## P.5 SCHEME OF WORK SST TERM 1-3 2024

WK	PD	Topic	Sub- topic	Subject	Language	Content	Life skills& values		Methods	Learning activity	T/a
		location of Uganda	The districts that form Uganda.	The learner - Defines a district - Mentions number of districts in Uganda - Gives examples of districts - Mentions reasons why Uganda is divided into districts.	Competence The learner spells. Pronounces and construct sentences using words. e.g. District - Provision - Employment - Administration	Definition of a district Examples of district in Uganda e.g. Masaka, Mukono,  Mentions reasons why Uganda is divided into districts.  Stating disadvantages of creating more districts.	<ul> <li>Critical thinking</li> <li>Effective communication</li> <li>Team spirit</li> <li>Observation</li> <li>Endurance</li> </ul>	,	- Guided discussion - Guided discovery - Illustration	<ul> <li>Defining the district.</li> <li>Drawing the map of Uganda</li> <li>Identifying difference district</li> <li>Stating disadvantage of creating more districts.</li> </ul>	
2.			The map of Uganda showing districts.	The learner; - Draws the map of Uganda showing districts Identifies Island districts.	The learner spells and pronounces.	Drawing of map, showing districts - Defining an Island - Mention Island districts - Mentioning problems facing Island districts.	<ul><li>Observation</li><li>Team work</li><li>Creativity</li><li>Critical thinking</li></ul>	•	<ul><li>Discussion</li><li>Illustration</li><li>Guided discovery</li></ul>	- Drawing the map of Uganda	
WK	PD	Topic	Sub- topic	Subject	Language	Content	Life skills& values		Methods	Learning activity	T/a

				Competence	Competence					
	3	Locatio	Cardinal points and semi cardinal points	The learner spells and pronounces words.  - Defines cardinal points  - Mentions cardinal & cardinal points  - Draw the cardinal point  - Mentions groups of people who compass	The learner  Defining the, word cardinal points.  Mentions the cardinal & semi cardinal points.  Draw & show the cardinal & semicardinal & semicardinal points.  Mention the groups of people who use the compass.	-Defining the word cardinal points.  - Mentions the cardinal & semicardinal points.  - Draw & show the cardinal points.  - Mentions the group of people who use the compass.	<ul> <li>Critical thinking</li> <li>Observation</li> <li>Effective communication</li> <li>Recording interpretation</li> </ul>	- Guided discovery - Observation - Effective communication - Recording interpretation.	<ul> <li>Defining the word cardinal points</li> <li>Mentioning cardinal &amp; semi cardinal points.</li> <li>Mentioning a group of people who use a comnass.</li> </ul>	
	4	Location of Uganda	Lines of latitudes & longitudes	The learner. Defines lines of latitude & longitude - Mentions the importance of lines Mentions the districts crossed by the Equator Mentions examples of lines of longitudes & latitudes.	The learner spells & constructs sentences using new words.  - latitudes - Longitudes - Equator	Defining the terms line of latitude & longitude - Mentioning the districts crossed by the Equator Mention examples of lines of longitudes - Identifying the importance of lines of longitudes - Giving reasons why the Equator and other latitudes are important.	- Recording -Critical thinking - Observation - Effective communicati on - Recording - Sharing - Appreciation	- Guided discovery Guided discussion - Illustration - Guided discussion	<ul> <li>Defining the word cardinal points.</li> <li>Defining lines of latitudes.</li> <li>Mentiontiong examples of lines of longitudes &amp; latitudes.</li> <li>Identifying the importance of lines.</li> </ul>	c
	5		Ugand a and Its neighb ours.	<ul> <li>The learner;</li> <li>Identifies Uganda's neighbours.</li> <li>Draws the map of E. Africa.</li> <li>Identifies the capital cities of the neighbouring countries.</li> </ul>	The learner; - Spells & pronounces the new words Neighbour - Directions - Constructing sentences using the above words.	Identifying the Uganda's neighbours Drawing the map of E. Africa Identifying the capital cities of the neighbouring countries.	<ul><li>Critical thinking.</li><li>Recording</li><li>Observation</li><li>Appreciation</li><li>Sharing</li></ul>	- Guided discovery Illustration - Guided discussion	-Identifying the Uganda's neghbour Drawing the map of E. Africa Identifies the capital cities of our neighbours.	neigbours.
WK	PD	Topic	Sub- topic	Subject	Language	Content	Life skills& values	Methods	Learning activity	T/ai
				Competence	competence					

2	1		Land locked countries	The learner defines land lockedness.  - Mentions examples of land locked countries neighbouring Uganda  - States problems caused by land locked ness.  - Identifies the seaports of Uganda's neighbours & Inland ports.	The learners spells & pronounces new words.  - Countries landlocked  - Neighbours  - Inland port	Defining the term land locked country.  - Mentioning examples of land, locked countries that neighbours Uganda.  - Stating problems that are caused by land locked ness.  - Identifying the sea ports of Uganda's neighbours.  - Mention examples of inland ports of Uganda.	<ul> <li>Sharing</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Sharing</li> <li>Co-operation</li> </ul>	<ul><li>Guided discovery</li><li>Illustration</li><li>Guided discussion</li></ul>	<ul> <li>Defining land locked country.</li> <li>Mentioning examples of landlocked.</li> <li>Stating problems caused by land locked countries.</li> </ul>	- Atlas
	2		Elements of a good map	<ul> <li>The learner defines a map.</li> <li>States the elements of a good map.</li> <li>States the importance of a good map elements.</li> <li>State types of maps.</li> </ul>	<ul> <li>The learner spells and pronounces and construct sentence using Words</li> <li>Key</li> <li>Scale</li> <li>Title</li> <li>compass</li> </ul>	<ul> <li>Defining the map</li> <li>Stating the elements of a good map</li> <li>Stating the importance of each element of a map.</li> <li>Stating the use of each element.</li> <li>State the types of maps.</li> </ul>	- Sharing - Critical thinking - Observation - Critical thinking - Effective communication	<ul><li>Guided discussion</li><li>Guided discovery.</li><li>Discussion</li><li>Illustration</li></ul>	<ul> <li>Defining the word map.</li> <li>Stating the elements of a map.</li> <li>Stating the importance of a good map, and types of maps.</li> </ul>	
	3		Maps & pictur es	The learner defines a picture.  - Compares a picture & a map.  - Draws maps & pictures.	The learner spells & pronounces words Representation - A side - Front view	Defining the word picture.     Comparing a picture to a map     Drawing maps & pictures.	- Critical thinking. -Effective communication	Guided discovery. Guided. Guided discussion	Defining a map & Picture. Comparing a picture a map. Drawing a picture & a map.	
WK	PD	Topic	Sub- topic	Subject	Language	Content	Life skills& values	Methods	Learning activity	T/ai
				Competence	competence					

	4		maps & symbo ls.	<ul> <li>The learner defines the map symbols.</li> <li>States the reasons why map symbols are used.</li> <li>Draw examples of map symbols.</li> </ul>	The learner spells and pronounce words Symbols - Quarry	<ul> <li>Defining the term map symbol.</li> <li>Stating the reasons why map symbols are used,.</li> <li>Drawing examples of map symbols.</li> </ul>	Recording  Creative thinking  Interpretation	- Illustration		
	5	Physical features in Uganda	Physical features in Uganda	The learner; - Defines the term physical features States the type of physical features Mentions examples of physical features.	The learner; - Spells & pronounces words; - Features - Physical - Land form - Rift valley	<ul> <li>Defining the term physical feature.</li> <li>Stating types of physical feature.</li> <li>Mentioning examples of physical features.</li> </ul>	- Critical thinking - Observation	-Discussion Illustration	-Defining the term physical features. -Stating types of physical features. - Mentioning examples of	
3	1		Map of Uganda showing features.	The learner; - Locates the main physical features on the map of Uganda Draws the map, of Uganda showing location of different physical features.	The learner spells & pronounces words; - mountain - Location - Rivers	Locating the major physical features.  Drawing the map of Uganda showing location of different physical features.	-Effective communication. - Recording - co-operation	Locating the main physical features.  Drawing the map showing nhysical	Chalk board illustration. Atlas	
			Formation of physical features (mountains)	The learner; - Mentions the meaning of the word mountains - States the types of mountains.	The learner; - Spells & pronounces words Mountains - Features	- Defining the term mountain States the types of mountain.	Observation Critical thinking	Guided discussion Reading	Defining mountains,	
WK	PD	Topic	Sub- topic	Subject	Language	Content	Life skills& values	Methods	Learning activity	T/ai
				Competence	competence					

	Formation of physical features	- Describes the formation of different types of mountains.	The learner; - Spells & pronounces - Faulting - volcanicity - Horst - Folding - Tension	- Describing the formation of different types of mountains.	- Observation - Recording - Critical thinking	<ul><li>- Discussion</li><li>- Guided</li><li>discovery</li><li>- Illustration</li></ul>	Describing the formation of different types of mountains.	
	BLOCK MOUNTAIN & RIFT VALLEY	<ul> <li>The learner;</li> <li>Mentions the features formed as a result of faulting.</li> <li>States examples of block mountain.</li> <li>Mentions tribes which lives on the slopes of Mt.</li> <li>Rwenzori</li> </ul>	The learner; - Spells & pronounces the word; - Features - Faulting - Slopes - Block	<ul> <li>Mentioning the features formed</li> <li>Stating examples of block mountain</li> <li>Mentioning tribes which lives on the slopes of Mt. Rwenzori.</li> </ul>	<ul><li>Observation</li><li>Recording</li><li>Critical thinking</li><li>Observation</li></ul>	-Guided discovery - Illustration - Guided discussion	-Mentioning features formed as a result of faulting Stating examples of hlock Mt	formation of block
	Volcanic mountains	<ul> <li>The learner.</li> <li>Mention the formation of volcanic mts.</li> <li>State the examples.</li> <li>Mentions the types of Mts.</li> <li>Mentions examples of each category of mts</li> </ul>	The learner spells & pronounces.  - Volcanic - Formation - category - Mountain - Extinct - Dormant	<ul> <li>Mention / describing the formation of volcanic mountains.</li> <li>Stating the examples of volcanic mts.</li> <li>Mentioning the type of mts</li> <li>Giving examples of each category.</li> </ul>	- Observation - Reading - Recording	- Guided discovery	-Mentioning the formation of volcanic mts.  - Mentioning the types of mountain  - Giving examples of each	- The chart showing type
	Mount ain Elgon & Mt. Mufu mbiro	The learners.  - Mentions the highest peaks of Mt Elgon & Mufumbiro  - States examples of economic activities carried out on mts  - Identifies examples of tribes which live on Mt. elgon and Mt. Mufumbiro.  - Mentions the importance of volcanic mountains.	The learner spells & pronounces words Economic - activities - Trible - Peak mountains - Volcanic	<ul> <li>Mentioning the highest peaks on mt. Elgon &amp; mufumbiro</li> <li>Stating examples of economic activities carried out on mts.</li> <li>Identifying tribes living on mt. Elgon &amp; Mt. Mufumbiro.</li> <li>Mentioning the uses of volcanic mts</li> </ul>				

## **TERM II-III 2020**

W K	P D	THE ME	TOPIC	SUB TOPIC	COMP	ETENCE	CONTENT	METHODS	ACTIVITIES	LIFE	INSTRUCTIO N	REFERENCE	REMARKS
,	ע	ME		TOPIC	SUBJECT	LANGUAGE		TECHNIQUES		SKILLS	MATERIALS		
2	1	Living together in Uganda	The people of Pre-colonial Uganda	Major ethnic groups of Uganda	The learner: -Mentions the inhabitants of Uganda before the coming of ethnic groupsStates the meaning of an ethnic group, culture, beliefs and customs	The learner:Pronounces, reads and writes the new words correctly e.g. inhabitants, ethnic, culture, beliefs, customs	-Bushmen -Ethnic groups in Uganda	-Whole class discussion, -Brain storming	Learners will: Pronounce, spell and use the key words correctly	- Appreciatio n -Effective communica tion	Drawn chart showing ethnic groups.	S.S.T Functional Bk 5 Page 74, 75 Comprehen sive Sharing our world. Mk SST bk 5	
	2 & 3	Livin g toget her in Ugan da	The people of Pre-coloni al Ugand a	The Bantu	The learner:States the first group of people to come to Uganda.  -Identifies the occupation, origin, areas where they settled and examples of tribes	The learner: -Pronounces, reads and writes new words correctly e.g. Bantu, Interlacustrin e	-Meaning of the BantuOccupationAreas where they settledExamples of tribes under the Bantu.	-Brain stormingExplanationWhole class discussion	Learners will: Pronounce, spell and use the key words correctly	-Critical thinking. -Creative thinking	Drawn chart showing ethnic groups	Comprehen sive S.S.T Bk 5 Page 41-42 Sharing our world. Mk sst bk 5	
	4			The Niloti cs	-States the origin, groups, and reasons for their migration	-Pronounces, reads and writes new words correctly. -Nilotics,	-The origin of the Nilotics. -Crops of the Nilotics. -Reasons for their migration	-Whole class discussion. -Explanation.	Pronounces , spell and use the key words correctly.	-Critical thinking. -Effective communica tion	Drawn chart showing ethnic groups	Comprehen sive S.S.T Bk 5. Page 42 Sharing our world.	

W	P	THE	TOPIC	SUB TOPIC	СОМР	ETENCE	CONTENT	METHODS	ACTIVITIES	LIFE	INSTRUCTIO N	REFERENCE	REMARKS
K	D	ME		TOPIC	SUBJECT	LANGUAGE		TECHNIQUES		SKILLS	MATERIALS		
						Pakwach, Bahr-el- Ghazel						Mk SST Bk 5	
	5 & 6	Living together in Uganda	The people of Pre-colonial Uganda	Major ethnic groups of Uganda. (Map of Uganda showing ethnic	The learner:Draws the map of Uganda showing ethnic migration		A map of Uganda showing ethnic migration		Learners will:Draw a sketch map of Uganda showing ethnic migration	Creative	A drawn chart showing a map of Uganda	Functional S.S.T Bk 5 Page 77.	
3	1 & 2			Legen ds myth and event s	-States the meaning of legends, mythsIdentifies the importance of legends.	-Pronounces, reads and writes the new words correctly.	-Meaning of legendsImportance of legends	-Whole class discussion. -Explanation.	Pronounce, spell and use the key words correctly	Appreciatio n	Chalk board illustratio n	Functional S.S.T. Bk 5 Page 83 Sharing our world. Mk sst bk 5	
	3 \$ 4			Migra tion	-Mentions the meaning of migration, forms of migration, reasons for migration.	-Pronounces, reads and writes the new words correctly.	-Meaning of migrationForms of migrationReasons for rural urban migration.	-Brain storming. -Whole class discussion	Pronounce, spell and use the key words correctly.	- Assertivene ssCritical thinking	Chalk board illustratio n	Sharing our world. Mk sst bk 5	
	5 \$ 6			Politi cal organ izatio n of the Pre-	-States the meaning of Pre-colonial period, kingdom, empire.	-Pronounces, reads and writes the new words correctly.	-Meaning of pre- colonial period, kingdom empire.	Explanation.  Brain storming	Pronounces , spell and use the key words correctly.	Creative thinking	Drawn chart showing kingdoms in Uganda	Functional S.S.T Bk 5 Page 87-90	

W K	P D	THE ME	TOPIC	SUB TOPIC	COMP	ETENCE	CONTENT	METHODS	ACTIVITIES	LIFE	INSTRUCTIO N	REFERENCE	REMARKS
K	ע	ME			SUBJECT	LANGUAGE		TECHNIQUES		SKILLS	MATERIALS		
				coloni al societ ies.									
4	1 \$ 2	Living together in Uganda	The people of Pre-colonial Uganda	Exam ples of centr alized kingd oms. (Buga nda, Ankol e, Toro, Buny oro	The learner:Mentions the examples of centralized kingdomsStates the kingdoms and title of the leaders.	-Pronounces, spells/reads and writes new words correctly. E.g. kingdom centralized.	Examples of centralized kingdoms and titles of their traditional leaders.	Brain storming.  Whole class discussions.  Discovery.	Learners will: Pronounce, spell and use the key wordsDraw the map of Uganda showing kingdoms.	Critical thinking	Drawn chart showing kingdoms in Uganda.	Functional S.S.T Bk 5 Page 87. Fountain S.S.T Bk 5 Page 82.	
	3 & 4			Chief doms	-Meaning of Chiefdoms. -Examples of chiefdoms e.g. Acholi.	-Pronounces, spells and writes the new words e.g. Chiefdom, Kyabazinga, Rwot, Emorimori etc.	-Meaning of chiefdoms, -Examples of chiefdoms and their social, economic organization	Whole class discussion.  Explanation.	Pronounces , spell and use the key words correctly.	Creative thinking.	Text books	Functional S.S.T. Bk 5. Page 91 Comprehen sive Bk5. Sharing our world. Mk sst bk 5	
	5 \$ 6		Foreig n influen ce in Ugand a	Arab Trade rs	-States the meaning of foreign influencementions the foreigners who come to Uganda.	Pronounces, spells and writes the words.  Foreign influence, Arab traders.	-Why Arabs came to UgandaItems they traded with	Brain storming.	Pronounce, spell and use the key words correctly.	Effecting communica tion	Text books	Functional S.S.T Bk 5. Page Comprehen sive Bk 5	
5	1 \$ 2			Explo rers in Ugan	-States the meaning of explorers, mentions	-Pronounces, spells and writes the words .	John and Burton's journey	Whole class discussion	Pronounce, spell and use the key words	Assertivene ss	Drawn chart showing the	Sharing our world. Mk sst bk 5	

W	P	THE	TOPIC	SUB TOPIC	СОМ	PETENCE	CONTENT	METHODS	ACTIVITIES	LIFE	INSTRUCTIO N	REFERENCE	REMARKS
K	D	ME		TOPIC	SUBJECT	LANGUAGE		TECHNIQUES		SKILLS	MATERIALS		
				da (John Speke and Richa rd Burto n)	the reasons for the coming of explorers	-Explorers John Speke, Richard Burton.			correctly.		journey of explorers.		
	3 \$ 4		Foreign influence in Uganda	-John Speke and James Grant. -Sir Samuel Baker and his wife.	Learner:States the journey made by John Speke and James GrantSir Samuel Baker and his wife.	The learner:Pronounces, reads and writes the new key words correctly e.g. Karagwe, Rumanika, rifles etc.	-John Speke and James Grant.  -Sir Samuel Bake and his wife.	Brain storming Whole class discussion.	Learners will: Pronounce, spell and use the key words correctly.	Creative thinking	Chart showing the journey of explorers	S.S.T Functional Bk.5. Page 103-105	
	5 \$ 6				·	-Mentions the reasons why HM Stanley came to UgandaIdentifies the society which sent most explorers to Uganda.	-Pronounces, reads and writes words e.g. circumnavigated	ley's second journoganda.	ey Brain stormin Explana n. Discove	spell and use the key words correctly.		Chart showing the journey of explorers.	Functional S.S.T Bk 5. Page 106-107 Sharing our world.

6	1 \$ 2	Missiona es in Uganda.	ri -States the meaning of missionaries .  -Identifies the reasons why Mutesa invited missionaries to Uganda.	-Pronounces words like missionaries, Christianity Church Missionaries Society etc.	-Meaning of missionariesReasons why Kabaka Mutesa I invited missionaries to UgandaSocieties which sent the missionaries to Uganda.	Whole class discussion .  Explanatio n.  Discovery.	Pronounce, spell and use the key words correctly.	Empathy.  Decision making.	Text books	Functional S.S.T Bks 5. Page 108-109 Sharing our world.
	3	Roman Catholic Missiona es	-States the reasons why ri they came. -Identifies the leaders of the RCM	-Pronounces words e.g. Roman Catholic, France.	The Roman Catholic Missionaries	Brain storming	Pronounce, spells, reads and uses the key words correctly	Decision making	Text books	Functional S.S.T Bk 5. Page 109-109. Sharing our world.
	4	Negative results o the missiona es	effects of	-Pronounces words correctly e.g. Negative converts, Culture, Division.	-Negative effects of the missionaries	Explanatio n.	Pronounce, read and uses the key words correctly.	Creative thinking.	Text books	Functio nal S.S.T. Bk 5. Page 113- 114.
	5 \$ 6	Traders and Coloniali s (Willia Mackinn n)	n who came to	The learner:Pronounces, reads and writes the new words correctly e.g. colonialists, Imperial British East African Company.	-Colonialists in UgandaWilliam MackinnonIBEACo.	Brain storming.  Explanatio n.  Discussion.	Pronounce, spell and use the key words correctly.	Creative thinking.	Chalk board illustratio n	Functional S.S.T Bk.5. Page 115-116 Sharing our world. Mk sst bk 5
7	1	Captain	-States the	-Pronounces	Captain F.D. Lugard.	Whole	Pronounce,	Critical	Text	Fountai

	& 2		Fredrick Lugard. Sir Gerald Portal	reasons for the coming of FD Lugard States the achievements and failures of IBEACO	new words e.g. agreement, representative.	Sir Gerald Portal.	class discussion Brain storming.	spell and use the key words correctly	thinking	books	n S.S.T Bk 5 Page 119- 120, 121. Sharing our world. Mk sst bk 5
	3 & 4	How Uganda became a Nation.	A Nation	-States the meaning of a nationHow the British established colonial rule.	-Pronounces new words e.g. a Nation established.	-How British established colonial rule.	Discussion Explanatio n.	Pronounce, spell and use the key words correctly	Effective communica tion	Text books	Fountai n Bk 5. Page 123- 124.
	5 \$ 6		1900 Buganda Agreemen t	-States the people involved in the signing of the 1900 agreement.  -Terms of the agreement effects of the 1900 Buganda Agreement.	-Pronounces words e.g. Treaty, Agreement, Crown land, Mailo land.	The 1900 Buganda Agreement. -Terms of the 1900 Buganda Agreement. -Effects of the 1900 Buganda Agreement.	Brain Storming. Whole class discussion	Pronounce s, spell and use the key words correctly.	Critical thinking	Text books	Functio nal S.S.T. Bk 5. Page 134. Fountai n Bk 5. Page 123
8	1		Toro and Ankole Agreemen ts	-States the terms of the Toro Agreement	-Pronounces new words e.g. Nuwa Mbaguta	Toro and Ankole Agreements	Explanatio n Whole class discussion	- Pronounce s, spell and use the key words correctly	Creative thinking	Text books	Functio nal Bk 5. Page 135.
	2 \$ 3		Evolution of Uganda's Boundarie s	-States how Uganda's boundaries were evolved.	-Pronounces new words e.g. Evolution, Boundaries.	-Evolution of Uganda's boundaries. -Nyanza Province, West Nile. -North Eastern part of Uganda	Whole class discussion . Explanatio	Pronounce, spell and use the key words correctly	Effective communica tion	-Text books -Chart showing evolution of	Functio nal Compre hensive Page 99.

			n w l	M. di	C	D W. L.C.	n	D	A	Uganda's boundarie s	CCT
	4 \$ 5		British Governors , and Commissi oners	-Mentions the British governors, Commissioner s and their contributions.	-GovernorsCommissioners.	-British Governors and Commissioners	Explanatio n Whole class discussion	Pronounce, spell and use the new words in sentences correctly.	Assertivene ss	Text books	S.S.T Fountai n Bk 5. Page 129
	6		Direct and Indirect rule	-Gives the meaning of Direct and Indirect rule.  -State the reasons why the British used Indirect rule.	-Pronounces words e.g. Indirect , Direct.	Direct and Indirect rule.	Whole class discussion	Pronounce, spell and use the new words correctly.	Creative thinking	Text books	S.S.T Fountain. Page 132. Sharing our world. Mk sst bk 5
9	1 \$ 2		Resistance to colonial rule (Rebellion s in Uganda)	-State the meaning of resistance.  -Mentions the African leaders who resisted colonial rule.	-Pronounces, and writes the key words correctly e.g. Resistance, Resistor.	-Cause of their resistanceTraditional leaders who resistedEffects of their resistance.	Whole class discussion . Explanatio n.	Pronounce, spell and use the new words correctly.	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 136
	3	The Road to Indepe ndence	Characteri stics of colonial system of administr ation	-States the characteristics of colonial laws	Pronounces words e.g. characteristics, colonial.	-SegregationTaxation -Colonial economyForced labour.	Explanatio n Brain storming.	Pronounce, spell and use the key words correctly.	Assertivene ss	Text books	S.S.T Fountain Bk 5. Page 146

4 \$ 5		Formation of LEGCO	-Gives the reasons why there was need for formation of LEGCO.  -Names the officers who led to the formation of LEGCO.  -The first Africans to form the LEGCO	Pronounce words e.g. Legislative.	-Why LEGCO was formedOfficers who formed LEGCOThe first Africans to join LEGCO.	Discussion . Explanatio n	Pronounce s, spell and use he key words correctly	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 158. Comprehensive Bk 5 Page 111. Sharing our world.
6	HOW UGAND A BECAM E A NATIO N	Kabaka Crisis (Buganda Crisis)	-States the causes of the Kabaka Crisis.  -How the Buganda reacted towards the exiling of the Kabaka.  -The Namirembe Agreement.	Pronounces new words e.g. Kabaka Crisis, Exiling correctly.	-Causes of the Kabaka Crisis. -How the Baganda reacted. -The Namirembe Agreement	Whole class discussion . Explanatio n	Pronounce, spell and use the new words correctly.	Effective communica tion	Text books	S.S.T Fountain Bk 5. Page 139. S.S.T Comprehensive Bk 5. Page S.S.T Functional Bk 5

10	\$ 2	Formation of political parties	-Mentions the first political parties that were formedState the reasons why political parties were formedMention the leaders (founders) of political partiesPolitical party which led Uganda to independence.	-Pronounces the new words e.g. political parties.	-The first political parties in UgandaReasons why political parties were formedLeaders who founded the political parties	Whole class discussion .  Explanatio n	Pronounce, spell and use the new words correctly	Creative thinking	Text books	S.S.T Fountain Bk 5. Page 172 Sharing our world. Mk sst bk 5
10	3 \$ 4	1961 General Elections & 1962 General Elections	-Mentions the leader of the political party that won the 1961 general electionsStates political parties which were involved in the 1961 general electionsThe Alliance of UPC and KYImportant events on the 9th October, 1962Instruments of power handed over to Obote.	Pronounces words e.g. Independence, Alliance, Union Jack.	-The 1961 and 1962 General ElectionsPolitical parties which were involved in 1961-1962 general electionThe Alliance of UPC and KYImportant events on the 9th October, 1962Instruments of power handed over to Obote.	Brain storming.  Whole class discussion	Pronounce, spell and use the key words correctly	Critical thinking	Text books	S.S.T Fountai n Bk 5. Page 179. S.S.T Compre hensive Bk 5. Page 115.  S.S.T Functio nal Bk 5. Page 162

Week	Period	Theme	Topic	Sub topic	Competences		Content	Methods	Activities	life skills & values	instructio nal materials	Referen ce
					subject	language						
			Uganda as an independent state	1961 general elections and 19962 general elections	The learner explains the meaning of independence Indentifies national symbols & explains their signifance Gives the meaning of democracy	The learner spells, reads, pronounces and writes words and sentences related to independence, democracy and elections New words constitution Hoisted	The 1961 & 1962 general elections which involved in 1961 9162 general elections. The alliance of UPC and KY.					

## TERM III - 2020

	1.		720									
7	v p	The	topic	sub-	competence		content	methods	activity	skills &	L/M	re
1	c d	me		topic						values		
	L				subject	language						

1	2	Living together in Uganda	7,	The	Ethnic groups in Uganda.	The learner; Defines ethnic groups. Identifies the different ethnic groups of Uganda. Locates the origin of the different ethnic groups.	The learner; Pronounces, writes and spells the words related to the ethnic groups of Uganda.	An ethnic group is a group of people with the same origin speaking related languages.  Major ethnic groups of Uganda.  Bantu Nilo-hamites Nilotes Hamites Sudanic  Origin of different ethnic Bantu - Cameroon highlands Groups of bantu Western - Eastern Southern - Central	Brain storming Think pair share. Group discussion Story telling	Locating areas occupied different ethnic groups.  Drawing the map of Uganda showing routes of ethnic groups.  Telling legends related.	Effective communication Self awareness ,Appreciation Respect	A chart having a map of Uganda showing differed routes of ethnic groups.	Mk pupils book 5
	3		o O O O O O O O O O O O O O O O O O O O	The people pre-colonial Uganda		The learner explains the concept of migration gives reasons for migration.	The learner; Reads, spells, writes & pronounces words related to the causes of migration.	Migration:  Is the movement of people from one place to another for settlement.  Immigration: Is the movement of people from another to a country for settlement.  Causes of migration and immigration.  Scarcity of water & pasture.  shortage of land	Group discussion Guided discovery Presentation	Defining migration Immigration Explaining causes of immigration by different ethnic groups.	effective communication Self awareness cooperation	A chart having a map of Uganda showing settlement patterns.	1.0
W K	P D	The me		Topi c	Sub- topic	Competence		Content	Methods	activity	skills & values	L/M	re
						subject	language						

			2	
	P D	3 & 4	1 & 2	4 & 5
	The me	r	Living together	
	Topi c	ial Uganda	The people of pre-colonial Uganda	
	Sub- topic	of the pre-colonial societies	Political organization of the	Major ethnic groups of Uganda.
subject	Competence	Chiefdoms	The learner states the meaning of pre- colonial period, kingdom empire.	The learner discusses settlement patterns of various ethnic groups of Uganda.
language		The learner gives the meaning of chiefdoms. States examples of chiefdoms Identifies their social economic organization	The learner pronounces, reads and writes new words correctly.	The learner pronounces, spells, writes, and reads words, sentences. and structures related to settlement patterns of ethnic groups.
	Content	The learner pronounces, spells and writes words correctly. e.g. chiefdoms Kyabazinga, Rwot, Emorimori	Pre-colonial period;  Is the time before the coming of colonialist's kingdom in an area led by a king.  Empire is an area led by an emperor	Factors affecting settlement land Vegetation, climate and soil.  Areas of settlement. Agriculture – around lakes, rivers and mountains Pastoralists – in grassland areas.
	Methods	Chiefdom is an area led by a chief. Examples of chiefdoms Busoga chief dom, Alur chiefdom Teso chiefdom, payera chiefdom Acholi chiefdom	Explanation Brain storming Think pair share.	Whole class discussion Discussion Questions and answer
	activity		Defining pre-colonial period, Kingdom empire, Identifying kingdoms and leaders.	Identifying factors that influence the settlement patterns. Retelling stories of the origin of ethnic groups.
	skills & values	Defining a chief dom. Giving example of chiefdoms. Stating the social and economic organization of chiefdoms	Creative thinking Appreciation Self awareness	Effective communication Cooperation appreciation Self awareness
	L/M	cha s ir	Drawn charts showing kingdoms in Uganda.	Sharing our world MK SST Comprehensive book 5 Sure key to success
	re	Fountain bk 5		Comprehensive book 5

	W P The K D me	3	Living together in Uganda
	Topi c		Foreign influence in Uganda
_	Sub- topic		Arab traders
subject	Competence	Explorers in Uganda John Speke and Richard Burton)	The learner states the meaning of foreign influence.  Mentions the foreigners who came to Uganda.
language		The learner; States the meaning of explorers.  Mentions the reasons for the coming of explorers.	The learner pronounces, spells and writes the words correctly.
	Content	The learner: Pronounces, spells and writes words correctly.	Foreigners are people who are not citizen of a particular country.  Examples of foreigners Arab traders - missionaries. European traders, European explores Colonialists (administrators) Reasons for their coming To trade. To discover more about the interior of Africa Love for adventure.
	Methods	An explorer: Is a person who travels from one geographical area(region) to another to discover new features.  Reasons for the coming of explorers.  To look for the source of river Nile.  Ti learn more about the interior of Africa.	Explanation Guided discovery
	activity	Defining explorers. Guided discovery Explanation	Defining foreigners stating examples of foreigners. Giving reasons for the coming of foreigners identifying products they brought.
	skills & values	Creative thinking Observation effective communication	Critical thinking Effective communication Sharing
	L/M	A chart showing various explorers who came to Uganda.	A chart showing groups of traders.
	re		

	2			Joh Sir (	The learner states the journey made by	The learner pronounces, reads	John Speke and James Grant came to confirm	Who Bra expl	Descri Grant Uganc Drawi Africa	Crit Coo app	ınof
	3	LIVING		John Speke, James Grant, Sir Samuel Baker & wife	John Speke, James Grant and the Bakers.	and writes new words correctly like Karagwe Rumanika Rifles.	Speke's discovery of the source of the Nile on L. Victoria.  They passed through Karagwe kingdom and were received by King Rumanika of Karagwe.	L P	Describing Speke and Grant's journey into Uganda. Drawing the map of E. Africa_showing their	Critical thinking. Cooperation appreciation Self awareness	journey of explorers
	4 & 5	TOGETHER IN	FOREIGN INFLUENCE IN UGANDA	Henry matron Stanley	The learner mentions reasons why HM STANLEY came to Uganda identifies the society which sent most explorers to Uganda.	The learner pronounces reads & writes learnt words correctly for example "circumnavigated"	HM Stanley was sent by Herald and British Daily telegraph to look for Dr. David Living stone. To complete the work of explorers. He made three journeys to Africa.	Brain storming. Explanation Guided discovery.	Describing Stanley's journey to Uganda. Drawing the map of Uganda showing movements around	Critical thinking. Effective communication. Co-operation.	explorers on the map of Uganda.
4	8 2	UGANDA	ANDA	Missionaries in Uganda	The learner states the meaning of missionaries. Identifies reasons why Mutesa invited missionaries to Uganda. States leaders of Roman Catholic missionaries Suggests contributions of missionaries to Uganda.	The learner uses learnt words correctly to construct meaningful sentences. Words like Society, Christianity, church	A missionary is a person who preaches the word of God in the foreign land. Reasons why Mutesa invited missionaries. i. To spread Christianity ii. To get guns. iii. To teach, reading and writing RCM - Father Simon Loudel Anglican - CT Wilson	Think, pair and share Guided discussion Explanation	Giving the meaning of missionaries.  Mention reasons why they came to Uganda.  Identify leaders for each groun	Self awareness Effective communication Sharing	missionaries who came to Uganda.
W K	P D	The me	Topi c	Sub- topic	Competence	<u> </u>	Content	Methods	activity	skills & values	L/N
		1110		topic	subject	language				raides	+

ě	& & 4	Liv	Foreign influence	Colonialists Rea (administration)	The learner identifies colonialists who came to Uganda.  States the company that was formed by Sir Wilson Mackinnon.  Mentions reasons for the formation of IBEACO  The learner gives reasons why some	The learner pronounces, reads and writes new words correctly like colonialists, Imperial British East Africa company.  The learner pronounces reads,	William Mackinnon came to trade and later formed the British East African Association in 1888.  When it got a charter, it was changed to Imperial British East Africa Company.  Examples of colonialists; Captain Fredric Lugard, Sir Gerald Portal.  Some people collaborated.		ing colonialists the company which med by William non. reasons for the	nking mmunication n	Drawn map of UGANDA A cheshowing evolution of Uganda and boundaries.	
	5 5		nce in Uganda	Reactions to colonial rule in Uganda.	people collaborated & others resisted,  Identifies rebellions staged.  Systems of administration	spells and writes learnt words correctly. e.g. collaborators and rebellions.	<ul> <li>To learn new methods</li> <li>To get security</li> <li>To get employment</li> <li>To get gifts.</li> <li>Reasons why some resisted.</li> <li>They had lost their powers e.g. Mwanga &amp; Kabalega.</li> <li>They wanted to regain their land.</li> <li>Due to unfair taxation</li> <li>Unfair laws e.g. in LEGCO</li> </ul>	Story telling. Explanation Class discussion	Giving reasons for collaboration and resistance. Giving systems of administration used by colonialists.	Effective communication.  Decision making.  Sharing  Co-operation	A chart showing groups of resistors and collaborators	
5	1		How Uganda became a a nation	British governor & commissioners	The learner mentions the British governors' commissioners & their contributions.	The learner pronounces spells & uses learnt words in sentences correctly.	Commissioners. Colonel Sir. Henry Colville Sir. Harry Johnstone. British Governors. Sir. Hesketh Bell. Sir. Fredrick Jackson Sir. Robert Throne Coryndon etc	Explanation Class discussion Question & answer	Mention British commissioners & governor. Identifying their contributions.	Effective communication. Creative thinking	A chart showing Bristih Commissioners & Go	
		The me	Topi c	Sub- topic	Competence		Content	Methods	activity	skills & values	L/M	1
					subject	language						_ 

	2	L	T.	Characteristics of colonial system of administration	The learner states the characteristics of colonial laws.	The learner uses the like characteristics to construct meaningful sentences	Characteristics of colonial system.  • Foreign laws  • taxation  • Segregation  • Colonial economy  • Forced labour.	Guided discussion Explanation Story telling.	Stating characteristics of colonial administration.	Effective communication Co-operation Sharing	A chart showing colonial system of administration.	
5	3	Living together in Uganda	The Road to Independence	Formation of LEGCO	The learner gives reasons why there was need for the formation of LEGCO.  Names the offices who led to the formation of LEGCO  Identifies 1st African who joined LEGCO	The learner pronounces & writes LEGCO correctly.	Reasons why LEGCO was formed  To make laws  To guide governors while ruling.  To advise the governors.  Officers who spear headed the formation of LEGCO  Governor Robert Coryndon Governor Sir John Hathon Hall  Hall was the governor when the first Africans were nominated.  First Africans on LEGCO Kawalya Kaggwa Petero Nyangabyaki Yekonia Zirabamuzaale.	Explanation Guided discovery Question and answer	Giving reasons for the formation of LEGCO Naming African leaders who joined LEGCO Identifying governor by the time LEGCO was formed.	Creative thinking Assertiveness Cooperation	A chart showing Africans who joined LEGCO and regions they represented.	
W K	P D	The me	Topi c	Sub- topic	Competence		Content	Methods	activity	skills & values	L/M	re
					subject	language						

Road to Independence  The learner mentions the founders of political parties.  The learner pronounces, spells and writes words learnt correctly.  The learner pronounces, spells and writes words learnt correctly.  Mentions the founders of political parties.  Mentions the founders of political parties.  Identifies political party which led to independence  Robata - S. Masembe & Yekka - Augustin Kamya UPC - Is the political party which led Uganda to independence.		Effective communication Self awareness Tolerence Respect Discussing causes of Kabaka crisis Telling how the Baganda reacted towards the exiling the Kabaka. Story telling Group discussion Question and answer
W P The Topi Sub- Competence Content Methods	European buses. The Namirembe agreement  The learner pronounces, spells and writes words learnt correctly.  Titical  The learner pronounces, spells and writes words learnt correctly.  The learner pronounces, spells and writes words learnt correctly.  Democratic party –  Joseph Kasolo.  UCP – David Lubega  UPC – Dr. Apollo M.  Obote  Kabaka - S. Masembe & Yekka – Augustin Kamya  UPC – Is the political party which led Uganda	of

6		Living together	Uganda as an independent state	1961 General elections and 1962 general elections.	The learner explains the meaning of independence.  Identifies national symbols and explains their significance.  Gives the meaning of democracy	The learner spells, writes and pronounces words and sentences related to independence.  Democracy and elections new words constitution hoisted.	The 196 and 1962 General elections political parties which were involved in 1961- 1962 general elections.  The alliance of UPC and KY.  Important events on the 9th October, 1962. Instruments of power handed over to Obote.	Brain storming Whole class discussion	Explaining meaning of independence. Identifying national symbols and their significances.  Drawing different symbols of a nation.	Inquiry Analysis Observation, caring, respect and	Models of the symbols of a nation (Realia0	
		in Uganda	The government of Uganda.	Arms of the government.	The learner defines government.  Identifies organs of the government.	The learner spells, reads and pronounces words correctly	A government is a group of people ruling or controlling a country.  Systems of government.  - Democratic  - Military  - Federal  Organs of government  - Executive  - Legislative  - Judiciary		Defining the term government. Stating different system of government. Identifying the different organs of the government,.	Explanation Guided discovery Question and answer.	A chart showing organs of the government and having systems of government.	
W K	P D	The me	Topi c	Sub- topic	Competence		Content	Methods	activity	skills & values	L/M	re
					subject	language						

7		Living	T	Legislative (National Assembly)	The learner explains the meaningful of constitution states functions of the constitution.  States functions of the constitution.  Identifies special groups represented in parliament.  Gives the head of the legislative	The learner spells, reads, pronounces and writes words, sentences and structures related to constitution.	A constitution is a set of (supreme) laws governing a country.  Importance of a constitution.  - To have regulations governing a society.  - To empower people in society.  - To check powers of leaders.  - It limits government powers.	Guided discovery. Explanation Questions and answer.	Defining constitution. stating function of the constitution Identifying special groups represented.	Critical thinking. Listening Respect, love, care	A chart showing types of constitution.
		together in Uganda.	The government	Judiciary Executive	The learner states the major role of judiciary. Identifies different groups of judiciary. Mentions levels of courts.	The learner pronounces and reads words correctly related to judiciary.	Judiciary interprets laws made by legislature  Groups of judiciary  - Judges  - magistrates  - Chief justice  - lawyers  Cabinet ministers, permanent secretary President	Explanation Question and answer	Writing the major role of judiciary	Effective communication. Sharing Cooperation	A chart showing groups of people in the judiciary.
8	1			Revenue and its sources	The learner states ways the government earns income. Defines revenue. Identifies types of taxes. Gives reasons why p'ple pay taxes.	The learner pronounces, spells, and reads key words correctly e.g. excise duty. Income tax Customs duty, VAT PAYE	Sources of government revenue - Taxation - Loans - Grants - Donation - Tourism etc	Explanation Guided discovery Class discussion	Giving government sources of revenue.	Listening Critical thinking Love Symnathy	Draw charts showing sources of government
W K	P D	The me	Topi c	Sub- topic	Competence subject	languaga	Content	Methods	activity	skills & values	L/M r
					อนมุธยน	language		1		1	1

	1 & 2		The gove	The revenue and its sources	Mentions services in which the government spends money.  States duties of Uganda revenue Authority.		Types of taxes  - Excise duty  - Custom duty  - Income tax  - Company tax  - Value added tax		Defining the terms learnt. mention ways why people pay taxes.		Draw charts showing sources of government revenue
8		Living together in Uga	government	Budgeting	The learner states the meaning of budgeting.  Identifies types of budget and their advantages & disadvantages.	The learner pronounces, reads & spells the key words correctly. E.g. budget, surplus, deficit & balanced.	A national budget is the country's estimated income & expenditure for a given financial year.  Types of budget - Balanced - Surplus - Deficit	Whole class discussion Explanation	Defining the term budget Identifying types of budget. Drawing different	Self awareness Decision making Sharing	Drawn chart showing types of budget
	5	Uganda.	Population size and distribution	Population and census	The learner states the meaning of population.  Population census Information needed during population census.  Mentions reasons why government carries out population census.	The learner, spells, pronounces, writes and writes and reads new words correctly.	Population is the number of people living in an area.  Population census is the official counting of people in an area.  Information required for population census.  - Age - Number of dependants - date of birth - Occupation	Group discussion Explanation Question and answer	Defining given terms. Giving information related to population census. Giving reasons why population census is carried out.	Critical thinking making decisions Respect, co-operation	A chart showing a table having information related to population census.
W K	P D	The me	Topi c	Sub- topic	Competence		Content	Methods	activity	skills & values	L/M 1
					subject	language					

	8
5	2 & 4
	Living together in Uganda
	Population
Density and sparse population	Population growth and population distribution
The learner indentifies areas with dense population and areas with sparse population	The learner defines terms related to population.
The learner pronounces reads and spells words related to population.	The learner writes sentences and structures correctly related to population.
Under population is when an area has few people compared to available resources e.g. Karamoja sub region.  Over population is when an area has more people compared to available resources.	Population distribution is the way people are spread in an area.  Population growth is the increase of people in an area.  Population explosion is the sudden increase of people in an area.  Identifying problems faced by people living in densely populated areas.  Stating factors, influencing population distribution.
Class discussion Explanation Question and answer.	Explanation Guided discussion Question and answer
Identifying areas which are densely populate and those ones which are sparsely populate.	ning all tifying p vth.
Effective communication Co-operation Making decision	Effective communication Assertiveness Cooperation
	A chart having terms related to population.