

# 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
				Competence	Competence						
		location of Uganda	The districts that form Uganda.	The learner <ul style="list-style-type: none"> <li>- Defines a district</li> <li>- Mentions number of districts in Uganda</li> <li>- Gives examples of districts</li> <li>- Mentions reasons why Uganda is divided into districts.</li> </ul>	The learner spells. Pronounces and construct sentences using words. e.g. District <ul style="list-style-type: none"> <li>- Provision</li> <li>- Employment</li> <li>- Administration</li> </ul>	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 style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Team spirit</li> <li>- Observation</li> <li>- Endurance</li> </ul>		<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Guided discovery</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <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; <ul style="list-style-type: none"> <li>- Draws the map of Uganda showing districts.</li> <li>- Identifies Island districts.</li> </ul>	The learner spells and pronounces.	Drawing of map, showing districts <ul style="list-style-type: none"> <li>- Defining an Island</li> <li>- Mention Island districts</li> <li>- Mentioning problems facing Island districts.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Team work</li> <li>- Creativity</li> <li>- Critical thinking</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Illustration</li> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing the map of Uganda</li> </ul>	
WK	PD	Topic	Sub-topic	Subject	Language	Content	Life skills& values		Methods	Learning activity	T/a

	3	Location of Uganda	Cardinal points and semi cardinal points	<p>Competence</p> <p>The learner spells and pronounces words.</p> <ul style="list-style-type: none"><li>- Defines cardinal points</li><li>- Mentions cardinal &amp; cardinal points</li><li>- Draw the cardinal point</li><li>- Mentions groups of people who compass</li></ul>	<p>Competence</p> <p>The learner</p> <ul style="list-style-type: none"><li>- Defining the, word cardinal points.</li><li>- Mentions the cardinal &amp; semi cardinal points.</li><li>- Draw &amp; show the cardinal &amp; semi-cardinal points.</li><li>- Mention the groups of people who use the compass.</li></ul>	<ul style="list-style-type: none"><li>- Defining the word cardinal points.</li><li>- Mentions the cardinal &amp; semi-cardinal points.</li><li>- Draw &amp; show the cardinal points.</li><li>- Mentions the group of people who use the compass.</li></ul>	<ul style="list-style-type: none"><li>- Critical thinking</li><li>- Observation</li><li>- Effective communication</li><li>- Recording interpretation</li></ul>		<ul style="list-style-type: none"><li>- Guided discovery</li><li>- Observation</li><li>- Effective communication</li><li>- Recording interpretation.</li></ul>	<ul style="list-style-type: none"><li>- Defining the word cardinal points</li><li>- Mentioning cardinal &amp; semi cardinal points.</li><li>- Mentioning a group of people who use a compass</li></ul>	
	4		Lines of latitudes & longitudes	<p>The learner.</p> <p>Defines lines of latitude &amp; longitude</p> <ul style="list-style-type: none"><li>- Mentions the importance of lines.</li><li>- Mentions the districts crossed by the Equator.</li><li>- Mentions examples of lines of longitudes &amp; latitudes.</li></ul>	<p>The learner spells &amp; constructs sentences using new words.</p> <ul style="list-style-type: none"><li>- latitudes</li><li>- Longitudes</li><li>- Equator</li></ul>	<p>Defining the terms line of latitude &amp; longitude</p> <ul style="list-style-type: none"><li>- Mentioning the districts crossed by the Equator.</li><li>- Mention examples of lines of longitudes</li><li>- Identifying the importance of lines of longitudes</li><li>- Giving reasons why the Equator and other latitudes are important.</li></ul>	<ul style="list-style-type: none"><li>- Recording</li><li>-Critical thinking</li><li>- Observation</li><li>- Effective communication</li><li>- Recording</li><li>- Sharing</li><li>- Appreciation</li></ul>		<ul style="list-style-type: none"><li>- Guided discovery.</li><li>- Guided discussion</li><li>- Illustration</li><li>- Guided discussion</li></ul>	<ul style="list-style-type: none"><li>- Defining the word cardinal points.</li><li>- Defining lines of latitudes.</li><li>- Mentioning examples of lines of longitudes &amp; latitudes.</li><li>- Identify the importance of lines</li></ul>	
	5		Uganda and Its neighbours.	<p>The learner;</p> <ul style="list-style-type: none"><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>	<p>The learner;</p> <ul style="list-style-type: none"><li>- Spells &amp; pronounces the new words.</li><li>- Neighbour</li><li>- Directions</li><li>- Constructing sentences using the above words.</li></ul>	<p>Identifying the Uganda's neighbours.</p> <ul style="list-style-type: none"><li>- Drawing the map of E. Africa.</li><li>- Identifying the capital cities of the neighbouring countries.</li></ul>	<ul style="list-style-type: none"><li>- Critical thinking.</li><li>- Recording</li><li>- Observation</li><li>- Appreciation</li><li>- Sharing</li></ul>		<ul style="list-style-type: none"><li>- Guided discovery.</li><li>- Illustration</li><li>- Guided discussion</li></ul>	<ul style="list-style-type: none"><li>-Identifying the Uganda's neighbour.</li><li>- Drawing the map of E. Africa.</li><li>-Identifies the capital cities of our neighbours.</li></ul>	<p>neighbours.</p>
WK	PD	Topic	Sub-topic	Subject	Language	Content	Life skills& values		Methods	Learning activity	T/ai
				Competence	competence						

2	1		Land locked countries	<p>The learner defines land lockedness.</p> <ul style="list-style-type: none"> <li>- Mentions examples of land locked countries neighbouring Uganda</li> <li>- States problems caused by land locked ness.</li> <li>- Identifies the sea-ports of Uganda's neighbours &amp; Inland ports.</li> </ul>	<p>The learners spells &amp; pronounces new words.</p> <ul style="list-style-type: none"> <li>- Countries landlocked</li> <li>- Neighbours</li> <li>- Inland port</li> </ul>	<p>Defining the term land locked country.</p> <ul style="list-style-type: none"> <li>- Mentioning examples of land, locked countries that neighbours Uganda.</li> <li>- Stating problems that are caused by land locked ness.</li> <li>- Identifying the sea ports of Uganda's neighbours.</li> <li>- Mention examples of inland ports of Uganda.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Sharing</li> <li>- Co-operation</li> </ul>		<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Illustration</li> <li>- Guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Defining land locked country.</li> <li>- Mentioning examples of landlocked.</li> <li>- Stating problems caused by land locked countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Atlas</li> </ul>
	2		Elements of a good map	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>- Sharing</li> <li>- Critical thinking</li> <li>- Observation</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>		<ul style="list-style-type: none"> <li>- Guided discussion</li> <li>- Guided discovery.</li> <li>- Discussion</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <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 & pictures	<p>The learner defines a picture.</p> <ul style="list-style-type: none"> <li>- Compares a picture &amp; a map.</li> <li>- Draws maps &amp; pictures.</li> </ul>	<p>The learner spells &amp; pronounces words.</p> <ul style="list-style-type: none"> <li>- Representation</li> <li>- A side</li> <li>- Front view</li> </ul>	<ul style="list-style-type: none"> <li>- Defining the word picture.</li> <li>- Comparing a picture to a map</li> <li>- Drawing maps &amp; pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking.</li> <li>- Effective communication</li> </ul>		<p>Guided discovery.</p> <p>Guided.</p> <p>Guided discussion</p>	<p>Defining a map &amp; Picture.</p> <p>Comparing a picture a map.</p> <p>Drawing a picture &amp; a map.</p>	
WK	PD	Topic	Sub-topic	Subject	Language	Content	Life skills& values		Methods	Learning activity	T/a
				Competence	competence						

	4		maps & symbols.	<ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <li>- Symbols</li> <li>- Quarry</li> </ul>	<ul style="list-style-type: none"> <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; <ul style="list-style-type: none"> <li>- Defines the term physical features.</li> <li>- States the type of physical features.</li> <li>- Mentions examples of physical features.</li> </ul>	The learner; <ul style="list-style-type: none"> <li>- Spells &amp; pronounces words;</li> <li>- Features</li> <li>- Physical</li> <li>- Land form</li> <li>- Rift valley</li> </ul>	<ul style="list-style-type: none"> <li>- Defining the term physical feature.</li> <li>- Stating types of physical feature.</li> <li>- Mentioning examples of physical features.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <li>- Defining the term physical features.</li> <li>- Stating types of physical features.</li> <li>- Mentioning examples of</li> </ul>	
3	1		Map of Uganda showing features.	The learner; <ul style="list-style-type: none"> <li>- Locates the main physical features on the map of Uganda.</li> <li>- Draws the map, of Uganda showing location of different physical features.</li> </ul>	The learner spells & pronounces words; <ul style="list-style-type: none"> <li>- mountain</li> <li>- Location</li> <li>- Rivers</li> </ul>	Locating the major physical features.  Drawing the map of Uganda showing location of different physical features.	<ul style="list-style-type: none"> <li>- Effective communication.</li> <li>- Recording</li> <li>- co-operation</li> </ul>		Locating the main physical features.  Drawing the map showing physical	Chalk board illustration.  Atlas	
			Formation of physical features (mountains)	The learner; <ul style="list-style-type: none"> <li>- Mentions the meaning of the word mountains</li> <li>- States the types of mountains.</li> </ul>	The learner; <ul style="list-style-type: none"> <li>- Spells &amp; pronounces words.</li> <li>- Mountains</li> <li>- Features</li> </ul>	<ul style="list-style-type: none"> <li>- Defining the term mountain.</li> <li>- States the types of mountain.</li> </ul>	Observation Critical thinking		Guided discussion Reading	Defining mountains,	
WK	PD	Topic	Sub-topic	Subject	Language	Content	Life skills & values		Methods	Learning activity	T/a
				Competence	competence						

			Formation of physical features	<ul style="list-style-type: none"> <li>- Describes the formation of different types of mountains.</li> </ul>	The learner; <ul style="list-style-type: none"> <li>- Spells &amp; pronounces</li> <li>- Faulting</li> <li>- volcanicity</li> <li>- Horst</li> <li>- Folding</li> <li>- Tension</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the formation of different types of mountains.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Recording</li> <li>- Critical thinking</li> </ul>	-	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> <li>- Illustration</li> </ul>	Describing the formation of different types of mountains.	formation of block mountain
			BLOCK MOUNTAIN & RIFT VALLEY	The learner; <ul style="list-style-type: none"> <li>- Mentions the features formed as a result of faulting.</li> <li>- States examples of block mountain.</li> <li>- Mentions tribes which live on the slopes of Mt. Rwenzori</li> </ul>	The learner; <ul style="list-style-type: none"> <li>- Spells &amp; pronounces the word;</li> <li>- Features</li> <li>- Faulting</li> <li>- Slopes</li> <li>- Block</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning the features formed</li> <li>- Stating examples of block mountain</li> <li>- Mentioning tribes which live on the slopes of Mt. Rwenzori.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Recording</li> <li>- Critical thinking</li> <li>- Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Illustration</li> <li>- Guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning features formed as a result of faulting.</li> <li>- Stating examples of block Mt.</li> </ul>	
			Volcanic mountains	The learner. <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <li>- Volcanic</li> <li>- Formation</li> <li>- category</li> <li>- Mountain</li> <li>- Extinct</li> <li>- Dormant</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Reading</li> <li>- Recording</li> </ul>		<ul style="list-style-type: none"> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning the formation of volcanic mts.</li> <li>- Mentioning the types of mountain</li> <li>- Giving examples of each</li> </ul>	- The chart showing type
			Mount Elgon & Mt. Mufumbiro	The learners. <ul style="list-style-type: none"> <li>- Mentions the highest peaks of Mt Elgon &amp; Mufumbiro</li> <li>- States examples of economic activities carried out on mts</li> <li>- Identifies examples of tribes which live on Mt. elgon and Mt. Mufumbiro.</li> <li>- Mentions the importance of volcanic mountains.</li> </ul>	The learner spells & pronounces words. <ul style="list-style-type: none"> <li>- Economic</li> <li>- activities</li> <li>- Tribe</li> <li>- Peak mountains</li> <li>- Volcanic</li> </ul>	<ul style="list-style-type: none"> <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	COMPETENCE		CONTENT	METHODS TECHNIQUES	ACTIVITIES	LIFE SKILLS	INSTRUCTIO N MATERIALS	REFERENCE	REMARKS
					SUBJECT	LANGUAGE							
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 groups. -States 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	- Appreciation -Effective communication	Drawn chart showing ethnic groups.	S.S.T Functional Bk 5 Page 74, 75 Comprehensive Sharing our world. Mk SST bk 5	
	2 & 3	Living together in Uganda	The people of Pre-colonial Uganda	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, Interlacustrine	-Meaning of the Bantu. -Occupation. -Areas where they settled. -Examples of tribes under the Bantu.	-Brain storming. -Explanation. -Whole class discussion	Learners will:- - Pronounce, spell and use the key words correctly	-Critical thinking. -Creative thinking	Drawn chart showing ethnic groups	Comprehensive S.S.T Bk 5 Page 41-42 Sharing our world. Mk sst bk 5	
	4			The Nilotics	-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 communication	Drawn chart showing ethnic groups	Comprehensive S.S.T Bk 5. Page 42 Sharing our world.	

W K	P D	THE ME	TOPIC	SUB TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUES	ACTIVITIES	LIFE SKILLS	INSTRUCTIO N MATERIALS	REFERENCE	REMARKS
					SUBJECT	LANGUAGE							
						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 migration)	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 thinking	A drawn chart showing a map of Uganda	Functional S.S.T Bk 5 Page 77.	
3	1 & 2			Legends myth and events	-States the meaning of legends, myths. -Identifies the importance of legends.	-Pronounces, reads and writes the new words correctly.	-Meaning of legends. -Importance of legends	-Whole class discussion. -Explanation.	- Pronounce, spell and use the key words correctly	Appreciation	Chalk board illustration	Functional S.S.T. Bk 5 Page 83 Sharing our world. Mk sst bk 5	
	3 \$ 4			Migration	-Mentions the meaning of migration, forms of migration, reasons for migration.	-Pronounces, reads and writes the new words correctly.	-Meaning of migration. -Forms of migration. -Reasons for rural urban migration.	-Brain storming. -Whole class discussion	- Pronounce, spell and use the key words correctly.	- Assertiveness. -Critical thinking	Chalk board illustration	Sharing our world. Mk sst bk 5	
	5 \$ 6			Political organization 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	COMPETENCE		CONTENT	METHODS TECHNIQUES	ACTIVITIES	LIFE SKILLS	INSTRUCTIO N MATERIALS	REFERENCE	REMARKS
					SUBJECT	LANGUAGE							
				coloni al societ ies.									
4	1 \$ 2	Living together in Uganda	The people of Pre-colonial Uganda	Exam ples of centr alized kingd oms. (Bug anda, Ankol e, Toro, Buny oro	The learner:- -Mentions the examples of centralized kingdoms.  -States 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 words. -Draw 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 influence.  -mentions the foreigners who come to Uganda.	Pronounces, spells and writes the words.  Foreign influence, Arab traders.	-Why Arabs came to Uganda.  -Items 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 K	P D	THE ME	TOPIC	SUB TOPIC	COMPETENCE		CONTENT	METHODS TECHNIQUES	ACTIVITIES	LIFE SKILLS	INSTRUCTIO N MATERIALS	REFERENCE	REMARKS
					SUBJECT	LANGUAGE							
				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 Grant.  -Sir 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 Baker 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			Henry M. Stanley.	-Mentions the reasons why HM Stanley came to Uganda.  -Identifies the society which sent most explorers to Uganda.	-Pronounces, reads and writes words e.g. circumnavigated .	Stanley's second journey to Uganda.	Brain storming.  Explanatio n.  Discovery.	- Pronounce, spell and use the key words correctly.	Critical thinking.  Effective communica tion	Chart showing the journey of explorers.		Functional S.S.T Bk 5. Page 106- 107 Sharing our world.

6	1 \$ 2			Missionaries in Uganda.	-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 missionaries. -Reasons why Kabaka Mutesa I invited missionaries to Uganda. -Societies which sent the missionaries to Uganda.	Whole class discussion .  Explanation.  Discovery.	- Pronounce, spell and use the key words correctly.	Empathy.  Decision making.	Text books	Functional S.S.T Bks 5. Page 601-801 Sharing our world.
	3			Roman Catholic Missionaries	-States the reasons why 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 of the missionaries	-States the negative effects of missionaries.	-Pronounces words correctly e.g. Negative converts, Culture, Division.	-Negative effects of the missionaries	Explanation.	Pronounce, read and uses the key words correctly.	Creative thinking.	Text books	Functional S.S.T. Bk 5. Page 113-114.
	5 \$ 6			Traders and Colonialists (William Mackinnon)	The learner:- -Identifies the colonialists who came to Uganda.  -States the company that was formed by Sir William Mackinnon. States the reasons for the formation of IBEACO	The learner:- -Pronounces, reads and writes the new words correctly e.g. colonialists, Imperial British East African Company.	-Colonialists in Uganda.  -William Mackinnon.  -IBEACo.	Brain storming.  Explanation.  Discussion .	Pronounce, spell and use the key words correctly.	Creative thinking.	Chalk board illustration	Functional S.S.T Bk5. Page 115-116 Sharing our world. Mksst bk 5
7	1			Captain	-States the	-Pronounces	Captain F.D. Lugard.	Whole	Pronounce,	Critical	Text	Fountain

	& 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 nation. -How the British established colonial rule.	-Pronounces new words e.g. a Nation established.	-How British established colonial rule.	Discussion  Explanation.	Pronounce, spell and use the key words correctly	Effective communication	Text books	Fountain Bk 5. Page 123-124.
	5 \$ 6			1900 Buganda Agreement	-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	Functional S.S.T. Bk 5. Page 134. Fountain Bk 5. Page 123
8	1			Toro and Ankole Agreements	-States the terms of the Toro Agreement	-Pronounces new words e.g. Nuwa Mbaguta	Toro and Ankole Agreements	Explanation  Whole class discussion	- Pronounce s, spell and use the key words correctly	Creative thinking	Text books	Functional Bk 5. Page 135.
	2 \$ 3			Evolution of Uganda's Boundaries	-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  Explanation	- Pronounce, spell and use the key words correctly	Effective communication	-Text books -Chart showing evolution of	Functional  Comprehensive Page 99.

								n			Uganda's boundaries	
	4 \$ 5			British Governors , and Commissioners	-Mentions the British governors, Commissioners and their contributions.	-Governors.  -Commissioners.	-British Governors and Commissioners	Explanation  Whole class discussion	Pronounce, spell and use the new words in sentences correctly.	Assertiveness	Text books	S.S.T Fountain 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 (Rebellions 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 resistance. -Traditional leaders who resisted . -Effects of their resistance.	Whole class discussion  Explanation.	Pronounce, spell and use the new words correctly.	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 136
	3		The Road to Independence	Characteristics of colonial system of administration	-States the characteristics of colonial laws	Pronounces words e.g. characteristics, colonial.	-Segregation. -Taxation -Colonial economy. -Forced labour.	Explanation  Brain storming.	Pronounce, spell and use the key words correctly.	Assertiveness	Text books	S.S.T Fountain Bk 5. Page 146

	4 \$ 5			Formation of LEGCO	<ul style="list-style-type: none"> <li>-Gives the reasons why there was need for formation of LEGCO.</li> <li>-Names the officers who led to the formation of LEGCO.</li> <li>-The first Africans to form the LEGCO</li> </ul>	Pronounce words e.g. Legislative.	<ul style="list-style-type: none"> <li>-Why LEGCO was formed.</li> <li>-Officers who formed LEGCO.</li> <li>-The first Africans to join LEGCO.</li> </ul>	Discussion . Explanation	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 UGANDA BECAME A NATION	Kabaka Crisis (Buganda Crisis)	<ul style="list-style-type: none"> <li>-States the causes of the Kabaka Crisis.</li> <li>-How the Buganda reacted towards the exiling of the Kabaka.</li> <li>-The Namirembe Agreement.</li> </ul>	Pronounces new words e.g. Kabaka Crisis, Exiling correctly.	<ul style="list-style-type: none"> <li>-Causes of the Kabaka Crisis.</li> <li>-How the Baganda reacted.</li> <li>-The Namirembe Agreement</li> </ul>	Whole class discussion . Explanation	Pronounce, spell and use the new words correctly.	Effective communication	Text books	S.S.T Fountain Bk 5, Page 139, S.S.T Comprehensive Bk 5, Page S.S.T Functional Bk 5

10	1 \$ 2			Formation of political parties	<ul style="list-style-type: none"> <li>-Mentions the first political parties that were formed.</li> <li>-State the reasons why political parties were formed.</li> <li>-Mention the leaders (founders) of political parties.</li> <li>-Political party which led Uganda to independence.</li> </ul>	-Pronounces the new words e.g. political parties.	<ul style="list-style-type: none"> <li>-The first political parties in Uganda.</li> <li>-Reasons why political parties were formed.</li> <li>-Leaders who founded the political parties</li> </ul>	Whole class discussion . Explanation	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	<ul style="list-style-type: none"> <li>-Mentions the leader of the political party that won the 1961 general elections.</li> <li>-States political parties which were involved in the 1961 general elections.</li> <li>-The Alliance of UPC and KY.</li> <li>-Important events on the 9<sup>th</sup> October, 1962.</li> <li>-Instruments of power handed over to Obote.</li> </ul>	Pronounces words e.g. Independence, Alliance, Union Jack.	<ul style="list-style-type: none"> <li>-The 1961 and 1962 General Elections.</li> <li>-Political parties which were involved in 1961-1962 general election.</li> <li>-The Alliance of UPC and KY.</li> <li>-Important events on the 9<sup>th</sup> October, 1962.</li> <li>-Instruments of power handed over to Obote.</li> </ul>	Brain storming.  Whole class discussion	Pronounce, spell and use the key words correctly	Critical thinking	Text books	S.S.T Fountain Bk 5. Page 179. S.S.T Comprehensive Bk 5. Page 115. S.S.T Functional Bk 5. Page 162

Week	Period	Theme	Topic	Sub topic	Competences		Content	Methods	Activities	life skills & values	instructional materials	Reference
					subject	language						
			Uganda as an independent state	1961 general elections and 19962 general elections	The learner explains the meaning of independence Identifies 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

wk	pd	Theme		topic	sub-topic	competence		content	methods	activity	skills & values	L/M	re
1						subject	language						







[illegible]







						Resource person.	
						Effective communication Self awareness Tolerance Respect	A drawn chart showing variety of political parties their symbols and leaders.
						Discussing causes of Kabaka crisis Telling how the Baganda reacted towards the exiling of the Kabaka.	Mentioning the first political parties to be formed in Uganda. Identifying founders of these parties
						Story telling Group discussion Question and answer	Group discussion. Gallery walk Think pair share.
						Causes of the Kabaka crisis. 1. Demand for Buganda's separate independence 2. Rejected the idea of proposed East African Federation. 3. He refused the Lukiiko to send representatives to LEGCO Reactions towards the exiling of the Kabaka <ul style="list-style-type: none"> <li>• Baganda boycotted European goods.</li> <li>• They sent petition to Britain</li> <li>• They refused to board European buses.</li> </ul> The Namirembe agreement	Political parties formed. UNC – Ignatius kangave Musaazi. 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 to independence.
						The learner, pronounces & reads new words correctly e.g. crisis, exiling.	The learner pronounces, spells and writes words learnt correctly.
						The learner states causes of Kabaka crisis. How Buganda reacted towards the exiling of the Kabaka	The learner mentions the first political parties which were formed. Mentions the founders of political parties. Identifies political party which led to independence
						Kabaka Crisis (Buganda Crisis)	Formation of political parties
						The Road to Independence	
						Living together in Uganda	
						5	1
						5	& 2
						5	6
W K	P D	The me		Topi c	Sub-topi c	Competence	
						subject	language









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