**PRIMARY FIVE SST SCHEME OF WORK TERM I**

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| **WK** | **PD** | **TOPIC** | **SUB-TOPIC** | **Subject competences** | **Language competences** | **Content** | **Suggested activities** | **T / L AIDS** | **REF** | **REM** |
| **1** |  |  |  |  |  | * + Revision on scale, types of scale, calculating distance. |  |  |  |  |
|  |  | **location of Uganda using latitudes and longitudes (Revision)** | Latitudes and longitudes | A learner;   * Defines latitudes and longitudes * Names the line of latitude marked 00 * States the use of latitudes, longitudes and equator. * Uses the words in sentence making | * + A learner   + Explains the differences between longitudes and latitudes   + Spells and pronounces the words latitudes, longitudes and equator   + Uses the words in sentence making | * + To define latitudes and longitudes   + Naming major longitudes and latitudes.   + State the use of longitudes and latitudes   + Locating Uganda using longitudes and latitudes   African countries crossed by the major lines | Drawing a map of Uganda using imaginary lines.  Listing countries crossed by the major liens | Atlases  Wall maps | Fountain SST bk 5 pg 2 |  |
|  |  |  | Uganda a land locked country | Defines   * A land locked country * A non-land locked country | * + Spells, reads and unites   + Land locked country | * + Defining landlocked country   + Problems facing landlocked city   + Relationship between Uganda. And her neighbours |  |  |  |  |
|  |  |  | Formation of physical features | A learner;   * Gives the types of mountains in Uganda and their examples * Describes the formation process of each mountain type * Identify the effects of mountains to man | * + A learner;   + Spells the words   + Faulting   + Volcanicity   + Tensional forces   + Compressional forces | * + Mountains in Uganda   + Types of mountains   + Examples of each type   + Formation processes   + Effects of each mountain type   + Effects of mountains to man | Drawing diagrams to show mountain formations | Chart showing mountain formations | Fountain SST bk 5 pg 10  Comprehensive SST bk 5 pg 8 – 9  Sharing our world Bk 5 |  |
| **2** |  | **The climate of Uganda** | Review of weather | A learner;   * Defines terms weather humidity temperature. * Identify the elements and types of weather. * State the effects of man on weather and weather on man | * + A learner spells   + Humidity   + Temperature   + Weather   + Explains the meanings of the above words | * + Define weather   + Factors of weather   + Types of weather   + Weather instruments   + Effects of weather to man or man to weather | Writing a review exercise | Chalk board  Weather instruments drawn on charts  Real objects |  |  |
| **3** |  |  | Types of climate in Uganda | A learner   * Defines climate * Identifies the climatic zones in Uganda * Describes each type of climate * Identifies activities in each zone * Gives the factors that affect climate * Describes how climate affects man or man affects climate. * Gives climatic disasters | * + A learner   + Explains   + Climate   + Climatology   + Climatic zone   + Explains factors affecting climate | * + Meaning of climate   + Climatic zones of Uganda   + Economic activities in each climatic zone   + Factors that influence the climate of Uganda   + Types of rainfall   + Influence of climate on human activities or human activities on climate   + Disasters caused by climate | Describing each type of climate  Drawing diagrams to show the formation of different types of rainfall. | Atlases | Functional SST bk 5 pg 40 – 46  Comprehensive SST bk 5 pg 18 – 25  Fountain SST bk 5 |  |
| **4** |  |  | Farming systems | A leaner   * Describes the different types of farming * Identifies merits and demerits of each type * Gives factors considered when setting up a farm | * + A learner   + Spells and pronounces the words correctly   + Subsistence   + Plantational   + Aqua - culture   + Ranching   + Dairy farming   + Api – culture | * + Farming systems in Uganda   + Advantages and disadvantages of each type   + Factors to consider before setting up a farm | Identify different farming systems |  | MK SST Bk 5 pg 23 – 39 |  |
|  |  |  | Major crops of Uganda | A learner   * Defines cash crops, food crops, nontraditional crops * Identifies conditions required for the growth of each type of crop * States the products from each crop * Gives the problems farmers face. * Mention solutions to the above problems * Define cooperative societies and functions they offer to farmers | * + Major crops of Uganda to be written correctly   + Cash crops   + Food crops   + Nontraditional cash crops   + Conditions required for the growth   + Pesticides   + Cooperative societies   + Transport   + Marketing | * + Major cash crops of Uganda   + Cash crops e.g. coffee, cotton, tobacco, tea etc   + Food crops e.g. cassava, matooke   + Nontraditional cash crops e.g. vanilla, sunflower   + Conditions for the growth of each type   + Products got from each type   + Problems farmers face   + Solutions to the above problems | Identifying different farming systems | Study to farm institutes | MK SST bk 5 pg 32 – 39 |  |
| **5** |  | VEGETATION OF UGANDA | VEGETATION ZONES | Learners should be able to:  Define vegetation  Natural vegetation and plantation vegetation   * List down vegetation zones of Africa. * Identify characteristics of each vegetation zone. * State human activities that care carried out in each vegetation zone. | **Vegetation –** refers to the plant cover of a landscape.  Natural vegetation refers to the plant covers of a landscape that grows on its own.  Plantation vegetation refers to all plants on landscape that are planted by man.  Vegetation zones of Africa.   * Equatorial rainforests * Savanna * Woodland savanna * Semi desert * Desert * Mediterranean | * Do | Do | Do | Do |  |
| **6** |  |  | VEGETATION ZONES | Outline factors that influence vegetation distribution | **Factors that influence vegetation distribution in Africa.**   * Climate * Latitude * Human activities * Relief * Altitude * Nature of soils * Land drainage   **Importance of vegetation to people**   * Source of food/fruits * Raw materials for pulp and paper. * Timber * Herbal medicines * Rainfall formation * Soil conservation   **Importance of animals**   * Shelter, food, protection | * Do | Do | Do | Do |  |
| **7** |  |  | VEGETATION ZONES | Outline the effects of vegetation use by mankind | **Effects of mankind activities on vegetation**   * Deforestation * Swamp drainage * Bush burning * Extinction of plant species   **Man’s activities that destroy vegetation**   * Industrialization * Urbanization * Farming * Establishment of infrastructure * Lumbering * Settlement * Charcoal burning * Mining * Crazing | * Do | Do | Do | Do |  |
|  |  |  |  | Suggest ways large scale use of vegetation affects the environment | **Dangers of large scale use of vegetation on environment. (Destruction) of natural environment.**   * Soil erosion * Change in climatic pattern * Reduction of rain * Soil exhaustion * Global warming * Mining * Grazing | * Do | Do | Do | Do |  |
| **8** |  |  | TOURISM IN AFRICA | Learners should be able to;   * Define terms * Identify tourist attractions in Africa. * State factors that promote tourism in Africa. * Importance of game parks in Africa. * Identify problems faced by people who live near game parks. | **Definition of terms**   * Tourism * Poaching * Tourist as an industry * Tourism as an industry * Tourism as invisible trade * Game parks and game reserves * Wild life * Game parks/reserves * Tourism attractions in African that promote tourism in Africa. | * Do | Do | Do | Do |  |

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| **9** | MAJOR RESOURCES IN UGANDA | LAND | The learner should be able to:   * Define natural resources * Identifies the types of resources * Give examples of each resource above | The learner   * Should read and pronounce * Resource * Utilization * Renewable * Non-renewable * Degradation * Natural | vocabulary   * Meaning of natural resources * Examples of natural resources * Types of natural resources * Land * Uses of land * Ways man has misused land * Conservation of land | Whole class   * Discussion * Brainstorming * Field trip   - | Reading   * Pronouncing * Writing and * making sentences | Chalkboard  Illustration  School compound | Environmental awareness  Making the best use of available resources  Making choices | MK Ppls. bk. 4 pg. 104 |  |
|  |  | LAND | The learner-   * States the activities carried out on land. * Mentions the meaning of farming * Defines the different farming systems in East Africa. | * Land * Farming * Industrialization * Tourism * Subsistence farming * Mining * Fishing * Industrialization * Trade | * Discussing activities carried out on land * Farming * Tourism * Mining * Transport * Fishing * Industrialization * Trade | Whole class   * Discussion * Brainstorming | * Reading * Pronouncing * Writing structured notes | * Chalk board illustration * School compound | Problem solving  Critical thinking  Environmental awareness |  |
|  |  | TYPES OF | * The learner states the advantages and disadvantages of each farming system | * subsistence farming * plantation farming * perennial crops | * brainstorming | question and answer | * reading * writing structure | * text books * chalkboard illustration | Ppls Bk. 6 Pg. 26 |  |
|  |  | TRADITIONAL AND NON RADITIONSL CROPS | The learner defines   * Traditional cash crops * Non-traditional cash crops * Classifies/gives examples of traditional and nontraditional crops. | * The learner use words * Traditional * Non-traditional crop | * Meaning of traditional and nontraditional crops * Examples of each of the above. | Brainstorming  whole class discussion | * Reading * Writing * Asking and answering oral and written questions * Taking structured questions. | * Chalk board illustration * Some real cash crops e.g. coffee, berries, bean seeds | P.6 curriculum Pg 116 |  |
| **10** |  | MAJOR CASH CROPS IN EAST AFRICA | The learner defines cash crops  Identify the major cash crop in East Africa  Identify places where cash crops grown in East Africa  State the conditions necessary for proper growth of each cash crop. | * Cash crops * Condition * Coffee * Cotton * Beverage * Husks * Kilombero valley * Oil palm * Nettle trees | * Meaning of cash crops * Places where they are grown * Conditions necessary for proper growth of each of the crop | Brainstorming  Whole class discussion | * Reading and writing * Asking and answering oral and write questions * Taking questions | * Chalkboard illustration * Some real cash crops e.g. coffee, Berries | Trs. Own collection. |  |
|  |  | IRRIGATION FARMING | The learner defines irrigation  States the advantages and disadvantages of irrigation farming  Give examples of irrigation schemes in East Africa. | * Farming * Irrigation | * Meaning of irrigation farming * Advantages of irrigation farming * Disadvantages of irrigation farming * Irrigation schemes in East Africa | Brainstorming  Whole class discussion | * Reading and wrting * Asking and answering oral and written questions * Taking structured questions | * Chalk board illustration * Buckets * Water * Sprinkler | MK bk. 6 pg. 56 functional bk. 6 pg 38 |  |
| **PRIMARY FIVE SST SCHEME OF WORK**  **TERM TWO** | | | | | | | | | | |
| **1** |  | **PEOPLE OF PRE-COLONIAL UGANDA (Revision)** |  |  |  | * + Sources of history, origins of different ethnic groups.   + Tribes under each ethnic group.   + Map to show ethnic group movements. |  |  |  |  |
|  |  | **Foreign influence in Uganda** | Foreign groups in Uganda | Should be able to   * Define foreigner * Mention the foreign groups that came to Uganda * Mention individual European explorers , missionaries, traders and their contributions * State the steps used to colonise Uganda * To identify the methods of colonial administration * State the importance of agreements in Uganda | * + Foreigner   + Dhows   + Sultan   + Explorer   + Missionary   + Colonialists   + Ripon falls   + Gondokoro   + Martyr   + Circumnavigate | * + Defining a foreigner   + Give groups of foreignes who came to Uganda   + Give reasons for their coming   + Effects of foreign gropus   + Why many people took long to join Islam   + Problems foreign groups faced | Drawing a map of Uganda showing routes of explorers | Charts | MK Bk 5 pg 69 – 89 |  |
| **2** |  |  |  | * Define the term missionary * Give reasons why missionaries came to Uganda * Identify missionary groups in Uganda * Identify problems missionaries faced * Mention the effects of missionaries * Define trade * Write IBEACO in full * Give reason why IBEACO was formed * Reasons why it collapsed | * + Missionary   + IBEACO   + Trade |  |  |  | MK pg 69 – 89 |  |
|  |  | **Foreign influence in Uganda** | Colonialists | * Define the term colony * Name the governor of equatorial province * Why Egypt wanted to colonize Uganda * Identify agreements signed in Uganda | * + Agreement   + Colony   + Protectorate   + Evolution | * + Reason why Egypt wanted to colonise Uganda   + Give agreement signed in Uganda | Drawing the map of Uganda showing evolution of Uganda boundaries | Atlases | Mk bk 5 pg 89 |  |
| **3** |  |  | Reason to colonial rule in Uganda | Give reasons why some   1. Collaborated 2. Resisted  * Identify rebellions , staged in Uganda * Systems of administration colonialists used * Identify Ugandans who collaborated | * + Collaborate   + Resist   + Rebellion | * + State reasons why some Ugandans collaborated   + Give systems of administration colonialists used |  | Chalkboard | MK bk 5 pg 89 |  |
| **4&5** |  | **How Uganda became a nation** | Nation | * Defines a nation * Tells the types of a nation. * Gives characteristics of the nation. * Describe the evolution in Uganda. * Gives the effects of evolution. * Gives contribution of commissioners and governors. | * + Pronounces words correctly   + Uses words in sentences correctly. | * + Nation   + Types of a nation   + Characteristics of a nation   + Fixing of Uganda’s boundary.   + Reasons why some areas were transferred and added.   + Effects of fixing boundaries.   + Commissioners   + Governors | * Drawing a map showing the revolution of Uganda boundaries. | Altas |  |  |
| **6** |  | **The road to independence** |  | * By the end of the lesson pupils will be able to’ * Mention the colonial policies * Write Legco in full * Identify the roles of Legco * Identify the first Africans to the Legco | * + Legislative council   + Kabaka Crisis | * + Reasons why the Legco was formed   + Roles of the Legco   + First Africans on the Legco   + Kabaka crisis   + Buganda |  |  | MK SST bk 5 pg 100 – 116 |  |
| **TERM THREE** | | | | | | | | | | |
| **1&3** |  | **Uganda as an independent Nation** | Symbols of Uganda as a nation | * Defines a nation on the state. * Tells symbols of the nation. * Gives the significance of symbols * Describes democracy. * Describes the roles of the electoral commission. | * + Pronounces words correctly   + Uses words in sentences correctly. | * + Define a nation   + Characteristics of the state.   + Symbols of the nation.   + Significance of the symbols   + Democracy   + Importance of democracy   + Principles of democracy   + Roles of the citizen   + Challenges of democracy   + Elections   + Types of elections   + Electoral process   + Bad practices during and after elections. | Drawing symbols of the nation | Text books |  |  |
| **4&7** |  | **The government** | Arms of the government | * Learners should be able to * Define a government * Identify the organs of the government | * + Government | * + Definition of government   + Organs of the government | Writing and answering oral questions | Text book | Fountain Bk 5 pg 113 – 114 |  |
|  |  |  | Legislative | * Should be able to * State the head of the legislature * Give the roles of the legislature * Identify special groups represented in parliament * Define a bill * State the roles of legislature * Compare Legco to legislature | * + Bill   + National assembly   + Speaker of parliament   + Hansards   + Sergeant at arms   + Mace clerk to parliament. | * + Roles of the legislature   + Special groups represented in the parliament   + Roles of different people in the parliament  1. Speaker of parliament 2. Deputy speaker of parliament 3. Sergeant at Arms | Answering oral questions and writing | Text book and atlases |  |  |
|  |  |  | Judiciary | * Should be able to * Identify the different groups of the judiciary * Identify the level of courts of law * Identify the head | * + Judges, magistrates, lawyers, chief justice, courts of law, magistrates | * + Groups of people under the judiciary   + Roles of the judiciary   + Level of courts in Uganda |  | Text book | 113 – 114 |  |
| **8** |  | **The government** | Executive | * Should be able to * Identify the groups of people under the executive * Identify the head of the executive * State the roles of the executive * State the duties of the president * Identify the different governmental ministries | * + Cabinet   + Permanent secretary | Groups of people under the executive  Roles of the executive  Duties of the presidents  Different government ministries |  | Text books | Fountain bk 5 pg 122 – 127 |  |
| **9** |  |  | Budgeting | * Should be able to * Define a budget * Define a national budget * State the reasons why the government makes a budget * Identify the parts of the budget * Identify the sources of government revenue * Identify the different types of taxes * Identify how the government spends its revenue | * + Budget   + National budget   + Parts of the budget   + Taxes   + Loans   + Grants   + Donations   + Customs duty   + Exercise duty | Definition of a budget  Parts of the budget  Definition of the national budget  Reasons for budgeting  Sources of government revenue  Types of taxes  Ways how the government spends its revenue  Problems faced during collection of taxes  Dangers of smuggling |  |  | 122 – 127 |  |
|  |  | **POPULATION DISTRIBUTION AND SIZE IN UGANDA** | | | | | | | |  |