**VICTORIOUS PRIMARY SCHOOLS**



**SCIENCE BLUE PRINT FOR PRIMARY P.1 – P. 7, 2017**

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| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.1 TERM1 SST | OUR SCHOOL | PEOPLE IN OUR SCHOOL | * Gives titles of people found in our school * Names people found in our school * Draws some of the people found in our school * Matches people in our school with their roles­­­­­­­­­­­­­­­­­­­­­­­­­­ |  |  |  |
|  |  | THINGS IN OUR SCHOOL | * Names things found in our school * Gives the uses of things in our school * Draws things in our school * Models things found in our school |  |  |  |
|  |  | ACTIVITIES IN OUR SCHOOL | * Describes things in our school * Names activities in our school * Matches people to activities in our school * Draws people performing activities in our school * Gives the uses of activities in our school |  |  |  |
|  | OUR HOME | PEOPLE IN OUR HOME (NULCEAR FAMILY) | * Names people found in our home * Groups people at home * Draws people at home * Talks about a nuclear family(father, mother and children) |  |  |  |
|  |  | ROLES OF DIFFERENT FAMILY MEMBERS | * States the roles of the father in a home * Mentions the role of a mother in a home * Identifies the roles of children in a home * Matches the activities to different family members * Draws family members |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | THINGS FOUND IN OUR HOME AND THEIR USES | * Names different things found in a home * Mentions the uses of things found in a home * Draws things found in a home * Matches things found in a home |  |  |  |
|  | OUR COMMUNITY | PEOPLE IN OUR COMMUNITY | * Names people in our community by title * Identifies people in our community by name * Mentions people in our community by gender * Describes people in our community by their work/ occupation * Describes people according to size, height, behavior etc. * Draws pictures of people in our community |  |  |  |
|  | OUR COMMUNITY | ACTIVITIES IN OUR COMMUNITY | * Names at least (10) activities in our community * Identifies cultural activities in our community * Draws people carrying out different activities * Matches people with their activities |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | IMPORTANT PLACES IN OUR COMMUNITY | * Names different important places in our community * Explains the meaning of important places in our community * Draws important places in our community * Gives uses of important places in our community |  |  |  |
|  |  | RECREATION CENTER | * Names examples of recreation centers * States the importance of recreation centers * Draws examples of people found in recreation centers |  |  |  |
|  | THE HUMAN BODY AND HEALTH | EXTERNAL PARTS OF THE BODY  PERSONAL HYGIENE  CARING FOR BODY PARTS  IMPORTANCE OF CARING FOR BODY PARTS.  COMMON DISEASES | * Names parts of the body * Describes parts of the body and their uses * Matches parts of the body and their uses * Draws parts of the body * Explains personal hygiene * Outlines ways of caring for body parts * Describes pictures related to diseases * Identifies materials used for cleaning our body * Identifies ways of caring for materials used for cleaning the body parts * Gives importance of keeping the body clean * Identifies values of sanitation * Names common diseases. * Classifies common diseases as curable and non curable * Identifies pictures of people suffering from different diseases * Mentions causes of common diseases( HIV,TB.MALARIA) * Identifies ways of preventing common diseases. |  |  |  |
| P.1 TERM 2 | WEATHER | ELEMENTS AND TYPES OF WEATHER | * Tells what weather is * Identifies the types of weather * Gives elements of weather * Draws the types of weather |  |  |  |
|  |  | ACTIVITIES FOR DIFFERENT SEASONS | * Names activities carried out in different seasons * Identifies the tools used in different seasons * Draws the tools used * Matches the tools to activities done in different seasons |  |  |  |
|  |  | EFFECTS AND MANAGEMENT OF WEATHER | * Mentions the changes brought by weather * Names the effects of weather * Gives ways of managing different weather changes * Draws materials used to manage different weather changes * Matches materials used to manage different weather changes |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  | ACCIDENTS AND SAFETY | ACCIDENTS AND SAFETY AT HOME | * Identifies things that cause bodily harm * Names sharp objects that cause bodily harm * Draws their pictures * Explains accident |  |  |  |
|  |  | SAFETY PRECAUTIONS | * Describes dangerous situations that can lead to accidents * Outlines effects of accidents |  |  |  |
|  |  | ACCIDENTS AND SAFETY ON THE WAY,AT SCHOOL AND IN CLASS | * Names different types of accidents * Mentions safe ways of moving to and from school * Mentions accidents at school and in class * Identifies different things that may cause accidents at home and school. * Mentions ways of protection from accidents |  |  |  |
|  | LIVING TOGETHER | THE FAMILY | * Explains the meaning of family * Gives the types of family * Mentions the members of each type of family * Tells the meaning of each type of family * Draws pictures of family members |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | WAYS OF LIVING TOGETHER IN A SCHOOL | * Discusses various ways of living together * Mentions some of the school routines * Matches people in the school to the activities of routine * Draws people in the school sharing, working and playing |  |  |  |
|  | FOOD AND NUTRITION | NAMES AND SOURCES OF FOOD,KEEPING FOOD SAFE | * Names food * Mentions sources of food * Matches food and their sources * Mentions food taboos * Draws food * Gives uses of food to the body * Mentions ways of keeping food safe * Gives importance of keeping food safe * Identifies edible and non edible items |  |  |  |
| P.1 TERM 3 | TRANSPORT | |  | | --- | | TYPES AND MEANS OF TRANSPORT | | * Describes different types of transport * Names different means of transport * Draws different means of transport * Matches means of transport to their types * Names places where means of transport are found * Gives importance of transport * Outlines measures related to transport * Compares means of transport in relation to speed and size |  |  |  |
| THINGS WE MAKE | THINGS WE MAKE AT HOME AND SCHOOL | * Describes things we make at home and school * Mentions the uses of the things we make at home and at school * Matches the things we make to their uses * Draws things we make * Mentions the materials we use to make things * Names the sources of the materials we use for making other things * Lists down the importance of the things we make |  |  |  |
|  | OUR ENVIRONMENT | COMPONENTS AND IMPORTANCE OF THINGS IN OUR ENVIRONMENT | * Names the living things as components in our environment * Names the non living things as the component of our environment * Mentions the importance of the things in our environment * Mentions animal sounds * Names animals and their young ones * Matches animals and their homes * Identifies factors that destroy our environment * Mentions ways of protecting our environment |  |  |  |
|  | PEACE AND SECURUTY | PEACE AND SECURITY IN OUR HOME | * Describes peace and security in our home * Draws some of the materials used to provide security in our home * States the factors that promote peace and security in our home * Suggests the causes of insecurity in our homes. |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | PEACE AND SECURITY IN OUR SCHOOL | * Describes peace and security in our school * Draws some of the materials used to provide security in our school * Gives the factors that promote peace and security in our school * Suggests the causes of insecurity in our school |  |  |  |
|  |  | PEACE AND SECURITY IN OUR COMMUNITY | * Describes peace and security in our community * Draws some of the materials used to provide security in our community * Mentions the factors that promote peace and security in our community * Identifies people who keep peace and security in our community * Gives the importance of peace and security in our community |  |  |  |
| P.2 TERM 1 | OUR SCHOOL AND NEIGHBOURHOOD | LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL | * Identifies things used to locate our school (sign post, trees, zone, hills, water body ) * Gives the symbols of the school ( uniform , badge) * Draws the symbols of the school * Mentions the uses of the school symbols * States the benefits the school gets from the neighborhood * Names the benefits of the school to the neighborhood |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | CAUSES OF THE PROBLEMS BETWEEN THE SCHOOL AND THE NEIGHBOURHOOD | * Describes the causes of the problems between the school and the neighbourhood * Suggest ways of preventing the problems between the school and the neighborhood * Identifies some of the community activities |  |  |  |
|  | OUR HOME AND COMMUNITY | RELATIONSHIP AMONG FAMILY MEMBERS | * Defines what a family is * Gives the two types of families (nuclear and extended) * Mentions the members of each type of a family * Describes the pictures related to family members * Identifies the roles of each of the family members * Mentions the activities people do in the community together * Draws people participating in activities like wedding, child naming and baptism |  |  |  |
|  |  |  |  |  |
|  | THE HUMAN BODY AND HEALTH | PARTS OF THE BODY AND THEIR FUNCTIONS | * Names parts of the body * States the functions of different parts of the body * Describes the ways different parts of the body works together to perform activities * Matches different parts of the body with their uses * Draws parts of the body |  |  |  |
| SANITATION | * Names areas that need to be kept clean * States how to clean those places * Names the tools / materials used for cleaning those places * Fills in the missing letters * Matches the tools used for cleaning and the places they clean |  |  |  |
|  |  | PERSONAL HYGIENE | * Mentions ways / skills of keeping clean our bodies * Matches parts of the body to how we keep it clean * Draws materials we use to keep clean our bodies * Identifies ways of preventing common diseases |  |  |  |
|  | FOOD AND NUTRITION | CLASSIFICATION OF FOODS | * Names classes of food(energy giving, body building and protective foods) * Gives examples of the classes of food * Matches classes of foods with their functions in the body * Draws pictures of foods |  |  |  |
|  |  | BALNANCE DIET( GOOD FEEDING) | * States the meaning of balance diet/good feeding * Gives the foods for different meal time * Gives the importance of balanced diet * Tells time using natural methods for different meals * Mentions effects of poor feeding methods * States signs of malnutrition * Matches effects to poor feeding |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.2 TERM 2 | OUR ENVIRONMENT | COMMON ANIMALS | * Names common animals and their young ones * Describes animals’ and birds’ movements * Explains how animals protects themselves * Identifies uses of animals * Matches animals with their movements |  |  |  |
|  |  | COMMON INSECTS | * Names common insects * Names useful and harmful insects * Describes insects and their characteristics * Mentions ways insects protects themselves * Draws the life cycle of a house fly * Names the parts of the insect * Imitates animal sounds * Matches animals to their pictures * Classifies harmful insects |  |  |  |
|  |  | COMMON PLANTS | * Names common plants * Names parts of common plants * Identifies uses of plants * Describes stages of plant growth ( germination) * Mention harmful plants * Identifies common seeds(g.nut, simsim, beans ,millet) * Names conditions for plant growth |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  | THINGS WE MAKE | THINGS WE MAKE IN THE COMMUNITY | * Names the play materials we make * Draws the play materials we make * Mentions things we use at home( in the kitchen, bed room, sitting room, wears) * Draws thing we use at home * Mention the sources of materials we use to play * Identifies importance of the thing we make |  |  |  |
| TERM 3 | TRANSPORT IN OUR COMMUNITY | TYPES AND MEANS OF TRANSPORT | * Names the types of transport * States the means of transport for each type of transport * Matches the types of transport to the means of transport * Draws the means of transport |  |  |  |
|  |  | IMPORTANCE OF TRANSPORT | * Gives the importance of transport * Describes how means of transport are useful to the people |  |  |  |
|  |  | MEASURES OF TRANSPORT | * Identifies the measures related to transport * Describes the commonest, fastest, slowest and one suitable for carrying heavy goods * Compares measures of transport in ratio to speed and time |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  | ACCIDENTS AND SAFETY | CAUSES OF COMMON ACCIDENTS IN OUR COMMUNITY | * Names causes of common accidents in our community * Names the common accidents in our community * Matches accident to the causes * States ways of managing common accidents |  |  |  |
|  |  | FIRST AID | * Defines first aid * Gives example of first aid ( for burns, electric shock ,nose bleed) * Explains first aid box * Names things found in the first aid box * Draws things found in the first aid box * Matches thing found the first aid box to their uses |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | DANGEROUS THINGS ON THE ROAD | * Names the dangerous things found on the road * Gives the outcomes of the dangerous things found on the road * Identifies the groups of people who help in traffic * Draws people who help in traffic |  |  |  |
| P.2 TERM3 | PEACE AND SECURITY | ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY | * Defines the term peace and security * Names groups of people who keep peace and security * States the roles of these groups of people in keeping peace and security * Mentions ways of keeping peace and security * Identifies some of the tools used in security * Draws some of the security tools |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | K | C | A |
| P.2 TERM 3 | PEACE AND SECURITY | IMPORTANCE OF PROMOTING PEACE AND SECURITY | * Describes importance of keeping peace and security * Gives positive effects of promoting peace and security * States the effects of insecurity in a community |  |  |  |
|  | CHILD PROTECTION | CHILD WORK AND CHILD ABUSE | * Defines child work and child abuse * Differentiates child work from child labour * Identifies the responsibilities and activities done by children at home * Gives the meaning of basic needs * States the bad acts done to children and their effects * Mentions the punishment of children * Describes the activities done at school and community * Suggests the effects of activities done at school and community * Explains children’s’ rights |  |  |  |
|  |  | EFFECTS OF CHILD ABUSE | * Identifies the causes of child abuse * Mentions the effects of child abuse * Suggest different forms of child abuse * States people who carry out child abuse |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | WAYS OF CHILD PROTECTION | * States ways of child protection * Defines child protection * Mentions the people who protect children * Gives reasons why people should protect children and its importance |  |  |  |
|  | MEASURES | TIMES OF THE DAY, CALENDAR,SEASONSANDACTIVITIES | * Names times of the day * Names days of the month * Describes times of the day * Identifies days of the week * Mentions months of the year * Gives types of seasons * Mentions activities done in each season |  |  |  |
|  |  | UNITS OF MEASURE | * Names standards units for measuring * Identifies Uganda shilling denomination |  |  |  |
|  |  | SHAPES AND SOLIDS | * Names different shapes and solids * Draws different shapes and solids * Measures different shapes |  |  |  |
|  | RECREATION,FESTIVALS AND HOLIDAYS | RECREATION ACTIVITIES AT HOME ANDSCHOOL | * Describes recreation activities * Identifies recreation activities at home and school * Gives the importance of recreation activities ant home and school * Draws people doing recreation activities |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  | RECREATION FESTIVALS AND HOLIDAYS | CULTURAL FESTIVALS | * Describes cultural festivals * Identifies some of the cultural practices in our community * Gives the meaning of culture * States the importance of cultural festivals |  |  |  |
|  |  | HOLIDAYS | * Gives the meaning of the term holiday * States the types of holiday * Mentions the importance of holiday * Identifies ways of celebrating holidays |  |  |  |
| P.3 TERM 1  SST | OUR SUB-COUNTY (DIVISION) | NAME AND LOCATION OF OUR SUB-COUNTY (DIVISION) | * Describes the background of sub-county (division) * Distinguishes between a map and a picture * Identifies four main cardinal points of a compass * Locates his/ her sub-county / division on a district map * Locates the neighbouring sub-counties * Identifies different places on a map of the sub-county * Draws a map and a picture of his / her school |  |  |  |
|  |  | PHYSICAL FEATURES OF OUR SUB-COUNTY (DIVISION) | * Names physical features * Describes different features / definition * Discusses importance of physical features * Identifies directions using compass points * Explains why a compass is used |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | PEOPLE IN OUR SUB-COUNTY (DIVISION) | * Mentions people by tribe and clan * Describes the administrative set of sub-county/ division * Mentions roles of different leaders in the sub-county / division * Writes the legends of tribes |  |  |  |
|  | LIVELIHOOD IN OUR SUB-COUNTY (DIVISION) | OCCUPATION OF PEOPLE IN OUR SUB-COUNTY (DIVISION) AND IMPORTANCE | * Identifies different activities done in the sub-county * Discusses different activities done in the sub -county * Discusses the importance of different activities done * Identifies occupation of people * Explains what people do to get money * Predicts his/ her occupation in future |  |  |  |
|  |  | SOCIAL SERVICES AND THEIR OCCUPATION | * Describes what social services are * Describes the different social services provided (Education, health, communication, transport, water, communication, security) * Discusses the importance of different social services * Describes objects used in communication |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.3 TERM 1  SST |  | CHALLENGES IN PROVIDING SOCIAL SERVICES | * Identifies challenges associated with activities and social services * Discusses causes to the challenges * Matches solutions to their problems |  |  |  |
| P. 3 TERM 1 SCIENCE | ENVIRONMENT IN OUR SUB-COUNTY (DIVISION) | SOIL | * Names types of soils * Describes composition of soil * Compares different soils * Describes layers of soil (top, sub, gravel) * Discusses uses of different soil * Does experiment on soil composition, profile and texture |  |  |  |
|  |  | NATURAL CAUSES OF CHANGES IN ENVIRONMENT | * Identifies natural changes in the environment * Discusses effects of these changes * Discusses ways of managing natural changes |  |  |  |
|  |  | CHANGES IN THE ENVIRONMENT DUE TO HUMAN ACTIVITIES | * Identifies human activities that change environment * Discusses ways of managing the environment * Discusses types of trees and where to plant them |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  | ENVORONMENT AND WEATHER IN OUR SUB-COUNTY | AIR AND SUN | * Describes weather and seasons * Discusses importance of weather * Mentions dangers of weather changes * Explains the importance of air and sun * Demonstrates that air is needed for burning * Records position of sun thrice a day ( morning, afternoon, evening) * Experiments the need for light by plants |  |  |  |
|  |  | WATER | * Names types of clouds * Describes types of clouds and effects * Discusses a weather chart * Describes rain cycle * Measures rainfall * Outlines importance of rain on plants, soil and animals * States the dangers of rain on soil, plants and animals |  |  |  |
|  |  | MANAGING WATER | * Names sources of water * Discusses importance of water sources * Discusses ways of water management * Mentions the importance of water |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.3 TERM 2 | LIVING THINGS (ANIMALS) IN OUR SUB-COUNTY | LIVING THINGS | * Identifies examples of animals and their habitats * Names types of living things * Classifies animals e.g. By no. of legs, in air, in water, domestic, wild) * Describes characteristics of living things |  |  |  |
|  |  | BIRDS AND INSECTS | * Names types of birds * Describes birds and insects homes * Describes domestic and wild birds * Describes characteristics of birds and insects |  |  |  |
|  |  | CARE FOR BIRDS , INSECTS AND ANIMALS | * Identifies ways of caring for bees * Identifies ways for caring for birds and animals (domestic and wild) |  |  |  |
|  | LIVING THINGS (PLANTS) IN OUR SUB-COUNTY | PLANTS AND THEIR HABITATS | * Names plants (examples) * Identifies characteristics of plants * Describes habitats of plants |  |  |  |
|  |  | PARTS OF FLOWERING PLANTS | * Identifies flowering and non- flowering plants * Names parts of flowering plants * Describes different plants and their uses * Discusses functions of different parts of a plant * Explains how plants use leaves * Outlines dangers of plants |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | CROP GROWING PRACTICES | * Discusses process of preparing for planting (crop growing) * Names garden tools * Discusses uses of garden tools * Explains ways of caring for crops * Writes about seed germination * Describes crop rotation |  |  |  |
|  | MANAGING RESOURCES IN OUR SUB-COUNTY | SAVING RESOURCES | * Names basic resources * Discusses ways of saving of resources * Defines saving and discusses why we save resources * Discusses how to make and use records |  |  |  |
|  |  | SPENDING RESOURCES | * Names things we spend on * Explains spending * Discusses ways of spending wisely |  |  |  |
|  |  | PROJECTS | * Identifies positive activities that generate knowledge , skills, money, (examples of projects) * Explains what projects are * Discusses importance of projects * Discusses ways of carrying out projects * Outlines ways of preparing to do projects * Mentions ways of managing projects |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | KEEPING PEACE IN OUR SUB-COUNTY | * Discusses ways of living in peace * discusses importance of living in peace * discusses class rules and regulations |  |  |  |
|  |  | CHILD’S RIGHTS, NEEDS AND THEIR IMPORTANCE | * Describes child rights and needs * Identifies child rights and needs * Discusses importance of child rights and needs * Discusses taboos and customs that affect child rights and needs * Discusses ways of supporting children with special needs |  |  |  |
|  |  | CHILD RESPONSIBILTY | * Identifies child responsibilities * Discusses child responsibilities * Discusses importance of child responsibilities * Discusses roles of children with special needs |  |  |  |
| P.3 TERM 3 | CULTURE AND GENDER IN OUR SUBCOUNTY | CUSTOMS IN OUR SUB-COUNTY (DIVISION) | * Explains traditional stories * Mentions cultural practices * Discusses the importance of traditions and customs * Describes important ceremonies in his/ her tradition |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | GENDER | * Explains gender * Describes gender (what makes girl/ boy) * Identifies activities girls and boys do * States ways boys and girls can be treated equally |  |  |  |
|  |  | WAYS OF PROMOTING AND PRESERVING CULTURE | * Identifies ways of promoting and preserving culture * Discusses the importance of promoting and preserving culture * Discusses dangers of some cultural practices * Discusses the importance of respecting children with special needs |  |  |  |
|  | HEALTH IN OUR SUB-COUNTY | DISEASE VECTORS | * Explains a vector * Names common vectors * Discusses characteristics of vectors * Describes life cycle of vectors with 3 & 4 stages using pictures like housefly, cockroach, mosquito etc. |  |  |  |
|  |  | DISEASES SPREAD BY VECTOR | * Names diseases spread by vector * Discusses ways vectors spread diseases * Explains 4 Fs in food chain * Discusses ways of prevention and control of vector |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | HIV/ AIDS | * Explains HIV/ AIDS * Discusses causes of HIV /AIDS * Discusses spread of HIV/ AIDS * Discusses effects of HIV/ AIDS * Mentions ways of caring for HIV /AIDS patients * Discusses PIASCY messages * Outlines ways of controlling HIV/AIDS |  |  |  |
|  | BASIC TECHNOLOGY IN OUR SUB-COUNTY (DIVISION) | TECHNOLOGY | * Explains technology * Mentions artificial and natural materials * Discusses the characteristics of artificial and natural materials (size, texture, colour, weight) |  |  |  |
|  |  | THINGS MADE FROM NATURAL MATERIALS | * Identifies sources of natural resources * Compares different natural materials * Describes how to make things out of natural materials and names their products * Discusses uses of materials * Mentions why we make these things |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | MAKING THINGS FROM ARTIFICIAL MATERIALS | * Identifies sources of artificial materials * Discusses how artificial materials are made and names products * Differentiate things made from natural and artificial materials * Discusses uses of their products |  |  |  |
| P.3 TERM 3 | ENERGY IN OUR SUB-COUNTY / DIVISION | SOURCES OF ENERGY | * Explains meaning of energy * Identifies different types of energy * Describes different sources of energy * Outlines examples of energy * Mentions uses of energy |  |  |  |
|  |  | SAVING OF ENERGY | * Identifies uses of energy * discusses ways of saving energy * discusses importance of saving energy * states importance of planting trees |  |  |  |
|  |  | DANGERS OF ENERGY | * Identifies dangers of energy * Discusses ways of avoiding danger of energy * Explains how to use fire extinguisher * Discusses what to do when fire breaks out |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.4 TERM 1 |  | LOCATION OF OUR DISTRICT ON UGANDA’S MAP | * Names the cardinal and semi cardinals points of a compass * Locates his / her district on a map of Uganda * Compares the size of his/ her district with the neighboring district * Describes the history of his / her district (name, meaning of name, when created, why etc. formed,.) * Locates important places in his / her district |  |  |  |
|  |  | PHYSICAL FEATURES IN OUR DISTRICT | * Locates the main physical features in our district * Explains the uses and dangers of different physical features * Suggests ways for caring for physical features |  |  |  |
| P.4 TERM 2 |  | VEGETATION IN OUR DISTRICT | * Identifies planted and natural vegetation * Defines vegetation * Demonstrates correct usage of vegetation * Identifies human activities which affect vegetation * Outlines ways of caring for vegetation |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | PEOPLE IN OUR DISTRICT | * Explains the origin of people in our district * Identifies factors that determine the settlement patterns in our district today * Discusses types of work done by people in the district * Identifies problems associated with work in the district * Identifies social activities which people engage in our district * Explains factors that contribute to peoples’ way of life |  |  |  |
| P.4 TERM 3 |  | OUR LEADERS IN THE DISTRICT | * Identifies different groups of leaders in the district * Describes how leaders are chosen in the district * Identifies qualities of a good leader * Identifies roles of different leaders * Identifies the rights of people in our district * Identifies their responsibilities |  |  |  |
|  |  | HOW TO MEET PEOPLE’S NEEDS IN OUR DISTRICT | * Identifies social services provided within the district * Classifies different groups of people who provide social services * Identifies problems people meet in providing social services * Suggests solutions to the problems identified * Identifies the social service centers in the district * States ways of caring for social service centers |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.5 TERM 1 |  | LOCATION OF UGANDA ON THE MAP OF EAST AFRICA | * Identifies the districts that form Uganda * Identifies cardinal and semi cardinal points to show countries * Locates Uganda on the map of East African using latitudes and longitudes * Identifies Uganda’s neighbours * Mentions elements of a good map |  |  |  |
|  |  | PHYSICAL FEATURES IN UGANDA | * Identifies different physical features in Uganda * Describes what physical features and rift valleys are * Explains how different physical features were formed * Explains the influence of different physical features on climate * Explains the influence of physical features on living things (vegetation, animals, animals and birds, human beings, etc.) * Identifies the importance of different types of physical features (mountains, plateaus, water bodies, rift valleys) * States problems associated with different types of physical features; mountains, highland, plateaus, water bodies, rift valleys) |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | CLIMATE OF UGANDA | * Identifies and describes the different climatic regions of Uganda (hot and dry) * Describes how physical features influence climatic conditions * Explains how climate influences human activities (wet and dry) * Identifies problems associated with wet and warm areas to living things * States solutions to the problems |  |  |  |
|  |  | VEGETATION IN UGANDA | * Identifies different types of vegetation (natural and planted)defines vegetation * States factors that influence vegetation distribution * Explains different ways vegetation influence human activities (savannah grass land, rainforests, mountain vegetation, swamp vegetation. * Demonstrates ways of conserving vegetation (importance of vegetation and conserving ways) * Discusses the human activities that affect vegetation negatively * Identifies relationship between vegetation and population distribution |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | NATURAL RESOURCES IN UGANDA | * Explains what natural resources are * Identifies the different types of natural resources in Uganda * Locates different natural resources in Uganda * Discusses the importance of natural resources * Identifies the problems associated with the development of natural resources * States ways of caring for natural resources |  |  |  |
| P.5 TERM 2 |  | PEOPLE OF PRECOLONIAL UGANDA | * Locates the origin of different ethnic groups * Explains immigration and its causes * Gives the reasons for internal migration * Discusses the settlement patterns of various ethnic groups In Uganda and factors affecting it (Bantu agriculturalists lakes, rivers and mountains pastoralists grasslands of North West and East * Identifies different political organizations of the ethnic groups * Explains the social organizations of ethnic groups * Identifies various social values (gives definitions and types also) * Gives importance of social norms * Identifies how the ethnic groups developed economic organizations |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | FOREIGN INFLUENCE IN UGANDA | * Identifies the origins of different foreigners to Uganda * Explains the reasons why foreigners came to Uganda * Explains foreign influence and contribution to Uganda |  |  |  |
|  |  | HOW UGANDA BECAME A NATION? | * Explains the meaning of a nation and describes how Uganda became a nation * Analyses how Uganda signed agreements with the British * Analyses the influence of British rule in Uganda * Describes the administrative system that existed in Uganda during British rule * Explains the positive and negative effects of colonial rule in Uganda (political, social and economic, negative and positive in each) |  |  |  |
|  |  | THE ROAD TO INDEPENDENCE | * Identifies characteristics of colonial administrative system and its impact * Explains why there were reactions to the colonial legal laws * Identifies factors that led to the formation of LEGCO * Discusses how world war 1 & 2 helped in the struggle for independence * Identifies groups and individuals that led to the struggle towards national independence |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P. 5 TERM 3 |  | UGANDA AS AN INDEPENDENT NATION | * Explains what political independence mean * Identifies national symbols and explains their significance * Explains the meaning of democracy and explains its importance |  |  |  |
|  |  | THE GOVERNMENT OF UGANDA | * Identifies the 3 arms of government * Explains the meaning of constitution, its importance and functions * Explains the duties of government * Explains the sources of revenue and expenditure by government * Explains the rights and responsibilities of Uganda citizens |  |  |  |
|  |  | POPULATION SIZE AND DISTRIBUTION | * Explains the importance of census (also defines population census, teenagers) * Explains the influence of population growth on communities * Explains the meaning of population distribution and reasons * Discusses problems associated with high and low population distribution (defines population density, high population, low population) * Gives effects of HIV/ AIDS on population and economic production * Discusses solutions to the problem of high and low population density * Explains ways of controlling population growth |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.6 TERM 1 |  | THE EAST AFRICAN COMMUNITY | * Analyses the historical back ground of the E.A.C (1967 – 1977) * Locates countries of E.A.C on a map * Mentions characters in the formation of E.A.C (Obote, Nyerere, Kenyatta) * Identifies East African countries and sizes * Discusses the objectives and benefits of the E.A.C since 1967 * Outlines services provided by E.A.C (1967 – 1977) * Identifies the factors that led to the fall of the E.A.C and its effects * Identifies the five East African countries * Compares the sizes of the East African countries * Describes the positions of the East African countries * Explains the revival and expansion of E.A.C * Describes the roles of the heads of states in E.A.C in the revival of E.A.C * Discusses the objectives and benefits of the new East African cooperation * Identifies the symbols of the countries of East Africa present |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | PEOPLE OF EAST AFRICA | * Explains the importance of the origin of human race * Draws a map of East Africa showing archeological sites * Discusses the importance of historical sites * Identifies the ethnic groups of East Africa * Discusses the factors that influence the movement and settlement patterns of the E.A people * Discusses the structure of the major ethnic groups (political etc.) * Traces the origin and movement of different ethnic groups in E.A * Compares the past and present migration patterns * Discusses ways of living of the peoples of E.A in the past and present * Discuses the administrative structures of the past and present in E.A * Describes ways of worship of the people of E.A in the past and present * Discusses the achievements and challenges experienced by the missionaries in E.A * Explains the impact of missionary work in E.A to the people of long ago and present * Analyses the factors that influence the settlement and population growth in the past and present * States problems of population density and solutions * Describes the factors that influence population distribution * Draws the map of E.A showing population distribution and density |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.6 TERM 2 |  | MAJOR RESOURCES OF E.A | * Defines natural resources * Identifies natural resources in the environment * Identifies the importance of plants as a resource in the E.A.C * Locates major forests, game parks and crops on the map of E.A * Discusses both traditional and modern methods of farming * Classifies traditional and non traditional cash crops * Outlines problems and solutions related to land use * States the different types of animal resource * Identifies the different types of minerals in E.A * Describes the methods of mining * Discusses the importance of minerals * Identifies and locates minerals on the map of E.A * Explains the uses of minerals to the people of E.A * Discusses the problems faced in the mining of minerals in E.A and solutions * Outlines the different types of water masses * Locates and draws the lakes, rivers and oceans on the map of E.A * Discusses the importance of lakes, rivers, oceans to the people of E.A * Names types of fish * Describes both traditional and modern methods of fishing * Explains the importance of fishing * Discusses problems and solutions to fishing |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | TRANSPORT AND COMMUNICATION | * Defines communication and names different means of communication * Mentions different traditional means of communication * Discusses the uses of modern communication gadgets * Analyses the advantages and disadvantages of various communication systems in the past and today * Collects pictures of various means of communication from magazines, news papers and use them * Identifies the importance of different means of transport in E.A * Outlines advantages and disadvantages of various forms of transport * Mentions problems and solutions to transport in E.A * Identifies the traditional and modern means of transport * Outlines the means of transport used long ago and today * Identifies the different goods and services transported by the various means of transport |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.6 TERM 3 |  | THE ROAD TO INDEPENDENCE TO E.A | * Outlines positive and negative contributions of foreigners, colonialists and missionaries * Draws the map showing the journeys of foreigners in E.A and giving purposes for their coming * Identifies the benefits from the struggle against foreign rule in E.A * Explains the political ,social and economic situations of the present independent E.A countries * Analyses the achievements of post independent E.A countries * Differentiates the positives from the negatives of the independence of E.A. countries * Defines democracy and gives importance of democratic rule in E.A * Identifies key personalities in the struggle for independence in E.A * Discusses the causes and effects of rebellions in E.A * Identifies the roles of electoral commission in democracy * Describes ways in which one can be a citizen of a country * Discusses the problems and solutions to the problems in the electoral process |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | RESPONSIBLE LIVING IN E.A ENVIRONMENT | * Discusses the uses of environment in E.A * Outlines the positive and negative environmental practice s * Demonstrates proper uses of environment * Demonstrates responsible living in the environment and effects of irresponsible living * Discusses causes and impact of climate change * States means of waste management in the community |  |  |  |
| P.7 TERM 1 |  | LOCATION OF AFRICA ON THE MAP OF THE WORLD | * Locates the position of Arica on the world map using lines of latitudes and longitudes * Identifies the continents of the world and states their sizes * Names water bodies that surround Africa * Identifies the regions that make up Africa * Lists countries in each region of Africa * Lists the capital cities in the respective countries in Africa * Names the islands which are part of Africa * States the directions of other continents, oceans and seas from Africa |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | PHYSICAL FEATURES OF AFRICA | * Names and locates the major physical features of Africa beyond E.A * Discusses the formation of major physical features in the other regions of Africa * Identifies the coastal plains (west, north, south) |  |  |  |
|  |  | CLIMATE OF AFRICA | * Identifies the climatic regions of Africa and their characteristics * Identifies factors that influence the climate of Africa and how they influence * Explains how climate influences human activities * Describes how human activities affect climate |  |  |  |
|  |  | VEGETATION OF AFRICA | * Locates and names type of vegetation in Africa * Describes factors influencing vegetation distribution in Africa * Explains the importance of vegetation to the people and animals * Explains why animals live in different vegetation zones * Explains the importance of game parks * Explains ways of caring for wild animals * Identifies animals found in different vegetation zones * Relates population to vegetation zones * Explains the reasons for the difference in population distribution in different vegetation zones * Outlines the effects of population on vegetation |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.7 TERM 2 |  | THE PEOPLE OF AFRICA ETHNIC GROUPS AND SETTLEMENT PATTERNS | * Describes the origin of different ethnic groups * Describes the movement of different ethic groups * Identifies settlement patterns of different ethnic groups in Africa * Identifies tribes that belong to different ethnic groups * States reasons why different ethnic groups moved from their origins * Discusses the problems people met during their movement and settlement * Explains the effects of ethnic migrations |  |  |  |
|  |  | FOREIGN INFLUENCE IN AFRICA | * Mentions the foreign groups that came to Africa * Outlines the reasons for the Europeans Explorer coming into Africa * Discusses problems faced by explorers * Discusses effects of European explorers * Identifies European traders who came to Africa * Outlines reasons why traders came to Africa * Identifies the effects of European traders * Mentions European missionaries who came to Africa * Explains why European colonialists came to Africa * Explains the causes of the Great Trek in South Africa * Discusses the effects of foreign influence on the people of Africa * Discusses the methods the colonialists used to establish their rule * Discusses the methods used to acquire colonies in Africa * Describes the reactions of Africa towards colonial rule |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | NATIONALISM AND THE ROAD TO INDEPENDENCE IN AFRICA | * Describes pan Africanism and nationalism * Explains the work of pan Africanist and nationalists * Identifies countries that were not colonized in Africa * Discusses the reactions why Ethiopia and Liberia maintained their independence * Discusses reasons why Africans wanted independent * Discusses the key personalities who fought for Africa’s independence * Identifies the leading nationalists who fought for Independence * Discusses the methods used to gain independence * Discusses the problems met by pan Africanists and nationalists on the road to independence * Discusses the advantages and disadvantages of multiparty and single party systems of government |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | POST INDEPENDENCE AFRICA | * Explains why OAU was formed * States the achievements of OAU * Discusses the failures of OAU * Discusses why AU was formed * Describes the organs of AU * Discusses challenges of AU * Suggests the possible solutions to challenges of AU * States the functions of regional economic groupings in Africa * Discusses advantages and disadvantages of economic cooperation * Suggests ways of solving problems affecting economic groupings |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
| P.7 TERM 3 |  | ECONOMIC DEVELOPMENTS IN AFRICA | * Identifies major economic resources in Africa and explains how each contribute to the economic development * Discusses the problems faced in the utilization of resources * Identifies ways of caring for our natural resources * Identifies major economic developments in Africa (case study – Nigeria, Libya, Sudan, south Africa, DR. Congo and Uganda * Identifies challenges affecting the economic developments in Africa (socially, economically, politically) * States solutions to the challenges facing economic development in Africa |  |  |  |
| ***CLASS*** | ***THEME*** | ***SUB-THEME*** | ***COMPETENCES*** | ***K*** | ***C*** | ***A*** |
|  |  | MAJOR WORLD ORGANISATIONS | * Explains how the two world wars led to the formation of the United Nations and how UN it works * Describes the membership of U.N * Identifies the organs of U.N (UNESCO, UNICEF, ILO, UNDP, WHO, UNHCR, IMF, UNFP, FAO, IBRD) * Identifies the importance of UN * Identifies the agencies of UN and their functions * Outline the Human Rights stated in the UN charter * Identifies ways in which the Human rights are violated * Discusses ways in which Human Rights should be respected * Explains the role played by Common Wealth as a case study in strengthening some African countries and other member states in the world * Discusses the functions of common wealth of Nations * Compares the activities of Common Wealth and United Nations * Identifies the challenges of United Nations and Common Wealth |  |  |  |

**END**