in election.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Acceptance Volunteering Cooperation Logical flow of ideas Concern	Textbooks  Teacher's illustration		
	5			Electoral systems	The learner: -Identifies the electoral systems -States the advantages and disadvantages of each system.	The learner: Reads and pronounces the new words correctly. The new words are: rigging, ballot paper	Electoral systems Advantages and disadvantages of each system.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Acceptance Volunteering Cooperation Logical flow of ideas Concern	Textbooks  Teacher's illustration		

8	1	LIVING TOGETHER IN UGANDA	THE GOVERNMENT	Types of elections	The learner: -Identifies the types of elections. -Gives the qualification for the member of parliament and president. -States the causes of bye-elections.	The learner: Reads and pronounces the new words correctly. The new words are: controversial, contentious, bye-elections.	Types of elections. Parliamentary, presidential, local, referendum, bye-elections	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Acceptance Volunteering Cooperation Logical flow of ideas Concern	Textbooks  Teacher's illustration	Mk std SSt revision notes for upper gage 79-80	
	2			Government income and expenditure (sources of government income)	The learner: -Identifies sources of government income -Explains the sources of government income.	The learner: Reads and pronounces the new words correctly. The new words are: expenditure, privatization, and revenue.	Sources of government income. Taxes, tourism, exports, court fines, etc	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Accuracy Being open Responsibility	Textbooks  Teacher's illustration		
	3			Types of taxes (direct taxes)	The learner: -Gives examples of direct taxes. -Explains the direct taxes,	The learner: Reads and pronounces the new words correctly.	Direct taxes. PAYE, LST, income tax, fees, license, court fines and market dues.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Accuracy Being open Responsibility	Textbooks  Teacher's illustration		
	4 & 5			Indirect taxes.	The learner: -Explains indirect taxes -Gives reasons why people do not want to pay taxes. -States the effects of smuggling.	The learner: Reads and pronounces the new words correctly. The new words are: smuggling, levy, etc	Indirect taxes. Excise duty, VAT, customs duty. Why people pay taxes. Why people do not want to pay taxes. Effects of smuggling.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Accuracy Being open Responsibility	Textbooks  Teacher's illustration	MK std SST bk. 5 Pg. 138-139.	

9	1	LIVING TOGETHER IN UGANDA	THE GOVERNMENT	How the government spends her money	The learner: -Identifies ways how the government spends her money.	The learner: Reads and pronounces the new words correctly.	The government spends her money on: Salaries and pensions, social services, defence, agriculture, mining, etc	Story telling Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Accuracy Being open Responsibility	Textbooks  Teacher's illustration	MK std SST bk. 5 Pg. 138-139.	
	2 & 3			A budget	The learner: -Tells the meaning of a budget. -Explains the types of budget -States the importance of budgeting to a family and a country.	The learner: Reads and pronounces the new words correctly. The new words are: budget, surplus, deficit	Meaning of budget Types of budget. Disadvantages of deficit budget. Solutions to the deficit budget. Importance of budget	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Draw illustrations showing types of budgets. Answering oral questions	Accuracy Being open Responsibility	Textbooks  Teacher's illustration	Mk std SST revision notes for upper pg 110	
	4		POPULATION SIZE AND DISTRIBUTION IN UGANDA	Population terms	The learner: -Tells the meaning of population terms. - Identifies the causes population explosion.	The learner: Reads and pronounces the new words correctly. The new words are: census, density distribution, explosion, , optimum, etc	Population terms Population census Population size Population density Population explosion Sparse population Optimum population.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovativeness	Textbooks  Teacher's illustration	MK standard SST. Bk. 5 pg. 145-146.	



	5			Population census	The learner: -Tells the meaning of population census. -States the importance of population census. -Outlines the difficulties faced during census.	The learner: Reads and pronounces the new words correctly.	Population census Importance of population census. Information gathered during census Problems faced during census.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovative ness	Textbooks  Teacher's illustration	MK standard SST. Bk. 5 pg. 145-146.	
10	1	LIVING TOGETHER IN UGANDA	POPULATION SIZE AND DISTRIBUTION IN UGANDA	Population distribution	The learner: -Tells the meaning of population distribution. -Explains the factors affecting population distribution.	The learner: Reads and pronounces the new words correctly.	Population distribution Factors affecting population distribution ie relief, rainfall, fertility of the soil, vegetation cover, social services, etc	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovative ness	Textbooks  Teacher's illustration	MK standard SST bk. 5 pg. 146-147.	
	2 & 3			Population growth	The learner: -Gives the meaning of population growth. -States the factors that contribute to population increase. -Identifies ways of controlling population growth.	The learner: Reads and pronounces the new words correctly. The new words are: fertility rate, premarital, abstinence, etc	Population growth Factors affecting population growth Ways of controlling population growth.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovative ness	Textbooks  Teacher's illustration	MK standard SST bk. 5 pgs. 148 - 149, 150.	

	4			Population density	The learner: -Tells the meaning of population density. -Calculates the population density. -Identifies densely and sparsely populated areas in Uganda.	The learner: Reads and pronounces the new words correctly. The new words are: dense, sparse, etc	Population density Formula for population density Densely and sparsely populated areas in Uganda	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovative	Textbooks  Teacher's illustration	MK standard SST bk. 5 pgs. 148 - 149, 150.	
	5	LIVING TOGETHER IN UGANDA	POPULATION SIZE AND DISTRIBUTION IN UGANDA	Effects of population on resources.	The learner: -States the advantages and disadvantages of low and high population. -Identifies the effects of high population on the environment. -Suggests solutions to the problems of high population.	The learner: Reads and pronounces the new words correctly. The new words are: exhaustion, encroachment, desertification, etc	Advantages and disadvantages of low and high population. Effects of high population on the environment. Solutions to problems of high population.	Story telling  Guided discovery. Discussion  Brain storming	Spell and writes the key words correctly. Answering oral questions	Sharing Caring for others Innovative	Textbooks  Teacher's illustration	MK standard SST bk. 5 pgs. 148 - 149, 150.	

THE END