**PRIMARY FIVE SST SCHEME OF WORK**

**TERM I - 2015**

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| **WK** | **PD** | **TOPIC** | **SUB-TOPIC** | **Subject competences** | **Language competences** | **Content** | **Suggested activities** | **T / L AIDS** | **REF** | **REM** |
|  |  |  | Maps and pictures |  |  |  |  |  |  |  |
| **1** |  | **Living together in Uganda** | Location of Uganda | The learners;   * Tell ways of locating places. * Locate Uganda on the map of East Africa * Draw a map showing the position of Uganda * Neighbours major cities and current leaders | * + The learner;   + Makes sentences using.   + Locating   + Drawing   + Position   + Pronounces and writes East Africa correctly | To locate places, we can use neighbours, compass, important features.  Uganda is located in E. Africa and shares borders with Kenya, Tanzania, DRC, South Sudan, Rwanda | Drawing a map showing the shape and position of Uganda | Map showing the shape and position of Uganda | Comprehensive SST Bk 5 Pg 1  Sharing our world Bk 5 pg 1  Fountain SST bk 5 pg 1 – 2 |  |
|  |  |  | Elements of a good map | Defines terms like map, picture.  Differentiates between a map and a picture.  Identifies the elements of a good map.  Gives the use of each element of a good map | * + Makes sentences using   + Map   + Picture   + Margin   + Title   + Compass   + Spells and pronounces   + Explains the importance of the different elements | Define a map and picture  Differentiating between a map and a picture.  Elements of a good map i.e. scale, key, title etc  Use of each element and how each is used. | Drawing pictures and their maps.  Calculating to find actual distance using the given scales | Atlases | Sharing our world bk 5 pg 2  Comprehensive SST bk 5 pg 1 – 2 |  |
|  |  | **PHYISICAL FEATURES IN UGANDA** | Latitudes and longitudes | A learner;  Defines latitudes and longitudes  Names the 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 city  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 |  |  |  |  |
|  |  |  | Physical features | A learner  Defines the term physical feature  Gives examples of physical features  Locates major physical features of Uganda | * + A learner   + Defines the term physical features and relief   + Gives examples of physical features   + Locates major physical features of Uganda on the map | * + Defining terms   + Identify major physical features on the map of Uganda   + Locating major physical features of Uganda | Identifying major physical features on the map of Uganda | Atlases  Wall maps  Major physical features should be drawn separately on individual maps | Comprehensive SST bk 5 pg 7  Sharing our world Bk 5 pg 10 |  |
|  |  |  | 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 |  |
|  |  |  | The rift valley | A learner;  Tells what a rift valley is.  Describes the formation of the rift valley.  Draws the diagrams to show the rift valley formation  Identify features found in the rift valley | * + A learner;   + Explains the formation of rift valley   + Spells and pronounces   + Compressional   + Tensional   + Faults   + Faulting   + Escarpments   + Importance of physical features | * + Formation of the rift valley   + Arms of the rift valley   + Features in the rift valley   + Activities in the rift valley   + Effects of the rift valley to   + Problems faced in rift valleys | Diagrams showing the rift valley formation | Chart showing the rift valley formation | MK SST bk 5 pg 8 – 11 |  |
|  |  | **PHYSICAL FEATURES IN UGANDA** | Major lakes in Uganda | A learner  Gives lakes in Uganda.  Identifies the characteristics of each type of lake.  Describes the formation of each type  Gives the types methods of fishing and preservations methods  Mentions the effects of man on lakes and lakes to man | * + A learner   + Explains the formation of different lakes   + Pronounces and spells like   + Lava dammed   + Depressional   + Crater   + Calderas   + Freezing | * + Types of lakes   + Examples of each type   + Characteristics of each type   + Formation of each type   + Uses of lakes to man   + Major lakes in Uganda   + Fishing in Uganda   + Dangers and solutions | Drawings showing lakes and rivers of Uganda and their formation | A map showing lakes and rivers in Uganda | Sharing our world pg 23 bk 5  Fountain SST bk 5 pg 9 |  |
|  |  |  | Major rivers in Uganda | A learner  Defines terms connected to river flow  Gives the stages of a river flow and characteristics of each stage.  Identifies uses of rivers to man  Gives effects of rivers and lakes to man | * + A learner   + Explains the different river courses   + Spells words like   + Ox – bow   + Meandering | * + Rivers in Uganda   + Terms related to river flow   + Stages of a river flow   + Characteristics of each stage   + Uses of rivers to man   + Major rivers in Uganda   + Transport on R. Nile | Drawing diagrams showing the formation of these features | Map showing lakes and rivers in Uganda | Sharing our world bk 5 pg 23  Fountain SST bk 5 pg 6 – 10  Comprehensive SST bk 5 pg 11 - 14 |  |
|  |  |  | Plateaus | A learner  Defines a plateau  Draws a cross section of the plateau in Uganda  Identifies activities on the plateau  States the effects of each to man | * + The plateau   + Cross section | * + The plateau   + Covers the biggest part of Uganda   + Cross section of the plateau in Uganda   + Effects of each feature on man. | Drawing a diagram of the cross section of the Uganda plateau | Atlases | MK SST bk 5 pg 8  Fountain SST bk 5 pg 12 |  |
|  |  | **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 |  |  |
|  |  |  | 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 |  |
|  |  |  | Farming systems | A leaner  Describes the different types of farming  Identifies merits and demerits of each type  Gives factors considered 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 |  |
|  | **3 & 4** | **VEGETATION OF UGANDA** | Types of vegetation in Uganda | Learners should be able to  Define the term vegetation  Identify the vegetation regions of Uganda  Give the characteristics of each zone  State the factors that influence vegetation  Uses of vegetation  Mention ways of conserving vegetation  Why man destroys vegetation | * + Vegetation   + Savanna   + Woodland   + Miombo   + Conserved | * + Types of vegetation   + Characteristics of each type   + Factors affecting vegetation   + Importance of vegetation   + How man destroys vegetation   + How vegetation can be conserved | Drawing the map of Uganda showing vegetation zones of Uganda | Charts | MK SST bk 5 pg 41 – 50  Fountain Bk 5 pg 13 – 16 |  |
|  | **1 & 2** | **NATURAL RESOURCES OF UGANDA** | Types of natural resources  Examples of natural resources | By the end of the lesson, learner should be able to  Define a resource  Define natural resource  Identify the types of natural resources and examples | * + Learners should be able to   + Write   + Spell   + Pronounce   + Read all the words in this column   + Resource   + Non renewable   + Renewable   + Natural resource | * + Definition of a resource and natural resource   + Types of natural resources and   + Example under each types | Observing resources in the environment  Answering oral questions  Writing notes | Environment |  |  |
|  |  |  | Land | By the end of the lesson children should be able to  Identify the reasons why land is the most important natural resource  State the uses of land  State ways how land is misused  Define land degradation  Identify ways of conserving land | * + Land gradation   + Land conservation   + Industrialization   + Mining   + Conservation   + Degradation | * + Why is land the most important natural resource   + Uses of land   + Definition of land degradation   + Definition of land conservation   + Ways how land can be degraded   + Ways how land can be conserved | Answering questions  Discussing the uses of land in groups  Telling ways of degrading land  Carrying research  Using dictionary |  |  |  |
|  |  | **NATURAL RESOURCES IN UGANDA** | Water bodies | Should be able to  State examples of water bodies  Identify the uses of water bodies  Explain how water bodies can be misused | * + Springs   + Streams | * + Examples of water bodies   + Uses of water bodies   + How can water bodies be misused   + How can water bodies be conserved | Discussing the use water bodies with the teacher  Telling the different ways of misusing and conserving water bodies | Text book |  |  |
|  |  |  | Fishing in Uganda | Should be able to:  Define fishing  Identify types of fishing  Explain the method of fishing  State the methods of preserving fish  State the importance of fish.  Explain the importance of the fishing industry  Identify the problems affecting the fishing industry and their solutions | * + Fishing   + Aquatic   + Hyacinth   + Fishing rod | * + Definition of fishing   + Types of fish caught in Uganda   + Methods of fishing in Uganda   + Methods of preserving fish   + Importance of fish   + Importance of fishing industry   + Problems facing the fishing industry   + Solutions to the problems facing the fishing industry | Discussing in groups  Observing diagrams of fish in the text books | Atlases  Text books |  |  |
|  |  |  | Vegetation | Should be able to  Define vegetation  State the uses of vegetation  Explain how vegetation can be destroyed  Identify ways of conserving vegetation  State the reasons why man destroys vegetation | * + Deforestation   + Bush burning   + Over grazing   + Afforestation   + Bush fallowing   + Agro – forestry   + Reafforestation | * + Definition of vegetation   + Uses of vegetation   + How can vegetation be destroyed   + Ways of conserving vegetation   + Why does man destroy vegetation | Answering oral questions  Discussing in groups | Chalk board  Atlas |  |  |
|  |  | **NATURAL RESOURCES** | Climate | Should be able to  Define the term climate  Answer all possible questions related to climate | * + Refer to climate   + Check children by asking them oral questions about climate in topic 4 |  |  |  |  |  |
|  |  |  | Minerals | Should be able to  Define a mineral  State the types of minerals  Identify the uses of minerals  Explain how minerals can be misused.  Explain the methods of mining  Identify minerals in Uganda and where they are mined.  Explain the importance of mining  Identify the problems facing the mining industry  State the problems caused by the mining industry | * + Mineral   + Alluvial   + Drilling | * + Definition of mineral   + Types of mineral   + Uses of minerals   + How minerals can be misused   + Methods of mining   + Major minerals mined in Uganda   + Ming regions   + Importance of mining   + Problems facing the mining industry   + Problems caused by the mining industry | Discuss with the teacher about mining  Answering oral questions | Chalk board  Atlas |  |  |
|  |  |  | Wild life | Should be able to  Define wildlife  Identify the types of wildlife  State the uses of wildlife  Explain how wildlife can be misused  State ways how wildlife can be conserved | * + Wildlife   + Fauna   + Flora | * + Definition of wildlife   + Types of wildlife   + Uses of wildlife   + How wildlife can be misused   + How wildlife can be conserved | Discuss with the teacher about wildlife  Observe pictures about wildlife | Magazines  Atlases |  |  |
|  |  | **NATURAL RESOURCES** | Game parks and game reserves in Uganda | Should be able to  Define game park and game reserve.  State the game parks and game reserves in Uganda  Draw a map of Uganda showing game parks and game reserves. | * + Game park   + Game reserve | * + Definition of game park and game reserve   + Game parks and game reserves in Uganda   + Map of Uganda showing game parks and game reserves | Draw a map of Uganda showing game parks and game reserves | Atlas  Charts  Chalkboard |  |  |
|  |  |  | Tourism | Should be able to  Define tourism and tourist  Identify the services provided to tourists  State the reasons why tourism is called an industry and an invisible trade  Identify the tourist attraction in Uganda and tourism centres  Explain the problems facing the tourism industry  Identify the ways of promoting the tourism industry. | * + Tourism   + Tourist | * + Definition of tourism and tourist   + Services provided to tourist   + Why is tourism called an industry   + Tourist attraction in Uganda   + Tourist centres in Uganda   + Problems facing tourism   + Solutions to problems facing tourism   + Ways of promoting the tourism industry |  |  | Fountain SST bk 5 pg 22 – 23  Comprehensive SST pg 19 – 24 |  |
|  |  | **VEGETATION OF UGANDA** |  | Refer to first work as scheme |  |  |  |  |  |  |
|  |  | **THE PEOPLE OF UGANDA** | Stone age period | The learners  Define stone age period  Mention stages  Archeology  Identify tools of early man  Major discoveries  Stone age sites | * + Stone age site   + Archaeology   + Stone age period   + Fossils | * + Define stone age period   + Archeology fossils   + Give stone age periods   + Give stone age sites   + Give importance of stone age sites | Drawing a map of Uganda showing stone age sites  Drawing tools early man used | Charts  Text books | MK bk 5 6, 5, - 7  58 – 67 |  |
|  |  |  | Ethnic grouping in Uganda | Children should be able to;  Identify major ethnic groups and their origins  State reasons for our migration  Give problems faced during migration  Identify the results of early migration  Identify areas where they settled  Mention their economic activities | * + Cradle land   + Bahr-el Ghazal   + Cameroon highlands   + Migration   + Rural urban migration   + Pubungu   + Meroe | * + Define a tribe   + Define an ethnic group   + Identify major ethnic groups   + State the origin of ethnic group   + State the organization of ethnic group   + Identify the effects of ethnic group | Drawing of a map of Uganda showing migration of ethnic groups |  |  |  |
|  | **5& 6** | **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 teh 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 |  |
|  |  |  |  | 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 agreement 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 |  |
|  | **7 & 8** |  | 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 |  |
|  | **9 & 10** | **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 |  |
|  | **1** | **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 |  |
|  | **2** |  | 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   + Messe | * + 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 |  |  |
|  | **3** |  | 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 |  |
|  | **5 &**  **6** | **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 |  |
|  | **7 &**  **8** |  | Budgeting | Should be able to  Define a budget  Define a national budget  State the reasons why the government makes a budge  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 size and distribution in Uganda and their relationship to economic planning and development** | Terms related to population | By the end of all lessons the children should be able to  Define all the terms related to population | * + Population   + Population census   + National population census   + Enumerators   + Population growth   + Population distribution   + Population explosion   + Sparse population   + Dense population   + Optimum population   + Over population   + Census night   + Under population |  | Writing  Reading  Answering oral questions | Chalkboard  Atlas  Text book | MK bk 5 pg 148 |  |
|  |  | **Population size and distribution** | Population census | Should  Identify reasons why population census is conducted  Identify information collected during census  State the problem faced during census  Identify the ministry responsible for census |  | Reasons why census is conducted  Information collected from people during census  Problems the government faces during census  Ministry responsible for conducting population census | Answering oral questions |  | 151 |  |
|  |  |  | Factors affecting population distribution | Should be able to  Identify the factors affecting population distribution  Identify factors that attract people in an area  State reasons why some areas are sparsely populated  State reasons why some areas are densely populated | * + Sparse   + Dense | Factors affecting population distribution  Factors that attract people in an area  Reasons why some areas are densely populated  Reasons why some areas are sparsely populated |  | Text book  And atlas | Pg 141 |  |
|  |  |  | Population growth | Should be able to  Identify the factors affecting population growth  State the factors that lead to high population growth  State the causes of high birth rate  Ways of controlling high birth rate  Way of controlling high population growth | * + Birth rate   + Family planning | Factors affecting population growth  Factors that can lead to high population growth  Causes of high birth rate  Ways of controlling high birth rate  Ways of controlling high population growth rate |  | Text book  And  Atlas | Pg 151 |  |
|  |  |  | Advantages and disadvantages of a large population  Advantages and disadvantages of small population | Should be able to  Identify the economic advantages of a large population  Identify the disadvantages of large population  State the advantages of a small population  Identify the disadvantages of a small population |  | Economic advantages of a large population  Disadvantages of a large population  Advantages of a small population  Disadvantages of a small population | Writing  Answering oral questions | Text books and atlas |  |  |
|  |  | **Population size and distribution** | Hazards that check on population growth | Should be able to  Identify the natural hazards that check on population growth  Identify the manmade disaster that check on population growth | * + Hazards | Natural hazards that check on population growth  Manmade hazards that check on population growth |  | Text books |  |  |
|  |  |  | Effects of HIV / AIDS on the population | Mentions the social and economic effects of HIV / AIDS on the people. | * + Discusses the effects of HIV / AIDS in society. | Economic and social effects of HIV / AIDS. |  |  |  |  |