



Ministry of Education
and Sports

HOME-STUDY LEARNING FRAMEWORK

FOR PRE-PRIMARY, PRIMARY AND SECONDARY
LEVELS OF EDUCATION DURING THE COVID-19
LOCKDOWN IN UGANDA

JUNE 2020





THE REPUBLIC OF UGANDA

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National Curriculum Development Centre

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FOREWORD

The outbreak of the COVID-19 pandemic affected all sectors of the economy globally, of which education was one of the worst hit. The Sector is still grappling with the impact, ten months from when the virus was publicly announced in China, in November 2019.

In Uganda, close to 15 million children were forced into the lockdown since March 2020 to date, thus being denied the right to quality , safe and inclusive education. Whereas government has progressively but cautiously eased the stringent measures of the lockdown, the Education sector is still engulfed in uncertainty; children at all levels of education are still unsure of whether they will go back to school or not.

To ensure continued learning during the lockdown, Ministry of Education and Sports (MoES) developed revision materials for learners in the major subjects for Phase One. In the second phase, where was need to develop additional content for Term 1 and the rest of the academic year for Primary, secondary and tertiary levels. This required a framework to guide the development and implementation process for effective self-study.

This *Self-study Learning Framework for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 Lockdown in Uganda*, spells out the following aspects: the methodologies to be adopted, the scope and sequence of content to be learned; guidance on how to support learners with special educational needs; guidance to stakeholders on their roles; guide on policy implications for learning under the lockdown; mechanisms for getting regular feedback on the learning progress.

I, therefore, recommend this Framework to provide the required guidance on the modalities for for the organisation and management of self-study for learners at Pre-primary, Primary and Secondary levels during the lockdown in Uganda.



HON. JANET K. MUSEVENI

FIRST LADY AND MINISTER FOR EDUCATION AND SPORTS,
Republic of Uganda

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National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of *Self-study Learning Framework for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 Lockdown in Uganda*.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose contributions helped to guide framework to make sure it is of quality.

NCDC equally acknowledges all those behind the scenes who formed part of the team that worked hard to finalise the work on this Framework.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through **P.O. Box 7002 Kampala** or email **admin@ncdc.go.ug**. You can as well send us feedback by accessing our **contact us** page through our website at **www.ncdc.go.ug**.



GRACE K. BAGUMA
DIRECTOR,
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1.0 PREAMBLE

Following the global outbreak of the COVID-19 pandemic, the president of Uganda announced several measures to combat its spread; among these was the closure of education institutions across the country. The impact of the COVID-19 pandemic on the education system has become more pronounced day by day. This crisis is preventing close to 15 million children and adolescents in Uganda from fulfilling their right to quality, safe and inclusive education. It is directly affecting the attainment of Sustainable Development Goal 4 (SDG4), which emphasises the right to quality education for all children and adolescents by 2030.

Families are finding themselves living in a new reality, without easy access to learning, play and care as the case has been and for many their already limited access to learning is at even greater risk. Social emotional learning, play-based learning and support to parental engagement are critical for the youngest learners during this time of adversity.

All stakeholders need to work together to ensure safety of the children of Uganda and continued learning during the Lockdown of education institutions. The most vulnerable children/marginalised – including those; living in poverty, with disabilities, girls and refugees and youth should not be left behind during the planning. The critical learning needs of children must be addressed in addition to the parents/siblings/guardians' support as part of the response. In addition, the roles of key stakeholders need to be clearly spelt out to ensure effective self-study during the lockdown.

Self-study refers to what happens outside the traditional classroom because the learner and the teacher are separated by distance and/or time. It can be real-time or flexible timing, and it may or may not involve technology.

The Ministry of Education and Sports (MoES) made efforts to ensure continued learning during the lockdown. In the first phase, the Ministry developed revision materials for learners of primary and secondary levels for selected subjects. In the second phase, the Ministry plans to develop materials for content that was not learnt during first term for Pre-Primary, Primary and Secondary levels and thereafter, for the rest of the academic year. The lessons learnt from the first phase have informed the second phase.

2.0 STATEMENT OF THE PROBLEM

Education is a fundamental human right that enables children to reach their full potential. The unprecedented school closures due to the COVID-19 pandemic, has created a greater need to ensure every child continues to access education and learning. This requires increased use of new approaches to support alternative forms of distance education, innovative, and accessible technologies especially in the absence of a teacher. Therefore, government is devoted to ensuring that learners continue learning using distance-education techniques for of Pre-primary, Primary Secondary education and Tertiary levels of Education.

3.0 PURPOSE

The purpose of this Framework is to provide guidance on the modalities for the organisation and management of self-study for learners of Pre-primary, Primary and Secondary school levels during the lockdown.

3.1 Objectives

The specific objectives are to:

1. Suggest possible methodologies/approaches that can be adopted to ensure effective self-study.
2. Guide on the scope and sequence of the content to ensure effective self-study.
3. Provide guidance on how to support learners with special educational needs to ensure effective self-study.
4. Provide guidance to the stakeholders on their roles for effective management of self-study during the lockdown.
5. To guide on policy implications for learning under the lockdown.
6. Ensure regular feedback and reports on the progress of the continued learning in homes to MoES and other stakeholders for appropriate action.

4.0 APPROACHES FOR EFFECTIVE SELF-STUDY

It is necessary to get the learners actively involved in the learning process if learning competences/ objectives are to be effectively achieved.

Therefore, we encourage:

- (i) Planning for self-study that targets the needs of all learners i.e. catering for inclusivity.
- (ii) Implementing self-study that attends to the diversity of each community to ensure that all learners have access to equitable educational opportunities.
- (iii) Learner engagement that promotes acquisition of the necessary learning objectives/outcomes.

The following are some of the learning approaches that can be adopted in this era of uncertainty;

4.1 Teacher led pedagogy

In self-study, we still have to embrace some form of blended learning as if it is in some universities across the world.

In the context of Uganda, the blended approach will take the form of teachers giving support either through the call centre or door to door by reaching out to learners from where they are. Also in a given community learners can be assisted by organizing them in clusters according to their location or where they are based.

Some of these practices are already being explored in some districts where teachers are moving to assist learners in their homes. The teachers will also apply a multi-grade approach where they meet children of different classes in a given home in an effort to assist all children.

The call centre that will be manned by educationists will be another key involvement for teachers. The teachers will be doing this alongside lesson delivery through radio to consolidate the learning achievements.

4.2. Traditional practical methods of teaching and learning

Before the introduction of Western civilization into Uganda, education was purely indigenous. In societies where education is largely informal parents are predominantly responsible for teaching their children. "They should inculcate good manners' norms and values into their offspring'.

Traditional methods are holistic in which storytelling, proverbs and myths also play an important role. Storytelling inspires learners to learn about themselves and pass on knowledge, history and experiences from one generation to the next. Many cultures in Uganda have rituals of oral storytelling, which reveals ideas, themes, beliefs, and facts, that are widely spread.

Observation, imitation and participation are some of the major learning processes even in this modern age. The African child learns the local geography and history of his/her community. He/she is very familiar with the hills and valleys, the fertile and the non-fertile areas; he/she knows the rainy season and when to expect a dry spell; he/she knows the time of the fishing seasons. Local history can be taught by the elders in each household and the songs of praise which accompany many of the historical events make the oral traditional history a stimulating experience.

Parents can also use indigenous knowledge to help learners acquire knowledge and skills about farming activities, fishing, animal care and animal rearing, crafts for example weaving (baskets and cloth), drumming, dancing, soap-making, singing, pottery-making, mat-making, bead-working among others.

4.3. Child –to- Child Approach

This approach will enable children to play a meaningful role in their own lives and to promote the health, education and wellbeing of themselves and their communities.

The Child-to Child Approach is a style where a child is empowered to be an active participant in his/her own development and the development of other children. It aims

to empower children with skills, knowledge and attitudes to enhance not only themselves but to give them the ability to reach out to other children.

This approach views children as a resource to help meet the psychosocial needs of other children and families living in difficult circumstances. The incorporation of this approach in the self-study strategy and activities will be effective in helping other children and families finding challenges with the self-study materials. Child-to-Child's approach's principle of meaningful participation maintains that children can and should be actively involved in improving their own situation and that of their family and neighbours

Child-to-Child approaches promote active "learning" and "doing" which links learning to life but also depicting African traditional methods. Using this approach, children promote health and wellbeing to other children and adults in ways that are appropriate to children – through songs, games, and other creative, sustainable, and replicable ways.

This approach further provides an effective method of transmitting important health and safety information to the entire community. In their homes and schools, older children promote hygiene, child safety, and other key messages to their families. Empowered by the experience of linking the acquisition of knowledge with action, children seek to address other issues that affect them. Furthermore, this Approach promotes inclusive education because through it learners learn together in a complementary manner. Parents are guided to encourage use of the self-study intervention during the lockdown.

4.4. The Call Centre

The Call Centre to be established at NCDC will reinforce the learning for, teachers, parents and learners in their different location by calling in, sending SMS to ask questions and seek clarification on the content they are learning. The Call Centre shall use a voice over internet and short message service (sms) technology with the relevant infrastructure to process and store content. A specified Call Centre software and corresponding hardware shall be used to run the technology.

In the short run NCDC will manage the centre but in the long run, the plan is to decentralize it to the various regions for efficiency and being closer to the users. This implies that teachers have to be identified to man its functionality at regional level.

Zero rating by communications companies will be a great opportunity for the learners, teachers and parents to access the call centre for the assistance they may require. Government will have to request for toll free numbers from all communication providers to call in at designated time to ensure that learning is further demystified

The benefits of the Call Centre are, but may not be limited to; supporting teachers, learners and parents during the learning process under the lockdown and when schools open; providing feedback on learner's achievements, guide teachers on strategies for effective syllabus coverage. Teachers can use the call centre to consult on how to deliver

radio and television lessons. Furthermore, the call centre could be modified to help students to carry out practical work. The call centre can also be an avenue for quality control.

4.5 **Gamming**

This is an approach that allows the learner to participate in a game and the learning takes place during the play. The role of the educationist in this case is to plan the game and place learning points for the learner across the game. The gamming approach can be realized with any of the approaches that range from traditional approaches to e-learning. Gaming can be made easier with games that the community is already aware of i.e. hide and seek, dodging, skipping, football and netball.

In conclusion, learning thorough use of non-textbook materials is also encouraged and is critical in consolidating learning. Games, objects, illustrations made on board or other materials that are relevant would be used in self-study to help concretise/ consolidate learning of a given concept.

5.0 **SELF-STUDY OF PRACTICAL SUBJECTS (BIOLOGY, CHEMISTRY, PHYSICS AND AGRICULTURE)**

Learners can master the essential concepts of science subjects by themselves. These concepts can be studied in any order, but it's probably best to start from the known to unknown, since many concepts build on from simple concepts to complex.

There is a method to do sciences called scientific method. The method involves making observations, measurement, and experimentation, formulation, testing, and modification of hypotheses. This translates into inquiry-based learning which can be used at any level.

In self-study strategy, this approach can be used in developing a **list** of worthwhile practical activities, requiring **locally available** and **low-cost materials** that could be carried out safely. There shall be prepared worksheets for learners and parents to guide the learning process. These processes will be suggested in the self-study materials radio lessons, and TV and E-learning materials.

5.1 **The alternative to practical's for science subjects (Theoretical practicals)**

This arrangement presents the practical situations in a theoretical manner. This is where the diagrams, tables and illustrations are used to construct a practical experience theoretically. In a situation like this, learning materials can be crafted to bring about the expected results in a practical. This is referred to as dry practical which involves testing the skills that are supposed to be applied practically. For example to take measurements the learners will be given pictorial diagrams representing the initial and final position of the experiment. They will be required to find the reading on the diagram and record the results.

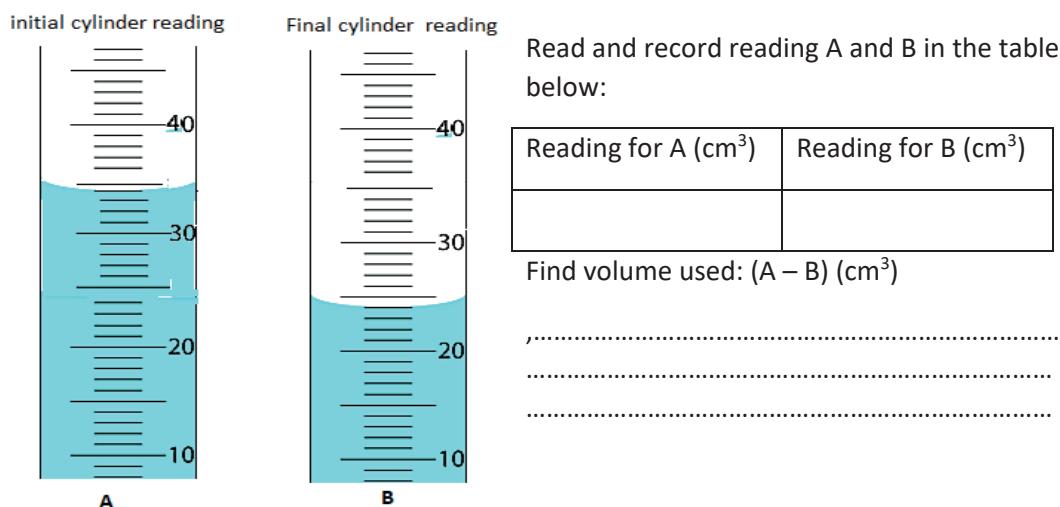


Fig.1 above depicts an example of how a dry practical will look like.

Some activities can be adapted since a lot of the required resources can be found in the home.

During observational drawing, students can use items in their homes e.g. kitchens, gardens, local environment and more.

Investigations can be conducted in the homes or backyards; for example when learning about plants (Stages of growth i.e. seed, germination and growth; How light affects growth i.e. a seed planted in a dark room with one source of light will grow towards the light when it germinates; Photosynthesis and how the more light a plant is exposed to, the darker green its leaves will be); Transpiration, by which excess water evaporates from plants through their leaves; etc.);

Gravity, the force that pulls a body downwards towards the earth, this explains why all objects fall to the ground;

Newton's Law of Motion, where an object at rest stays at rest and an object in motion stays in motion with the same speed and in the same direction unless acted upon by another force. This can be investigated with a ball/stone/marble;

How Shadows are formed by blocking light. Here, they can use bulbs, lamps or candles for this experiment.

Some experiments that involve dissection can be taught theoretically by teaching the learners what internal organs would be observed upon dissection and how they should be drawn and named.

This approach will be used in the self-study strategies being proposed in this Framework.

6.0 DELIVERY METHODS FOR SELF-STUDY

The following are some the channels that can be used for learning in Uganda during the lockdown period.

6.1 Radio

Educational radio programmes. This medium reaches a wide audience and no prior skills are needed by caregivers/students. This is particularly useful in communities where other connectivity options are unavailable and radio signals/stations exist. Programmes will be organised based on regional FM stations throughout the country. Lessons will be time-tabled in cognizance of age and attention spans.

6.2 Television

Television can be used in multiple forms, including on-demand (prerecorded lessons) and edutainment. Learners can then watch recordings or re-runs of these lessons, providing an opportunity for them to review or catch up if they missed anything. This can be useful in settings where most of the population has access to a television and education channels exist.

6.3 E-learning

Information and Communication Technology (ICT); this is for learners with access to technological gadgets with internet connectivity. Computers, cellular phones and iPad can be used to access reading materials on the education portal. This mode has a cost on electricity and internet connectivity. Telecommunication networks will be requested for zero rating.

6.4 Print/hard copy home- study materials

Government through the MoES and NCDC will provide home - study materials for all classes of Pre- Primary, Primary and Secondary Education Levels. Hard copies will be distributed to the users through local government structures and other relevant structures. The printed learning materials shall be in form of a booklet.

6.5 Mobile phone

Through SMS and calling in, learners can be helped to learn the prescribed content. The content will be packaged to suits this platform.

7.0 SCOPE AND SEQUENCE OF THE LEARNING CONTENT

Learning is scoped based on the syllabus. Every syllabus for each class introduces a topic and the competences to be achieved. The topics flow in a logical manner from simple to complex. This helps to build cognitive abilities of conceptualizing and understanding

what to learn and how to make use of the learned information. The scope and sequence for each subject has been developed. Depicting key competences that are critical for the preparation of the learner to the next level or those concepts that will not have a big effect if missed

The following levels and subjects/learning areas have been considered.

	Subject/learning area
Pre- Primary	<ul style="list-style-type: none"> • Relating with others in an acceptable way • Interacting, exploring, knowing and using my environment • Taking care of myself for proper growth and development • Developing and using mathematical concepts in my day -to-day experience • Developing and using my language appropriately
Lower Primary	Literacy/Mathematics/English
Upper Primary	English/ Mathematics /Social studies / Integrated science/ Music/ Physical Education and Art % Technology.
Lower secondary	Biology/chemistry/physics/Math/Geography/history & Political Education/English/ Music/ Food and Nutrition/ Physical Education/Agriculture/Kiswahili/Religious Education Entrepreneurship
Upper secondary(A 'Level)	Biology/Chemistry/Physics/Math/Geography/Economics/History/ Entrepreneurship/Religious Education/Agriculture/Kiswahili

The key competences/concepts for each subject across all levels are attached as Appendix 1 Primary, Appendix 2 Lower Secondary and Appendix 3 Upper Secondary respectively.

8.0 SPECIAL NEEDS EDUCATION

In this era of inclusiveness, it is important that all the materials are accessed and can accommodate all learners including learners with disabilities. The materials will also cater for learners with disabilities and other learning difficulties. The process will therefore involve designing and adapting materials with the support of digital multimedia technologies in order to complement the learner's efforts.

Activities will include;

1. Developing home - study materials(lesson plans) to be video recorded into sign language,

2. Recording audio-visual lessons to be taught on Televisions,
3. Converting audio-visual lessons into digital(soft) to be accessed online,
4. Transcribing prepared packages into brail,
5. Developing large print materials.

In an effort to make such materials accessible to all learners including those with hearing impairment, NCDC shall provide alternative self-study packages of all the core subjects for Primary and Secondary schools focusing on Ugandan Sign Language. All the lessons which will be aired on Television will be accompanied with sign language interpretations.

9.0 REMOTE ASSESSMENT METHODS AND PRACTICES

Schools are closed but schooling is ongoing, and it remains crucial that we find ways to see what learners are learning. Formative assessment at a distance is challenging but possible. There is need to check for understanding and provide meaningful feedback. The practices to be used shall be different from those used in the classroom. Formative assessment is a process, and it's important to collect evidence of learning over time. The materials and radio lessons will incorporate appropriate Formative methods of assessment.

During self-study, learners shall also be prepared for Summative Assessment by the National Examinations body (UNE) at an appropriate time.

10.0 TIME ALLOCATION

The time for learning has been reduced to about a tenth of the annual time allocated for learning yet we need to have the learner acquire the necessary key competences in the remaining time. Key concepts for each subject have been identified as attached in the scope and sequence. Time for learning should be flexible to cater for learners who may have to attend to routine activities in their homes while being mindful of the achievement of the key learning outcomes/objectives.

The home – study material will not need a timetable. There is flexibility for learners to study on their own convenience depending on the environment and setting. However, the timetable will mainly focus on the radio lessons. (**See table attached as Appendix 4**)

11.0 PARENT HANDBOOK/BOOST/GUIDE

This will provide further guidance on how learners can be supported during the learning process. It will also have a section of guidance and counseling to foster acquisition of life skills and ensure protection of learners against abuse during the Lockdown.

12.0 KEY CRITICAL INTERVENTIONS

12.1 Sensitisation of Parents / Community Involvement

The Directorate of Education Standards (DES) shall purposively sensitise the community and specifically parents, to recognise that the skills and knowledge that they possess are important if we are to achieve in education in this era of COVID-19. Parents/guardians/caregivers are experts in the education process of their children. They are the first teachers and this is one of the norms in self-study. As such Education in general and teaching in particular gradually and systematically connect children to the family routines, the social competences and reproductive systems of the people and their cultural heritage. This aspect is at the Centre of learning that will be used during the COVID-19 lockdown and post lockdown.

13.0 ROLES OF KEY STAKEHOLDERS

The following are the key persons with a stake during the self-study:

13.1 Local Government Accounting Officers (AOs)

These include Chief Administrative Officers (CAOs) for Districts and Town Clerks (T/Cc) for Municipal Councils.

They are charged with execution of all Government laws, policies and guidelines by ensuring compliance by all Local Governments (LGs) Sectors including Education and Sports Sector is ensured.

Some of the other specific roles of CAO/Town Clerk in this case include:-

- (i) Ensuring that proper accountability of all received materials for Self-study is done.
- (ii) Ensuring that the existing LG Administrative hierarchy is used to ensure materials are distributed to homes and accordingly used by learners. This is done through Sub County Chiefs/ Division Senior Assistant Secretaries and Parish Chiefs/Town Agents working with LC/Village Chairpersons.

13.2 Parents

- a. To help learners plan for the days' activities indicating the times of their personal reading
- b. Avail reading space to their children and help them learn how to organise their reading materials
- c. Help the learners (if possible) to understand and internalize the concepts
- d. Avail to their children learning equipment and tools where they are required, e.g. a laptop, cell phone, internet bundles, etc
- e. Review work assigned to the learners.
- f. Reserve a space for learners to complete self-study work.
- g. Encourage learners to get enough sleep.
- h. Set sensible time limits for technology use.
- i. Talk to learners about their work every day.
- j. Help learners establish and follow regular daily routines.

13.3 Learners

- a. Review assigned work in the home – study materials.
- b. Complete assigned work by the due date.
- c. Ask clarifying questions when they need help or don't understand.
- d. Be respectful to themselves, parents, peers and care givers.
- e. Willing to help other children (their peers) in study work activities.
- f. Discuss with peers in all learning aspects.
- g. Encourage peers in all learning activities; games and sports and class work activities.
- h. Learn from others.
- i. Speak well to their peers.
- j. Share what they know with peers.
- k. Help peers who need support.
- l. Cheer up peers who may not be happy.
- m. Help learners with disabilities in home schooling activities.
- n. Report any child abuse
- o. Follow COVID-19 safety guidelines and other rules and laws.

13.4 Siblings/peer learning

- a) Be of help to the young ones to read and understand what is required in the text.
- b) Remind and help the siblings to keep the timetable for home activities and reading as programmed

13.5. Teachers

- a) Assist learners within their communities to understand topical issues set in the reading materials at no cost
- b) Help parents to understand the importance of allowing their children have spared time for home reading.
- c) Make self-study activities available in a timely manner.
- d) Be available at scheduled times to answer learner/caregiver questions.
- e) Provide timely feedback on learner work.
- f) Communicate regularly with learners.
- g) Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of school closure.
- h) Provide regular feedback to learners on progress related to learning activities.
- i) Collect evidence of learning over time for the formative assessment record

13.6 District Education Officers (DEOs)/Municipal Education Officers (MEOs)

These are the overall managers of the education system at district levels. They will be charged to fully manage the distribution processes of all the learning materials at their districts, and follow up on Radio lessons.

- a) Remind the Ministry officials when the home - study materials delay to reach their districts.

- b) Distribute the home - study materials to head teachers through their zonal formations
- c) Develop thoughtful and accessible self-study plans using stakeholder input, when possible.
- d) Support parents and schools in planning and implementing self-study plans.
- e) Help parents and schools identify needed resources in the community (academic, health, social, emotional).
- f) Monitor the use of self-study materials received from the MoES.
- g) Prepare appropriate feedback in form of reports through Accounting Officers(AOs) to MoES; citing strengths and weaknesses and proposing remedial action in case of any shortcomings.

13.7 Centre Coordinating Tutors (CCTs)

These are charged with managing the learning process as coordinators in designated areas. They will work with DEOs and MoES to ensure the availability and effective use of the learning materials in their areas of jurisdiction.

13.8 Community leaders

1. Encourage and affirm parents/guardians in their roles as children's first and most important teacher, but without creating undue pressure. Families should recognize the intrinsic educational worth of their home experience but should not worry about trying to re-create a classroom experience or take on the role of a classroom teacher.
2. Encourage families to spend time with one another to bond and talk. Parents can create prompts that help elicit conversations within the home through storytelling (e.g., generational lore, family history) or making meaning of stories together (e.g., watching and discussing favorite shows).
3. Remind families that their language practices in the home are rich and worthy. All opportunities to use, make meaning through, and play with language -- ANY language -- are valuable to learners' cognitive growth and language development.
4. Encourage finding meaning in real life experiences in the home together with family, while integrating necessary tasks with learning opportunities. Parents can prompt learner inquiry, observation, and reflection around everyday activities (e.g., making meals, collaborating on chores, problem solving, fixing things together, reducing waste by reusing and recycling).

13.9 Local Council leaders Councils:

Local Councils are the grassroots unit of administration. Through the DEOs and MEOs and Sub County Chiefs/Division Assistant Secretaries shall work with CCTs to fast track the distribution and use of home - study materials to all learners at the lowest levels.

13.10 Association of Secondary School Head teachers (ASSHU)

ASSHU is the body that coordinates the secondary school head teachers. ASSHU will work with the local government leaders, the DEOs and MEOs to ensure the home – study materials reach the intended recipients. The Head teachers Association will also give support supervision. They shall be expected to submit feedback reports to the MoES about the implementation of self-study.

13.11 Ministry of Education and Sports (MoES)

The MoES will be in charge of providing policy guidance on learning during the lockdown, identifying teachers to participate in the radio and television lessons and ensure that monitoring and evaluation of the activity is conducted to get feedback to inform future actions.

13.12 The National Curriculum Development Centre (NCDC)

NCDC is responsible for developing the home – study materials for self-study, selecting panel members to develop the materials and managing the Call Centre to provide support to learners, parents and teachers.

14.0 EXPECTED OUTPUTS AND OUTCOMES

OUTPUTS

1. Self-study packages for the selected subjects for the pre-primary, primary and secondary levels, printed in A4 and B5 paper size and Brailled for learners with special needs.
2. The study guide/skills to facilitate learners during the learning process.
3. Radio recorded lessons and presentations stored on electronic devices to be played on radio station (s) across the country.
4. Television lessons with sign language interpretation to cater for all learners.
5. Online uploads to be accessed via the internet platforms like YouTube.com.
6. The Parents Boost.

OUTCOMES

1. Continued learning during the lockdown.
2. Skills development among learners through individual engagement with what they were learning.
3. Confident learners as they acquire critical thinking and problem solving skills and become independent persons who are able to learn new things with minimal help.
4. Motivated learners through learning about what excites and interests them, leading to a more effective learning experience.

5. Reduced frustration, anxiety, or boredom as learners are able to take learning at their own pace, focusing on areas they are most interested in.
6. Increased involvement of parents/guardians, elders in the learners' learning process.
7. Enhanced peer to peer learning resulting from child to child boost

15.0 POLICY IMPLICATIONS

The government of Uganda will make a provision for a policy framework that recognizes self-study and the different methods and approaches used to access education during the lock down to inform future actions in education with or without pandemics.

16.0 FINANCIAL IMPLICATIONS

The following areas have financial implications; developing of home - study materials, distribution, monitoring of the implementation of self-study, broadcasting lessons on both radio and television, establishing the call centre.

17.0 MONITORING AND EVALUATION

The MoES, DES, UNEB, NCDC, Local Governments, ASSHU and other key departments shall monitor education responses to COVID-19 countrywide, collecting and analyzing information, tracking the evolution, scale and impact of self-study responses to school closures due to the COVID-19 pandemic, and uses this information to facilitate policy dialogue and experience-sharing. Information will be collected from various resources, including parents, learners, teachers, community leaders, including the access, and user friendliness of the selected modes of distance learning.

It is expected that the interventions mentioned in this document will be useful in ensuring continued learning throughout the COVID 19 lockdown until the resumption of learning after re-opening of schools. It is therefore a general appeal to all stakeholders to join hands in ensuring a timely and successful production, distribution and effective use of the study materials.

APPENDICES

APPENDIX 1: KEY COMPETENCES/CONCEPTS FOR THE DIFFERENT SUBJECTS

Integrated science for classes P.4 – P.7

CL	THEME/TOPIC	KEY COMPETENCES
P4	THEME: Our Environment TOPIC: Changes in the Weather	<ol style="list-style-type: none"> Describes the changes in the weather through the year Describes weather patterns and climate changes in different parts of the country Draws a simple weather chart
	THEME: Human Health TOPIC: Keeping Clean	<ol style="list-style-type: none"> Identifies ways of keeping clean Demonstrates keeping clean Discusses what can go wrong if we do not keep clean
	THEME: Human Health TOPIC: Classes of Food and Their Values	<ol style="list-style-type: none"> Identifies classes of food and their uses to the body. Practices proper handling of food. Identifies some deficiency diseases. Prepares local dishes using common foods in the community
	THEME: Human Body TOPIC: Major Organs	<ol style="list-style-type: none"> Draws and labels the different human body part States the function of the different organs of our body States four ways in which our body works
	THEME: Human Body TOPIC: Teeth and Their Functions	<ol style="list-style-type: none"> Describes the different types of teeth and their function Identifies the diseases and disorders of the teeth Demonstrates how to brush the teeth correctly Practices habits that promote oral health
	THEME: Human Health TOPIC: Sanitation and Its Importance	<ol style="list-style-type: none"> States what sanitation is Discusses the importance of proper sanitation Discusses how the germs are spread Describes the different ways of maintaining proper sanitation way and in the homes
	Human Health Communicable intestinal diseases and work infestations	<ol style="list-style-type: none"> Describes the causes of diarrhoeal diseases and how they can spread. Demonstrates how to mix and administer oral rehydration solution (ORS) and make salt-

		<p>sugar solution (SSS).</p> <ol style="list-style-type: none"> 3. Identifies types of worms and explains how worms enter the body. 4. Describes signs and symptoms and treatment of worm infestations.
	Human Health Disease Vectors	<ol style="list-style-type: none"> 1. Describes some vectors (parts, where they live, feeding habits, diseases they spread) 2. Practices correct prevention and control of diseases spread by vectors.
	Human Health Poisoning, Poisoning and First Aid	<ol style="list-style-type: none"> 1. States causes of common accidents and poisoning at home, on the way to, from and at school 2. Demonstrates correct practices to avoid accidents. 3. Practices habits, which help to avoid accidents and poisoning at home, on the way and at school. 4. Demonstrates how to care for an injured person.
	Science in human activities and occupations: Keeping Rabbits	<ol style="list-style-type: none"> 1. Compares the different types of rabbits. 2. Constructs a hutch for rabbits. 3. Describes breeding habits of rabbits. 4. Names common diseases of rabbits. 5. Demonstrates skills in keeping rabbits
P5	THEME: Human Body TOPIC: The Digestive System	<ol style="list-style-type: none"> 1. Explains what the digestive system is. 2. Describes the functions of the different parts of the digestive system. 3. Describes signs and symptoms of diseases and disorders of the digestive system. 4. Demonstrates behaviour and habits of maintaining the efficiency of the digestive system.
	THEME: The Environment TOPIC: Components of the Environment “Soil”	<ol style="list-style-type: none"> 1. Investigates to show properties of different types soils. 2. Describes the types and causes of soil erosion. 3. Describes how to prevent soil pollution. 4. Demonstrates methods of soil conservation. 5. Demonstrates best ways of making compost manure.
	THEME: Matter and Energy TOPIC: Heat Energy	<ol style="list-style-type: none"> 1. Describes the three states of matter 2. Identifies the differences between types and forms of energy 3. Investigates methods of heat transfer 4. Relates heat to temperature 5. Explains the types and uses of the

		<p>thermometer</p> <p>6. Converts degrees appropriately</p>
	<p>Science in Human Activities and Occupations</p> <p>TOPIC: Occupations in Our Community: Crop Growing</p>	<p>1. Identifies the characteristics of common tuber crops.</p> <p>2. Discusses ways of growing and caring for tuber crops.</p> <p>3. Discusses methods of controlling pests and disease of tuber crops.</p> <p>4. Practices growing tuber crops (project).</p>
	<p>THEME: The World of Living Things</p> <p>TOPIC: Bacteria and Fungi</p>	<p>1. Describes characteristics of bacteria, where they are found and where they breed</p> <p>2. Explains uses and dangers of bacteria</p> <p>3. Describes fungi as harmless and harmful organisms</p> <p>4. Discusses ways of preventing and controlling bacterial and fungal diseases</p>
	<p>Managing Changes in the Environment</p> <p>Types of Changes</p>	<p>1. Identifies the different changes in the environment.</p> <p>2. Describes the different changes in the environment.</p> <p>3. Describes the different effects/ consequences of various changes in the environment.</p>
	<p>Science in the Human activities and Occupations</p> <p>Keeping Goats, Sheep and Pigs</p>	<p>1. Describes different breeds of goats and sheep.</p> <p>2. Discusses the causes, signs, symptoms, prevention and control measures of diseases and sheep.</p> <p>3. Discusses the causes, signs and symptoms, prevention and control measures of parasite and diseases in pigs.</p> <p>4. Demonstrates care for goats, sheep and pigs.</p>
	<p>Human Health</p> <p>Food and Nutrition</p>	<p>1. The learner explains what breastfeeding is, its advantages and disadvantages.</p> <p>2. Explains what bottle-feeding is, its advantages and disadvantages.</p> <p>3. Identifies vulnerable groups of people and their food requirements</p>
	<p>Human Health</p> <p>Primary Health Care</p>	<p>1. Describes what PHC is, its elements and principles.</p> <p>2. Demonstrates activities of PHC in promotion of community hygiene.</p> <p>3. Explains the responsibilities of individuals, families and the community in health promotion..</p>

P6	THEME: The Human Body TOPIC: Circulatory System	<ol style="list-style-type: none"> Describes the structure and functions of the heart. Describes blood circulation. Identifies blood vessels. Mentions the diseases and disorders of the circulatory system. Practices good habits to care for the circulatory system
	THEME: Human Health TOPIC: Alcohol, Smoking and Drugs in Society	<ol style="list-style-type: none"> Describes how alcohol is produced Explains the importance of alcohol in the community States the effects of alcoholism to an individual, family and community. Discusses the effects of drugs to an individual, family and community. Mentions ways of storing drugs. Participates in campaigns against alcohol, smoking and drugs
	THEME: The World of Living Things TOPIC: Classification of Plants	<ol style="list-style-type: none"> Classifies algae Classifies spore bearing plants Classifies non flowering send bearing plants Classifies flowering plats Explains the importance of seed dispersal Describes plant propagation Participates in plant conservation activities.
	THEME: Science of Human Activities and Occupations TOPIC: Keeping Cattle	<ol style="list-style-type: none"> Identifies the different types and breeds of cattle Describes the different ways of grazing, watering and housing cattle Describes the causes, spread, signs, symptoms, prevention, control, treatment of cattle diseases Cares for cattle at home
	THEME: The Environment TOPIC: Resources in the Environment	<ol style="list-style-type: none"> Groups examples of resources under living and moon living things. Describes ways of harvesting resources. Describes renewable and non-renewable resources. Participates in different ways of conserving resources. Explains ways of caring for animals as resources.
	THEME: The Human Body TOPIC: Respiratory System	<ol style="list-style-type: none"> Describes the structure and functions of parts of the respiratory system Describes the process of breathing. Identifies diseases and disorders of the

		<p>respiratory system.</p> <p>4. Participates in campaigns to keep the system in a healthy working condition.</p>
	Science of Human Activities and Occupations Science at Home and in Our Community	<p>1. Describes ways of preparing clean and safe water for drinking and washing.</p> <p>2. Discusses ways of cleaning clothes in a home.</p> <p>3. Participates in preparing clean and safe water for cleaning and washing.</p>
	Human Health Accidents and First Aid	<p>1. Describes burns and scalds.</p> <p>2. Describes near drowning.</p> <p>3. Describes causes of fainting, and how to give first aid.</p> <p>4. Identifies foreign bodies in the passage.</p> <p>5. Gives effective first aid to burns, fevers, fainting and removal of foreign body</p>
	Human Health Sanitation	<p>1. Describes the differences between ordinary pit latrine, Ventilated Improved pit latrine and potties and water closet toilets</p> <p>2. Demonstrates proper use of latrines and toilets.</p> <p>3. Uses local resources to make tools for cleaning latrines and toilets.</p> <p>4. Participates in maintaining the cleanliness of latrines and toilets</p>
	Human Body The Reproductive System	<p>1. Describes the structure and function of the male reproductive system</p> <p>2. Describes the structure and function of the female reproductive system</p> <p>3. Distinguishes body changes during puberty between boys and girls</p> <p>4. Explains dangers of teenage pregnancy</p> <p>5. Describes methods of birth control</p> <p>6. Demonstrates proper and mentions ways of caring for reproductive organs</p>
	THEME: The Environment TOPIC: Energy Resources in the Environment	<p>1. Groups examples of resources under living and non-living things.</p> <p>2. Describes ways of harvesting resources.</p> <p>3. Describes renewable and non-renewable resources.</p> <p>4. Participates in different ways of conserving resources.</p> <p>5. Explains ways of caring for animals as resources.</p>
	THEME: Matter and Energy TOPIC: Simple Machines and	<p>1. states the meaning of friction</p> <p>2. states the importance of friction</p>

	Friction	<ul style="list-style-type: none"> 3. describes simple machines and explain how different simple machines work 4. describes different classes of levers 5. distinguishes between inclined planes and wedges 6. calculates mechanical advantage (MA) of machines 7. describes how pulleys work 8. explains importance of simple machines in our daily life 9. make simple machines for use at home
	THEME: Human Body TOPIC: Excretory System	<ul style="list-style-type: none"> 1. explains excretion 2. explains the functions of the parts of the urinary system 3. describe practices to care for the urinary system 4. describes the structure of the human skin 5. explains functions of the human skin 6. demonstrate correct practices to care for the human skin
	THEME: Matter and Energy TOPIC: Light Energy	<ul style="list-style-type: none"> 1. investigates the behaviour of the light when it interacts with different surfaces and objects 2. describes how different shadows are formed (eclipse and images) 3. calculates simple problems on reflection 4. describes images formed by plane mirrors 5. carries out experiments to investigate the effects of lenses on beams of light 6. describes the working of the human eye as an optical organ 7. describes different human eye defects and their corrections and practices to care the human eye
	The Environment Interdependence of Living Things in the Environment	<ul style="list-style-type: none"> 1. describes how the components of the environment benefit from each other 2. describes ways of caring for animals 3. discusses the importance of agro-forestry 4. starts and manages a school/home woodlot project 5. demonstrates correct record keeping
	The Community, Population and Family Life Population and Health	<ul style="list-style-type: none"> 1. describes causes of common sicknesses in a home and community 2. discusses dangers of anti-social behaviour and sexual deviations

	<p>3. describes ways of avoiding sexual deviations</p> <p>4. demonstrates some of the activities to address health concerns</p> <p>5. carries out demography (simple surveys) on housing information</p>
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P.7 MATHEMATICS COMPETENCES

TOPIC	KEY COMPETENCES
TERM I	
SET CONCEPTS	<ul style="list-style-type: none"> Identifies finite and infinite sets. Forms proper and improper subsets from a given set. Derives the formula for finding number of subsets. Solves real life problems involving Venn diagrams. Works out probability of events using Venn diagrams.
WHOLE NUMBERS	<ul style="list-style-type: none"> Counts and writes numbers up to 99,999,999 Counts and writes Roman numerals up to MM Converts numbers from other bases to base ten and vice versa. Adds, subtracts and multiplies in binary system up to 5 digits.
OPERATIONS ON WHOLE NUMBERS	<ul style="list-style-type: none"> Applies the basic operations integrated with commutative, associative and distributive properties. Writes numbers in expanded form and vice versa. Writes numbers in standard form. Finds square roots of whole numbers. Solves problems involving application of square roots.
PATTERNS AND SEQUENCES	<ul style="list-style-type: none"> Works out divisibility tests of 6,8,9,10, and 11 Forms patterns and sequences of numbers using composite, triangular, square, cubic, prime, odd

	and even numbers.
TERM II	
FRACTIONS	<ul style="list-style-type: none"> • Writes non – repeating fractions as decimals • Writes decimals as common fractions • Writes repeating decimals as fractions • Writes fractions as repeating decimals. • Rounds off decimals up to hundred thousandths • Solves problems involving inverse proportion • Finds percentage increase and decrease • Works out simple interest, rate, time, amount and principle. • Works out problems on percentages and proportions in daily life.
INTEGERS	<ul style="list-style-type: none"> • Solves problems involving application of integers. • Carries out basic operations of clock arithmetic and solves related problems • Solves word problems involving clock arithmetic.
DATA HANDLING	<ul style="list-style-type: none"> • Works out problems using pie charts • Presents and interprets information on travel graphs. • Presents and interprets information on coordinate grid • Solves problems involving mean, median, mode and range.
TERM III	
GEOMETRIC CONSTRUCTION	<ul style="list-style-type: none"> • Constructs angles • Constructs parallel lines • Bisects angles and lines • • Draws skew lines • Identifies co – interior, vertically opposite, alternate and corresponding angles • Constructs simple polygons. • Applies the formula for finding exterior and interior angle sum of polygons

	<ul style="list-style-type: none"> • Triangulates given polygon to find interior angle sum. • Draws bearing and scale diagrams • Identifies relationship between bearing and direction
LENGTH, MASS AND CAPACITY	<ul style="list-style-type: none"> • Calculates length, perimeter and area of figures using standard measures. • Calculates volume of solid figures. • Calculates capacity in real life situations.
ALGEBRA	<ul style="list-style-type: none"> • Simplifies expressions involving the unknown. • Substitutes values for the unknown. • Solves equations and finds unknowns. • Solves inequalities and finds solution sets.

P.6 MATHEMATICS COMPETENCES

TOPIC	COMPETENCES
TERM I	
SET CONCEPTS	<ul style="list-style-type: none"> • Draws Venn diagrams to show union and intersection of sets. • Forms subsets from a Venn diagram. • Calculates probabilities using information displayed on Venn diagrams. • Finds / defines a relationship between a complement set and universal sets
WHOLE NUMBERS	<ul style="list-style-type: none"> • Identifies place values • Writes numbers in expanded form. • Reads and Writes numbers in words and figures up to 99,999,999 • Reads and writes numbers using Roman Numerals up to M
OPERATIONS ON WHOLE NUMBERS	<ul style="list-style-type: none"> • Adds whole numbers whose sum does not exceed 99,999,999 • Subtracts whole numbers up to seven digits with or without regrouping.

	<ul style="list-style-type: none"> • multiplies 4 digit numbers by 3 digit numbers • solves word problems involving multiplication • divides whole numbers • works out problems using mixed operations
PATTERNS AND SEQUENCES	<ul style="list-style-type: none"> • Identifies numbers divisible by 2,3 and 5 • forms patterns using numbers • finds squares and square roots of fractions
TERM II	
FRACTIONS	<ul style="list-style-type: none"> • adds fractions • subtracts fractions • solves word problems involving addition and subtraction of fractions • multiplies whole numbers by fractions • solves word problems involving multiplication of fractions • divides whole numbers by fractions and vice versa • divides fractions by fractions • compares quantities using ratios • decrease quantities using ratios • applies direct proportions to solve problems in real life • expresses percentages as fractions and vice versa • increase quantities using percentages • finds percentage profit and loss • finds simple interest
DATA HANDLING	<ul style="list-style-type: none"> • Collects and presents data in tables • Presents and interprets data on a pie chart • Calculates simple statistics • finds probability of events relating to real life
MONEY	<ul style="list-style-type: none"> • Converts Uganda money/currency to another currency and vice versa. • Reads and interprets exchange rates.
DISTANCE, TIME AND SPEED	<ul style="list-style-type: none"> • plots distance covered and time taken on a graph

	<ul style="list-style-type: none"> interprets distance and time on a travel graph calculates distance given speed and time solves word problems involving time, speed and distance changes from m/s to kph
TERM III	
LENGTH, MASS AND CAPACITY	<ul style="list-style-type: none"> Calculates the area of the shaded rectangles. Finds the area of a parallelogram. Finds the volume of a cuboid in litres. Finds the circumference of a circle. Solves problems involving circumference, area, capacity and volume in real life situations.
LINES, ANGLES AND GEOMETRIC FIGURES	<ul style="list-style-type: none"> Constructs parallel and perpendicular lines Constructs and bisects angles. Constructs regular polygons Constructs of triangles Applies Pythagoras theorem to find the length of a right angled triangle Identifies quadrilaterals and their properties and angle properties.
INTEGERS	<ul style="list-style-type: none"> Adds integers using a number line. Subtracts integers using a number line Solves problems involving integers.
ALGEBRA	<ul style="list-style-type: none"> Simplifies algebraic expressions. Substitutes value for the unknown. Solves simple word problems involving equations.

P.5 MATHEMATICS COMPETENCES FOR

TOPIC	COMPETENCES
TERM I	
SET CONCEPTS	<ul style="list-style-type: none"> Forms and names sets Identifies equal and equivalent sets Lists members of intersection and union sets Draws Venn diagrams

WHOLE NUMBERS	<ul style="list-style-type: none"> ● Identifies place values of digits up to 6 digits ● Writes numbers in expanded form ● Writes expanded numbers in sort form ● Reads and writes numbers in words. ● Writes number words in figures ● Rounds off numbers to the nearest ten thousand ● Converts Hindu Arabic Numerals to Roman Numerals
OPERATIONS ON WHOLE NUMBERS	<ul style="list-style-type: none"> ● Adds whole numbers up to 6 digits without re-grouping ● Subtracts whole numbers up to 6 digits without re-grouping ● multiplies 4 digit numbers by 2 digit numbers ● solves word problems involving multiplication ● divides by 2 digit numbers without remainder ● divides by 2 digit numbers with a remainder ● solves word problems involving division ● works out problems using mixed operations
PATTERNS AND SEQUENCES	<ul style="list-style-type: none"> ● forms patterns by increasing & decreasing progression ● forms patterns involving multiplication and division ● Lists the factors and multiples of numbers. ● Works out LCM and CF ● Identifies prime, composite, triangular and square numbers
FRACTIONS	<ul style="list-style-type: none"> ● adds fractions with different denominators ● subtracts fractions with different denominator ● multiplies proper fractions with proper fractions ● multiplies whole numbers by proper fraction and vice versa ● works out reciprocals of fractions ● divides whole numbers by fractions ● divides fractions by whole numbers ● Divides proper fractions by proper fractions.
TERM II	
FRACTIONS	<ul style="list-style-type: none"> ● Finds place values of decimals up to hundredths ● Writes decimals in words ● Compares decimals using a number line ● Arranges decimals in ascending and descending order

	<ul style="list-style-type: none"> Changes fractions to decimals and vice versa Adds decimals Works out word problems involving decimals
LINES ANGLES AND GEOMETRICAL CONSTRUCTION	<ul style="list-style-type: none"> Draws parallel lines Identifies perpendicular lines Draws angles using protractor Names types of (angles right angles, straight angles) Finds complementary angles Finds supplementary angles
DATA HANDLING	<ul style="list-style-type: none"> Constructs a circle Names parts of a circle Draws lines of folding symmetry Makes clockwise and anti-clockwise turns Constructs a regular hexagon
TERM III	
MONEY	<ul style="list-style-type: none"> Buys and sells using Ugandan money. Completes tables of bills Finds profit and loss Finds selling price when given loss or profit. Finds buying price when given loss or profit.
LENGTH, MASS AND CAPACITY	<ul style="list-style-type: none"> Converts metres to centimetres and centimetres to mm and vice versa Finds perimeter of rectangles, squares and triangles. Works out perimeter of combined figures. Finds area of rectangles, squares and triangles. Finds area of combined figures Converts kilogrammes to grammes and vice versa. Converts litres to millilitres and vice versa.
INTEGERS	<ul style="list-style-type: none"> Orders negative and positive integers using a number line. Adds positive to negative integers using a number line. Adds integers without using a number line.

	<ul style="list-style-type: none"> Subtracts integers using a number line. Subtracts integers without using a number line. Solves simple word problems involving integers.
ALGEBRA	<ul style="list-style-type: none"> Collects like terms. Writes algebraic expressions. Forms and solves simple equations. Solves simple word problems involving algebra.

P.4 MATHEMATICS COMPETENCES

TOPIC	COMPETENCES
TERM I	
SET CONCEPTS	<ul style="list-style-type: none"> Forms and Names sets Finds number of members in a given set Identifies equivalent sets Identifies empty sets Identifies common members in given sets
WHOLE NUMBERS	<ul style="list-style-type: none"> Identifies place values of each digit in a 5 digit number. Reads and writes whole numbers up to 99,999 Expands five digit numbers Rounds off whole numbers of the nearest 10, 100, 1000 using a number line. Reads and writes Roman Numerals up to XX Converts Hindu Arabic Numerals to Roman Numerals and vice versa
OPERATIONS ON WHOLE NUMBERS	<ul style="list-style-type: none"> Adds whole numbers up to 5 digits where the sum does not exceed 99,999 Forms and solves word problems involving addition Subtracts whole numbers up to 5 digits where terms do not exceed 99,999 Multiplies whole numbers by two digit numbers Solves word problems involving multiplication Divides 3 digit whole numbers by 2 digit numbers Solves word problems involving division

PATTERNS AND SEQUENCES	<ul style="list-style-type: none"> • Describes and names common shapes • Identifies even and odd numbers • Forms patterns and sequences using numbers • Finds the sum of even and odd numbers
TERM II	
FRACTIONS	<ul style="list-style-type: none"> • Finds equivalent fractions • Orders fractions with common denominators • Describes mixed numbers • Changes from improper fractions to mixed numbers and vice versa • Adds fractions with same denominators • Subtracts fractions with same denominators • solves word problems involving addition and subtraction of fractions
2 – DIMENSIONAL GEOMETRY	<ul style="list-style-type: none"> • Draws and names 2 – dimensional figures • Constructs simple 2 – dimensional figures • Identifies right angles • Measures perimeter of rectangles, squares and triangles • Finds areas of squares and rectangles
3 – DIMENSIONAL GEOMETRY	<ul style="list-style-type: none"> • Identifies solid figures • Names solid figures • Builds models of solids • Draws figures showing solids
DATA HANDLING	<ul style="list-style-type: none"> • Represents information on a picture graph • Interprets picture graphs • Uses tallies to display information • Displays information on a bar graph • Interprets bar graphs • Interprets straight line graphs
TERM III	
MONEY	<ul style="list-style-type: none"> • Adds money • Subtracts money • Multiplies money • Divides money • Works out problems involving buying and selling

	<ul style="list-style-type: none"> ● Finds change ● Finds profit ● Finds loss
TIME	<ul style="list-style-type: none"> ● Tells time ● Uses minutes past and minutes to ● Uses am and pm ● Converts hours to minutes ● Converts minutes to hours ● Changes hours to days ● Reads information from the calendar ● Converts months to years ● Finds duration
LENGTH, MASS AND CAPACITY	<ul style="list-style-type: none"> ● Converts metres to centimetres ● Converts kilogrammes to grammes ● Solves word problems involving mass ● Measures capacity in litres and millilitres
ALEBRA	<ul style="list-style-type: none"> ● Solves equations without letters ● Finds missing values in addition ● Finds missing values in subtraction ● Finds missing values in multiplication ● Finds missing values in division ● Solves simple word problems involving equations

SOCIAL STUDIES FOR CLASSES P.4 – P.7

TERM 1

Class	Topic	KEY CONCEPTS
P.4	Location of our district	<ul style="list-style-type: none"> ● Locates his/her district on the map of Uganda ● Locates important places in his/her district ● Locates main physical features in our district
	Physical features in our district	<ul style="list-style-type: none"> ● Examples of physical features ● Explains the uses and dangers of different physical features ● Suggests ways of caring for physical features
TERM II		

	Vegetation	<ul style="list-style-type: none"> Identifies Natural and planted vegetation Identifies activities that people do which affect vegetation Identifies ways of caring for the vegetation
	People in our district	<ul style="list-style-type: none"> Identifies factors that determine settlement patterns in the district today Discusses various types of work done by people in our district Identifies social activities people engage in. Discusses the importance of social activities
TERM III	Leaders in our District	<ul style="list-style-type: none"> People in our district Importance of social services in our district Titles of leaders in our district Electing leaders in our district Roles of different leaders in our district Rights and responsibilities of people in our district
	How to meet people's needs in our district	<ul style="list-style-type: none"> People who provide social services in our district Problems in meeting people's needs in our district Caring for social services centres in our district in our district Identifies the different social services provided to meet people's needs in our district Classifies different groups of people who provide social services to meet people's needs Identifies the social services centres in the district Identifies ways through which learners can participate in caring for the social service centres
TERM I		
P.5	Location of Uganda	<ul style="list-style-type: none"> Identifies the districts that form Uganda Locates Uganda on the map of East Africa. Identifies Uganda's neighbours.

	Physical features of Uganda	<ul style="list-style-type: none"> Explains how different physical features were formed. Explains the influence of different physical features on climate. Identifies the importance of different types of physical features. Identifies problems associated with different types of physical features.
	Climate of Uganda	<ul style="list-style-type: none"> Describes how physical features climate conditions Explains how climate influences human activities.
	Vegetation of Uganda	<ul style="list-style-type: none"> Identifies factors that influence vegetation distribution. Explains different ways vegetation influences human activities. Discusses human activities that affect vegetation.
TERM 11		
	Natural resources in Uganda	<ul style="list-style-type: none"> Identifies different types of natural resources in Uganda Discusses the importance of natural resources. Discusses ways of caring for natural resources.
	The People of Pre-Colonial Uganda	<ul style="list-style-type: none"> Discusses the settlement patterns of the various ethnic groups in Uganda. Identifies the different political organisations of the ethnic groups. Identifies how the ethnic groups developed economic organisations.
	Foreign influence in Uganda	<ul style="list-style-type: none"> Identifies the origin of different foreigners who came into Uganda Explains the reasons why foreigners came to Uganda. Explains the influence of foreigners on and their contribution to Ugandans.
	How Uganda became a nation	<ul style="list-style-type: none"> Explains how Uganda was made a nation. Analyses how Uganda signed agreements with Britain. Describes the administrative systems that existed during the British rule in Uganda.

		<ul style="list-style-type: none"> Explains the positive and negative effects of colonial rule in Uganda.
TERM III		
	The road to independence	<ul style="list-style-type: none"> Explains why there were reactions to the colonial legal laws Identifies the factors that led to the formation of the Legislative Council ‘LEGCO’. Discusses how World Wars I and II helped in the struggle for independence. Identifies groups and individuals that led the struggle for national independence.
TERM III	Uganda as an Independent Nation	<ul style="list-style-type: none"> Identifies national symbols and explains their significance Explains the meaning of democracy and its importance.
	The Government of Uganda	<ul style="list-style-type: none"> Identifies the three organs of government. Explains the meaning of the constitution, its functions and importance. Explains the duties of the government Explains the sources of revenue and expenditure by the government.
	Population, Size and Distribution	<ul style="list-style-type: none"> Explains the importance of a census. Explains the influence of population growth on communities. Discusses problems associated with high and low population density.
TERM 1		
P.6	The East African Community	<ul style="list-style-type: none"> Analyses the historical background of the EAC (1967 to 1977) Discusses the objectives and benefits of the EAC since 1967 Outlines and explains the services provided by the EAC (1967 – 77) Locates the East African countries on the map Identifies the factors that led to the collapse of the EAC Explains the revival and expansion of the EAC Describes the roles played by different heads of states

		<ul style="list-style-type: none"> • Discusses the objectives, benefits of the new formed East African cooperation • Identifies the symbols of the countries of the present EAC • Draws a map of East Africa showing archaeological sites • Discusses the importance of historical sites • Discusses the factors that influence the movement and settlement patterns of people in EA • Discusses the administrative structure of the past and present • Discusses the achievements and challenges experienced by missionaries in East Africa • Describes factors that influence population distribution • Draws a map of East Africa showing population distribution and density.
TERM 11		
	Natural resources	<ul style="list-style-type: none"> • Locates major forests, game parks and crops on the map of East Africa • Explains the uses of minerals to the people of East Africa • Discusses problems faced in the mining of minerals in East Africa and suggests solutions. • Locates and draws lakes on the map of East Africa • Explains the importance of fish to the people of East Africa • Discusses problems and suggests solutions related to fishing in East Africa
	Transport and communication in East Africa	<ul style="list-style-type: none"> • Discusses the uses of the modern communication gadgets • Analyses the advantages & disadvantages of the various communication systems today • Identifies the importance of the different means of transport in East Africa.
TERM III	The road to independence in East Africa	<ul style="list-style-type: none"> • Demonstrates positive contributions of explorers, colonialists & missionaries • Draws maps showing journeys of foreigners in East Africa

		<ul style="list-style-type: none"> Identifies the benefits from the struggle against foreign rule in East Africa Anayses the achievements of post independent East African Countries Explains the importance of democratic rule in East Africa Identifies the role of the electoral commission in democracy Describes ways in which one can be a citizen of a country
	Responsible living in East Africa	<ul style="list-style-type: none"> Outlines the positive and negative environmental practices Demonstrates proper uses of the environment Demonstrates responsible living in the environment Different means of managing waste in the community
TERM 1		
P.7	Location of Africa on the map of the world Physical features Climate of Africa	<ul style="list-style-type: none"> Locates the position of Africa on the map of the world using latitudes and longitudes Identifies the regions that make up Africa Lists the countries in each region Lists islands which are part of Africa Names and locates the major physical features of Africa beyond East Africa Identifies the climatic regions of Africa and their characteristics Identifies factors that influence the climate of Africa Explains how climate influences human activities Describes how human activities affect climate Describes factors influencing vegetation distribution in Africa Explains the importance of game parks Explains ways of caring for wild animals Outline that effects of population on vegetation.

	Vegetation of Africa	
TERM 11		
	People of Africa, ethnic groups and settlement patterns	<ul style="list-style-type: none"> Identifies settlement patterns of different ethnic groups Identifies reasons why different ethnic groups moved from their origins. Discusses problems people met during their movements and settlements Describes the effects of ethnic migrations.
	Foreign influence in Africa	<ul style="list-style-type: none"> Outlines the reasons for the coming of European explorers into Africa Discusses problems faced by explorers. Outlines reasons why traders came to Africa Explains the causes of the Great Trek in South Africa Describes the effects of foreign influence on the people of Africa Discusses the methods the colonialists used to establish their rule.
	Nationalism and the road to independence of Africa	<ul style="list-style-type: none"> Discusses reasons why Ethiopia and Liberia maintains their independence Discusses reasons why Africans wanted independence Identifies key personalities who fought for Africa's independence Discusses the advantages and disadvantages of multi and single party systems of gov't
	Post independent Africa	<ul style="list-style-type: none"> Explains why OAU was formed States achievements of OAU Discusses the failures of OAU Explains why AU was formed States the functions of regional economic groupings in Africa
TERM III		
	Economic	<ul style="list-style-type: none"> Discusses advantages and disadvantages of economic cooperation

	development in Africa	<ul style="list-style-type: none"> Identifies major economic resources of Africa and explains how each contributes to development Identifies ways of caring for our natural resources Identifies major economic developments in Africa (case studies) Identifies challenges affecting economic developments in Africa and solutions
	World Organisations	<ul style="list-style-type: none"> Explains how the two world wars led to the formation of the UN & how it works Identifies the agencies of the UN and their functions Identifies ways in which human rights are violated Discusses ways in which human rights should be respected Discusses the functions of the Commonwealth of Nations

ENGLISH FOR CLASSES P.4 – P.7**PRIMARY FOUR**

TERM	TOPIC	COMPETENCES
TERM I	Giving Directions	<p>The learner;</p> <ul style="list-style-type: none"> uses appropriate language to give directions studies the map answers questions about maps using appropriate language
	What I Like and How I Feel A. What I Like	<p>The learner;</p> <ul style="list-style-type: none"> uses appropriate language to express himself or herself on what he/she likes
	B. How I Feel	<p>The learner;</p> <ul style="list-style-type: none"> uses appropriate language to express himself or herself on how he/she feels
TERM II	Behaviour A. Good Behaviour	<p>The learner;</p> <ul style="list-style-type: none"> uses appropriate vocabulary to make sentences on good behaviour
	B. Bad Behaviour	<p>The learner;</p> <ul style="list-style-type: none"> uses appropriate vocabulary to make sentences

TERM	TOPIC	COMPETENCES
		on bad behavior
	Shopping A. Buying and Selling	<ul style="list-style-type: none"> • uses appropriate vocabulary to make sentences on shopping
	TIME A. Past Tense	<ul style="list-style-type: none"> • expresses himself /herself using the past simple tense
	B. Past Continuous Tense	<ul style="list-style-type: none"> • expresses himself /herself using the past continuous tense
TERM III	Expression of the future A. Expression of the future B. Keeping a Diary Democracy A. Games and Sports B. Music, Dance Drama C. Elections	<ul style="list-style-type: none"> • uses appropriate language to talk about the future events. • narrates events related to the future. • talks about activities in a Diary • reads about events in a Diary. C. Using study time <p>The learner;</p> <ul style="list-style-type: none"> • reads a study timetable. • writes a personal study timetable. <ul style="list-style-type: none"> • uses appropriate vocabulary and structures when describing Games and Sports. • writes simple descriptions about Games and Sports. • uses appropriate vocabulary and structures when describing Music, Dance, and Drama. • writes simple texts related to Music, Dance, and Drama. • uses appropriate vocabulary and structures when describing Elections. • writes simple texts related to Elections.
PRIMARY FIVE		
TERM I	TOPIC	KEY COMPETENCES
	Travelling	<ul style="list-style-type: none"> • reads texts related to travelling
TERM II	Letter writing	<p>The learner;</p> <ul style="list-style-type: none"> • reads texts related to Letter writing
	Communication A. The Post Office	<ul style="list-style-type: none"> • reads texts related to The Post Office

TERM	TOPIC	COMPETENCES
	B.The telephone	reads texts related to The Telephone
	C.The Internet	<ul style="list-style-type: none"> • reads texts related to The Internet
	Culture	
	A. Nationalities	<ul style="list-style-type: none"> • reads texts related to Nationalities
	B.Languages	<ul style="list-style-type: none"> • reads texts related to Languages
TERM III	Peace and Security	<ul style="list-style-type: none"> • uses appropriate vocabulary and structures when describing Peace and Security. • writes compositions about Peace and Security.
	Banking	<ul style="list-style-type: none"> • uses appropriate vocabulary and structures when describing Banking. • writes compositions about Banking.
PRIMARY SIX		
TERM I	TOPIC	KEY COMPETENCES
	Debating	<ul style="list-style-type: none"> • reads texts related to debate
TERM II	Family Relationship	<ul style="list-style-type: none"> • reads texts related to family relationships • writes texts related to family relationship
	A.Capentry	<ul style="list-style-type: none"> • describes the processes of making wooden objects
	B.Tailoring	<ul style="list-style-type: none"> • writes texts related to tailoring • describes processes of making different tailoring products
	C.Baking	<p>The learner;</p> <ul style="list-style-type: none"> • describes processes involved in baking
	D.Keeping Animals	<ul style="list-style-type: none"> • reads and interprets information on animal care • writes texts on animal care
TERM III	Hotels	<ul style="list-style-type: none"> • uses appropriate vocabulary and structures when describing Hotels. • writes compositions about Hotels.
	Using a Dictionary	<ul style="list-style-type: none"> • uses appropriate vocabulary and structures to describe the use of a Dictionary. • writes compositions about Using a Dictionary.
PRIMARY SEVEN		
TERM I	TOPICS	COMPETENCES

TERM	TOPIC	COMPETENCES
	Examinations A. Preparation for Examinations	The learner; <ul style="list-style-type: none"> • writes texts related to preparation for examinations
	B.Sitting Examinations	The learner; <ul style="list-style-type: none"> • writes texts related to sitting examinations
TERM II	Electronic Media A. Radio/Television	The learner; <ul style="list-style-type: none"> • reads and interprets information about Radio/Television • writes texts related to Radio/Television
	B.Other Electronic Media	The learner; <ul style="list-style-type: none"> • reads and interprets information about other electronic media • writes texts related to other electronic media
	Rights, Responsibilities and Freedom A. Children's Rights and Freedom	The learner; <ul style="list-style-type: none"> • reads and interprets information about children's rights and freedom • writes texts related to children's rights and freedom
	B. Animal Needs and Freedom	The learner; <ul style="list-style-type: none"> • reads and interprets information about animal needs and freedom • writes texts related to animal needs and freedom
TERM III	Environmental Protection B. Importance of Environmental Protection. C. Ways of Protecting the Environment. A. Marriage	The learner; <ul style="list-style-type: none"> • uses appropriate vocabulary and structures to describe the importance of Environmental Protection. • writes compositions about the importance of Environmental Protection. • uses appropriate vocabulary and structures to describe the ways Protecting the Environment. • writes compositions about the ways of Protecting the Environment. <p>Ceremonies</p>

TERM	TOPIC	COMPETENCES
	B. Funeral	<ul style="list-style-type: none"> uses appropriate vocabulary and structures to describe Marriage events. writes compositions describing Marriage events. uses appropriate vocabulary and structures to describe funeral events. writes compositions describing Funeral events.

APPENDIX 2: LOWER SECONDARY KEY CONCEPTS

Art & Design O” Level

CLASS/ TERM	TOPIC/SUBTOPIC	KEY CONCEPTS
TERM 1		
SENIOR 1	Art Theory <ul style="list-style-type: none"> Appreciation of art and design Exploring space, line and shape Drawing and Painting <ul style="list-style-type: none"> Exploring the natural environment Graphic design <ul style="list-style-type: none"> Introduction to graphic design Decorative arts <ul style="list-style-type: none"> Multimedia: Collage 	<ul style="list-style-type: none"> The concept of art and design. Importance of studying art. the value of art and design The ways in which the natural environment influences art and the community The arts in the natural environment preserve cultural heritage Element of space, line and shape processes and techniques used in graphic design Creative use of the natural environment to make artworks. Principles, practices and techniques of Graphic design. The techniques of collage through the development of a given theme

TERM 2		
SENIOR 1	<p>Textile decoration and Printmaking</p> <ul style="list-style-type: none"> • Introduction to Fabric decoration and print <p>Three dimensional arts making</p> <ul style="list-style-type: none"> • Introduction to Pottery <p>Integrated crafts projects</p> <ul style="list-style-type: none"> • Crafts from the natural environment: basketry 1 	<ul style="list-style-type: none"> • Creating images/patterns for Print Making and Fabric decoration. • creative use of clay to make pottery products • Making functional crafts based on the social-economic and geographical cultural African context.
TERM 3		
Senior 1	<p>Integrated crafts projects</p> <ul style="list-style-type: none"> • Crafts from the natural environment: basketry 2 <p>Art Theory</p> <ul style="list-style-type: none"> • Ancient art: Pre-historic rock art of Europe and Uganda <p>Art Theory</p> <ul style="list-style-type: none"> • Ancient Egypt art 	<ul style="list-style-type: none"> • selective use of the natural environment to make basketry as a utilitarian African artwork • Appreciating the historical art periods and movements and the development of aesthetic concepts from the Ancient world. • the social, technological and cultural development in ancient Egypt
TERM1		

Senior 2	Drawing and Painting	<ul style="list-style-type: none"> • Study of forms from shapes. • Depth in space • Study of nature to capture form and surface qualities of objects. The structure of a living person using a line • Creation of imaginary composition using colour. • understanding of letter structure • use of the letter structures for creating writing • Graphic symbols as a visual language.
	Graphics	<ul style="list-style-type: none"> • Lettering/Calligraphy • Visual Symbols
TERM 2		
Senior 2	Decorative arts	<ul style="list-style-type: none"> • use of locally available materials to create artworks
TERM 3		
Senior 2	Pottery	<ul style="list-style-type: none"> • Creation of functional objects using local clay / soils
TERM 1		
Senior 3	Drawing and painting	<ul style="list-style-type: none"> • Organising objects to make a meaningful composition • Study of the relationship of drapery with a human structure. • Using letters and visual symbols to communicate ideas.
TERM TWO		
Senior 3	Sculpture	<ul style="list-style-type: none"> • Demonstrate an understanding of the

	<ul style="list-style-type: none"> The human Head 	structure of a human head
TERM THREE		
Senior 3	Sculpture	<ul style="list-style-type: none"> Use of local materials to create human figure poses
TERM ONE		
Senior 4	Drawing and painting <ul style="list-style-type: none"> Still life and nature based on a theme Graphic design <ul style="list-style-type: none"> Identification Symbols 	<ul style="list-style-type: none"> Capturing sceneries using elements and principles of art simple forms to create identification symbols Use elements and principles of art to create a layout
TERM TWO		
Senior 4	Drawing and Painting	<ul style="list-style-type: none"> composition based on a theme a colour scheme Representation of the human figure in a given posture. Proportions and body forms
TERM THREE		
Senior 4	Weaving Projects	<ul style="list-style-type: none"> Weaving techniques for warp and weft to create a crafts.

CHEMISTRY O' LEVEL

Class	Topic/Sub-Topic	Key Concepts
	Term I	
	Reactions of Metals with Oxygen - Reactivity Series for Metals	<ul style="list-style-type: none"> Elements lower in the reactivity series are displaced by those higher in the series (More reactive)

Class	Topic/Sub-Topic	Key Concepts
S 2	<ul style="list-style-type: none"> ▪ Affinity for oxygen ▪ Displacement reactions ▪ Competition reactions of metals for oxygen ▪ Experiments to demonstrate the reactions of metals with metal oxides e.g. CO_2/Mg, PbO/Mg. ▪ The reactivity series (K, Na, Ca, Mg, Al, Zn, C, Fe, Pb, Cu, Ag, Au). 	elements displace the less reactive ones)
	<p>Water</p> <ul style="list-style-type: none"> ▪ Composition of water ▪ The water cycles ▪ Burning of organic matter (energy source) ▪ Water as an oxide of hydrogen (Burning hydrogen and a candle in air) ▪ Reactions of metals with water/steam (Na, Ca, Mg, with water and Mg, Zn, Fe with steam) 	<ul style="list-style-type: none"> ▪ Water consists of the elements Oxygen and hydrogen. ▪ The hydrogen can be displaced by reactive metals from water
	<p>Hydrogen</p> <ul style="list-style-type: none"> ▪ Lab preparation and test for hydrogen ▪ Reactions of hydrogen gas ▪ Uses of hydrogen gas: <ul style="list-style-type: none"> ○ manufacture of margarine ○ weather balloon ○ manufacture of ammonia ▪ Oxidation and reduction in terms of gaining oxygen and losing hydrogen (use copper (II) oxide, hydrogen reaction). 	<ul style="list-style-type: none"> ▪ Displacement of hydrogen gas by metals higher in the reactivity series
	<p>Atomic Structure</p> <ul style="list-style-type: none"> ▪ What an atom is ▪ Fundamental particles of an atom ▪ Drawing the structure of an atom ▪ Explaining atomic and mass numbers ▪ Explaining the terms isotopes, relative atomic mass with examples 	<ul style="list-style-type: none"> ▪ Electronic structure/arrangement of electrons

Class	Topic/Sub-Topic	Key Concepts
	<p>and their significance</p> <ul style="list-style-type: none"> ▪ Writing the electronic configuration of the 1st 20 elements in the PT ▪ Positive and negative charges (should be introduced through simple electrostatic experiments with charges, rods and spheres). 	
	<p>The Periodic Table</p> <ul style="list-style-type: none"> ▪ What Periodic Table is and the History of PT. ▪ Groups in the PT (i.e. I, II, VII, O) and Periods ▪ Arrangement of the 1st 20 elements in the PT. 	<ul style="list-style-type: none"> ▪ The electronic configuration of the 1st 20 elements
	Term II	
	<p>Ions and Ionic Compounds</p> <ul style="list-style-type: none"> ▪ What an ion is ▪ The characteristic feature of the outermost energy level (i.e. octet and duplet) ▪ Formation of ions and determination of valencies. ▪ The reaction between sodium and chlorine. ▪ The reaction between magnesium and oxygen. ▪ Common ions (e.g. Li⁺, Mg²⁺, Na⁺, Ca²⁺, Al³⁺, etc., F⁻, Cl⁻, NO₃⁻, CO₃²⁻, etc. ▪ Formulae of ionic compounds 	<ul style="list-style-type: none"> ▪ Formation of stable duplet or octet by loss or gain of electrons
	<p>Chemical Families: Patterns in Properties</p> <ul style="list-style-type: none"> ▪ Reaction of alkali metals (Li, K, Na) with air, water and chlorine. ▪ Reaction of alkaline – earth metals (Ca, Mg) with air, water, chlorine and dilute acids. ▪ Reaction of halogens with sodium, 	<ul style="list-style-type: none"> ▪ Similar products formed by each family of elements ▪ Trends in reactivity increases down the family

Class	Topic/Sub-Topic	Key Concepts
	<p>water) bleaching action), zinc powder, sodium hydroxide solution.</p> <ul style="list-style-type: none"> ▪ Noble gases. <ul style="list-style-type: none"> - recognise their low reactivity based on their electronic configuration. ▪ Note: word equations should be used though formulae of simple compounds and elements may be given. 	
	<p>Bonding</p> <ul style="list-style-type: none"> ▪ What bonding is ▪ Description of electrovalent, covalent, dative and metallic bonding. ▪ Differences between electrovalent, covalent, metallic and dative bonding 	<ul style="list-style-type: none"> ▪ Electronic structure of the atoms of the reacting elements
	<p>Chemical Equations</p> <ul style="list-style-type: none"> ▪ Word equation and formulae (chemical) equations ▪ Word equations ▪ Formulae (chemical) equations ▪ Balancing formulae (chemical) equations 	<ul style="list-style-type: none"> ▪ Reactants and products
	Term III	
	<p>Acids, Bases and Indicators</p> <ul style="list-style-type: none"> ▪ What are acids, bases and indicators ▪ Indicators <ul style="list-style-type: none"> - preparing and using indicators (flower, extracts as simple indicators) - Universal indicator (pH scale) ▪ Acidic, neutral and basic/alkaline solution ▪ Strength off acids and bases ▪ Simple properties of mineral acids, 	<ul style="list-style-type: none"> ▪ Presence of H^+ ions and OH^- ions determine acidity, and basicity, respectively.

Class	Topic/Sub-Topic	Key Concepts
	<p>test solutions: NH_4Cl, $(\text{NH}_4)_2\text{SO}_4$, NaOH, NH_3, H_2SO_4, etc.)</p> <ul style="list-style-type: none"> ▪ Neutralisation reactions of acids and bases ▪ Application of acid – base neutralisation reactions 	
	<p>Salts (Ionic Compounds)</p> <ul style="list-style-type: none"> ▪ What a salt is ▪ Normal and acid salts ▪ Soluble and insoluble salts ▪ Solutions ▪ Crystals ▪ Crystallisation by evaporation ▪ Preparation of soluble salts ▪ Preparation of insoluble salts – double decomposition. ▪ Preparation of salts by direct synthesis ▪ Hydrated salts ▪ The effect of heat on salts 	<ul style="list-style-type: none"> ▪ Result of neutralisation reaction.
	<p>Effect of Electricity on Substances</p> <ul style="list-style-type: none"> ▪ What is a conductor, non-conductor, electrolyte and non-electrolyte? ▪ What are cathodes and anodes? ▪ Which substances conduct? ▪ Tests for conductivity by solids (metals, non – metals, plastic, wood) ▪ Solution: sugar, urea, sodium chloride and copper (II) chloride, dilute mineral acids and molten substances. ▪ Electrolysis of ionic compounds (CuCl_2, HCl, PbBr_2) 	<ul style="list-style-type: none"> ▪ Movement of particles (electrons and ions) in conductors and electrolytes as conductors of charges
S3	<p>Term I</p> <p>Atomic Structure: Chemical Bonding</p> <ul style="list-style-type: none"> ▪ What a chemical bond is ▪ The role of outermost electrons in 	<ul style="list-style-type: none"> ▪ Electronic structure of atoms and attraction of unlike charges and repulsion of like charges

Class	Topic/Sub-Topic	Key Concepts
	<p>chemical bonding</p> <ul style="list-style-type: none"> ▪ Qualitative treatment of the energetic of chemical bonding. Consider the molecules in terms of a position of balance between p-p, e-e repulsion and p-e attraction (ionic bond is a extreme example). ▪ Significance of the noble gas configuration, covalent bond as electrons sharing, ionic bond as – electron transfer. Consideration of C – C and C=C ▪ Influence of bond type on physical and chemical properties (melting point, solubility and electrical conductivity). 	
	<ul style="list-style-type: none"> ▪ Molecular, giant atomic and giant ionic structures (iodine, carbon (diamond) and sodium chloride respectively). ▪ Metallic bond related to electrical conductivity only. ▪ Periodicity of bond type elements Na, Mg, Al, Si, S, Cl, Ar: their electronic structures, their ions (valence), mode of combination in oxide and chloride, inertness of noble gases, chemical and physical properties of metal and non-metals (across a period). ▪ Elements: Fluorine, chlorine, bromine and iodine (down the group). Electronic configuration, gradation in size of atom and ion, reaction. ▪ Elements, Li, Na, K (as above including ease of oxidation, reaction with water, chlorine). 	
	<p>Carbon Chemistry</p> <ul style="list-style-type: none"> ▪ What is allotropy and allotropes? ▪ Forms of carbon: <ul style="list-style-type: none"> - Diamond, graphite and 	

Class	Topic/Sub-Topic	Key Concepts
	<p>charcoal: structure, physical properties and uses (relate uses to structure and physical properties)</p> <ul style="list-style-type: none"> ▪ Chemical properties of carbon. <ul style="list-style-type: none"> - Consider combustion, reaction with acids and reducing action. ▪ Preparation and properties of carbon dioxide. (relate methods of collection to properties of the gas). ▪ Reaction of CO₂ with water, lime water and alkalis. ▪ Uses of CO₂ e.g. <ul style="list-style-type: none"> - soft drinks manufacture - refrigerators - baking - fire extinguishers ▪ Principles and methods of extinguishing fire of different types (practical). ▪ Carbon monoxide <ul style="list-style-type: none"> - Combustion, reducing action poisonous fumes (car exhausts, coke fire). Lab preparation NOT required. Reducing action illustrated with copper(II) oxide and blast furnace (see extraction of iron). ▪ Carbonate and hydrogen carbonates. <ul style="list-style-type: none"> - Action of heat and dil. acids on some carbonates and hydrogen carbonate. - Production of soda ash (Lake Magadi, Soda Company and Solvay process (Applied chemistry)) ▪ Importance of carbon and its oxide. <ul style="list-style-type: none"> - Carbon cycle - Equilibrium of the atmosphere via oxygen and carbon dioxide cycles. - The effect of carbon dioxide and 	

Class	Topic/Sub-Topic	Key Concepts
	carbon monoxide on the environment.	
	Organic Chemistry <ul style="list-style-type: none"> ▪ What is organic chemistry and hydrocarbons ▪ Alkanes (methane to butane) <ul style="list-style-type: none"> - Formulae only ▪ Sources <ul style="list-style-type: none"> - Natural gas - Fractional distillation of crude oil (five fractions and their uses) ▪ Combustion – internal combustion engine as a major source of atmospheric pollution (refer to unburnt C CO, CO₂, Pb) 	<ul style="list-style-type: none"> ▪ Structure of the atom of carbon and the ability to form long chains with each other.
Senior Four	Term 1 <p>Nitrogen and its compounds</p> <ul style="list-style-type: none"> • Properties and tests of nitrogen gas. • Reactions of nitrogen and oxygen with Na, Ca, P, S (Compare reactivity of nitrogen and oxygen) • Industrial preparation of nitrogen • Uses of nitrogen 	<ul style="list-style-type: none"> ▪ The electronic structure of nitrogen ▪ Reactions of nitrogen
	<p>Ammonia</p> <p>The laboratory preparation of ammonia.</p> <ul style="list-style-type: none"> ▪ Reactions of ammonia gas ▪ Reactions of aqueous ammonia. ▪ The industrial manufacture of Ammonia – the Haber process. ▪ Uses of ammonia <p>Laboratory preparation of nitric acid</p> <ul style="list-style-type: none"> ▪ Reactions of nitric acid ▪ Effect of heat on nitrates. ▪ The nitrogen cycle. 	<ul style="list-style-type: none"> ▪ Ability ammonia to be oxidized by oxygen in the presence of a catalyst to form nitric acid by Haber Process. ▪ The changes in volume of reacting gases under pressure.

Class	Topic/Sub-Topic	Key Concepts
	Term II	
	<p>Sulphur and its compounds</p> <p>Extraction of Sulphur</p> <ul style="list-style-type: none"> ▪ The allotropes of Sulphur. ▪ Chemical reaction of Sulphur. ▪ Uses of Sulphur <p>Laboratory preparation of Sulphur dioxide</p> <ul style="list-style-type: none"> ▪ Properties of Sulphur dioxide ▪ Uses of Sulphur dioxide. ▪ Sulphur dioxide as a pollutant ▪ The Contact Process. ▪ Uses of sulphuric acid. ▪ Reactions of dilute sulphuric acid ▪ Reactions of concentrated sulphuric acid: ▪ Test for sulphates in solution ▪ Preparation of hydrogen sulphide gas in the laboratory ▪ Properties of hydrogen sulphide gas <p>Pollution effects of hydrogen sulphide on the environment.</p>	<ul style="list-style-type: none"> ▪ Structure of Sulphur atom and existence of Sulphur allotropes ▪ Catalytic oxidation of sulphur dioxide to form sulphuric acid by Contact Process.
	<p>Chlorine and its compounds</p> <p>Preparation of chlorine:</p> <ul style="list-style-type: none"> ▪ Electrolysis of chloride solutions. ▪ Properties of chlorine gas. ▪ Uses of chlorine <p>Preparation of hydrogen chloride in laboratory.</p> <ul style="list-style-type: none"> ▪ Properties of hydrogen chloride. ▪ Reaction of hydrogen chloride with ammonia gas. ▪ Behaviour of hydrogen chloride in water and methylbenzene. ▪ Test for chloride ions. <p>Uses of hydrochloric acid</p>	<ul style="list-style-type: none"> ▪ Atomic structure of sulphur and existence of allotropy. ▪ The catalytic oxidation of sulphur dioxide to form sulphuric acid.
	Term III	

Class	Topic/Sub-Topic	Key Concepts
	Applied chemistry <ul style="list-style-type: none"> ▪ Industrial and domestic uses of water. ▪ water pollution ▪ Hard and soft water ▪ Water and sewage treatment: ▪ Extraction of metals • Large scale extraction of sugar from sugar cane 	<ul style="list-style-type: none"> ▪ The presence of Mg^{2+} and SO_4^{2-} ions which cause hardness of water ▪ Stages of water treatment

O' LEVEL BIOLOGY

CLASS	TERM	TOPIC/SUB-TOPIC	KEY CONCEPTS
SENIOR 1	I	Cells	<ul style="list-style-type: none"> • Structure and function of a typical plant and animal cell • Structure and Examples of specialized cell • Levels of organisation
	II	Classification	<ul style="list-style-type: none"> • characteristics and examples of organisms in kingdom Monera, Protocista (Amoeba, Plasmodium and Trypanosoma) and Fungi • Benefits and harmful aspects of organisms in kingdom Monera, Protocista and Fungi
			<ul style="list-style-type: none"> • General characteristics of plants • Compare a moss and a flowering plant (angiosperm) • Compare flowering plants (angiosperms) and non-flowering plants (gymnosperms) • Compare Monocots and Dicots • General characteristics of animals (movement and mode feeding). • Compare invertebrates and vertebrates (give common examples for each)
			<ul style="list-style-type: none"> • General characteristics and examples of viruses. (Corona virus, HIV, cassava mosaic) • Transmission and prevention of Corona virus, HIV, cassava mosaic.
	III	Insects	<ul style="list-style-type: none"> • Observable external features, of

			<p>cockroach, housefly and termite</p> <ul style="list-style-type: none"> • Uses and harmfulness of insects • Control of harmful stages of insects (housefly and mosquito).
		Flowering Plants	<ul style="list-style-type: none"> • External features/parts of a typical flowering plant and function • Modifications of structures/parts. • Classifying leaves as simple and compound.
S2	I	Soil	<ul style="list-style-type: none"> • Physical properties of soil • Experiment to show presence of air in a soil sample Soil erosion • Conservation of soil fertility • Nitrogen cycle
	II	Nutrition in Animals	<ul style="list-style-type: none"> • Food nutrients and their uses in the body • Sources of food nutrients • Teeth; structure and adaptations.
		Nutrition in Plants	<ul style="list-style-type: none"> • Factors affecting photosynthesis: Carbon dioxide, water, light and chlorophyll. • Adaptations of leaf for photosynthesis.
	III	Transport in Animals	<ul style="list-style-type: none"> • Circulatory system • Structure and function of parts of the heart • Structural differences between vein and artery • Components of blood • Blood groups and immunity
		Transport in Plants	<ul style="list-style-type: none"> • Structure of root and stem in a dicot and monocot plant • Movement of materials in plants • Experiments on factors affecting rate of transpiration
S3	I	Respiration	<ul style="list-style-type: none"> • Essential features of an efficient respiratory system • Gaseous exchange across stomata. • Substrates and products of respiration • Heat generation during aerobic respiration in germinating seeds

			<ul style="list-style-type: none"> Fermentation of sugar/fruit juice as a form of anaerobic respiration
II	Excretion and Homeostasis		<ul style="list-style-type: none"> The concept of osmoregulation Plants waste products and usefulness to humans; oxygen Functions of the skin Structure and functioning of the kidney The role of lungs in getting rid of heat, water and carbon dioxide from the body Regulation of blood sugar level in the body by the liver.
	Coordination in plants		<ul style="list-style-type: none"> Experiments on tropic and nastic responses
	Coordination in animals		<ul style="list-style-type: none"> Endocrine glands Structure and function of a nerve Parts of the nervous system Structure and function of the mammalian eye
	Locomotion in animals		<ul style="list-style-type: none"> Functions of the mammalian skeleton Types and functions of the joints Types of vertebrae External features of a bony fish and their functions
S4	I	Growth and Development in Plants and Animals	<ul style="list-style-type: none"> Internal and External Structure of a seed Epigeal and Hypogeal germination Experiments on conditions necessary for germination Seed dormancy Life cycle of insects Growth of human baby by weight
		Reproduction in plants	<ul style="list-style-type: none"> Vegetative plant parts Artificial propagation
		Sexual reproduction in animals	<ul style="list-style-type: none"> Male and female reproductive parts Menstrual cycle Pregnancy, birth and parental care Birth control methods STDs/STIs: transmission and prevention
		Sexual reproduction in plants	<ul style="list-style-type: none"> Types and agents of pollination Adaptations of insect and wind pollinated flowers Methods and agents of fruit and seed dispersal Adaptations of fruits and seeds for dispersal Importance of fruit and seed dispersal

	II	Genetics and evolution	<ul style="list-style-type: none"> • Mendel's Monohybrid ratio. • Co-dominance • Sex determination and sex linkage • Variation • Natural selection
	III	Interrelationships	<ul style="list-style-type: none"> • Components and types of ecosystems • Food chains and food webs • Population growth curves • Competition • Adaptations of parasites • Types, effects and control of pollution

ENTREPRENEURSHIP O' LEVEL

CLASS	TOPIC / SUB TOPIC	KEY CONCEPTS
SENIOR ONE TERM ONE		
SENIOR ONE	TOPIC 1: THE ENTREPRENUER Sub-Topic 1.2:Creativityand Innovation <ul style="list-style-type: none"> • Meaning of Creativity • Importance of creativity in business • How to become creative • Innovation in Business • Types of Innovation • Importance of Innovation • How to become innovative 	<ul style="list-style-type: none"> • Meaning of Creativity • Importance of creativity in business • Innovation in Business • Types of Innovation • Importance of Innovation
	SUB- TOPIC 1.3: RISKS IN BUSINESS <ul style="list-style-type: none"> • Meaning of Risks • Types of Risks • The Risk-Taking Game • Assessing Risks • Risk Management in Business 	<ul style="list-style-type: none"> • Meaning of Risks • Types of Risks
	SUB- TOPIC 1.4: TECHNOLOGY AND BUSINESS <ul style="list-style-type: none"> • Meaning of e-business • Doing e-business • Advantages of e-business to the entrepreneur • Challenges of using e-business 	<ul style="list-style-type: none"> • Meaning of e-business • Doing e-business • Advantages of e-business to the entrepreneur • Challenges of using e-

		business
TERM TWO		
	TOPIC 2: BUSINESS IN UGANDA Sub-Topic 2.1: Types of Businesses <ul style="list-style-type: none"> • Meaning of Business • Types of Business • Importance of doing business 	<ul style="list-style-type: none"> • Meaning of Business • Types of Business • Importance of doing business
	SUB-TOPIC 2.2: SUCCESS IN BUSINESS <ul style="list-style-type: none"> • Meaning of Success • Indicators of Success in Business • Factors leading to success in business • Benefits of a successful business to an Entrepreneur • Factors That Lead to Business Failure • How to Revive a Failing Business 	<ul style="list-style-type: none"> • Meaning of Success • Factors leading to success in business • Benefits of a successful business to an Entrepreneur • Factors that lead to Business Failure
	TOPIC 3: BUSINESS IDEAS AND OPPORTUNITIES SUB-TOPIC 3.1: Business Ideas <ul style="list-style-type: none"> • Meaning of a Business Idea • Sources of Business Ideas • Generating Business Ideas • How to Select a Good Business Idea 	<ul style="list-style-type: none"> • Meaning of a Business Idea • Sources of Business Ideas • Generating Business Ideas
	SUB-TOPIC 3.2: BUSINESS OPPORTUNITIES <ul style="list-style-type: none"> • Meaning of a Business Opportunity • Characteristics of a Good Business Opportunity 	<ul style="list-style-type: none"> • Meaning of a Business Opportunity • Characteristics of a Good Business Opportunity
	TOPIC 3.3: MARKET SURVEY <ul style="list-style-type: none"> • Meaning of a Market • Meaning of Market Survey • Importance of Conducting a Market Survey • Conducting a Market Survey • Steps in Conducting a Market Survey 	

	<ul style="list-style-type: none"> • Preparations for Conducting a Market Survey • Presentation of Market Survey Information 	
TERM THREE		
	<p>Topic 4: Business Start-up process</p> <p>SUB-TOPIC 4.1: Steps in Starting Business</p> <ul style="list-style-type: none"> • Factors that Enable an Individual to Start Up a Business • Steps in starting a business 	<ul style="list-style-type: none"> • Factors that Enable an Individual to Start Up a Business • Steps in starting a business
	<p>Sub-Topic 4.2: Sources of Business Finance</p> <ul style="list-style-type: none"> • Different sources of business finance 	<ul style="list-style-type: none"> • Different sources of business finance
	<p>SUB-TOPIC 4.3: SAVINGS AND INVESTMENTS</p> <p>Saving</p> <ul style="list-style-type: none"> • Investment • Factors that determine savings • Factors that determine investment • Reasons for saving and investment • Forms of Savings • Saving Plan 	<ul style="list-style-type: none"> • Saving • Investment • Reasons for saving and investing.
	<p>SUB-TOPIC 4.4: LOCATION OF A BUSINESS</p>	<ul style="list-style-type: none"> • Factors Affecting Location of a Business
	<p>TOPIC 5: INTRODUCTION TO GOVERNMENT REVENUE</p>	<ul style="list-style-type: none"> • Meaning of Government Revenue • Uses of Government Revenue

		<ul style="list-style-type: none"> • Sources of Government Revenue
SENIOR TWO TERM ONE		
CLASS	TOPIC/SUBTOPIC	KEY CONCEPTS/ CONTENT.
SENIOR 2	<p>TOPIC: GOALS IN BUSINESS</p> <ul style="list-style-type: none"> • A goal 	<ul style="list-style-type: none"> • Meaning of a Goal. • Examples of a Goal in business. • Characteristics of a good Goal
<ul style="list-style-type: none"> • Importance of setting Goals in a Business. • Importance of setting Goals in Business; <ul style="list-style-type: none"> -Course of direction to an entrepreneur, -Meeting targets on time, --- Maximum utilization of resources, ,etc 		
TERM TWO		
CLASS	TOPIC/SUBTOPIC	KEY CONCEPTS
SENIOR .2	MANAGING A SMALL BUSINESS ENTERPRISE.	
	<ul style="list-style-type: none"> • Management. 	<ul style="list-style-type: none"> • Meaning of Management. • Role of Management • Importance of Management in a small enterprise.
SENIOR .2	TOPIC: MARKETING IN A SMALL BUSINESS ENTERPRISE.	
	<ul style="list-style-type: none"> • Marketing and Selling 	<ul style="list-style-type: none"> • Meaning of Marketing and Selling. • Difference between

		Marketing and Selling.
	<ul style="list-style-type: none"> • Channels of distribution 	<ul style="list-style-type: none"> • Channels of distribution • Factors considered when selecting a distribution channel.
	<ul style="list-style-type: none"> • Sales Promotion 	<ul style="list-style-type: none"> • Meaning of sales promotion • Methods of sales promotion
TERM THREE		
TOPIC: PRODUCTION MANAGEMENT		
	<ul style="list-style-type: none"> • Production process 	<ul style="list-style-type: none"> • Meaning of Production and production Process. • Steps in Production Process; Supply of raw materials etc
	<ul style="list-style-type: none"> • Selection of raw materials 	<ul style="list-style-type: none"> • Different raw materials used as inputs to production. • Sources of raw materials.
	<ul style="list-style-type: none"> • Packaging 	<ul style="list-style-type: none"> • Meaning of packaging • Different types of packaging materials. • Importance of packaging products.
SENIOR THREE		TERM ONE
CLASS	TOPIC/SUBTOPIC	KEY CONCEPTS/ CONTENT
S.3	TOPIC: BUSINESS PLAN PREPARATION <ul style="list-style-type: none"> • Elements of a Business Plan 	
	<ul style="list-style-type: none"> • Meaning of Business Plan • Elements of Business Plan e.g. – background, Marketing plan, Production Plan, Organizational 	

		Plan, and Financial Plan etc
	<ul style="list-style-type: none"> Purpose of a Business Plan 	<ul style="list-style-type: none"> Uses of business plan to: <ul style="list-style-type: none"> The entrepreneur Financiers Employees. Government etc
	<ul style="list-style-type: none"> Steps in preparing a Business Plan 	
	<ul style="list-style-type: none"> Business plan presentation. 	
	<ul style="list-style-type: none"> Action plan 	
TERM TWO & THREE		
CLASS	TOPIC/SUBTOPIC	KEY CONCEPTS / CONTENT
SENIOR.3	TOPIC: FINANCIAL INSTITUTIONS IN UGANDA	
	<ul style="list-style-type: none"> Types of Financial Institutions in Uganda 	<ul style="list-style-type: none"> Meaning of Financial Institutions. Examples of Financial Institutions. Types of Financial Institutions in Uganda.
	<ul style="list-style-type: none"> Services offered by Financial Institutions. 	<ul style="list-style-type: none"> Services offered by ; Commercial banks, Central banks.
	<ul style="list-style-type: none"> Types of accounts operated by Financial Institutions 	<ul style="list-style-type: none"> Savings account. Current account. Fixed deposit account etc
SENIOR.3	TOPIC: BOOK-KEEPING AND ACCOUNTING	
	<ul style="list-style-type: none"> Book-keeping and Accounting 	<ul style="list-style-type: none"> Meaning of book-keeping and accounting. Importance of book-keeping. Users of accounting records. Common accounting terms.
	<ul style="list-style-type: none"> Methods of book keeping 	<ul style="list-style-type: none"> Methods of book-keeping <ul style="list-style-type: none"> Single entry system. Double entry system Principles of double entry:
	<ul style="list-style-type: none"> Source Documents 	<ul style="list-style-type: none"> Meaning of Source Documents Types of Source Documents
	<ul style="list-style-type: none"> Types of books of 	<ul style="list-style-type: none"> Cash book.

	<p>Accounts</p> <ul style="list-style-type: none"> • The Ledger • The Trial Balance • Financial Statements • Interpretation of Financial Statements 	<ul style="list-style-type: none"> • Journal • Meaning of the Ledger • . • Meaning of a Trial Balance. • Purpose of a Trial Balance. Format of a Trial Balance. • Meaning of Financial Statements. • Types of Financial Statements e.g. <ul style="list-style-type: none"> - Trading account - Profit and Loss account • The balance sheet. - -
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		-
SENIOR FOUR	TERM ONE	
	<p>TOPIC 24. INSURANCE IN BUSINESS</p> <ul style="list-style-type: none"> (a) Meaning of insurance (b) Principles of insurance. (c) Types of insurance. (d) Insurable and non-insurable risks (e) Benefits of insurance 	<ul style="list-style-type: none"> • Meaning of insurance • Principles of insurance. • Types of insurance. • Insurable and non-insurable risks • Benefits of insurance
	TERM TWO	
	<p>TOPIC 25. BUSINESS TAXES IN UGANDA</p>	<ul style="list-style-type: none"> • Principles of Taxation • Tax compliance

	<p>TOPIC 26. BUSINESS COMMUNICATION SKILLS.</p> <p>(a) Effective communication. (b) Forms of communication (c) Demonstrates effective communication techniques when handling customers, suppliers and employees. (d) Writing a business letter (e) Prepares different business communication documents.</p>	<ul style="list-style-type: none"> • Effective communication. • Forms of communication • Writing a business letter
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TERM THREE

	<p>TOPIC 27. BUSINESS ETHICS</p> <p>(a) Parties concerned with Business Ethics. (b) Ethics towards customers (c) Ethics towards employees. (d) Ethics towards society (e) Ethics towards Government. (f) Benefits of practicing good ethics in business.</p>	<ul style="list-style-type: none"> • Parties concerned with Business Ethics. • Ethics towards customers • Ethics towards society • Ethics towards Government. • Benefits of practicing good ethics in business.
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GEOGRAPHY O' LEVEL

Class	Topic/Sub-Topic	Key Concepts
SENIOR ONE	TERM ONE	
	Introduction to Geography	<ul style="list-style-type: none"> ▪ Meaning of geography and environment ▪ The value of studying geography ▪ Use and Care for our environment
	Showing the local	<ul style="list-style-type: none"> ▪ Meaning of a map ▪ Drawing a map of the local area

	<p>area on a map</p> <ul style="list-style-type: none"> ▪ Using a map to investigate geography of the local area
	<p>Maps and their use</p> <ul style="list-style-type: none"> ▪ Map scale and types of scale. ▪ Using a map scale to estimate area and distance ▪ Locating places on a map using the compass, grid, directions, letter and number co-ordinates including latitude and longitude ▪ Describing places from maps ▪ Following a route on a map
	<p>Ways of studying Geography</p> <ul style="list-style-type: none"> ▪ Fieldwork techniques ▪ Interpreting maps, photographs, aerial images, charts, graphs and statistics to get geographic information ▪ Communicating geographic information using maps, images and photographs, graphs, charts and statistics
TERM 2	
	<p>The Earth and its Movements</p> <ul style="list-style-type: none"> ▪ Relationship between the earth and the sun ▪ Rotation and Revolution of the earth ▪ Time differences and World time zones
	<p>Weather and Climate</p> <ul style="list-style-type: none"> ▪ Difference between weather and climate ▪ Measurement and recording of weather in a local area and keeping a weather diary ▪ Recording weather on maps and graphs ▪ Relationship between weather and our lifestyles
	<p>Location, Size, and Relief Regions of East Africa</p> <ul style="list-style-type: none"> ▪ Composition and size of East Africa ▪ Relief regions of East Africa ▪ Influence of local relief on weather and climate ▪ Natural hazards related to relief features and regions

		<ul style="list-style-type: none"> ▪ Using contour maps to show physical features ▪ Drawing cross sections from contour maps
TERM 3		
	Formation of Major landforms and Drainage in East Africa	<ul style="list-style-type: none"> ▪ Rocks and major rock types ▪ Structural features formed by Faulting, Vulcanicity, and Warping ▪ Drainage ▪ Erosional features formed by running water, lake or sea, and ice
	Climate and Natural Vegetation of East Africa	<ul style="list-style-type: none"> ▪ Factors affecting the climate of East Africa ▪ Types of climate in East Africa: Equatorial, Savanna, Semi-arid, Mountain, Coastal climate ▪ Relationship between climate and vegetation ▪ Influence of climate and vegetation on people's ways of life
SENIOR 2	TERM 1	
	Inland water transport: The Great Lakes and St. Lawrence Sea way	<ul style="list-style-type: none"> ▪ Contribution of the Seaway to development ▪ Problems created by the Seaway project: congestion, flooding, pollution, displacement of people
	New England: An agricultural and Industrial region	<ul style="list-style-type: none"> ▪ New England states and physical features in the region ▪ Types of farming: Dairy farming, Market gardening ▪ Contribution of agriculture to the economy of New England States ▪ Industries in New England states: Agro-based, Forest- based, Engineering, Petro chemical, Electric machinery and Aero space industries ▪ Contribution and problems resulting from industrial growth
	The Development of	<ul style="list-style-type: none"> ▪ Location and physical environment of Southern

	a semi-arid environment: Southern California	<ul style="list-style-type: none"> ▪ California: Relief. Drainage and climate ▪ Intensive farming: Tuck and Factory farming ▪ Extensive fruit farming ▪ Industry in Southern California ▪ Benefits and problems of industrial development in Southern California
	East Africa: Location, Composition and Physical regions	<ul style="list-style-type: none"> ▪ Location and Composition of East Africa ▪ Relief regions: Coastal Plains, Nyika plateau, Rift valley, Central plateau, Highlands
	Rocks of East Africa	<ul style="list-style-type: none"> ▪ Fire formed rocks/Igneous rocks ▪ Laid down rocks/Sedimentary rocks ▪ Rocks changed by heat or pressure/metamorphic rocks ▪ Distribution of rock types in East Africa ▪ Economic importance of rocks
TERM 2		
	Physical features of East Africa	<ul style="list-style-type: none"> ▪ Faulting and its effects on landscape: Rift valleys, Block mountains, Escarpments, Rift valley lakes ▪ Vulcanicity: Extrusive and Intrusive features ▪ Crustal warping and its effects on landscape ▪ Glaciation ▪ Coastal erosion and depositional features
	Rivers and drainage patterns in East Africa	<ul style="list-style-type: none"> ▪ What is a river? ▪ Processes of river erosion and resultant features ▪ Processes of river transportation ▪ River deposition and resultant features ▪ The long profile of a river: Youthful, Mature, and Senile stages ▪ Drainage patterns: Dendritic, Trellis, Radial, and Centripetal
	The soils of East Africa	<ul style="list-style-type: none"> ▪ Weathering and soil formation: Physical, and chemical weathering ▪ Factors influencing weathering

	<ul style="list-style-type: none"> ▪ Major types of soil: Loam, clay, sand, laterite ▪ Key terms related to soil: Texture, structure, profile, catena, PH, Porosity ▪ Soil erosion and Conservation
The Climate of East Africa	<ul style="list-style-type: none"> ▪ Climatic zones and their characteristics: Equatorial, Tropical, Semi-arid, Montane/Mountain ▪ Rainfall distribution in East Africa; the Inter Tropical Convergence Zone (ITCZ) ▪ Implications of rainfall Intensity, Pattern/seasonality, and reliability to farming
The Natural vegetation of East Africa	<ul style="list-style-type: none"> ▪ Vegetation zonation and factors influencing it: Tropical rain forest, Savanna, Montane, Semi-desert vegetation, Mangrove swamps ▪ Forestry in East Africa: Problems and solutions
TERM 3	
The Population of East Africa	<ul style="list-style-type: none"> ▪ Population size: Under population, Optimum population, Overpopulation ▪ Population distribution and factors influencing it ▪ Effects of rapid population increase in East Africa
The development of Agriculture in East Africa	<ul style="list-style-type: none"> ▪ Physical and human factors influencing agriculture ▪ Types of farming: Subsistence and commercial; Shifting cultivation, Rotational Bush fallowing, nomadic pastoralism, small holder farming ▪ Animal ranching; importance, problems and solutions
Mining in East Africa	<ul style="list-style-type: none"> ▪ Categories of minerals: Metals, Non-metals, Fossil fuels ▪ Distribution of major minerals ▪ Factors influencing mining; physical and human ▪ Contribution of mining Problems facing mining ▪ Effects of mining on the environment; pollution
Industrial	<ul style="list-style-type: none"> ▪ Processing and Manufacturing industries

	development in East Africa	<ul style="list-style-type: none"> ▪ Factors influencing the location of industries ▪ Challenges/problems facing industrial development and their solutions ▪ Importance/ advantages of industrialisation ▪ Problems created by the development of industries: Pollution, rural-urban migration
SENIOR 3	TERM 1	
	Fishing in East Africa	<ul style="list-style-type: none"> ▪ Fishing grounds: Marine and fresh water fisheries ▪ Physical and human factors influencing fishing ▪ Fishing methods and fish preservation methods: traditional and modern methods ▪ Contribution of fishing to development ▪ Problems facing the fishing industry and solutions
	Wildlife conservation and Tourism in East Africa	<ul style="list-style-type: none"> ▪ Wildlife conservation areas: National parks, Wildlife/ Game reserves, Wildlife sanctuaries ▪ Factors influencing the development of tourism ▪ Importance of tourism ▪ Challenges facing the tourism industry
	The development of towns and ports in East Africa	<ul style="list-style-type: none"> ▪ Site and location of ports and towns ▪ Factors for the development of towns: rich hinterland ▪ Functions of ports and towns ▪ Problems of urbanization and solutions
	Transport, Communication and Trade in East Africa	<ul style="list-style-type: none"> ▪ Major types of transport: Road, Water, Railway, Air, Animal, and Pipeline ▪ Major types of communication: Post office, Telephone, Fax, Wireless ▪ Factors influencing the development of transport and communication ▪ Trade patterns in East Africa: Internal trade, Foreign /International trade ▪ Nature of trade: Exports, imports, Balance of trade
	More skills in Map	<ul style="list-style-type: none"> ▪ Calculating area of irregular shapes

	Reading	<ul style="list-style-type: none"> ▪ Drawing a sketch from a map ▪ Representing relief on a map; contour lines, Vertical interval ▪ Drawing cross/Relief sections from maps ▪ Relationship between relief and other aspects in a mapped area
TERM 2		
	Photograph Interpretation	<ul style="list-style-type: none"> ▪ What is a photograph? Types of photograph: Ground and Aerial photos ▪ Finding out where things are on a photograph ▪ Drawing sketches from photographs
	Fieldwork in Geography	<ul style="list-style-type: none"> ▪ Meaning and value of fieldwork ▪ Methods of collecting field data: observation, Interviewing, Questionnaires ▪ Conducting a fieldwork study: pre-field preparation, data collection, and follow-up work ▪ Problems encountered during fieldwork
	Introduction to the Rhine lands	<ul style="list-style-type: none"> ▪ Countries in the Rhine Basin
	A highly developed economy in a land locked country with limited natural resources: Switzerland	<ul style="list-style-type: none"> ▪ Location and size of Switzerland ▪ Physical geography of Switzerland ▪ Arable and Livestock farming; Factors for development and challenges faced ▪ Development of Manufacturing Industry in Switzerland: Major industrial towns, types of industry, factors favouring industrial development, and challenges faced ▪ The tourism industry: Major tourist attractions, tourist centres, factors favouring tourism, importance and challenges
	The develop of Agriculture in Germany	<ul style="list-style-type: none"> ▪ Location and size of Germany ▪ Physical background: Relief and drainage ▪ Farming in the Rhine rift valley: crops grown

		and factors favouring farming
	The develop of Manufacturing industry in Germany	<ul style="list-style-type: none"> ▪ Major industrial regions and towns: The Ruhr industrial region ▪ Factors for industrial development ▪ Importance of industry in Germany and challenges faced
TERM 3		
	Land reclamation and Agricultural development in the Netherlands	<ul style="list-style-type: none"> ▪ Physical background of the Netherlands ▪ Location of the reclaimed lands/Polders ▪ Factors which led to land reclamation ▪ Steps taken to reclaim the land ▪ Activities carried out on the Polders ▪ Benefits and challenges of reclaimed lands ▪ Farming on the Dutch Polders: Market Gardening, and Dairy farming
	The development of the Rhine valley as an International route way	<ul style="list-style-type: none"> ▪ Factors for the development of the Rhine water way ▪ Benefits of developing the Rhine water way ▪ Challenges of the Rhine water way and Solutions
	The development of Rotterdam as an International port	<ul style="list-style-type: none"> ▪ The location of Rotterdam ▪ Factors for the development of Rotterdam Port ▪ Importance of Rotterdam: Entreport ▪ Challenges facing Rotterdam: Congestion, Pollution, Urban influx and related ills, scarcity of land
SENIOR 4	TERM 1	
	The Rest of Africa: Location and Size of Africa	<ul style="list-style-type: none"> ▪ Location, Size and Political units of Africa
	Relief and major landforms of Africa and processes leading to their formation	<ul style="list-style-type: none"> ▪ The relief regions of Africa: Highlands, Plateaus, Low lands, Coastal plains, Depressions ▪ Formation of: Volcanoes (Ethiopian Highlands), Fold mountains (Cape Ranges), Rift valley (The Great African Rift valley)

	<ul style="list-style-type: none"> ▪ Influence of relief on climate, drainage and human activities
The characteristics and factors affecting climate in Africa	<ul style="list-style-type: none"> ▪ Major types of climate in Africa: Equatorial, Savanna, Mediterranean, Hot desert, Warm temperate, Mountain/ Montane ▪ Influence of each type of climate on human activities and life styles ▪ Factors affecting the climate of Africa
The characteristics and factors affecting vegetation in Africa	<ul style="list-style-type: none"> ▪ Major types of vegetation: Tropical rain forest, Savanna, Desert vegetation, Mediterranean vegetation, Temperate grassland, Montane ▪ Influence of vegetation on human activities and ways of life
The Population of Africa	<ul style="list-style-type: none"> ▪ Population distribution: Areas of High, Moderate, and Low population ▪ Factors influencing population distribution in Africa ▪ Population growth and size and factors influencing it: fertility rate, birth rate, mortality rate, Migrations across borders, improved medical care, status of women in society ▪ Population characteristics and related problems
The development of Agriculture in Africa	<ul style="list-style-type: none"> ▪ Distribution and types of Agriculture ▪ Small scale Commercial farming: Cocoa growing in Ghana, Oil palm growing in Nigeria; factors favouring farming, contributions to development, and challenges ▪ Large scale agriculture: Rubber Plantations in Liberia, Sugar cane plantations in South Africa-Natal Province; characteristics, factors for development, contribution to development, and challenges ▪ Large scale Irrigation farming: Gezira Irrigation scheme, Richard Toll Scheme ▪ Conditions leading to irrigation, factors favouring the development of the scheme,

		organization and management of the scheme, benefits and challenges of the scheme
TERM 2		
Change from traditional Nomadic Pastoralism to Modern Livestock farming: Ranching in Africa		<ul style="list-style-type: none"> ▪ Nomadic Pastoral farming in Africa: the Fulani of the Sahel; characteristics, problems, and solutions ▪ Ranching in Botswana: characteristics, factors favouring development, contribution to development, challenges
Multi-purpose river development schemes in Africa		<ul style="list-style-type: none"> ▪ Location and aims of Multipurpose river development schemes: Aswan High Dam, Volta River Project, Kainji Dam, Kariba Dam ▪ Benefits (contribution) of multipurpose schemes ▪ Challenges of multipurpose river development schemes
Use and development of forest resources in Africa		<ul style="list-style-type: none"> ▪ Location, characteristics and major types of forests in Africa ▪ Tropical hardwood forests in Gabon: distribution, characteristics, factors favouring their growth, extraction and utilisation ▪ Benefits of forestry, and challenges ▪ Soft wood plantations in Swaziland (renamed Eswatini): characteristics and factors favouring development
Development of Mining Industry in Africa		<ul style="list-style-type: none"> ▪ Major minerals and mining centres in Africa: The Zambian Copper Belt, The Witwatersrand Gold fields of South Africa, Oil mining in Nigeria, and Libya ▪ Factors influencing mining ▪ Methods of mining: Open cast mining, Adit mining, Drilling of oil ▪ Benefits of mining and challenges
Development of Manufacturing industry in Africa		<ul style="list-style-type: none"> ▪ Location of major industrial centres: Accra - Tema Complex, Lower Egypt, Witwatersrand in South Africa

		<ul style="list-style-type: none"> ▪ Types of industries in the region ▪ Factors favouring development of industries, benefits, and challenges
Term 3		
	The Fishing industry in Africa	<ul style="list-style-type: none"> ▪ Major fishing grounds: Marine and Fresh water fisheries ▪ Factors favouring the fishing industry ▪ Traditional and Modern fishing methods ▪ Challenge to the fishing industry in Africa
	Development of Transport and Communication in Africa: Problems and prospects	<ul style="list-style-type: none"> ▪ Major forms of transport in Africa ▪ Transport and Communication in D.R.Congo: Inland water transport, Road transport, Railway transport ▪ Factors influencing
	Development of Urban centres in Africa	<ul style="list-style-type: none"> ▪ Urbanisation process ▪ Major urban centres: Cape Town, Ibadan, Addis Ababa ▪ Khartoum, Lagos, Cairo, Tema ▪ Factors influencing the growth of urban centres ▪ Functions of urban centres ▪ Benefits and problems of urbanisation ▪ Challenges of urbanisation
	Development of Trade in Africa: Characteristics and prospects	<ul style="list-style-type: none"> ▪ Internal and International trade ▪ The nature of Africa's exports and imports ▪ Challenges to trade in Africa ▪ Regional Economic groupings: Benefits, Challenges and prospects; ECOWAS, PTA, SADCC

HISTORY O' LEVEL

HISTORY AND POLITICAL EDUCATION FOR SENIOR 1 2020 (NEW CURRICULUM)

CLASS	TOPICS	Key Concepts
SENIOR	Finding out about	1. Importance of studying about our past.

ONE	our past	<ul style="list-style-type: none"> 2. Methods of finding out our past. 3. Historical sites in East Africa 4. Benefits of studying about our past.
	The origin of Man	<ul style="list-style-type: none"> 1. Traditional beliefs about the origin of man 2. Bible theory about the origin of man 3. Scientific theory about the origin of man. 4. Concept of human evolution 5. Out of Africa theory 6. Multiregional theory about the origin of man.
	Migration and settlement in East Africa since 1000 A.D	<ul style="list-style-type: none"> 1. Know the people who lived in East Africa before the 19th Century period. 2. The reasons for migration of people in 19th century into East Africa. 3. Results of migration
TERM TWO		
	Culture and Ethnic groups in East Africa	<ul style="list-style-type: none"> 1. Nature of cultural values in our families 2. Cultural institutions in East Africa 3. Ethnic groups in East Africa. 4. Importance of cultural handcrafts 5. Need to respect other people's cultures 6. Role of traditional transitional justice in solving the conflicts. 7. Role of culture and gender balance in families.
	State formation in East Africa	<ul style="list-style-type: none"> 1. Understand the centralized and non-centralized societies in East Africa. 2. The characteristics of pre-colonial societies in East Africa. 3. Distinctive features of centralized and non-centralized societies in East Africa. 4. Organisation of pre-colonial societies.
	Religions in East Africa	<ul style="list-style-type: none"> 1. Traditional religions in East Africa. 2. Reasons why Islam and Christianity came to East Africa. 3. Activities of Christian Missionaries 4. Impact of foreign religions in East Africa 5. The Uganda Martyrs Namugongo.
	Local and the external trade contacts of East Africa.	<p style="text-align: center;">SUB-TOPIC 7.1: Indian Ocean Trade</p> <ul style="list-style-type: none"> 1. Trade that existed in East Africa before the pre-colonial trade. 2. The pre-colonial trade systems 3. Organization of Indian Ocean trade. 4. Relationship between slave trade and the

		<p>Indian Ocean trade.</p> <ol style="list-style-type: none"> 5. Organization of slave trade and slavery. 6. Impact of slave trade and slavery 7. Significance for abolition of slave trade. <p>SUB-TOPIC 7.2: Long Distance Trade</p> <ol style="list-style-type: none"> 1. Reasons for its growth and expansion 2. Organization of trade 3. Impact of this trade
TERM THREE		
	Scramble, partition and colonization of East Africa.	<ol style="list-style-type: none"> 1. Reasons why the Europeans and the Asians came to East Africa. 2. Methods used in the colonization of East Africa. 3. Results for colonization of East Africa. 4. Colonization for rest of Africa.
	Response to the establishment of colonial rule in East Africa.	<ol style="list-style-type: none"> 1. Factors for collaboration and resistance 2. The Devonshire white paper of 1923. 3. The 1900 Buganda Agreement.
CLASS	TOPICS	KEY CONCEPTS
TERM ONE		
SENIOR ONE	EXTERNAL CONTACTS AND PRESSURES	<ol style="list-style-type: none"> 1. The Ngoni Invasion/Migration into East Africa 2. Long Distance Trade 3. The Rise of Military States 4. Slave Trade in East Africa 5. Egyptian Penetration of East Africa 6. Early External Pressures on East Africa by 1800 7. Missionaries in East Africa
TERM TWO		
	EUROPEAN IMPERIALISM IN EAST AFRICA	<ol style="list-style-type: none"> 1. Scramble and Partition of East Africa 2. The Establishment of Colonial Rule in East Africa 3. The Buganda Agreement of 1900 4. African Response to the establishment of Colonial Rule 5. Collaboration

		<ol style="list-style-type: none"> 6. Resistance 7. Resistance in Uganda 8. Resistance in Kenya 9. Nandi Resistance 10. Resistance in Tanganyika 11. Colonial Administration Systems in Uganda 12. Colonial Administration Systems in Kenya 13. Colonial Administration Systems in Tanganyika
TERM THREE		
	ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD	<ol style="list-style-type: none"> 1. The Uganda Railway 2. Agricultural Development 3. Industrial Development 4. Social Development 5. Education 6. Health 7. Political Development 8. The Formation of the East African Common Services Organization 1948 (E.A.C.S.O)

AGRICULTURE O' LEVEL

Class	Topic/Subtopic	Key Concepts
TERM ONE		
	<p>1. INTRODUCTION TO AGRICULTURE</p> <p>a) Understand the value of agriculture to human beings and to society as a whole, and the importance of the farm as a production unit.</p> <p>b) Understand the value of various farming systems and their</p>	<ul style="list-style-type: none"> • Value of agriculture to Households and the entire economy • Purpose of keeping records in agriculture and some examples of farm records.

SENIOR 1	<p>socioeconomic impact in Uganda.</p> <p>c) Understand the importance of keeping records in agriculture.</p> <p>d) Understand the requirements of a career in agriculture and key principles of the Labour Act on the living conditions of farm workers.</p>	
	TERM TWO	
	<p>2. FARM TOOLS, EQUIPMENT AND IMPLEMENTS</p> <p>a) Identify tools used on the farm, including garden tools, woodworking tools, metal tools, and the basic tools used for fencing, mechanics and other farming activities.</p> <p>b) Demonstrate skills of using farm tools and implements correctly for better production.</p> <p>c) Show skill in using common measurement tools for length, volume, time and mass/weight.</p> <p>d) Show skills in handling conversion of agricultural measurements into SI units.</p> <p>e) Demonstrate basic occupational safety and health standards in agriculture.</p> <p>f) Show skills in applying the steps in giving first aid on the farm and during agricultural activities.</p>	Correct use, care & maintenance of farm tools, equipment and implements

TERM THREE		
<p>3. SOIL SCIENCE</p> <ul style="list-style-type: none"> a) Show skills in analyzing soil and identifying the different components. b) Understand various types of weathering processes and factors influencing soil formation. c) Show skills in distinguishing between the different soil particles, soil textures, soil structures, soil profile horizons and types of soils as used for agricultural purposes. d) Show skills in soil sampling. e.) Understand the importance of plant nutrients and soil pH. f) Demonstrate soil improvement practices and understand their effects on plant growth. 	<p>Weathering of rocks to produce soil that supports plant growth.</p> <p>Measures of improving and conserving soil fertility.</p>	
<p>4. VEGETABLE GROWING</p> <ul style="list-style-type: none"> a) Know a range of vegetables grown locally and understand their value in both nutritional and financial terms. b) Understand how to select an appropriate vegetable for growing locally. 		<p>Select an appropriate vegetable, establish a nursery bed, and apply good agronomic practices for profitable vegetable growing.</p>

	<p>c) Establish a nursery, apply good practice for vegetable growing.</p> <p>d) Show skills in preparing bio pesticides and plant derivatives.</p> <p>e) Handle vegetables during and after harvest in order to maintain quality.</p> <p>f) Market vegetables effectively.</p> <p>e) Follow food safety guideline for harvested fresh vegetables.</p>	
Class	Topic/Subtopics	Key concepts
	TERM ONE	
SENIOR .2	Principles of crop production <ul style="list-style-type: none"> • Land clearing • Seed bed preparation • planting • Field maintenance practices • Postharvest practices 	<ul style="list-style-type: none"> • Preparation of an appropriate seed bed and Field maintenance practices
	TERM TWO	
	Vegetable growing <ul style="list-style-type: none"> • Vegetable growing • Nursery management • Transplanting • Field management practices • Postharvest practices • Vegetable rotation • Production of various classes of vegetables e.g Tomato, cabbage, onion. 	<ul style="list-style-type: none"> • Select an appropriate vegetable, establish a nursery bed, and apply good agronomic practices for profitable vegetable growing.
	Production of cereals and legumes <ul style="list-style-type: none"> • Introduction to cereal production • Growing of a cereal crop: maize, millet, sorghum • Introduction to legume production • Growing of legume crops: beans, peas, groundnuts, soya 	<ul style="list-style-type: none"> • Select an appropriate cereal & legume and applying good agronomic practices for profitable cereal and legume production.

	beans	
	Poultry production <ul style="list-style-type: none"> • Introduction to poultry keeping • Breeding in poultry • Incubation in eggs • Brooding • Rearing of laying birds and table birds • Digestion in birds • Poultry diseases • Poultry parasites: lice, mite, tape worms, round worms • Vices in poultry • Egg processing • Grooming of birds • Caponisation 	<ul style="list-style-type: none"> • Rearing and management of a profitable poultry enterprise
TERM THREE		
	Pig production <ul style="list-style-type: none"> • Introduction to pig production • Breeding pigs • Management of pigs • Nutrition in pigs • Pig diseases and parasites • Record keeping in a pig enterprise 	<ul style="list-style-type: none"> • Rearing and management of a profitable piggery enterprise
	Farm structures <ul style="list-style-type: none"> • Fencing • Farm buildings • Animal handling lay outs • Farm water supply 	<ul style="list-style-type: none"> • Establishment, care and maintenance of farm structures
	Plant propagation <ul style="list-style-type: none"> • Methods of plant propagation • vegetative plant propagation 	<ul style="list-style-type: none"> • Propagate different crops to ensure optimum plant population
Class	Topic/Subtopic	Key Concept
TERM ONE		
SENIOR 3		

	<p>Crop Production (Field crops/Root crops/Perennial crops)</p> <ul style="list-style-type: none"> i. Examples of crops grown in Uganda and their economic & household importance ii. General Agronomic practices of crops iii. Stages involved in growing different crops iv. Nursery bed management v. Post-harvest handling & processing 	General Agronomic practices involved in growing in profitable growing of different crops
	<p>Crop Improvement</p> <ul style="list-style-type: none"> i. Importance of Crop improvement ii. Methods of crop improvement 	Objectives/importance of crop improvement
TERM TWO		
	<p>Cattle Production</p> <ul style="list-style-type: none"> i. Importance of cattle keeping to farmers ii. Breeds of Cattle iii. Reproduction in cattle iv. Cattle improvement v. Digestive system of Cattle vi. Feeding & Nutrition in Cattle vii. Calf rearing viii. Cattle management practices ix. Diseases & Parasites in cattle 	General management practices involved in raising a profitable cattle production enterprise
	<p>Farm Implements & Equipment</p> <ul style="list-style-type: none"> i. Categorize Farm Implements & Equipment ii. Correct use & Care of Farm equipment & tools 	Correct use & Care of Farm equipment & tools

TERM THREE		
Workshop tools	<ul style="list-style-type: none"> i. Categorize of workshop tools ii. Correct use & Care of Workshop tools 	Correct use & Care of Workshop tools
Land Tenure	<ul style="list-style-type: none"> i. Different Land Tenure systems ii. Land Fragmentation iii. Land consolidation 	Land tenure systems and their effects on agriculture production in Uganda
Settlements & Resettlements	<ul style="list-style-type: none"> i. Settlement & Resettlement schemes ii. Organization of settlement & re-settlement schemes 	Effects of Settlements & resettlement on agriculture production in Uganda.
Farming organizations	<ul style="list-style-type: none"> i. Definition of Farming organizations ii. Examples of Farming organizations iii. Importance of farming organization 	Importance of farming organization and their challenges in Uganda.

CLASS	TOPIC/ SUB TOPIC	KEY CONCEPTS
TERM ONE (continued)		
SENIOR 4	Fruit Crop(Pineapple and banana) <ul style="list-style-type: none"> ✓ Requirements for good pineapple/banana growing; materials, varieties ✓ Agronomic practices; seedbed preparation, fertilizer/organic application, planting methods, mulching and weed control ✓ Postharvest practices; processing and marketing 	<ul style="list-style-type: none"> ✓ Select an appropriate fruit crop, prepare an appropriate a seedbed, and carry out good agronomic practices for profitable for fruit crop growing.
TERM TWO		
	Farm Tractors <ul style="list-style-type: none"> ✓ Introduction of Farm Tractors ✓ Types of tractors used on the farm; wheeled, crawlers, walking tractor ✓ Functions/uses of farm tractors ✓ Parts and functions of a tractor ✓ Tractor Engine parts ✓ Working of the 2-stroke and 4-stroke engines ✓ Maintenance of a farm tractor ✓ Systems of a tractor and their operation 	<ul style="list-style-type: none"> ✓ Uses of a tractor on a farm and it's maintenance
	Small ruminant production <ul style="list-style-type: none"> ✓ Introduction to small ruminant production ✓ Breeding of small ruminants ✓ Management practices in small ruminant production ✓ Control of common disease and parasite in small ruminant production ✓ Housing of small ruminants 	<ul style="list-style-type: none"> ✓ Profitable production of small ruminants

TERM THREE		
	<p>Agriculture Economics</p> <ul style="list-style-type: none"> ✓ Principles of Agriculture economics ✓ Factors of production and price theory in Agriculture ✓ Risks and uncertainties in Agriculture production ✓ Enterprise selection and combination ✓ Budgeting on the farm ✓ Record keeping ✓ Agriculture credit ✓ Population density effects in Agriculture 	<ul style="list-style-type: none"> ✓ The influence of demand and supply on agricultural production and designing of appropriate farm records.

MATHEMATICS O' LEVEL

CLASS	TOPIC	KEY CONCEPT
TERM ONE		
	Number Bases	Identify numbers in any base using an abacus (k)
SENIOR ONE	WORKING WITH INTEGERS	<p>The learner should be able to:</p> <ol style="list-style-type: none"> i. Identify, read and write natural numbers as numerals and words in million, billion and trillion. (u s) ii. Differentiate between natural numbers and whole numbers/integers. (u) iii. Identify directed numbers. (k) iv. use directed numbers (limited to Integers) in real life situations. (u,s) v. Use the hierarchy of operations to carry out the four mathematical operations on integers. (u) vi. Identify even, odd, prime and composite numbers. (k u)

		<ul style="list-style-type: none"> vii. Find the prime factorisation of any number. (k u s) viii. Relate common factors with HCF and multiples with LCM. (k u) ix. Work out and use divisibility tests of some numbers. (k, u, s, v/a)
	FRACTIONS, PERCENTAGES AND DECIMALS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Describe different types of fractions. (k) ii. Convert improper fractions to mixed numbers and vice versa. (k, s) iii. Work out problems from real life situations. (u, s) iv. Add, subtract, divide and Multiplies Decimals. (u, s) v. Converts fractions to decimals and vice versa. (u, s) vi. Identifies and classifies decimals into terminating, non-terminating and recurring decimals. (u) vii. Converts recurring decimals into fractions. (u, s) viii. Converts fractions and decimals into percentages and vice versa. (u s) ix. Calculates a percentage of a given quantity. (s) x. Works out real-life problems involving Percentages. (u, s, v/a)
	RECTANGULAR CARTESIAN COORDINATES IN 2 DIMENSIONS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Draw and label the Cartesian plane. (k, s) ii. Identify the x- and y-axis. (k) iii. Read and plot points on the Cartesian plane/coordinate grid. (k, s) iv. Complete shapes on a coordinate grid. (k, u, s) v. Choose and uses appropriate scale for a bi-variate data set. (u, s, v/a)
TERM TWO		
	GEOMETRIC CONSTRUCTION SKILLS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Draw perpendicular and parallel Lines. (k, s) ii. Construct perpendiculars, angle Bisectors, mediators and parallel lines. (u, s) iii. Use a pair of compasses and a ruler to construct special angles. (60°, 45°) (u, s) iv. Describe a locus. (u) v. Relate parallel lines, perpendicular bisector, angle bisector, straight line and a circle as loci. (k, u)

		<ul style="list-style-type: none"> vi. Draw polygons. (u) vii. Measure lengths and angles. (s) viii. Construct geometrical figures such as triangle, square, ix. Rectangle, rhombus, Parallelogram. (u, s, v/a)
	SEQUENCE AND PATTERNS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Recognise and generate number patterns. (k, u) ii. Explain how to generate a sequence. (u) iii. Use number machines to generate a sequence. (k, s) iv. Describe a general rule when a pattern is given. (k, u, s) v. Determine terms in a sequence. (u, s)
	BEARINGS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Know the compass points. (k) ii. Describe the direction of a place from a given point using compass points. (u s) iii. Describe the bearing of a place from a given point. (k s) iv. Apply bearings in real life situations. (u s) v. Choose and uses an appropriate scale to make an accurate drawing. (k u) vi. Differentiate between a sketch and a scale drawing. (u, v)
	GENERAL AND ANGLE PROPERTIES OF GEOMETRIC FIGURES	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Identify different angles. (k) ii. Solve problems involving angles at a point on a straight line, angles on a transversal and parallel lines. (k u s) iii. Know and use the angle sum of a triangle. (k u) iv. State and uses angle properties of polygons when solving problems. (u s)
	DATA COLLECTION AND PRESENTATION	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i. Understand the differences between types of data. (k u) ii. Collect and represents simple data from the local environment using tally chart, bar chart (bars do

		not touch), pie chart and line graph. (k, u, s, v/a)
TERM THREE		
	REFLECTION	The learner should be able to: i. Identify lines of symmetry for different figures. (k) ii. Reflect shapes and objects. (u s) iii. c) Apply reflection in the Cartesian plane. (u, s)
	EQUATIONS OF LINES	The learner should be able to: i. Form linear equations with given points. (k, s) ii. Draw the graph of a line given its equation. (u, s)
	ALGEBRA 1	The learner should be able to: i. Use letters to represent numbers. (u) ii. Write statements in algebraic form. (u) iii. Simplify algebraic expressions. (u s) iv. Evaluate algebraic expressions by Substituting numerical values. (u s) v. Manipulate simple algebraic equations in one variable and solve them. (u, s, v/a)
	BUSINESS ARITHMETIC	The learner should be able to: i. Describe and calculate profit (includes all expenses incurred), loss, ii. Commission, interest, insurance and discount. (u, s) express profit or loss as a percentage. (u) iii. Solve simple interest problems. (k,s, v/a)
	TIME AND TIME TABLES	The learner should be able to: i. identify and use units of time. (k u s) ii. use and interpret different representations of time. (us) iii. apply the understanding of time in a range of relevant real-life contexts.(u, s, v/a)
SENIOR TWO TERM ONE		
	ALGEBRA: USE OF SYMBOLS, SUBSTITUTION	i. Build a formula from the word problems. ii. Use symbols to represent numbers. iii. Use correct notational convention for formula.
	MAPPING AND RELATIONS	i. Describe a mapping and a relation ii. Draw arrow diagrams and Papygrams. iii. Identify domain and range mapping. iv. Distinguish between a function and non-function

		mapping.
	NUMERICAL CONCEPTS	<ul style="list-style-type: none"> i. Define and identify rational numbers and work out problems involving rational numbers. ii. Define and identify irrational numbers iii. Identify real numbers. iv. Convert recurring decimals into fractions
	BUSINESS ARITHMETIC	<ul style="list-style-type: none"> i. Calculate profit and loss. ii. Express profit and loss as percentage. iii. Calculate discount and commission. iv. Calculate simple interest and compound interest using step by step method.
	VECTORS AND TRANSLATION 1	<ul style="list-style-type: none"> i. Describe translation. ii. Identify scalars and vectors iii. Use vector notation. iv. Represent vectors both single and combined geometrically. v. Apply vectors in real life situations
	GRAPHS II	<ul style="list-style-type: none"> i. Draw a table of values from given relations. ii. Use the table of values to draw the graphs iii. Plot graphs of linear motion (distance – time) iv. Interpret information from graphs.
TERM TWO		
	STATISTICS (MODE, MEAN AND MEDIAN)	<ul style="list-style-type: none"> i. Identify mode and median for ungrouped data ii. Draw frequency table for ungrouped data iii. Use frequency table calculate the mean
	INDICES	<ul style="list-style-type: none"> i. Identify base number and index. ii. State and apply the laws of indices in calculations. iii. Express numbers in standard form. iv. Express nth root of an integer index form, v. Use laws of indices in calculations
	INEQUALITIES AND REGIONS	<ul style="list-style-type: none"> i. Identify and use inequality symbols. ii. Illustrate inequalities on the number lines iii. Solve the linear inequalities in one unknown iv. Represent the linear inequalities graphically. v. Form simple linear inequalities from inequality graphs. vi. Find the required region
	ALGEBRA – EXPANSION AND FACTORISATION	<ul style="list-style-type: none"> i. Expand algebraic expressions. ii. Identify perfect squares iii. Factorize algebraic expressions
	RATIO AND PROPORTION	<ul style="list-style-type: none"> i. Describe quantities in ratios ii. Change quantities in a given ratio iii. Describe proportions

		iv. Differentiate between direct and inverse proportions v. Interpret the given scales
TERM THREE		
	Similarity and Enlargement	i. Identify similar figures ii. State and use the properties of similar figures iii. Describe enlargement iv. Use the properties of enlargement to construct objects and images. v. State the relationship between linear, area and volume scale factors. vi. Apply scale factors in real life situation.
	GEOMETRY LENGTH AND AREA PROPERTIES	i. State Pythagoras theorem ii. Solve problems using Pythagoras. iii. Calculate areas of two-dimensional figures
	GEOMETRY NETS AND SOLIDS	i. Identify and sketch common solids ii. Identify prism iii. Form nets and solids
TERM ONE		
SENIOR 3	SET THEORY	i. Describe and use the complement set ii. Use Venn diagrams to represent sets and the number of elements in a set. iii. Apply practical situations using two and three sets.
	THE EQUATION OF A STRAIGHT LINE	i. State and use the gradients of a line to find the equation of the line. ii. Determine the equation of a straight line using the x and y -intercepts. iii. Apply the relationship of gradients of parallel and perpendicular lines to get the equation of a straight line. iv. Determine the equation when a line is given on the graph.
	SINE, COSINE AND TANGENT	i. Define sine, cosine and tangent ratios from right angled triangles. ii. Read and use tables and calculators to find trigonometrical ratios iii. Use sine, cosine and tangent in calculating lengths of sides and angles of triangles.

	STATISTICS	<ul style="list-style-type: none"> i. Draw frequency tables for grouped data. ii. Calculate mean using assumed mean iii. Calculate mode and median. iv. Draw a histogram and use it to estimate mode. v. Form cumulative frequency distribution table, construct an Ogive and use it to estimate the median.
	VECTORS	<ul style="list-style-type: none"> i. Use vectors method in dividing a line proportionately internally. ii. Use vectors using lower case letters to determine displacement vectors. iii. Use vectors to show parallelism iv. Use vectors to show collinearity
TERM TWO		
	PROPORTION	<ul style="list-style-type: none"> i. State Joint and partial variations. ii. Apply joint and partial variations in solving problems. iii. Using Compound proportion to solve real life problems.
	BUSINESS MATHEMATICS	<ul style="list-style-type: none"> i. Apply the compound interest formula for calculating interest. ii. Describe and calculate hire purchase. iii. Calculate income tax given income tax bands.
	SIMULTANEOUS EQUATIONS	<ul style="list-style-type: none"> i. Solve simultaneous equations using substitution and elimination. ii. Draw graphs of simultaneous equations and find the solution. iii. State the difference between linear equation and quadratic equation. iv. Draw the graph of the line and the curve and solve the two equations from the graph.
	MATRICES	<ul style="list-style-type: none"> i. Describe a matrix ii. State the order of a matrix iii. State types of matrices iv. Determine compatibility in addition and multiplication of matrices. v. Find determinant of a 2×2 matrix vi. Find the inverse of a 2×2 matrix vii. Use matrices to solve simultaneous equations.
	ALGEBRAIC – EXPRESSIONS, EQUATIONS AND	<ul style="list-style-type: none"> i. Build the formula from word problems ii. Re-write a given formula by changing the subject.

	INEQUALITIES	
TERM THREE		
	QUADRATIC EQUATIONS	<ul style="list-style-type: none"> i. Solve quadratic equations using factorization, completing square and formula. ii. Make tables of values from a quadratic equation using graphs. iii. Solve quadratic equations using graphs iv. Form and solve quadratic equations from roots and given situations.
	CIRCLE PROPERTIES	<ul style="list-style-type: none"> i. Identify arc, chord, sector and segment. ii. Relate angles made by an arc at the circumference and centre. iii. State the angle in the semi-circle iv. State the properties of a cyclic quadrilateral. v. Find the length of the common chord. vi. Calculate area of sector and segment.
	TRIGONOMETRY	<ul style="list-style-type: none"> i. State the difference between angles of depression and elevation. ii. Apply the knowledge of trigonometric ratios to find angles of elevation and depression. iii. Apply the knowledge of trigonometrical ratios to real life situations.
	AREAS AND VOLUMES OF SOLIDS	<ul style="list-style-type: none"> (i) State units of measures (ii) Convert units from one form to another (iii) Calculate surface areas of three-dimensional figures (iv) Calculate the volume of some figures (e.g. cubes and pyramid).
TERM ONE		
SENIOR 4	MATRICES OF TRANSFORMATION	<ul style="list-style-type: none"> (i) Determine and state matrices for the transformation: Reflection, rotation and enlargement. (ii) Relate image and object under the given transformation on a Cartesian plane. (iii) Identify the matrix of transformation when the object and its image are given. (iv) Relate identity matrix and transformation matrix (v) Determine the inverse of a transformation matrix (vi) Use the inverse matrix to find the object when the image is given. (vii) Identify the relationship between area scale factor and determinant of the transformation matrix. (viii) Determine and identify a single matrix for

		successive transformations.
	COMPOSITE FUNCTIONS	(i) Find the inverse of a function. (ii) Find composite functions (iii) Identify and find the value of the unknown when the statements are not clearly defined.
	LINEAR - PROGRAMMING	(i) Form linear inequalities based on real life situations. (ii) Represent the inequalities on the graph (iii) Show the required region of the inequalities. (iv) Solve and interpret the optimum solutions of the linear inequalities.
TERM TWO		
	TRAVEL GRAPHS	(i) Interpret – speed- time and distance – time graphs. (ii) Area under the curve (iii) Find the gradient at a point and between two points.
	EXTENSION OF TRIGONOMETRY	(i) Draw a unit circle. (ii) Find trigonometric ratios of angles greater than (iii) Draw graphs of $y = \sin x, y = \cos x$ interval of 0° to 360° (iv) Use the graphs to read sine and cosine rule for any triangle. (v) Apply sine and cosine rule in solving real life problems.
TERM THREE		
	LINES AND PLANES IN THREE DIMENSIONS	(i) Apply Pythagoras theorem to calculate the distance between two points (ii) Identify a common point (iii) Find the angle between a line and a plane (iv) Find the angle between two planes.

PHYSICS O' LEVEL

Class	Topics /Sub-topics	Key concepts
TERM TWO		
SENIOR 1	States of matter <ul style="list-style-type: none"> • atoms as the building blocks of matter • different properties of the different states 	Properties of the states of matter depend on the arrangement of particles in the states

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<ul style="list-style-type: none"> • particle theory in relation to diffusion and Brownian motion • particle theory of matter and the properties of solids, liquids and gases, • changes of state • meaning and importance of plasma 	
	<p>The effects of forces</p> <ul style="list-style-type: none"> • force as a push or a pull • effects of balanced and unbalanced forces on objects • force of gravity and distinction between mass and weight • the concept of friction in everyday life contexts • surface tension and capillarity 	Forces occur in all forms of matter and cause different effects and applications
	<p>Temperature measurements</p> <ul style="list-style-type: none"> • heat and temperature • establishment of temperature scales • Calibration of a thermometer • qualities of thermometric liquids • causes and effects of the daily variations in atmospheric temperature 	Temperature is an effect of heat change in a substance
TERM THREE		
	<p>Heat transfer</p> <ul style="list-style-type: none"> • methods of heat energy transfer • rate at which transfer takes place 	Conduction, convection and radiation occur in different materials and have various applications

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<ul style="list-style-type: none"> conduction, convection, and radiation at particle level application of modes of heat transfer greenhouse effect and global warming as aspects related to heat transfer 	
	Expansion of solids, liquids and gases <ul style="list-style-type: none"> behavior of substances on heating applications of expansion the anomalous expansion of water between 0°C and 4 °C and its 	Heating changes the volume of matter in addition to changing temperature
	Nature of light; reflection at plane surfaces <ul style="list-style-type: none"> illuminated and light source objects in everyday life how shadows are formed eclipses as natural forms of shadows reflection of light from plane surfaces and its applications 	<ul style="list-style-type: none"> Light comes from different sources Light behaves differently on different surfaces
SENIOR 2	Introduction to Electricity (Part 2) <ul style="list-style-type: none"> the effects of a resistor in an electric circuit reading a voltmeter and an ammeter in a circuit investigate and draw I/V characteristics for some components in a circuit series and parallel connections 	The flow of electricity in materials is affected by the presence of resistors

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	Magnetic effect of an electric current <ul style="list-style-type: none"> • demonstration of the existence of a magnetic field around a current carrying conductor • using Fleming's right hand (curl-screw) rule to determine the direction of magnetic flux • wiring an electromagnet • how an electromagnet works • some applications of electromagnets 	Electric current produces magnetic effects which can be used in several devices
	Pressure in solids and fluids <ul style="list-style-type: none"> • pressure exerted by solids • minimum and maximum pressure • investigating factors affecting pressure in liquids • deriving and using the expression $P = \rho gh$ • demonstrating an experiment to measure gas pressure using a manometer • applications of transmission of pressure in fluid • existence of atmospheric pressure • how a simple barometer is set up • applications of atmospheric pressure • dependence of atmospheric pressure on altitude and depth and their implications 	<ul style="list-style-type: none"> • Pressure is exerted in solids, liquids and gases due to their masses • Atmospheric pressure has various consequences to life on earth
	Molecular properties of matter <ul style="list-style-type: none"> • the process of growing and cleavage of a crystal • demonstrating the existence of invisible randomly 	The properties of matter result from molecular structure

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<p>moving particles</p> <ul style="list-style-type: none"> • Brownian motion and Kinetic theory of matter • demonstrating diffusion in fluids • estimation of the thickness of an oil molecule 	
	<p>Molecular forces</p> <ul style="list-style-type: none"> • experiment to show the existence of surface tension • phenomena to show the existence of surface tension • factors that affect surface tension • demonstrating capillarity and its applications • applications of surface tension 	Forces within molecules of substances result into cohesion, adhesion and capillarity
	<p>Mechanical properties of matter</p> <ul style="list-style-type: none"> • experiments on stretching a spring, rubber band, a copper wire up to breaking point • determining the spring constant leading to verification of Hooke's law • describe application of elasticity • common structures in use 	The applications of different materials depend on their molecular structure
TERM III		
	<p>Waves</p> <ul style="list-style-type: none"> • production of waves • terms used in relation to waves • transverse and longitudinal waves • progressive waves 	Waves transmit energy within different materials without displacing atoms in the material

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<ul style="list-style-type: none"> Deriving and using the wave equation reflection, refraction, diffraction and interference of waves 	
	<p>Sound waves</p> <ul style="list-style-type: none"> describing experiment to show that sound does not travel in vacuum factors that affect the velocity of sound in air velocity of sound in different states of matter reflection of sound and the echo method to determine the velocity of sound in air practically demonstrate resonance. loudness, pitch and intensity, and state factors affecting them applications of resonance in stretched strings 	<ul style="list-style-type: none"> Sound waves result from vibration in matter. Speed of sound is lowest in gases and greatest in solids
TERM I		
SENIOR 3	<p>Linear and non-linear motion</p> <ul style="list-style-type: none"> speed and average speed interpreting velocity-time and displacement-time graphs for linear motion using equations of motion using ticker-timer to find velocity and acceleration experiment to determine, g using circular motion to differentiate between speed and velocity 	Objects change positions when forces are applied on them. Motion is a result of change of position with time
	<p>Vectors and scalars</p> <ul style="list-style-type: none"> examples of vector and scalar quantities finding the resultant of vectors 	Some physical quantities have direction while others have no direction

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	Momentum <ul style="list-style-type: none"> • law of conservation of linear momentum • solving numerical problems using the law of conservation of linear momentum • situations where linear momentum is applied 	the concept of mass and velocity determines how bodies move
TERM II		
	Newton's laws of motion <ul style="list-style-type: none"> • Newton's first law and its applications • inertia and mass • state Newton's second law • weight of a body in a lift moving with constant velocity and under uniform acceleration • Newton's third law and its implications 	All bodies obey Newton's laws in one way or the other
	Friction between solids <ul style="list-style-type: none"> • experiments to determine factors affecting static and dynamic friction • advantages and disadvantages of friction • examples where consideration of friction is necessary • methods of reducing or increasing friction 	<ul style="list-style-type: none"> • Friction occurs in all objects. • It leads to undesirable effects in machines
	Floating and sinking <ul style="list-style-type: none"> • verifying Archimedes principle and the law of flotation experimentally • numerical problems involving Archimedes principal 	Objects weigh less in different liquids than in air

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	and the law of flotation <ul style="list-style-type: none"> the principle of operation of a hydrometer 	
	Fluid flow <ul style="list-style-type: none"> demonstrating streamline flow and turbulence relationship between pressure, velocity and closeness of streamlines practical applications of the relationship between pressure and velocity forces on an object falling in a fluid velocity-time and displacement-time graphs to illustrate terminal velocity 	The flow of liquids is a result of molecular forces within the liquid
	Refraction of light at plane surfaces <ul style="list-style-type: none"> verifying laws of refraction using glass block numerical problems involving refractive index effects of refraction real and apparent depth qualitatively total internal reflection and the critical angle total internal reflection in prisms and its uses how a mirage is formed applications of total internal reflection. 	Light changes speed and direction when it moves from one medium to another
	Dispersion of white light through a prism and appearance of objects in coloured light <ul style="list-style-type: none"> demonstrating passage of white light through a prism production a pure spectrum 	<ul style="list-style-type: none"> White light is made up of different colours. Each colour has a different frequency and wavelength

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<ul style="list-style-type: none"> • appearance of objects in coloured light • effect of light filters and mixing coloured lights • electromagnetic spectrum in order of wavelength or frequency • properties and uses of the components of the electromagnetic 	
TERM III		
	<p>Lenses and optical instruments</p> <ul style="list-style-type: none"> • construction of images (on scale) formed by lenses using the standard rays • describe images formed by lenses • determining the focal length of thin converging lenses • The operation of a projector • the human eye and the lens camera (only optically essential parts) compared • use of lenses in correction of eye defects. 	<p>Lenses refract light to form images. This leads to various applications</p>
	<p>Electrostatics</p> <ul style="list-style-type: none"> • existence of two types of charges in bodies • use of an electroscope to determine the sign of a charge and detect charge • charge insulators by friction and induction • charge distribution on a conductor • occurrence of lightning and thunder • the action of a lightning conductor • electric field and electric field patterns for different 	<ul style="list-style-type: none"> • Positive and negative charges can be produced in different forms of matter • Lightning is a result of charge accumulation in the atmosphere

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	charge distribution	
	Heat quantities <ul style="list-style-type: none"> • determining specific heat capacity by method of mixtures • solving numerical problems involving heat capacity and specific heat capacity • specific latent heat of vaporization and melting. • relationship between latent heat and change of state • factors affecting rate of evaporation • effect of pressure on melting • how a refrigerator works • experimentally determine the specific latent heat of: - vaporization for steam - fusion for ice • saturated and unsaturated vapours, and SVP. • The operation of a pressure 	Heat as a form of internal energy in substances can raise temperature of substances or cause change of state
	Expansion of solids and liquids <ul style="list-style-type: none"> • Demonstrating expansion of solids and liquids • applications of expansion and their consequences • the anomalous expansion of water and state its importance 	Heat causes change in volume of substances
Term I		
SENIOR 4	Gas laws <ul style="list-style-type: none"> • demonstrating Boyle's law • graphs of volume, V, against pressure, P, and V against $1/p$ at constant temperature • demonstrating Charles' law • drawing graphs of volume against temperature (in $^{\circ}\text{C}$) 	Change in volume of a gas occurs either at constant pressure or at constant temperature

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<p>and K) at constant pressure</p> <ul style="list-style-type: none"> numerical problems related to gas laws 	
	<p>Electric current, resistance and Ohm's law</p> <ul style="list-style-type: none"> electric current, the coulomb and electrical resistance demonstrating Ohm's law solve numerical problems related to Ohm's law factors affecting electrical resistance 	Flow of electric current is affected by the presence of resistors
	<p>Electric circuits</p> <ul style="list-style-type: none"> series and parallel arrangement of resistors numerical problems on series and parallel arrangement of resistors internal resistance and terminal p.d practically determine internal resistance 	Flow of electricity occurs in an electric circuit
	<p>Ammeters, Voltmeters and Galvanometers</p> <ul style="list-style-type: none"> converting galvanometers into voltmeters and ammeters respectively suitable resistances for the above conversions 	Ammeters and voltmeters have different structures
TERM II		
	<p>Electric energy</p> <ul style="list-style-type: none"> heating effect of an electric current equations of electric energy and power 	Electric devices convert electric energy into other forms of energy for our use
	<p>Domestic electric energy supply</p> <ul style="list-style-type: none"> series and parallel connections in domestic appliances 	

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	<ul style="list-style-type: none"> • safety precautions when wiring a house • necessity of earthing some electrical appliances • fuses and switches in wiring systems • costing of electrical energy consumption using the kWh as the base unit • different types of lamps • transmission of electricity over long distances 	
	<p>The principle of electric motor</p> <ul style="list-style-type: none"> • existence of a force on a current carrying conductor in a magnetic field • using Fleming's left-hand rule to predict the direction of force • factors affecting the size of the force • operation of moving coil instruments. 	An electric motor is an electromagnetic device
	<p>Electromagnetic induction</p> <ul style="list-style-type: none"> • demonstrating the generation of electricity from magnetism • Faraday's and Lenz's laws • Fleming's right hand rule and the direction of the induced current • factors that affect the magnitude of the induced emf. • operation of simple a.c and d.c generators • structure and principle of operation of a transformer • conversion of a.c to d.c 	<ul style="list-style-type: none"> • Electricity can be produced from magnetic fields • The transformer is essential in the distribution of electricity
TERM III		

Class	Topics /Sub-topics	Key concepts
TERM TWO		
	Electrons and X-rays <ul style="list-style-type: none"> thermionic emission and cathode rays properties of cathode rays the CRO and explain how it works structure of the X-ray tube and X-rays production properties and uses of X-rays health hazards of X-rays and safety precautions 	<ul style="list-style-type: none"> Electrons can be produced from matter in different ways. These electrons have different applications
	Atomic and nuclear structure <ul style="list-style-type: none"> define nuclides and isotopes equations of nuclear reactions use of nuclear energy in the generation of electricity and bombs 	Atoms of different elements can be represented in different ways
	Radioactivity <ul style="list-style-type: none"> nature of alpha and beta particles, and gamma rays knowledge of half-life to find the age and quantity remaining applications of radioactivity health hazards of radiations safety precautions in the prevention of health hazards of radiations 	Transformations in the nucleus of atoms leads to production of different radiations

IRE SELF LEARNING MATERIALS O' LEVEL

CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
TERM I		
	WORSHIP <ul style="list-style-type: none"> Understand the concept of worship <p>Appreciate the Islamic teachings about worship</p>	<ul style="list-style-type: none"> Definition of worship List the value of worship in Islam
	<ul style="list-style-type: none"> Understand the different forms of worship 	<ul style="list-style-type: none"> Identify the pillars of Islam Rank the pillars of Islam List other forms of worship
	<ul style="list-style-type: none"> Understand the meaning of 	<ul style="list-style-type: none"> Recite the "testimony of

SENIOR .1	Shahada	Shahada” <ul style="list-style-type: none"> • Read Surah 2:163 and 7:158 to understand Shahada
	<ul style="list-style-type: none"> • Understand the meaning of Swallah • Know the types of Swallah • Understand the different forms of purification • Understand the performance of Swallah • Purification before Swallah 	<ul style="list-style-type: none"> • Define Swallah • Categorize Swallah • Demonstarate how Swallah is performed • Demonstrate how wudhu is performed •
	<ul style="list-style-type: none"> • Appreciate the value of congregation prayer 	<ul style="list-style-type: none"> • Outline the value of congregational prayer • Identify the characteristics of congregational prayer • Give examples of congregational prayer
	TERM II	
	<ul style="list-style-type: none"> • Appreciate the teachings of Islam about Zakat • Know the items on which Zakat is Paid 	<ul style="list-style-type: none"> • Understand the meaning of Zakat • Types of Zakat • Identify items on which Zakat is payable • Describe at least 4 categories of people who should pay Zakat
	<ul style="list-style-type: none"> • Appreciate the value of Fasting • Understand the nullifiers of fasting 	<ul style="list-style-type: none"> • Share the benefits of fasting to an individual and the community • Develop a list of activities that nullify fasting
	ARTICLES OF FAITH <ul style="list-style-type: none"> • Understand the six articles of faith 	<ul style="list-style-type: none"> • Ask the village Sheikh/Sheikhat about the six articles of faith • Discuss with him/her the importance of those articles in strengthening one's faith
	<ul style="list-style-type: none"> • Understand the role of different angels 	<ul style="list-style-type: none"> • Using the Qur'an, identify the different angels and their duties
	<ul style="list-style-type: none"> • Appreciate the value of believing in Holy books 	<ul style="list-style-type: none"> • Discuss the four Holy books and the Prophets that received them
	<ul style="list-style-type: none"> • Appreciate the role of God's 	<ul style="list-style-type: none"> • Identify the 25 prophets

	<p>messengers in providing guidance to humanity</p> <ul style="list-style-type: none"> Appreciate the teachings of Islam about the Day of judgment Appreciate the teachings of Islam about Qahha and Qadir 	<p>mentioned in the Holy Qur'an</p> <ul style="list-style-type: none"> Define day of judgment Share your views about the events of the day of judgment Differentiate between Qadha and Qadir
TERM III		
	<p>ISLAMIC RITUALS AND CELEBRATIONS</p> <ul style="list-style-type: none"> Understand the teachings of Islam about Aqiqah Appreciate the value of Eid celebrations 	<ul style="list-style-type: none"> Describe the activities carried out during Aqiqah
		<ul style="list-style-type: none"> Mention the 2 Eids List the value/Importance of Eid celebrations Share experiences about the celebrations about the 2 Eids Give the story of Prophet Ibrahim that resulted into him sacrificing an animal
	<p>ISLAM AND VALUES IN CHRISTIANITY</p> <ul style="list-style-type: none"> Fundamental teachings of each religion Appreciate the similarities and differences of each Identify the verses in the Qur'an that talk about harmonious living 	<ul style="list-style-type: none"> How can we live with others regardless of differences in religious beliefs
CLASS	TOPIC/SUB TOPIC	CONTENT
	TERM I	
	<p>MUSLIM CEREMONIES</p> <ul style="list-style-type: none"> The marriage ceremony Eid Al Ahuha & Eid Elfitr 	<ul style="list-style-type: none"> Understand the definition of marriage Mention the importance of marriage Outline the conditions for marriage Identify the rights & duties of a husband and a wife
		<ul style="list-style-type: none"> Definition of Eid Describe the features of the 2 Eids; noting their similarities

SENIOR.2		<p>and differences</p> <ul style="list-style-type: none"> • Explain the importance of Eid to Islam
	<ul style="list-style-type: none"> • Birth, circumcision, Aqiqah 	<ul style="list-style-type: none"> • Identify the rituals of Birth, circumcision, Aqiqah • Explain the importance of these ceremonies • Know why appreciation to Allah is important
	<ul style="list-style-type: none"> • The Jahiliyyah period 	<ul style="list-style-type: none"> • Know the definition of Jahiliyyah • Identify the different aspects of life in the Jahiliyyah period
TERM II		
THE EARLY LIFE OF PROPHET MUHAMMAD (PBUH)	<ul style="list-style-type: none"> • Relatives & early childhood 	<ul style="list-style-type: none"> • Understand the Family background of the Prophet • Mention the characteristics of the Prophet that define him (His character) • Explain the events of his early Prophethood
THE EARLY MUSLIM COMMUNITY	<ul style="list-style-type: none"> • Early converts to Islam 	<ul style="list-style-type: none"> • Understand the conversion of Khadijah (the Prophet's wife), Hamza and Umar to Islam and support • List 5 early converts and their relationship with Prophet Muhammad (PBUH) • Explain the support the early converts gave to the Prophet
	<ul style="list-style-type: none"> • Mistreatment & rejections 	<ul style="list-style-type: none"> • Definition of the term "Social boycott" • List down the measures taken by the Quraish towards the Muslims in the Social boycott
TERM III		
MIGRATION FROM MECCA TO MEDINA (HEJIRA)	<ul style="list-style-type: none"> • Hejira 622 AD 	<ul style="list-style-type: none"> • Know the meaning of Hejira • Explain the 2 major events of

		<p>Hejira i.e. (Brotherhood & constitution)</p> <ul style="list-style-type: none"> • List the terms of the Medina constitution • Explain the importance of Hejira and lessons drawn from the development of Islam
	<p>THE PERIOD OF CONFLICT & WARS</p> <ul style="list-style-type: none"> • Battles 	<ul style="list-style-type: none"> • Mention the battles fought by the Prophet in Medina • Identify the causes of the battles • Explain the lesson, Muslims learnt from the battles
	<p>THE PERIOD OF PEACE Conquest of Mecca</p>	<ul style="list-style-type: none"> • Understand the events in Islamic history that led to the creation of peace in Islam • Mention the terms of Hudayibiyah Treaty • Explain the importance of the conquest of Mecca to the history of Islamic development.

CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
TERM I		
SENIOR.3	<p>THE LAST SPEECH/SERMON</p> <ul style="list-style-type: none"> • Contents of the speech 	<ul style="list-style-type: none"> • Identify the content of the Prophet's speech • Explain the lessons, the present generation can learn from the Prophet's speech
	<p>THE CALIPHATE PERIOD</p> <ul style="list-style-type: none"> • 1st Caliph - Abubakr 	<ul style="list-style-type: none"> • Understand the term Caliph and Caliphate period • Describe Abubakr's support to Prophet Muhammad (PBUH) and his mission before he became a Caliph
		<ul style="list-style-type: none"> • Describe Caliphs Abubakr's contribution to the development of Islam

		during the 24 years of his reign
	<ul style="list-style-type: none"> • 2nd Caliph – Umar bin Khattab 	<ul style="list-style-type: none"> • Write short notes on the conversion of Umar Bin Khatab • Outline Umar's contribution to the development of Islam before he became a Caliph
		<ul style="list-style-type: none"> • Explain Caliph Umar's achievements during his reign that make his rule the golden stage of the Caliphate period
TERM II		
	<ul style="list-style-type: none"> • 3rd Caliph – Uthuman bin Affan 	<ul style="list-style-type: none"> • Briefly write down 5 characters (characteristics) of Uthman Bin Afan that made him become the 3rd Caliph
		<ul style="list-style-type: none"> • Describe the challenges that he faced in the last 6 years of his reign
		<ul style="list-style-type: none"> • Identify Caliph Uthman's achievements in his first six years of leadership
	<ul style="list-style-type: none"> • 4th Caliph – Ali ibn Talib 	<ul style="list-style-type: none"> • Describe Ali Bin Abu Talib's support to Prophet Muhammad during his Prophethood • Outline the effects of Ali's murder to the Muslim community at that time
		<ul style="list-style-type: none"> • Explain the factors that led to the end of the Caliphate period
TERM III		
	PRE-ISLAMIC UGANDA The coming of Islam in Central Buganda	<ul style="list-style-type: none"> • Identify 5 similarities between pre-Islamic Uganda and Arabia
		<ul style="list-style-type: none"> • Explain the role of trade in the spread of Islam in

		Buganda <ul style="list-style-type: none"> • List 5 roles of Kabaka Muteesa I that helped in the development of Islam in Buganda
		<ul style="list-style-type: none"> • Outline other factors that facilitated the spread of Islam
CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
		TERM I
SENIOR .4	THE SPREAD OF ISLAM IN THE REST OF UGANDA <ul style="list-style-type: none"> • Factors that facilitated the spread of Islam in the other parts of Uganda 	<ul style="list-style-type: none"> • Describe the impact of religious wars in Buganda
		<ul style="list-style-type: none"> • Give examples of areas outside Buganda where Islam spread • Explain the factors that facilitated the spread of Islam in other parts of Buganda
	Uganda Muslim Supreme Council (UMSC) <ul style="list-style-type: none"> • Its formation 	<ul style="list-style-type: none"> • Describe how UMSC was formed • Outline the objectives /roles of UMSC
	MORALITY IN ISLAM <ul style="list-style-type: none"> • Elements of morality 	<ul style="list-style-type: none"> • Define the term “Morality” • Give examples of the elements of morality • Describe Prophet Muhammad (PBUH)’s behavior in relation to the above elements
		TERM II
		<ul style="list-style-type: none"> • Identify the importance of morality to a practicing Muslim youth like you
	DUTIES & RESPONSIBILITIES	<ul style="list-style-type: none"> • List the different duties and responsibilities assigned to the following groups of people as

		<p>mentioned in Quran and hadith</p> <ul style="list-style-type: none"> a) mother b) father c) children
	ISLAMIC VIRTUES	<ul style="list-style-type: none"> • Different Islamic virtues <ul style="list-style-type: none"> • Find the meaning of the term “virtue” • Identify events in Islamic history where the prophet acted as an example by observing the following virtues: <ul style="list-style-type: none"> a) Generosity b) Kindness c) Hard work d) Patience e) Truthfulness
	TERM III	
		<ul style="list-style-type: none"> • Give examples of what one can do to portray virtues of: <ul style="list-style-type: none"> a) Honesty b) Endurance c) Peacefulness d) Forgiveness e) Modesty
		<ul style="list-style-type: none"> • Find Quranic injunctions/questions that support the above virtues

NUTRITION AND FOOD TECHNOLOGY O' LEVEL

Class	Topic/Sub-Topic	Key Concepts
TERM I		
SENIOR ONE	Introduction to NFT	<ul style="list-style-type: none"> • foods from different cultures • factors that influence the feeding habits and practises • maintaining a good standard of food and kitchen hygiene. • cleaning kitchen surfaces using different cleaning agents
	Kitchen equipment and planning	<ul style="list-style-type: none"> • Use of kitchen equipment appropriately • Care for and storing equipment • Make use of appropriate technology

Class	Topic/Sub-Topic	Key Concepts
	<ul style="list-style-type: none"> • Equipment • Kitchen plans 	<ul style="list-style-type: none"> • Planning a kitchen • safety aspects when planning a kitchen. • Sketching out the different kitchen lay outs.
	Safety in the home	<ul style="list-style-type: none"> • causes of accidents • measures of prevention of accidents • relevancy of good lighting and ventilation • choices of work surfaces • water sources and purification methods
TERM TWO		
	Proteins	<ul style="list-style-type: none"> • sources and functions of proteins • ways in which proteins are cooked to form part of a healthy diet • Managing effects of protein imbalances • characteristics of protein foods
	Carbohydrates	<ul style="list-style-type: none"> • sources and functions of carbohydrates • ways in which carbohydrates are cooked to form part of a healthy diet • Managing effects of carbohydrate imbalances • characteristics of carbohydrate foods • Make, pack and sell snacks
TERM THREE		
	Mineral Salts	<ul style="list-style-type: none"> • sources and functions of mineral salts • Managing effects of mineral elements imbalances • factors that affect the absorption of mineral elements
	Vegetable Processing	<ul style="list-style-type: none"> • reasons for preserving vegetables • various ways in which vegetables can be preserved • how vegetables are affected by processing • Sorting and blanching vegetables, herbs and spices in preparation for drying • Use a solar dyer to preserve vegetables, herbs and spices. • Using different methods for reducing herbs, vegetables and spices into powder • Packaging, labelling and selling processed vegetables • Following the recipe to prepare pickles, chutney and sauces. • Developing recipes for processed vegetables

Class	Topic/Sub-Topic	Key Concepts
TERM ONE		
SENIOR 2	Methods of cooking	<p>the difference between food preparation and cooking</p> <p>discover the aim of food preparation and reasons for cooking food</p>
	Methods of heat transfer	<ul style="list-style-type: none"> • Methods of heat transfer ➢ Conduction ➢ Radiation ➢ convection • saving fuel
	Moist methods of cooking	<p>Moist methods of cooking foods-</p> <ul style="list-style-type: none"> • Boiling • Steaming • Stewing • Poaching • braising
	Dry methods of cooking	<p>Dry methods of cooking:</p> <ul style="list-style-type: none"> • Baking • Grilling • Roasting • Frying
TERM TWO		
	Proteins	<ul style="list-style-type: none"> • definition and elemental composition of proteins • classification- essential and non-essential • function and results of deficiency • sources in relation to classification • properties of proteins
	Carbohydrates	<ul style="list-style-type: none"> • the composition of carbohydrates • classification; monosaccharides, disaccharides, polysaccharides • functions of carbohydrates and roughage in the body • the effects of deficiency and excess of carbohydrates • effects of deficiency of roughage • obesity and its control • effects of heat on carbohydrates

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • factors that determine the energy needs of the body
	Lipids	<ul style="list-style-type: none"> • elemental composition • classification • types; suet, lard, margarine, kimbo, butter, corn oil • functions and results of deficiency • effects of heat on fats • properties of fats-rancidity, solubility, saponification etc • uses of fats in cookery
TERM THREE		
	Mineral salts	<ul style="list-style-type: none"> • classification • function and results of deficiency • dietary sources • classification • function and results of deficiency • dietary sources
	Vitamins	<ul style="list-style-type: none"> • classification • functions • results of deficiency • sources
	Water soluble vitamins	<ul style="list-style-type: none"> • classification • functions • results of deficiency • sources • loss of vitamin C in food preparation and cooking
	Water	<ul style="list-style-type: none"> • functions of water in the body • effects of deficiency of water in the body • dietary sources of water • causes of water loss in the body
SENIOR 3	TERM ONE	
	Eggs	<ul style="list-style-type: none"> • food value in eggs. • different uses of eggs in cookery. • factors to consider when choosing eggs. • methods of cooking eggs. • testing for freshness of egg. • Storing eggs appropriately.

Class	Topic/Sub-Topic	Key Concepts
	Fruits and Vegetables	<ul style="list-style-type: none"> • Classifying fruits and vegetables. • nutritive value of fruits and vegetables. • uses of fruits and vegetables in the diet. • Conserving nutrients during the preparation of fruits and vegetables. • factors to consider when choosing fruits and vegetables. • Preparing fruits and vegetables using various methods. • effects of heat during the cooking of fruits and vegetables.
	Fish	<ul style="list-style-type: none"> • nutritive value of fish. • effects of heat on fish. • factors to consider when choosing fish. • methods of cooking fish. • Demonstrating the different uses of fish in the diet. • Storing fish appropriately.
	Meat	<ul style="list-style-type: none"> • Identifying the different cuts of meat and discover the suitable methods of cooking each cut. • nutritive value of meat dishes. • effects of heat on meat.
	cereals	<ul style="list-style-type: none"> • types of cereals. • types of flour. • nutritive value of cereals. • effects of heat on cereals • Making dishes from cereals
	Sauces and gravy	<ul style="list-style-type: none"> • types of sauces • rules for prepare sauces • identifying the suitability and uses in the diet. • making sauces and gravy • identifying the importance of wheat flour in cooking of sauce and gravy
	Stock, soups and appetizers	<ul style="list-style-type: none"> • types of stock and appetizers • rules for prepare stock and appetizers • uses of stock and appetizers in the diet. • making stock and appetizers

Class	Topic/Sub-Topic	Key Concepts
	Milk and milk products	<ul style="list-style-type: none"> • nutritive value of milk. • Uses milk in cookery • Identifying the milk products • effects of heat on milk • appropriate ways of storing milk at home • Testing for freshness of milk
	Sweet s and puddings	<ul style="list-style-type: none"> • types of sweets and puddings • uses of sweets and pudding in the diet • Making sweets and puddings
	Meal planning	<ul style="list-style-type: none"> • Research on the different terms used in meal planning • general rules for planning meals for a family • courses in a meal • Research on the different types of meals I in a day. • costing meals
	Planning meals for various groups of people and occasions	<ul style="list-style-type: none"> • points to consider when planning meals for the invalids, expectant, nursing mothers, manual workers, babies, children, vegetarians, adolescents, obese people, slimming diets and elderly • Preparing dishes for the various groups of people
	Raising agents	<ul style="list-style-type: none"> • types of raising agents • Preparing dishes using various raising agents
	Cakes and biscuits	<ul style="list-style-type: none"> • types of cakes and biscuits • different forms of incorporating air into flour mixtures • Preparing sample of cake types and biscuits • Research on faults in cake making • ways of overcoming the faults
	scones	<ul style="list-style-type: none"> • type of scones • Making the various types of scones (baked, girdle and dropped scone)
	Pastry	<ul style="list-style-type: none"> • types of pastry • Making short crust and rough puff pastry • the rules for making pastry • Research on the different ways of incorporating into air in pastry • faults in pastry making • ways of overcome them

Class	Topic/Sub-Topic	Key Concepts
TERM ONE		
SENIOR 4	Bread	<ul style="list-style-type: none"> • steps followed in bread making • qualities of good bread • different bread products; bread, buns, doughnuts etc
	Cooking for special occasions	<ul style="list-style-type: none"> • types of party meals; buffet, cocktail, dinner, reception, luncheon • examples of dishes and organization and setting for each • occasions when we pack meals and suitable dishes for packing • materials suitable for packing • importance of snacks
	Economy in the kitchen	<ul style="list-style-type: none"> • factors to consider when making a budget • advantages of bulk buying and making use of foods in season • time and motion study in your daily activities
	Rechauffe cookery/re-heated dishes	<ul style="list-style-type: none"> • rules for making rechauffe dishes • use of any left-over foods at home to make a re-heated dish
TERM TWO		
	Food and kitchen hygiene	<ul style="list-style-type: none"> • causes of food contamination, food spoilage and poisoning • factors affecting the growth of micro-organisms • hygienic food handling procedures
	Kitchen plans and arrangement	<ul style="list-style-type: none"> • factors to consider when planning a kitchen • kitchen lay out • importance of good lighting and ventilation • ways of disposing of kitchen refuse
TERM THREE		
	Convenience foods	<ul style="list-style-type: none"> • examples of convenience foods • advantages and disadvantages of convenience foods • using convenience foods to prepare a dish
	Food preservation	<ul style="list-style-type: none"> • principles of food preservation • methods of food preservation both traditional and modern • procedures of preserving selected foods;

Class	Topic/Sub-Topic	Key Concepts
		fruits-jam, marmalade, pickles, juice concentrates, squash, tomato sauce <ul style="list-style-type: none"> • Cereals and nuts: roast, paste, powder • storage of preserved foods

PHYSICAL EDUCATION O' LEVEL

Class	Topic/Subtopic	Key concept
Senior one		TERM ONE
Introduction to PE <ul style="list-style-type: none"> • concept of PE. • benefit of engaging in PE to an individual and society. 		The learner explains the concept of PE and its benefit to an individual as well as the society.
Safety and First aid <ul style="list-style-type: none"> • use of appropriate safety procedures to manage injuries. • first aid for basic injuries. • use of the various components in a First aid box. 		The learner gives first aid for basic injuries incurred at school and at home.
Body Conditioning <ul style="list-style-type: none"> • principal ways of prevention of injuries during physical activities. • safe warm up and cool down exercises that can be used before and after a physical activity. 		The learner performs warm-up and cool down exercises as key safety precautions for performance of physical Activities.
Movement Concepts <ul style="list-style-type: none"> • concept of Educational Gymnastic activities and their relevance to maintaining fitness and health. • basic movement activities and body shapes with awareness of safety precautions and practices. 		The learner performs gymnastic movement activities to improve body coordination, body awareness and space awareness during physical performance.
TERM TWO		
Exercise, Rest and Hygiene		The learner articulates the

	<ul style="list-style-type: none"> Importance of exercise and rest to personal well-being. the relevance of personal hygiene and cleanliness. <p>Basic running skills</p> <ul style="list-style-type: none"> making improvised athletics equipment from local materials which can be used during their practice. exercises to develop the running skill. Practice of various starts used in running activities short sprints. (s) baton exchange activities. rhythmic hurdle clearance over three flights. 	relevance of exercise, rest and hygiene to inspire individuals to leave a healthy lifestyle. The learner performs basic running skills and offer safe support to others especially at their different levels of development.
TERM THREE		
	<p>Skills development and diet</p> <ul style="list-style-type: none"> types of skills factors affecting skill performance. importance of healthy eating in relation to one's performance in physical activities. 	The learner illustrates the types of skills and explains the dietary requirements for a physically active person.
	<p>Basic skills in Netball</p> <ul style="list-style-type: none"> making improvised Netball equipment from local materials. Netball basic skills in a safe environment. 	The learner makes improvised equipment that can be used to play Netball
	<p>Basic skills in Volleyball</p> <ul style="list-style-type: none"> making improvised Volleyball equipment from local materials. volleyball basic skills with application in a safe environment. 	The learner makes improvised equipment that can be used to play Volleyball

S2, S3, S4	Health related Fitness <ul style="list-style-type: none"> • Health and fitness • Flexibility exercises • Cardiovascular endurance exercises • Muscular endurance exercises • Muscular strength exercises • Body composition exercises 	The learner performs health related fitness exercise to ensure lifelong wellbeing
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**PERFORMING ARTS TEACHING SEQUENCE O' LEVEL
SENIOR ONE**

TERM	TOPIC	Key Concepts
1.	1. Discovering the basic element of music	<p>The learner;</p> <ul style="list-style-type: none"> • Composes music to given rhythm passages and texts using key F major, eighth, quarter and half notes without leaps. • Reads and writes and appreciates music of key F major in staff notation.
	2. Using African Styles in Performing the arts	<ul style="list-style-type: none"> • Performs a folk song/dance/drama that reflects African contexts and influences • Appreciates how the natural environment influences the performing arts and preserves cultural heritage.
	3. Exploring Business in Preforming Arts	<ul style="list-style-type: none"> • Identifies the employment and career opportunities in the performing arts industry. • Makes adverts and other publicity materials for performing arts
2.	1. Exploring the Basic Elements of Preforming Arts	<p>The learner;</p> <ul style="list-style-type: none"> • Composes music to given rhythm passages and texts using key G major, eighth, quarter and half notes without leaps. • Reads and writes and appreciates music of key G major in staff notation.

TERM	TOPIC	Key Concepts
	2. Using African Styles in Performing the arts	<ul style="list-style-type: none"> Appreciates and simulates African styles into own performing arts work Presents performing arts work that reflects African contexts and influences Traces African art styles in Ugandan works of art.
	3. Experimenting with Business in Preforming Arts	<p>The learner;</p> <ul style="list-style-type: none"> Appreciates ways art works can be marketed in their own community. Explain what art works appeal to communities and learners' own preferences for performances. Calculate the costs of an arts performance and examine any materials required, including exhibition space, which enables art forms to be presented to the public in a profitable manner
3.	1. Using the basic elements of music	<ul style="list-style-type: none"> use the treble stave and keys G and F major to compose and read two-bar melodies in simple quadruple time or four bars of simple duple time with  including notes without leaps.
	2. Preforming Arts in the Economy	<ul style="list-style-type: none"> Appreciates the causes of audience preference and understands the role of performing arts in national development.
	3. Using African Styles in Performing the arts	<ul style="list-style-type: none"> Performs a Ugandan dance inspired by objects, plants or animals in the environment, with an emphasis on the dance elements of body movement, style and levels while considering other aspects, such us costumes, instruments, props and makeup.
SENIOR 2		
TERM	TOPICS	Key Concepts
1	1. Music Reading and Writing	<p>The learner;</p> <ul style="list-style-type: none"> Constructs the scales of C, G and D on the treble stave, showing positions of sharps.

TERM	TOPIC	Key Concepts
		<ul style="list-style-type: none"> Writes Key signatures of C, G and D on the treble stave Reads and writes simple quadruple melodies on the treble stave in keys C, G and F major using  including leaps of up to a 3rd.
	2. Historical Connections	<p>The learner;</p> <ul style="list-style-type: none"> Describes some developments that took place during the Baroque period. Identifies some forms and characteristics of the period. Explains the meaning of Cantata, Continuo, Opera and Oratorio.
	Instrumental Work	<ul style="list-style-type: none"> Classifies African music instruments. Identifies music instruments by name and class in an audio piece. Dance to a recorded instrumental piece in an authentic traditional style. Play an African instrument. Draw and name the parts of a tube fiddle.
Term 2	Reading and writing music in compound time.	<ul style="list-style-type: none"> Sings the song Mark Where the Bees in compound time. Say French names of the song in compound time. Move with the rhythm of the song e.g. clap stamp or walk. Write the rhythm of the song using french rhythms and staff notes.
	Historical Connections	<ul style="list-style-type: none"> Identifies characteristics of Baroque and renaissance in a contemporary piece of music. Analyses an audio of an African folksong in regard to origin, Form, instruments, scale, story and context.
		<ul style="list-style-type: none"> Write dictated melodies in compound time using the known keys. Sing more compound time melodies like Golden slumbers or God cares for all.

GEOGRAPHY O' LEVEL

Class	Topic/Sub-Topic	Key Concepts
SENIOR ONE	TERM ONE	
	Introduction to Geography	<ul style="list-style-type: none"> ▪ Meaning of geography and environment ▪ The value of studying geography ▪ Use and Care for our environment
	Showing the local area on a map	<ul style="list-style-type: none"> ▪ Meaning of a map ▪ Drawing a map of the local area ▪ Using a map to investigate geography of the local area
	Maps and their use	<ul style="list-style-type: none"> ▪ Map scale and types of scale. ▪ Using a map scale to estimate area and distance ▪ Locating places on a map using the compass, grid, directions, letter and number co-ordinates including latitude and longitude ▪ Describing places from maps ▪ Following a route on a map
	Ways of studying Geography	<ul style="list-style-type: none"> ▪ Fieldwork techniques ▪ Interpreting maps, photographs, aerial images, charts, graphs and statistics to get geographic information ▪ Communicating geographic information using maps, images and photographs, graphs, charts and statistics
	TERM 2	
	The Earth and its Movements	<ul style="list-style-type: none"> ▪ Relationship between the earth and the sun ▪ Rotation and Revolution of the earth ▪ Time differences and World time zones
	Weather and Climate	<ul style="list-style-type: none"> ▪ Difference between weather and climate ▪ Measurement and recording of weather in a local area and keeping a weather diary

		<ul style="list-style-type: none"> ▪ Recording weather on maps and graphs ▪ Relationship between weather and our lifestyles
	Location, Size, and Relief Regions of East Africa	<ul style="list-style-type: none"> ▪ Composition and size of East Africa ▪ Relief regions of East Africa ▪ Influence of local relief on weather and climate ▪ Natural hazards related to relief features and regions ▪ Using contour maps to show physical features ▪ Drawing cross sections from contour maps
TERM 3		
	Formation of Major landforms and Drainage in East Africa	<ul style="list-style-type: none"> ▪ Rocks and major rock types ▪ Structural features formed by Faulting, Vulcanicity, and Warping ▪ Drainage ▪ Erosional features formed by running water, lake or sea, and ice
	Climate and Natural Vegetation of East Africa	<ul style="list-style-type: none"> ▪ Factors affecting the climate of East Africa ▪ Types of climate in East Africa: Equatorial, Savanna, Semi-arid, Mountain, Coastal climate ▪ Relationship between climate and vegetation ▪ Influence of climate and vegetation on people's ways of life
SENIOR 2	TERM 1	
	Inland water transport: The Great Lakes and St. Lawrence Sea way	<ul style="list-style-type: none"> ▪ Contribution of the Seaway to development ▪ Problems created by the Seaway project: congestion, flooding, pollution, displacement of people
	New England: An agricultural and	<ul style="list-style-type: none"> ▪ New England states and physical features in the region

	Industrial region	<ul style="list-style-type: none"> ▪ Types of farming: Dairy farming, Market gardening ▪ Contribution of agriculture to the economy of New England States ▪ Industries in New England states: Agro-based, Forest- based, Engineering, Petro chemical, Electric machinery and Aero space industries ▪ Contribution and problems resulting from industrial growth
	The Development of a semi-arid environment: Southern California	<ul style="list-style-type: none"> ▪ Location and physical environment of Southern California: Relief, Drainage and climate ▪ Intensive farming: Tuck and Factory farming ▪ Extensive fruit farming ▪ Industry in Southern California ▪ Benefits and problems of industrial development in Southern California
	East Africa: Location, Composition and Physical regions	<ul style="list-style-type: none"> ▪ Location and Composition of East Africa ▪ Relief regions: Coastal Plains, Nyika plateau, Rift valley, Central plateau, Highlands
	Rocks of East Africa	<ul style="list-style-type: none"> ▪ Fire formed rocks/Igneous rocks ▪ Laid down rocks/Sedimentary rocks ▪ Rocks changed by heat or pressure/metamorphic rocks ▪ Distribution of rock types in East Africa ▪ Economic importance of rocks
TERM 2		
	Physical features of East Africa	<ul style="list-style-type: none"> ▪ Faulting and its effects on landscape: Rift valleys, Block mountains, Escarpments, Rift valley lakes ▪ Vulcanicity: Extrusive and Intrusive features ▪ Crustal warping and its effects on landscape ▪ Glaciation ▪ Coastal erosion and depositional features
	Rivers and drainage	<ul style="list-style-type: none"> ▪ What is a river? ▪ Processes of river erosion and resultant

	patterns in East Africa	<p>features</p> <ul style="list-style-type: none"> ▪ Processes of river transportation ▪ River deposition and resultant features ▪ The long profile of a river: Youthful, Mature, and Senile stages ▪ Drainage patterns: Dendritic, Trellis, Radial, and Centripetal
	The soils of East Africa	<ul style="list-style-type: none"> ▪ Weathering and soil formation: Physical, and chemical weathering ▪ Factors influencing weathering ▪ Major types of soil: Loam, clay, sand, laterite ▪ Key terms related to soil: Texture, structure, profile, catena, PH, Porosity ▪ Soil erosion and Conservation
	The Climate of East Africa	<ul style="list-style-type: none"> ▪ Climatic zones and their characteristics: Equatorial, Tropical, Semi-arid, Montane/Mountain ▪ Rainfall distribution in East Africa; the Inter Tropical Convergence Zone (ITCZ) ▪ Implications of rainfall Intensity, Pattern/seasonality, and reliability to farming
	The Natural vegetation of East Africa	<ul style="list-style-type: none"> ▪ Vegetation zonation and factors influencing it: Tropical rain forest, Savanna, Montane, Semi-desert vegetation, Mangrove swamps ▪ Forestry in East Africa: Problems and solutions
TERM 3		
	The Population of East Africa	<ul style="list-style-type: none"> ▪ Population size: Under population, Optimum population, Overpopulation ▪ Population distribution and factors influencing it ▪ Effects of rapid population increase in East Africa
	The development of Agriculture in East Africa	<ul style="list-style-type: none"> ▪ Physical and human factors influencing agriculture ▪ Types of farming: Subsistence and commercial; Shifting cultivation, Rotational Bush fallowing,

		<p>nomadic pastoralism, small holder farming</p> <ul style="list-style-type: none"> ▪ Animal ranching; importance, problems and solutions
	Mining in East Africa	<ul style="list-style-type: none"> ▪ Categories of minerals: Metals, Non-metals, Fossil fuels ▪ Distribution of major minerals ▪ Factors influencing mining; physical and human ▪ Contribution of mining Problems facing mining ▪ Effects of mining on the environment; pollution
	Industrial development in East Africa	<ul style="list-style-type: none"> ▪ Processing and Manufacturing industries ▪ Factors influencing the location of industries ▪ Challenges/problems facing industrial development and their solutions ▪ Importance/ advantages of industrialisation ▪ Problems created by the development of industries: Pollution, rural-urban migration
SENIOR 3	TERM 1	
	Fishing in East Africa	<ul style="list-style-type: none"> ▪ Fishing grounds: Marine and fresh water fisheries ▪ Physical and human factors influencing fishing ▪ Fishing methods and fish preservation methods: traditional and modern methods ▪ Contribution of fishing to development ▪ Problems facing the fishing industry and solutions
	Wildlife conservation and Tourism in East Africa	<ul style="list-style-type: none"> ▪ Wildlife conservation areas: National parks, Wildlife/ Game reserves, Wildlife sanctuaries ▪ Factors influencing the development of tourism ▪ Importance of tourism ▪ Challenges facing the tourism industry
	The development of towns and ports in East Africa	<ul style="list-style-type: none"> ▪ Site and location of ports and towns ▪ Factors for the development of towns: rich hinterland ▪ Functions of ports and towns ▪ Problems of urbanization and solutions

	Transport, Communication and Trade in East Africa	<ul style="list-style-type: none"> ▪ Major types of transport: Road, Water, Railway, Air, Animal, and Pipeline ▪ Major types of communication: Post office, Telephone, Fax, Wireless ▪ Factors influencing the development of transport and communication ▪ Trade patterns in East Africa: Internal trade, Foreign /International trade ▪ Nature of trade: Exports, imports, Balance of trade
	More skills in Map Reading	<ul style="list-style-type: none"> ▪ Calculating area of irregular shapes ▪ Drawing a sketch from a map ▪ Representing relief on a map; contour lines, Vertical interval ▪ Drawing cross/Relief sections from maps ▪ Relationship between relief and other aspects in a mapped area
TERM 2		
	Photograph Interpretation	<ul style="list-style-type: none"> ▪ What is a photograph? Types of photograph: Ground and Aerial photos ▪ Finding out where things are on a photograph ▪ Drawing sketches from photographs
	Fieldwork in Geography	<ul style="list-style-type: none"> ▪ Meaning and value of fieldwork ▪ Methods of collecting field data: observation, Interviewing, Questionnaires ▪ Conducting a fieldwork study: pre-field preparation, data collection, and follow-up work ▪ Problems encountered during fieldwork
	Introduction to the Rhine lands	<ul style="list-style-type: none"> ▪ Countries in the Rhine Basin
	A highly developed economy in a land locked country with limited natural resources:	<ul style="list-style-type: none"> ▪ Location and size of Switzerland ▪ Physical geography of Switzerland ▪ Arable and Livestock farming; Factors for development and challenges faced ▪ Development of Manufacturing Industry in

	Switzerland	<p>Switzerland: Major industrial towns, types of industry, factors favouring industrial development, and challenges faced</p> <ul style="list-style-type: none"> ▪ The tourism industry: Major tourist attractions, tourist centres, factors favouring tourism, importance and challenges
	The develop of Agriculture in Germany	<ul style="list-style-type: none"> ▪ Location and size of Germany ▪ Physical background: Relief and drainage ▪ Farming in the Rhine rift valley: crops grown and factors favouring farming
	The develop of Manufacturing industry in Germany	<ul style="list-style-type: none"> ▪ Major industrial regions and towns: The Ruhr industrial region ▪ Factors for industrial development ▪ Importance of industry in Germany and challenges faced
TERM 3		
	Land reclamation and Agricultural development in the Netherlands	<ul style="list-style-type: none"> ▪ Physical background of the Netherlands ▪ Location of the reclaimed lands/Polders ▪ Factors which led to land reclamation ▪ Steps taken to reclaim the land ▪ Activities carried out on the Polders ▪ Benefits and challenges of reclaimed lands ▪ Farming on the Dutch Polders: Market Gardening, and Dairy farming
	The development of the Rhine valley as an International route way	<ul style="list-style-type: none"> ▪ Factors for the development of the Rhine water way ▪ Benefits of developing the Rhine water way ▪ Challenges of the Rhine water way and Solutions
	The development of Rotterdam as an International port	<ul style="list-style-type: none"> ▪ The location of Rotterdam ▪ Factors for the development of Rotterdam Port ▪ Importance of Rotterdam: Entreport ▪ Challenges facing Rotterdam: Congestion, Pollution, Urban influx and related ills, scarcity of land

SENIOR 4	TERM 1
	<p>The Rest of Africa: Location and Size of Africa</p> <ul style="list-style-type: none"> ▪ Location, Size and Political units of Africa
	<p>Relief and major landforms of Africa and processes leading to their formation</p> <ul style="list-style-type: none"> ▪ The relief regions of Africa: Highlands, Plateaus, Low lands, Coastal plains, Depressions ▪ Formation of: Volcanoes (Ethiopian Highlands), Fold mountains (Cape Ranges), Rift valley (The Great African Rift valley) ▪ Influence of relief on climate, drainage and human activities
	<p>The characteristics and factors affecting climate in Africa</p> <ul style="list-style-type: none"> ▪ Major types of climate in Africa: Equatorial, Savanna, Mediterranean, Hot desert, Warm temperate, Mountain/ Montane ▪ Influence of each type of climate on human activities and life styles ▪ Factors affecting the climate of Africa
	<p>The characteristics and factors affecting vegetation in Africa</p> <ul style="list-style-type: none"> ▪ Major types of vegetation: Tropical rain forest, Savanna, Desert vegetation, Mediterranean vegetation, Temperate grassland, Montane ▪ Influence of vegetation on human activities and ways of life
	<p>The Population of Africa</p> <ul style="list-style-type: none"> ▪ Population distribution: Areas of High, Moderate, and Low population ▪ Factors influencing population distribution in Africa ▪ Population growth and size and factors influencing it: fertility rate, birth rate, mortality rate, Migrations across borders, improved medical care, status of women in society ▪ Population characteristics and related problems
	<p>The development of Agriculture in Africa</p> <ul style="list-style-type: none"> ▪ Distribution and types of Agriculture ▪ Small scale Commercial farming: Cocoa growing in Ghana, Oil palm growing in Nigeria; factors favouring farming, contributions to development, and challenges

		<ul style="list-style-type: none"> ▪ Large scale agriculture: Rubber Plantations in Liberia, Sugar cane plantations in South Africa-Natal Province; characteristics, factors for development, contribution to development, and challenges ▪ Large scale Irrigation farming: Gezira Irrigation scheme, Richard Toll Scheme ▪ Conditions leading to irrigation, factors favouring the development of the scheme, organization and management of the scheme, benefits and challenges of the scheme
TERM 2		
Change from traditional Nomadic Pastoralism to Modern Livestock farming: Ranching in Africa		<ul style="list-style-type: none"> ▪ Nomadic Pastoral farming in Africa: the Fulani of the Sahel; characteristics, problems, and solutions ▪ Ranching in Botswana: characteristics, factors favouring development, contribution to development, challenges
Multi-purpose river development schemes in Africa		<ul style="list-style-type: none"> ▪ Location and aims of Multipurpose river development schemes: Aswan High Dam, Volta River Project, Kainji Dam, Kariba Dam ▪ Benefits (contribution) of multipurpose schemes ▪ Challenges of multipurpose river development schemes
Use and development of forest resources in Africa		<ul style="list-style-type: none"> ▪ Location, characteristics and major types of forests in Africa ▪ Tropical hardwood forests in Gabon: distribution, characteristics, factors favouring their growth, extraction and utilisation ▪ Benefits of forestry, and challenges ▪ Soft wood plantations in Swaziland (renamed Eswatini): characteristics and factors favouring development
Development of Mining Industry in		<ul style="list-style-type: none"> ▪ Major minerals and mining centres in Africa: The Zambian Copper Belt, The Witwatersrand Gold fields of South Africa, Oil mining in Nigeria,

	Africa	<ul style="list-style-type: none"> and Libya ▪ Factors influencing mining ▪ Methods of mining: Open cast mining, Adit mining, Drilling of oil ▪ Benefits of mining and challenges
	Development of Manufacturing industry in Africa	<ul style="list-style-type: none"> ▪ Location of major industrial centres: Accra - Tema Complex, Lower Egypt, Wit waters Rand in South Africa ▪ Types of industries in the region ▪ Factors favouring development of industries, benefits, and challenges
Term 3		
	The Fishing industry in Africa	<ul style="list-style-type: none"> ▪ Major fishing grounds: Marine and Fresh water fisheries ▪ Factors favouring the fishing industry ▪ Traditional and Modern fishing methods ▪ Challenge to the fishing industry in Africa
	Development of Transport and Communication in Africa: Problems and prospects	<ul style="list-style-type: none"> ▪ Major forms of transport in Africa ▪ Transport and Communication in D.R.Congo: Inland water transport, Road transport, Railway transport ▪ Factors influencing
	Development of Urban centres in Africa	<ul style="list-style-type: none"> ▪ Urbanisation process ▪ Major urban centres: Cape Town, Ibadan, Adis Ababa ▪ Khartoum, Lagos, Cairo, Tema ▪ Factors influencing the growth of urban centres ▪ Functions of urban centres ▪ Benefits and problems of urbanisation ▪ Challenges of urbanisation
	Development of Trade in Africa: Characteristics and prospects	<ul style="list-style-type: none"> ▪ Internal and International trade ▪ The nature of Africa's exports and imports ▪ Challenges to trade in Africa ▪ Regional Economic groupings: Benefits, Challenges and prospects; ECOWAS, PTA, SADCC

HISTORY O' LEVEL**SENIOR 1 2020 (NEW CURRICULUM)**

CLASS	TOPIC	KEY CONCEPTS
		TERM ONE
SENIOR ONE	Finding out about our past	<ul style="list-style-type: none"> 5. Importance of studying about our past. 6. Methods of finding out our past. 7. Historical sites in Uganda and East Africa 8. Benefits of studying about our past.
	The origin of Man	<ul style="list-style-type: none"> 7. Traditional beliefs about the origin of man 8. Bible theory about the origin of man 9. Scientific theory about the origin of man. 10. Concept of human evolution 11. Out of Africa theory about the origin of man 12. Multiregional theory about the origin of man
	Migration and settlement in East Africa since 1000 A. D	<ul style="list-style-type: none"> 4. Groups of people who lived in East Africa before the 19th Century migrations. 5. The reasons for migration of people in 19th century into East Africa. 6. Results of migration
		TERM TWO
	Culture and Ethnic groups in East Africa	<ul style="list-style-type: none"> 8. Nature of cultural values in our families 9. Cultural institutions in East Africa 10. Ethnic groups in East Africa. 11. Importance of cultural handcrafts 12. Need to respect other people's cultures 13. Role of traditional transitional justice in solving the conflicts. 14. Role of culture and gender balance in families.
	State formation in East Africa	<ul style="list-style-type: none"> 5. Understand the centralized and non-centralized societies in East Africa. 6. The characteristics of pre-colonial societies in East Africa. 7. Distinctive features of centralized and non-centralized societies in East Africa. 8. Organisation of pre-colonial societies.
	Religions in East Africa	<ul style="list-style-type: none"> 6. Traditional religions in East Africa. 7. Reasons why Islam and Christianity came to East Africa. 8. Activities of Christian Missionaries 9. Impact of foreign religions in East Africa 10. The Uganda Martyrs Namugongo.

TERM THREE		
	Local and the external trade contacts of East Africa.	<p>SUB-TOPIC 7.1: Indian Ocean Trade</p> <ul style="list-style-type: none"> 8. Trade that existed in East Africa before the pre-colonial trade. 9. The pre-colonial trade systems 10. Organization of Indian Ocean trade. 11. Relationship between slave trade and the Indian Ocean trade. 12. Organization of slave trade and slavery. 13. Impact of slave trade and slavery 14. Significance for abolition of slave trade. <p>SUB-TOPIC 7.2: Long Distance Trade</p> <ul style="list-style-type: none"> 4. Reasons for its growth and expansion 5. Organization of trade 6. Impact of this trade
	Scramble, partition and colonization of East Africa.	<ul style="list-style-type: none"> 5. Reasons why the Europeans and the Asians came to East Africa. 6. Methods used in the colonization of East Africa. 7. Results for colonization of East Africa. 8. Colonization for rest of Africa.
	Response to the establishment of colonial rule in East Africa.	<ul style="list-style-type: none"> 4. Factors for collaboration and resistance 5. The Devonshire white paper of 1923. 6. The 1900 Buganda Agreement.

SENIOR 2

CLASS	TOPIC	SUB-TOPICS
TERM ONE		
SENIOR TWO	EXTERNAL CONTACTS AND PRESSURES	<ul style="list-style-type: none"> 8. The Ngoni Invasion/Migration into East Africa 9. Long Distance Trade in East Africa 10. The Rise of Military States 11. Slave Trade in East Africa 12. Egyptian Penetration of East Africa 13. Early External Pressures on East Africa by 1800 14. Missionaries in East Africa
TERM TWO		
	EUROPEAN IMPERIALISM IN	<ul style="list-style-type: none"> 1. Scramble and Partition of East Africa 2. The Establishment of Colonial Rule in East Africa

	EAST AFRICA	<p>3. The Buganda Agreement of 1900</p> <p>4. African Response to the establishment of Colonial Rule: Collaborators.</p> <p>5. Resistance in Uganda</p> <p>6. Resistance in Kenya: Nandi Resistance</p> <p>7. Resistance in Tanganyika: Abushiri, Hehe, Maji Maji</p> <p>8. Colonial Administration Systems in Uganda</p> <p>9. Colonial Administration Systems in Kenya</p> <p>10. Colonial Administration Systems in Tanganyika</p>
TERM THREE		
	ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD	<p>9. The Uganda Railway</p> <p>10. Agricultural Development</p> <p>11. Industrial Development</p> <p>12. Social Development: Education, Health</p> <p>13. Political Development: The Formation of the East African Common Services Organization 1948 (E.A.C.S.O)</p>

CLASS	TOPIC	SUB-TOPICS
		TERM ONE
SENIOR THREE	WORLD WAR I & WORLD WAR II	<p>1. World War I (1914-1918)</p> <p>2. World War II (1939-1945)</p>
	THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA	<p>1. Nationalism in Uganda</p> <p>2. The Growth of Nationalism in Kenya</p> <p>3. The Devonshire White Paper (1923)</p> <p>4. The Mau- Mau Rebellion (1952-1960)</p> <p>5. The Demand for Independence</p> <p>6. The growth of Nationalism in Tanganyika</p>

HISTORY OF WEST AFRICA**PAPER TWO****SENIOR 3; TERM 2&3**

CLASS	TOPIC	KEY CONCEPTS
	Trans-Saharan Trade	<ol style="list-style-type: none"> 1. Factors for the Development of Trans Saharan Trade. 2. organization of Sub Saharan Trade. 3. role played by Africans in the Sub Saharan Trade 4. Problems faced by traders in the Trans Saharan Trade. 5. Factors for the decline of Trans Saharan Trade. 6. Effects of Trans Saharan Trade.
TERM TWO		
	The Empires of Western Sudan	<ol style="list-style-type: none"> 1. Empire of Ghana 2. Empire of Mali. 3. Empire of Songhai 4. Empire of Kanem Bornu.
	The Political Economic and Social Organisation of States of Senegal Gambia	<ol style="list-style-type: none"> 1. The Wolof Empire. 2. The Fula Empire.
TERM THREE		
	The Rise of Forest States	<ol style="list-style-type: none"> 1. Oyo Empire 2. Benin Empire 3. Asante Empire 4. Asante-British Conflicts. 5. George Maclean's administration in Ghana.

CLASS	TOPIC	KEY CONCEPTS
SENIOR FOUR	External Trade on the West Coast of Africa	<ol style="list-style-type: none"> 1. Trans-Atlantic Slave Trade. 2. The Abolition of Slave Trade 3. The growth of Legitimate Trade
TERM ONE		
	The Foundation of Sierra Leon	<ol style="list-style-type: none"> 1. Reasons for Formation of Sierra Leon. 2. The Creoles and their Importance in the History of West Africa.

		3. The Foundation of Liberia- Reasons and Developments in Liberia up to 1900.
	Islamic Movements in the 19 th Century	1. Causes of Jihads. 2. Reasons for the success of Jihads. 3. The Impact of Jihads.
	Christian Missionary activities in West Africa	1. Reasons for the coming of Missionaries in West Africa.: 2. Missionary Activities in West Africa. 3. Problems faced by the missionaries in West Africa. 4. Reasons for their Success. 5. The Impact of Missionaries in West Africa.
	The Scramble and Partition of West Africa	1. Causes of the Scramble and Partition of West Africa. 2. Methods used by European Powers in the Establishment of colonial rule. 3. Africa Response to Colonial Rule. 4. Resistors to Colonial Rule. E.g. Samore Toure. 5. The Fante Confederation.
	West Africa under Colonial Rule	1. The British use of Indirect Rule. 2. The French Use of Assimilation Policy. 3. The German System of Administration in Togo.
TERM TWO		
	National Movements in West Africa since 1900 and the regaining of Independence	1. Factors for growth of African Nationalism. 2. The role of African Nationalists in the Struggle for African Independence in West Africa • Dr. Kwame Nkrumah- Ghana • Nnamdi Azikiwe-Nigeria 3. The Independence struggle in Ivory Coast. 4. The Independence Struggle in Guinea Bissau and Cape Verde.

HISTORY OF SOUTHERN AFRICA**PAPER THREE****SENIOR 3; TERM 2&3**

CLASS	TOPIC	SUBTOPIC
		TERM TWO
SENIOR	The Geography of Southern Africa	1. Map of Southern Africa Showing the countries covered therein. 2. The Major Physical features: Landscapes, Lakes,

THREE		<p>Rivers, Ports and Harbours, etc.....</p> <p>3. The political divisions, cities, mining centers and other salient features</p>
	The People of Southern Africa before the advent of the Whites	<p>1. The San (Bushmen)</p> <p>2. The Khoi Khoi (Hottentots)</p> <p>3. The Bantu</p>
	The establishment of a Dutch settlement at the Cape in 1652	<p>1. Origins and reasons for Dutch settlement at the Cape</p> <p>2. The Problems the Dutch faced at the cape before the advent of the British</p> <p>3. The ways in which the Dutch attempted to overcome the Problems they faced at the Cape.</p> <p>4. Dutch Administration at the Cape</p> <p>5. Decline of the Dutch Colony at the cape</p> <p>6. Effects of Dutch Settlement at the cape.</p>
	British rule at the Cape up to 1835	<p>1. The advent of the British at the Cape</p> <p>2. Changes introduced by the British at the Cape between 1806 and 1835.</p>
	The Zulu Kingdom	<p>1. Origins</p> <p>2. Factors for the rise</p> <p>3. role of Shaka in Building the Zulu State</p> <p>4. Main features of Zulu Organisation.</p> <p>5. Relations with neighbours</p> <p>6. Decline of the Kingdom</p>
	The Mfecane Revolution	<p>1. Causes of the Mfecane</p> <p>2. Effects of the Mfecane</p> <p>3. Defensive Nation States formed as a result of the Mfecane</p> <p>-Sotho Nation</p> <p>-Swazi Nation</p> <p>-Tswana States</p>
TERM THREE		
	The Great Trek	<p>1. Origins of the Great Trek</p> <p>2. Causes of the Great Trek</p> <p>3. Course of the Great Trek</p> <p>4. Problems faced by the Trekkers</p> <p>Effects of the Great Trek</p>
	Boer Republics	<p>1. Origins of the Boer Republics</p> <p>2. Organisation of the Boer republics of Transvaal,</p>

		<p>Orange Free State and Natal</p> <ol style="list-style-type: none"> 3. Relations of the Republics with Africans 4. Weaknesses of the Republics.
	British Occupation of Natal	<ol style="list-style-type: none"> 1. Reasons for the British Annexation of Natal 2. Effects of the British Annexation of Natal
	Christian Missionaries in Southern Africa	<ol style="list-style-type: none"> 1. Christian Societies that operated in Southern Africa 2. Motives for the coming of Christian Missionaries 3. Problems encountered by the Missionaries 4. Activities of the Dutch Reformed Church and how it affected developments in the region 5. Role of Christian Missionaries in the Colonisation of Southern Africa. 6. Rise of Independent Churches in the region 7. Impact of Christian Missionaries in the region
	Transvaal -British Relations	<ol style="list-style-type: none"> 1. British attempts to Control the Interior of South Africa, Plan to form a federation 2. Failure to establish a federation 3. Conflicts within the White communities 4. Career and Achievements of Paul Kruger 5. Conflicts with Cecil Rhodes and his British South Africa Company
	The discovery and Exploitation of Minerals in South Africa (Mineral Revolution)	<ol style="list-style-type: none"> 1. Meaning of Mineral Revolution 2. Situation in South Africa before the discovery of Minerals 3. Impact of the discovery of Minerals

SENIOR 4

S/N	TOPIC	SUBTOPIC	
TERM ONE			
SENIOR FOUR	The New Scramble for Southern Africa	<ol style="list-style-type: none"> 1. The Mineral evolution in South Africa. 	
		TERM TWO	
	Afrikaner Domination of South Africa	<ol style="list-style-type: none"> 1. Challenges faced by South Africa between 1910 and 1948 2. Factors for the rise of Afrikaner dominance in South Africa between 1910 and 1948 	

	Apartheid in South Africa	<ol style="list-style-type: none"> 1. Origins 2. Factors for the Growth and development of Apartheid 3. Characteristics of Apartheid in South Africa Impact of Apartheid on the people of Southern
	The Bantustan Scheme	<ol style="list-style-type: none"> 1. Origins of the Bantustan policy and how it worked. 2. The Bantustans included: Kwazulu, Transkei, Ciskei, Venda QwaQwa, Lebowa, Gazankulu, Swazi, Kandebele, Bophuthatswana, 3. Why was the Bantustan Policy adopted? 4. The successes of the scheme 5. The failures Why it did not register a lot of successes
TERM THREE		
	Nationalism in South Africa	<ol style="list-style-type: none"> 1. Factors for the Growth of Modern African Nationalism in South Africa 2. Activities of Political Parties in South Africa majorly; the African National Congress (ANC) and the Pan African Congress (PAC) 3. Problems encountered by political parties in South Africa 4. Career and achievements of Nelson Mandela, Albert Luthuli, 5. Steve Bantu Biko, Robert Mangaliso Sobhukwe. 6. Factors for the success of African Nationalism in South Africa 7. Factors for the delay in the attainment of Multi-racial rule in South Africa
	Nationalism in South West Africa	<ol style="list-style-type: none"> 1. Political, social and economic Developments in South West Africa during the Years of the League of Nation Mandate and United Nations trusteeship 2. Factors for the rise of African Nationalism 3. Factors for the success of Nationalism 4. Role of SWAPO in the struggle for independence. Factors for the delayed attainment of independence.
	Relations between South Africa and the outside world	<ol style="list-style-type: none"> 1. South African Foreign Policy 2. Roles of UN, 3. Frontline states, 4. OAU, and NATO in the struggle to free South Africa.

ISLAMIC RELIGIOUS EDUCATION O' LEVEL

CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
TERM I		
SENIOR .1	WORSHIP <ul style="list-style-type: none"> Understand the concept of worship <p>Appreciate the Islamic teachings about worship</p>	<ul style="list-style-type: none"> Definition of worship List the value of worship in Islam
	<ul style="list-style-type: none"> Understand the different forms of worship 	<ul style="list-style-type: none"> Identify the pillars of Islam Rank the pillars of Islam List other forms of worship
	<ul style="list-style-type: none"> Understand the meaning of Shahada 	<ul style="list-style-type: none"> Recite the “testimony of Shahada” Read Surah 2:163 and 7:158 to understand Shahada
	<ul style="list-style-type: none"> Understand the meaning of Swalah Know the types of Swalah Understand the different forms of purification Understand the performance of Swalah Purification before Swalah 	<ul style="list-style-type: none"> Define Swalah Categorize Swalah Demonstrate how Swalah is performed Demonstrate how wudhu is performed •
	<ul style="list-style-type: none"> Appreciate the value of congregation prayer 	<ul style="list-style-type: none"> Outline the value of congregational prayer Identify the characteristics of congregational prayer Give examples of congregational prayer
		TERM II
	<ul style="list-style-type: none"> Appreciate the teachings of Islam about Zakat Know the items on which Zakat is Paid 	<ul style="list-style-type: none"> Understand the meaning of Zakat Types of Zakat Identify items on which Zakat is payable Describe at least 4 categories of people who should pay Zakat
	<ul style="list-style-type: none"> Appreciate the value of Fasting Understand the nullifiers of fasting 	<ul style="list-style-type: none"> Share the benefits of fasting to an individual and the community Develop a list of activities that nullify fasting
	ARTICLES OF FAITH	<ul style="list-style-type: none"> Ask the village

	<ul style="list-style-type: none"> Understand the six articles of faith Understand the role of different angels Appreciate the value of believing in Holy books Appreciate the role of God's messengers in providing guidance to humanity Appreciate the teachings of Islam about the Day of judgment Appreciate the teachings of Islam about Qahha and Qadir 	<p>Sheikh/Sheikhat about the six articles of faith</p> <ul style="list-style-type: none"> Discuss with him/her the importance of those articles in strengthening one's faith Using the Qur'an, identify the different angels and their duties Discuss the four Holy books and the Prophets that received them Identify the 25 prophets mentioned in the Holy Qur'an Define day of judgment Share your views about the events of the day of judgment Differentiate between Qadha and Qadir
TERM III		
	ISLAMIC RITUALS AND CELEBRATIONS <ul style="list-style-type: none"> Understand the teachings of Islam about Aqiqah Appreciate the value of Eid celebrations 	<ul style="list-style-type: none"> Describe the activities carried out during Aqiqah Mention the 2 Eids List the value/Importance of Eid celebrations Share experiences about the celebrations about the 2 Eids Give the story of Prophet Ibrahim that resulted into him sacrificing an animal
	ISLAM AND VALUES IN CHRISTIANITY <ul style="list-style-type: none"> Fundamental teachings of each religion Appreciate the similarities and differences of each Identify the verses in the Qur'an that talk about harmonious living 	<ul style="list-style-type: none"> How can we live with others regardless of differences in religious beliefs
CLASS	TOPIC/SUB TOPIC	CONTENT
		TERM I

SENIOR.2	MUSLIM CEREMONIES	<ul style="list-style-type: none"> The marriage ceremony 	<ul style="list-style-type: none"> Understand the definition of marriage Mention the ife
		<ul style="list-style-type: none"> Eid Al Ahuha & Eid Elfitr 	<ul style="list-style-type: none"> Definition of Eid Describe the features of the 2 Eids; noting their similarities and differences Explain the importance of Eid to Islam
		<ul style="list-style-type: none"> Birth, circumcision, Aqiqah 	<ul style="list-style-type: none"> Identify the rituals of Birth, circumcision, Aqiqah Explain the importance of these ceremonies Know why appreciation to Allah is important
		<ul style="list-style-type: none"> The Jahiliyyah period 	<ul style="list-style-type: none"> Know the definition of Jahiliyyah Identify the different aspects of life in the Jahiliyyah period
	TERM II		
	THE EARLY LIFE OF PROPHET MUHAMMAD (PBUH)	<ul style="list-style-type: none"> Relatives & early childhood 	<ul style="list-style-type: none"> Understand the Family background of the Prophet Mention the characteristics of the Prophet that define him (His character) Explain the events of his early Prophethood
	THE EARLY MUSLIM COMMUNITY	<ul style="list-style-type: none"> Early converts to Islam 	<ul style="list-style-type: none"> Understand the conversion of Khadijah (the Prophet's wife), Hamza and Umar to Islam and support List 5 early converts and their relationship with Prophet Muhammad (PBUH) Explain the support the early converts gave to the Prophet
		<ul style="list-style-type: none"> Mistreatment & rejections 	<ul style="list-style-type: none"> Definition of the term "Social

		<p>boycott”</p> <ul style="list-style-type: none"> • List down the measures taken by the Quraish towards the Muslims in the Social boycott
TERM III		
	MIGRATION FROM MECCA TO MEDINA (HEJIRA) • Hejira 622 AD	<ul style="list-style-type: none"> • Know the meaning of Hejira • Explain the 2 major events of Hejira i.e. (Brotherhood & constitution) • List the terms of the Medina constitution • Explain the importance of Hejira and lessons drawn to from the development of Islam
	THE PERIOD OF CONFLICT & WARS • Battles	<ul style="list-style-type: none"> • Mention the battles fought by the Prophet in Medina • Identify the causes of the battles • Explain the lesson, Muslims learnt from the battles
	THE PERIOD OF PEACE Conquest of Mecca	<ul style="list-style-type: none"> • Understand the events in Islamic history that led to the creation of peace in Islam • Mention the terms of Hudaybiyah Treaty • Explain the importance of the conquest of Mecca to the history of Islamic development.

CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
TERM I		
SENIOR.3	THE LAST SPEECH/SERMON • Contents of the speech	<ul style="list-style-type: none"> • Identify the content of the Prophet’s speech • Explain the lessons, the present generation can learn from the Prophet’s speech
	THE CALIPHATE PERIOD • 1 st Caliph - Abubakr	<ul style="list-style-type: none"> • Understand the term Caliph and Caliphate period • Describe Abubakr’s support to Prophet Muhammad (PBUH) and his mission before he became a Caliph

		<ul style="list-style-type: none"> Describe Caliphs Abubakr's contribution to the development of Islam during the 24 years of his reign
	<ul style="list-style-type: none"> 2nd Caliph – Umar bin Khattab 	<ul style="list-style-type: none"> Write short notes on the conversion of Umar Bin Khatab Outline Umar's contribution to the development of Islam before he became a Caliph
		<ul style="list-style-type: none"> Explain Caliph Umar's achievements during his reign that make his rule the golden stage of the Caliphate period
TERM II		
	<ul style="list-style-type: none"> 3rd Caliph – Uthuman bin Affan 	<ul style="list-style-type: none"> Briefly write down 5 characters (characteristics) of Uthman Bin Afan that made him become the 3rd Caliph
		<ul style="list-style-type: none"> Describe the challenges that he faced in the last 6 years of his reign
		<ul style="list-style-type: none"> Identify Caliph Uthman's achievements in his first six years of leadership
	<ul style="list-style-type: none"> 4th Caliph – Ali ibn Talib 	<ul style="list-style-type: none"> Describe Ali Bin Abu Talib's support to Prophet Muhammad during his Prophethood Outline the effects of Ali's murder to the Muslim community at that time
		<ul style="list-style-type: none"> Explain the factors that led to the end of the Caliphate period
TERM III		
	<p>PRE-ISLAMIC UGANDA The coming of Islam in Central Buganda</p>	<ul style="list-style-type: none"> Identify 5 similarities between pre-Islamic Uganda and Arabia
		<ul style="list-style-type: none"> Explain the role of trade in the spread of Islam in Buganda List 5 roles of Kabaka Muteesa I that helped in the development of Islam in Buganda
		<ul style="list-style-type: none"> Outline other factors that

CLASS	TOPIC/SUB TOPIC	KEY CONCEPTS
TERM I		
SENIOR .4	THE SPREAD OF ISLAM IN THE REST OF UGANDA • Factors that facilitated the spread of Islam in the other parts of Uganda	<ul style="list-style-type: none"> Describe the impact of religious wars in Buganda
		<ul style="list-style-type: none"> Give examples of areas outside Buganda where Islam spread Explain the factors that facilitated the spread of Islam in other parts of Buganda
	Uganda Muslim Supreme Council (UMSC) • Its formation	<ul style="list-style-type: none"> Describe how UMSC was formed Outline the objectives /roles of UMSC
	MORALITY IN ISLAM • Elements of morality	<ul style="list-style-type: none"> Define the term “Morality” Give examples of the elements of morality Describe Prophet Muhammad (PBUH)’s behavior in relation to the above elements
TERM II		
		<ul style="list-style-type: none"> Identify the importance of morality to a practicing Muslim youth like you
	DUTIES & RESPONSIBILITIES	<ul style="list-style-type: none"> List the different duties and responsibilities assigned to the following groups of people as mentioned in Quran and hadith <ul style="list-style-type: none"> d) mother e) father f) children
	ISLAMIC VIRTUES • Different Islamic virtues	<ul style="list-style-type: none"> Find the meaning of the term “virtue” Identify events in Islamic history where the prophet acted as an example by observing the following virtues: <ul style="list-style-type: none"> f) Generosity g) Kindness

		h) Hard work i) Patience j) Truthfulness
TERM III		
		<ul style="list-style-type: none"> • Give examples of what one can do to portray virtues of: <ul style="list-style-type: none"> f) Honesty g) Endurance h) Peacefulness i) Forgiveness j) Modesty
		<ul style="list-style-type: none"> • Find Quranic injunctions/questions that support the above virtues

CHRISTIAN RELIGIOUS EDUCATION O' LEVEL

C.R.E S1 TO S4		
CLASS/ TERM	TOPIC/ THEME/SUB- THEME	KEY CONCEPTS
TERM 1		
SENIOR ONE	MAN'S RELATIONSHIP WITH GOD WORSHIP	<ul style="list-style-type: none"> ✓ Forms of worship (prayer, fasting, offertory, meditation, singing and dancing, fellowship, scripture reading, pilgrimage); ✓ different reasons why people worship ✓ modern changes ways of worship today (how internet is impacting ways of worship and evangelism especially during the COVID-19 pandemic.) ✓ Types of prayers namely; <ul style="list-style-type: none"> (i) petition prayer; (ii) praise; (iii) intercession; (iv) thanksgiving; (v) confession ✓ Biblical teaching about worship OLD TESTAMENT <p>- One of the things that made David great was music</p>

		<p>and the skill to play a harp;</p> <p>Read the following biblical texts to learn ways of worship in old testament; Gen. 4:21; <u>I Chronicles 5:12-13</u>; Samuel 16:17; Psalms 47:1-9; 33:1-22, 2 Samuel 1:12; Daniel 10:3; 9:3-5; Isaiah 58:3-7; Psalm 69:10; 35:12-14; Exodus 34:28; Esther 1:6; Nehemiah 1:4</p> <p>NEW TESTAMENT</p> <p><u>Hebrews 13:15-16</u>; Phil 4:18; Romans 12:1-2; Acts 13:2; 14:23; 13:2-4; Lk 2:37; 18:1-12; 4:2-4; Mt 6:16-18</p>
TERM 11		
SENIOR ONE	MAN'S RELATIONSHIP WITH GOD Christian rituals and celebrations	<ul style="list-style-type: none"> ✓ Christian Rituals e.g. Baptism, Confirmation, Marriage/Ordination Holy communion, Lords supper etc. ✓ Identification of ways in which these rituals are conducted in the respective churches. Christian conduct in the participation of these rituals. (Do's and don'ts) ✓ Importance of these ritual to a Christian Christian celebrations ✓ Identification of Christian celebrations E.g. Ash Wednesday, Palm Sunday, Easter. Ascension. Pentecost, Epiphany, Christmas, Uganda martyr's day. ✓ Identification of importance attached to each of these celebrations. ✓ Biblical teachings about Rituals and celebrations.
TERM III		
SENIOR ONE	MAN'S RELATIONSHIP WITH GOD Christianity and values in Islam and African traditional	<ul style="list-style-type: none"> ✓ Background to the different Religions. ✓ Identification of beliefs and practices in each of these religions. ✓ similar characteristics of Islam, Christianity and African traditional beliefs; ✓ Identification of similarities and differences between these Religions. ✓ Leadership hierarchy in these Religions. ✓ Need for peace and harmonious living among

	religion	the believers of these religions.
TERM I		
SENIOR TWO	RESPONSE TO VALUES. <ul style="list-style-type: none"> • Respect for truth • Respect for Justice • Continual conversion of sin forgiveness and reconciliation 	<ul style="list-style-type: none"> ✓ How we learn the truth about others. ✓ Importance of dialogue. ✓ How to overcome obstacles to dialogue. ✓ Difficulties in knowing the truth ✓ Why it is difficult to know the truth. ✓ Important truths can guide our lives. ✓ How we can know the truth (what guides us? who?). ✓
TERM II		
	MAN IN A CHANGING SOCIETY Living in a changing society	<p>LIVING IN A CHANGING SOCIETY.</p> <p>PRESENT SITUATION.</p> <ul style="list-style-type: none"> ✓ Types of changes (social, economic) ✓ political and physical) ✓ Causes and effects of change ✓ “HINT: Changes brought about by COVID-19 pandemic in Uganda <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> - Change in traditional society (status, rites of passage) <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> - Agents of change e.g. - Adrian Atiman and Apollo Kivebulaya <p>THE BIBLE (O.T.)</p> <ul style="list-style-type: none"> - Creation stories (Genesis 1&2) - Changes experienced by Abraham, Moses. - The Decalogue as an instrument of change for the Israelites <p>(N.T.)</p> <ul style="list-style-type: none"> ✓ Parables about the kingdom of God <ul style="list-style-type: none"> - Sower Matthew 13: 1 – 14

		<ul style="list-style-type: none"> - The Good Samaritan Luke10: 23 – 37 - The Parable of the Weeds Matthew 13:24 – 33 ✓ The hidden treasure the pearl and the fish net Matthew 13: 44 – 51 ✓ Jesus as an agent of change Matthew 11:2 – 6 ✓ Christians as agents of change ✓ Ephesians 2:11 – 22, 1 Corinthians 12:12 – 26 ✓
Term III		
SENIOR TWO	MAN IN A CHANGING SOCIETY Working in a changing society	<p>WORKING IN A CHANGING SOCIETY.</p> <p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ○ Importance of work ○ Social-economic, religious, physical ○ Changing patterns of work <p>✓ HINT: How COVID-19 affected the working patterns in the country today.</p> <ul style="list-style-type: none"> ○ Problems associated with work ○ Solutions to the problems ○ Abuse of work today (how, why and <p>✓ solutions)</p> <ul style="list-style-type: none"> ○ Careers and their choice ○ Challenges of career <p>✓ WORK IN TRADITIONAL AFRICAN SOCIETY</p> <p>✓ Understanding of work</p> <p>✓ What was done to make people have a positive attitude towards work.</p> <ul style="list-style-type: none"> ○ changing Patterns of work <p>✓ CHURCH HISTORY</p> <p>✓ Role of the monks and nuns in the field of work</p> <p>THE BIBLE: Old Testament</p> <p>✓ God as a worker and initiator of work Genesis 1& 2.</p> <p>✓ How human beings share in God's creative activity through work Genesis1:26 – 31 (co-create).</p> <p>✓ How at times work divides us? (Cain and Abel), the Tower of Babel.</p> <p>✓ Israelites as slaves in Egypt Exodus1: 815, 5: 7 – 19</p>

		<ul style="list-style-type: none"> ✓ Old Testament. laws protecting workers Deuteronomy 24: 5 – 22 Prophets and their condemnation of workers' exploitation Jeremiah 22: 13 –17, Ezra 3, Amos 5:11 ff. (ii) New Testament ✓ Jesus' teaching on the values which should be evident in our work Matthew 25: 14 – 30, Matthew 25: 31 – 46 ✓ Working for the Kingdom of God (Jesus, ✓ his disciples and Apostles) ✓ Attitudes we should develop in work Romans 8: 18 – 25
TERM I		
SENIOR THREE	MAN IN A CHANGING SOCIETY Leisure in a Changing Society	<ul style="list-style-type: none"> ✓ Definition importance of leisure. and Types of leisure (Active and passive) HINT: Effects of COVID- 19 on the leisure activities ✓ Problems associated with leisure today. ✓ Abuse/misuse of leisure today (How and why). AFRICAN TRADITIONAL SOCIETY ✓ Leisure in African Traditional Society (activities, purpose) Church History. ✓ Activities which were approved and disapproved by St Augustine <p>LEISURE IN THE BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> ✓ Deuteronomy 5: 12 – 15; the purpose of the Sabbath day ✓ (for remembering God, for thanks ✓ giving and praising Him for

		<p>His goodness).</p> <ul style="list-style-type: none"> ✓ It is time to rest from work and ✓ strengthen fellowship ✓ Psalm 23: ✓ True peace is experienced through trust in God. ✓ Leisure activities in the Old Testament (e.g. Pilgrimages 1Samuel 25:2 – 17) <p>ceremonies, composition of Hymns,</p> <p>Recitation of the law etc.</p> <p>How Jesus spent leisure time (e.g. John. 2: 1 – 11; Luke 10: 38 – 42)</p>
	<p>ORDER AND FREEDOM</p> <p>Justice in society</p>	<ul style="list-style-type: none"> ✓ Definition of Justice ✓ Injustices in society generally <p>HINT: identification of injustices in society during the COVID-19 Lock down.</p> <p>Specific case studies of injustices</p> <ul style="list-style-type: none"> ✓ Against women ✓ Against children ✓ Mob justice (definition, causes) ✓ Causes of injustices in society ✓ Effects of injustices in the Society. ✓ Fighting injustices. ✓ Role of the church. ✓ Role of the government. ✓ Role of the citizens. <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> ✓ Concept/understanding of justice in African Tradition <p>CHURCH HISTORY</p>

	<ul style="list-style-type: none"> ✓ Slavery practices in the Early Church <p>THE OLD TESTAMENT</p> <p>Teaching on justice</p> <p>Sinai Covenant – yard stick of justice in the Israelites community.</p> <p>Injustices in the Old Testament</p> <ul style="list-style-type: none"> ✓ Genesis 3: 1ff, 4:1ff, 11:1ff, 9:20ff, ✓ 34:12ff, Exodus 3:1ff, Micah 7:1; ✓ 2 Samuel 11:1 King Saul, King David, King Solomon, King Jeroboam and King Ahab <p>The New Testament</p> <ul style="list-style-type: none"> ✓ Reconciliation Matthew 5: 23 – 24 ✓ Love for neighbor stressed outward is condemned Luke 18:9 – 14 ✓ Miracles of Jesus (e.g. Mark: 2: 1 – 12) ✓ Condemned adultery Mark. 5:27 – 28 ✓ Condemned divorce Mark 10: 1ff brotherhood Luke 1 ✓ Christian freedom Galatians 5: 22 – 23 ✓ Good relationship between servants and slaves Ephesians 6:5
	<p>ORDER AND FREEDOM</p> <p>Service in society</p> <p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ✓ Definition of Service ✓ Purpose of service in the community (identification of the contribution of government in extending)

	<p>services to people during the COVID-19 lockdown.</p> <ul style="list-style-type: none"> ✓ Various forms of service: ✓ Authority meaning, use and misuse ✓ Voluntary service and Charity work ✓ HINT: Identification of people's contribution s during the COVID-19 lock down. ✓ Different expressions of authority as Service. ✓ Forms of authority and their corresponding responsibilities by Professionals and parents, Civil leaders, Political Leaders. ✓ <i>How do political leaders in Uganda attain power and?</i> ✓ <i>Authority? I.e. Election, birth, appointment definition of an election.</i> ✓ <i>Purpose of elections, Types of elections, Characteristics and conditions for free, fair and peaceful elections.</i> ✓ <i>Qualities of a good leader.</i> <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> ✓ Service in traditional African home and ✓ Community. <p>Authority in Traditional Africa</p> <p>Religious authority</p> <p>Family authority (parents/guardians, grandparents)</p> <p>Civic leaders</p> <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> ✓ Service in the Early Church period. ✓ Monasteries
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		<ul style="list-style-type: none"> ✓ The Middle Ages ✓ Personalities ✓ The Church in modern Africa: ✓ Examples of men of service ✓ Problems faced by the church in service. <p>THE BIBLE</p> <p>The Old Testament</p> <ul style="list-style-type: none"> ✓ The Israelites recognize God's authority as supreme: ✓ Exodus 3: 16 – 20; Isaiah 44: 6 – 8. He is the author of life, and acts to free his people Psalm 136. ✓ Men could abuse service Ezekiel 34: 1 ✓ Kings 4:1 – 5; 5:12; 2Samuel 11 & 12) <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ Jesus the good shepherd. He came that man may have life John 10:10. ✓ He teaches the true purpose of authority (service) John 14:6) Preaching, Healing, Miracles, Washing the feet of the disciplines, Death on the Cross, Sending of the Holy Spirit ✓ He gives himself to serve man John 13:1 – 15. ✓ The Christian community should have the spirit of service. Ephesians 4:11 - 13 ✓
	<p>ORDER AND FREEDOM</p> <p>Loyalty in society</p>	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ✓ Importance of loyalty ✓ Forms of loyalty and disloyalty ✓ Conflicting loyalties

		<ul style="list-style-type: none"> ✓ How Christians deal with conflicting loyalties <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> ✓ How Africans expressed loyalty ✓ Story telling about African loyalty <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> ✓ The problem of dual citizenship for a Christian Philippians 3:20 ✓ How Christians expressed loyalty and disloyalty in the early, middle and recent times of the Church. <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> ✓ The Covenant as a guide for Israelite loyalty to God. ✓ Israelite loyalty vs God's faithfulness ✓ The prophets call to the Israelites to be loyal to God <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ The New and Everlasting covenant prophesized by Jeremiah (31:31 – 34) ✓ Inaugurated by Jesus through his death. ✓ Jesus expressed his loyalty to the father by death and people through his words ✓ and deeds John 8:28 – 29; 14:24; 4:34; Luke 2:49, Mark. 2:27; Mark 7: 1 – 7 ✓ Jesus encourages his disciples to follow Him.
TERM II		
SENIOR THREE	LIFE Happiness	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ✓ Definition of happiness ✓ Concept of happiness, causes/source of ✓ happiness (integration and balance of the material, cultural, moral and spiritual aspects

		<p>of human living)</p> <ul style="list-style-type: none"> ✓ Unhappiness today (How and why) <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> ✓ Happiness in African Traditional Society ✓ Unhappiness in African Traditional Society <p>CHURCH HISTORY</p> <p>Happiness in the early Church.</p> <ul style="list-style-type: none"> ✓ Ignatius of Antioch ✓ Cyprian of Carthage ✓ Augustine of Hippo <p>BIBLE</p> <p>Happiness in the old testament</p> <ul style="list-style-type: none"> ✓ We are made for happiness. Unhappiness comes from not trusting in God. ✓ Ecclesiastes 3: 1 – 22; life is a mixture of joy and sorrow. ✓ Sources of happiness in Old Testament ✓ Genesis 2:23; companionship ✓ Genesis 2:6 – 7; having children ✓ Psalm 133: 1; union/fellowship with others. ✓ Psalm 128: 2 enjoying/sharing the fruits of labour/work ✓ The Prophecy of Jeremiah; Jeremiah. 2: 1 – 13,8: 18 – 20, 30:10 – 22) <p>NEW TESTAMENT</p> <p>Sources of happiness</p> <ul style="list-style-type: none"> ✓ Jesus, son of God made man (the good news of salvation) ✓ Matthew. 5:1 – 10; the fundamental attitudes (the Beatitudes) to God and life Luke 19: 1 – 10; opening up one self to the good news of the kingdom of God. John. 16: 16 – 22 Jesus' resurrection, a guarantee to happiness that is a true and lasting reality. Philippians 4:4 – 7; Our common effort to overcome selfishness and live in the spirit of the Beatitudes ✓ Revelations 21: 1 – 4; looking forward to complete ✓ happiness in the Kingdom of the Father.
	LIFE	<ul style="list-style-type: none"> ✓ Definition of un-ending life ✓ Causes of death today

	<p>Unending Life</p> <ul style="list-style-type: none"> ✓ Problems and solutions to causes of death ✓ The concept of un-ending life today. <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> ✓ The teaching about un-ending life (the dead are not dead). ✓ Causes of death in African tradition ✓ Solutions to the causes of death. ✓ Death rituals in African tradition and their significance <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> ✓ Teaching about un-ending life in church History. ✓ General belief about un-ending life at the time of Christ. ✓ The preaching of the Apostles. The Middle – Ages (distortion, fear of death, sale of indulgences) Modern times (pre-destination threatening/scaring preaching by the missionaries, correct teaching) <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> ✓ Old Testament teaching about unending life Psalm 73:21 – 26; Psalm.16; Daniel 12:1 – 3) ✓ Belief in Sheol Ecclesiastes 38: 9 –20, Isaiah 38:9 –20; Psalm 144: 4; Ecclesiastes 3: 12 – 13. <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ New Testament teaching about unending life. Victory over death/resurrection miracles John. 11: 32 – 37; Luke 7: 11 –17; Mark. 5: 21 – 24 and 35 – 43) ✓ Rejoicing in the fact of the resurrection 1Corinthians 15: 1 – 28 ✓ Love does not come to an end Luke 10:25 – 28; 51 – 58; John 3:6; John 35: 19 24, 3:2, Luke 14:12 – 14, Rev 3:20 ✓ Love does not come to an end Luk. 10:25 ✓ Celebrate eternal life 1Corinthians 11:24 – 25, John 6: 53 – 56, Revelations 22:1 – 5. 	
	<p>LIFE</p> <p>Success</p>	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ✓ Definition of success. ✓ Setting goals so as to succeed. ✓ Identification of values to uphold in success. ✓ Hindrances to success. ✓ Identification of successful people in society.

		<p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> ✓ The concept of success in African ✓ Traditional Society ✓ Success was more social than personal <p>CHURCH HISTORY</p> <p>How the church has been successful (number, geographical spread, historical survival, Leaders and buildings/ Art mutual love</p> <p>THE OLD TESTAMENT</p> <ul style="list-style-type: none"> ✓ How success depended on one's goals of life (achieve unity and harmony with God). ✓ The Law as a guide to success ✓ Deuteronomy 6: 1- 9 Psalm 1 Job 1:1 – 3; 21: 7 – 15 the suffering righteous. <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ How Jesus was successful (Philippians 2: 1– 11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6) ✓ What Jesus taught about success (Matthew 19: 16 – 22 Luke 9: 23 – 26, Romans 12: 1 – 21) ✓ Paul's teaching about success ✓ Similarities and differences between success in Old Testament and New Testament.
TERM III		
SENIOR THREE		
	MAN AND WOMAN <ul style="list-style-type: none"> • Family Life 	<ul style="list-style-type: none"> ✓ Types of families (Nuclear, extended). ✓ Extended (Advantages and Disadvantages). ✓ Patrilineal (Advantages and disadvantages). ✓ Matrilineal (advantages and disadvantages) ✓ Problems facing families today ✓ Domestic violence (forms, causes, effects and solutions) <p>HINT: Identification of forms of domestic violence during the COVID-19 lockdown</p> <p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> ✓ Position and roles of men, women and children in families

	<ul style="list-style-type: none"> ✓ Importance of children. ✓ Polygamy types, reasons, advantages and disadvantages ✓ Education of children in a family. ✓ Relationships among family members. ✓ Changing patterns in family life. ✓ Similarities and differences between family life in African Traditional Society and present situations. <p>CHURCH HISTORY</p> <p>Christian ideal of mutual love and respect set out in the New Testament.</p> <p>Early centuries in Africa</p> <p>Existing patterns of family life.</p> <p>Those accepted by Christianity and those challenged by Christianity.</p> <p>(ii) Middle Ages</p> <p>Legalistic attitude</p> <p>Emphasis on Christian family life.</p> <p>(ii) Reformation and after</p> <p>Emphasis on Christian family life</p> <p>Attitudes of Christian missionaries to traditional African customs of polygamy, inheritance of windows, etc</p> <p>BIBLE</p> <p>(i) OLD TESTAMENT</p> <ul style="list-style-type: none"> ✓ Old testament teaching on family life of the family as the basis unit of society Genesis 12: 1 – 5) ✓ Children as a sign of God's blessings Genesis 15: 2 Psalms 128:3, 1 Samuel 1:8; Genesis 30: 1 – 8 (sterility) Exod. 20: 12, Deuteronomy 5: solidarity Divorce Malachi 2:13 – 16 permitted, Deuteronomy 24:1ff condemned) ✓ Polygamy practiced (1 Kings 11); disappeared after exile. Genesis 2:21 – 24 stability of family/monogamy. Deuteronomy 24: 1 Divorce
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		<ul style="list-style-type: none"> ✓ The family is the centre of education Proverbs 22:1; 23: 13: - 14; 29: 15 – 17 Involvement in development of natural resources 1 Kings 5. <p>(ii) NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ Ideal of Monogamy Mark. 10: 1 – 12 ✓ Mutual love and respect Mark. 3:31 – 35) ✓ Family to be outward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62 ✓ Christians to be nations conscience. Romans: 13: 1 – 7; 1 Peter 2:13 – 17 ✓ Relationship within the family Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1– 8 ✓ Love, acceptance and forgiveness Colossians 3: 12 – 15
	Sex difference and the person	<ul style="list-style-type: none"> ✓ Discovering sexuality. ✓ Inequality between men and women today. ✓ Equality between men and women today. ✓ Forming relationship between male and female. ✓ Women organizations (examples and aims). ✓ Achievements of women organizations and personalities in the struggle for equality of persons. ✓ The role of the following in the promotion of equality in society (Government, Church Schools)

TERM I

SENIOR FOUR	Courtship and marriage	<ul style="list-style-type: none"> ✓ Definition of Courtship ✓ Principles that guide courtship ✓ Changing patterns of courtship ✓ Factors to consider when choosing a marriage partner today. ✓ Types of marriage and their Characteristics. <p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> ✓ African understanding of courtship ✓ The values/importance of courtship. ✓ Definition of bride wealth ✓ Importance of bride wealth ✓ Abuse of bride wealth ✓ Understanding of marriage in African TRADITIONAL SOCIETY <ul style="list-style-type: none"> ✓ Definition of polygamy
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		<ul style="list-style-type: none"> ✓ Why Africans valued polygamy ✓ Definition of divorce ✓ Causes of divorce ✓ Involvement in witchcraft and sorcery ✓ Adultery in some societies ✓ Why divorce was allowed in African ✓ Traditional Society <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> ✓ Definition of monogamy. ✓ Monogamy as the ideal type of marriage 1Timothy 3:2, 1Corinthians 7: 1 – 2) ✓ Freedom of choice of a partner and growing relationships. <p>THE BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> ✓ Sharing in God's creative activity/Genesis 1 and 2 ✓ Laws help to safe guard respect and dignity of man and woman ✓ Man and woman are equal, both made in God's image. ✓ Hosea 1 - 2 ✓ Marriage was highly regarded in ancient Israel (study the following passages): Gen29: 20, 1 Samuel 1: 8, Det. 24:5, ✓ Prov. 5: 18, Prov. 18: 22, Ecclesiastes ✓ 36: 24 – 25, Ecclesiastes. 9:9 <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> ✓ Love: the foundation of Christian marriage ✓ The nature of Christian love in marriage, as a symbol of Christ's love for the Church Romans 6; Ephesians 5: ✓ 21 - 33Love: real, self –giving, creative and faithful ✓ Jesus recognized the marriage institution. ✓ Mark 2: 19; John 3: 29, John 2: 1 -11 ✓ In Christian marriage each partner becomes a Minister of saving grace to the other Ephesians 5:21 ✓ Celibacy as a form of life.
SENIOR FOUR	MAN'S RESPONSE TO GOD THROUGH	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> ✓ Definition of man's quest for God ✓ Man's quest for God today

	<p>FAITH AND LOVE</p> <p>Man's Quest for God</p> <ul style="list-style-type: none"> ✓ Man's search for meaning of life e.g. ✓ Prayers, fellowship, Alms-giving, self-sacrifice, ✓ worship, pilgrimages, crusades, sharing, accepting sacraments (Baptism, Confirmation construction of ✓ Churches/mosques <p>CHALLENGES</p> <ul style="list-style-type: none"> ✓ The coming of many religious sects – causing changes in the view of sacraments. ✓ Problems of leadership. ✓ Economic hardships ✓ Differences in ideologies (Political, Religious, Traditional etc). ✓ The influence of Science and Technology <p>AFRICAN TRADITION</p> <p>Beliefs</p> <ul style="list-style-type: none"> ✓ How the African acquired religious beliefs of their society. ✓ Analyze how the Africans acquired their religious beliefs. ✓ Belief in God ✓ Attributes of God. ✓ God is real to Africa. ✓ God is unique ✓ God is one ✓ God is controller of the universe (World) ✓ Belief in ancestors, ✓ Divinities and spirits. ✓ Good and bad spirits. ✓ Their residences (Mountains, Rocks, ✓ River, Trees, Shrines etc) ✓ Belief in Divinities ✓ Practices ✓ Importance of religious practices. ✓ Religious Ritual (Living out one's belief) <p>Beliefs</p> <ul style="list-style-type: none"> ✓ Sacrifices ✓ Offerings ✓ Exchange of gifts ✓ Sharing food/drink ✓ Alms giving/hospitality ✓ Giving – gifts etc. ✓ Naming of new born babies
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	<ul style="list-style-type: none"> ✓ Prayer ✓ Practices of morality and observation focusing on different religions in Africa. <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> ✓ Men everywhere search for God ✓ The early centuries in Africa. ✓ Three ways in which men search for ✓ God, truth and the right way to live. ✓ The mystery religions (those involved in the mystery religions). ✓ The philosophers. ✓ Those concerned with the right living (Christians). ✓ Seekers of God ✓ Clement of Alexandria (Egypt) ✓ Augustine of Hippo (Africa). ✓ Different ways people seek God (Seekers or Possessors). ✓ Attitudes of Christians about the truth (the crusaders) <p>BIBLE</p> <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> ✓ Genesis 1 – 11, mankind, created by God ✓ For union with him ✓ The effects of sin on God's relationship with man, and man and with fellow man. ✓ Restoration of the broken relations and relationships. ✓ The call of Abraham Gen. 12: 1 – 3 ✓ The call of Moses: Exodus 3:1 – 2 ✓ The call of Jeremiah 1:1 – 10 ✓ God's revelation and intervention in Israelites history Exodus 24: 1- 8 <p>NEWS TESTAMENT</p> <ul style="list-style-type: none"> ✓ Hebrews. 1:1 – 2; show fulfillment of Old Testament revelation Jesus affirms he has come. ✓ Luke 3: 6, 6:35, 10:14); Jesus and non-Jews. ✓ The Good News not a reformed Judaism, it is something new and unexpected (the Kingdom of God) John 11:45 - 54 ✓ Jesus Himself is the Centre of mankind ✓ gathered together in Unity (Jn. 11:45 – 54) ✓ Attitudes of the early Christians towards Gentiles conversions.
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		<ul style="list-style-type: none"> ✓ Romans 1: 18-32; Acts 17: 22-23, Acts10; Ephesians 3: 1-13 ✓ God's mystery of salvation
TERM II		
SENIOR FOUR	Man's Evasion of God	
	Christian involvement in the world	<ul style="list-style-type: none"> ✓ Discussion on the concept of Christian involvement in the world as witnesses and agents of change (Social, Religious Ethical, <i>Political involvement</i>) <p>(HINT: Identify the roles of ministry of health in the fight against COVID -19 in Uganda.)</p> <ul style="list-style-type: none"> ✓ AFRICAN TRADITIONAL SOCIETY Education, Health, Ethical and Moral ✓ Historical involvement of the Church in the world (. ✓ Rivals, renewals and reformations. <p>CHURCH HISTORY</p> <p>How Christianity neutralized African</p> <ul style="list-style-type: none"> ✓ religious and social, cultural practices. ✓ Naming, forms of worship, rituals, ✓ Sacrifices and hygiene. ✓ For some time, African tradition was considered as contrary to Christianity. ✓ The Old Testament ✓ Emphasize on worship of one God (Monotheism). ✓ God as a living being to be related with Exodus 19: 1 – 9 ✓ Worship of other gods and idols forbidden Isaiah 44: 9 – 20 ✓ Need to respond in faith to Yahweh Isaiah 39: 1- 8 ✓ The ever-present God causes people to respond positively in obedience (Psalms139) <p>The New Testament</p> <ul style="list-style-type: none"> ✓ Jesus in human form (Emmanuel) to identify with people ✓ He came to introduce God's rule on earth and changed Christian attitude to transcend existing cultures and traditions. ✓ Jesus' life as a role model for Christian

		<p>Involvement in the world.</p> <ul style="list-style-type: none"> ✓ The doctrine of faith as the major Christian response to God. ✓ Prayer both corporate and individual Luke 11: 1- 13; Mathew 6: 5 – 6
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APPENDIX 3: ART & DESIGN -A' LEVEL

TERM ONE		
Senior 5	Drawing and Painting <ul style="list-style-type: none"> • Still Life • Nature • Living Person Graphics <ul style="list-style-type: none"> • Introduction to Graphic design 	<ul style="list-style-type: none"> • illustrate ideas for artworks from direct observation • Study of objects to develop personal appreciation and analysis of forms, structure, colour and pattern. • analyse the articulation of the component parts of the human body and the relationship between the human structure and behaviour of its drapery. • creating designs for practical applications effectively and economically
TERM TWO		
Senior 5	Graphics <ul style="list-style-type: none"> • Identification Symbols Drawing and Painting <ul style="list-style-type: none"> • Living Person 	<ul style="list-style-type: none"> • design concept by combining type and visuals to create a design with a graphic impact. • Characteristics of a living person.
TERM THREE		
Senior 5	Graphics <ul style="list-style-type: none"> • Editorial designs (Book /Magazine Cover) 	<ul style="list-style-type: none"> • the elements and principles of design to create a competitive editorial design
TERM ONE		
Senior 6	Drawing and Painting	<ul style="list-style-type: none"> • the relationship between the objects

	<ul style="list-style-type: none"> • Nature • Still Life • Living Person <p>Graphics</p> <p>History and Appreciation of Art</p> <ul style="list-style-type: none"> • Tribal Art in Uganda 	<p>and their immediate environment into pictorial forms as evidence of personal responses.</p> <ul style="list-style-type: none"> • picture creation /suggestions from the setting that satisfies personal aesthetic desires. • Demonstrating effective use of art media and tools in drawing and painting. • The articulation of the component parts of the human body and the relationship between the human structure and behaviour of its drapery. • Manipulate visual forms to create appropriate and simplified solutions/ visual responses to graphic design needs • trace and analyse the indigenous art, beliefs and ritual practices of selected tribes of Uganda. • Relate artworks to the prevailing cultural, political environment in Uganda.
Term Two		
Senior 6	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Portraiture <p>Graphics</p> <ul style="list-style-type: none"> • Packaging design 	<ul style="list-style-type: none"> • Study the characteristics (proportions and features) of the head, and the expressions on the face. • Construct prototype designs of different packaging designs demonstrating the relationship of form and function.
Senior 6	Graphics	<ul style="list-style-type: none"> • Using type and visual images to express meaning and convey

	<ul style="list-style-type: none"> Advertising design (Posters) <p>Craft Projects</p> <ul style="list-style-type: none"> Projects <p>History of Art</p> <ul style="list-style-type: none"> History of Ugandan contemporary art 	<ul style="list-style-type: none"> information in poster designs. Creation of hand structured crafts for a specific purpose selecting from a variety of appropriate materials, tools and techniques. Relating modern artworks produced in Uganda to the prevailing cultural and political environment.
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AGRICULTURE A'LEVEL

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
SENIOR.5		TERM 1
Variation <ul style="list-style-type: none"> Definition and importance of variations in plants and animals. Types of variation(continuous and discontinuous variation) Causes of variation Importance of new species, varieties, breeds. 		<ul style="list-style-type: none"> Explain the causes and process of variation in plants and animals.
Selection <ul style="list-style-type: none"> Selection (natural and artificial) in relation to desired qualities of plants and animals. 		<ul style="list-style-type: none"> Select plants and animals based on desired quality
Introduction to Genetic engineering <ul style="list-style-type: none"> Principles of genetic engineering. Role of genetic engineering. Polypliody Cloning 		<ul style="list-style-type: none"> Justify the role of genetic engineering in crop and livestock production

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	Soil fertility 1 <ul style="list-style-type: none"> Ways in which soil fertility is lost. Ways in which soils can gain fertility. Methods of improving and maintaining fertility. 	<ul style="list-style-type: none"> Design activities that help to improve and maintain soil fertility
TERM 2		
	Chemicals of life <ul style="list-style-type: none"> Functions of proteins, lipids, carbohydrates, water, minerals vitamins and enzymes. 	<ul style="list-style-type: none"> Determine the characteristics of food nutrients and enzymes.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	Plant morphology and Physiology <ul style="list-style-type: none"> External and internal structures of plant stems, leaves, roots flowers and fruits in relation to their functions. Modified plant parts like stems, bulbs, roots/stem tubers, corms, rhizomes or stolons. Process of photosynthesis (light and dark stages); factors affecting photosynthesis; absorption of water and minerals during photosynthesis. Translocation of water and minerals within the plant. Process of transpiration; effects of transpiration; factors affecting transpiration. 	<ul style="list-style-type: none"> Demonstrate the factors influencing the rate of photosynthesis, translocation and transpiration.
	Reproduction in plants <ul style="list-style-type: none"> Asexual reproduction Sexual reproduction Vegetative propagation Seed germination; adaptation of seeds, structure of seeds, seed viability. Seed dormancy. 	<ul style="list-style-type: none"> Differentiate between asexual and sexual reproduction
	Macro and microorganisms of importance in agriculture <ul style="list-style-type: none"> Microorganisms: <ul style="list-style-type: none"> - Basic structure and characteristics of viruses, bacteria, protozoa, fungi and nematodes. - Beneficial microorganisms 	<ul style="list-style-type: none"> Identify beneficial and

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<p>(Fermenters/decomposers, nitrogen fixers and biological control agents.</p> <ul style="list-style-type: none"> - Harmful microorganisms such as pathogens. <ul style="list-style-type: none"> • Macro organisms - Morphology of earth worms, liver flukes, nematodes, ticks and tape worms. - Beneficial macro organisms: pollinators, decomposers and aerators. - Adaptations of harmful macro organisms to their mode of life. - Harmful macro organisms and their effects: parasites like ticks, liver flukes, tape worms, round worms, mites, lice and nematodes; vectors like snails, tsetse flies, ticks, insects and nematodes; pests like insects, vermines and birds. 	harmful micro and macro organisms that are important in agriculture.
	<p>Fertilizers</p> <ul style="list-style-type: none"> • Factors affecting the choice of fertilizers • Effects of fertilizer use on the environment. • Methods of fertilizer application. • Safety precautions in handling and application of fertilizers • Methods of applying soil amendments. 	<ul style="list-style-type: none"> • Apply organic manures and inorganic fertilizers in high value crops
	<p>Production of high value crops</p> <ul style="list-style-type: none"> • Group A: 	

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<p>Vegetables and spices like Garlic, Okra, Irish potato and pepper.</p> <ul style="list-style-type: none"> • Group B <p>Fruits like pineapple, mango and goose berry.</p> <ul style="list-style-type: none"> • Group C <p>Medicinal crops like moringa , neem, aloevera and artemesia sp</p> <ul style="list-style-type: none"> • Group D <p>Popular cottage crops like mushrooms, flowers and upland rice.</p> <ul style="list-style-type: none"> • Group E <p>Trees like mulberry, lucerne, musizi and pine</p>	<ul style="list-style-type: none"> • Adapt practices involved in the production of high value crops with export potential
	<p>Livestock Management</p> <ul style="list-style-type: none"> • Principles and practices of good livestock feeding (adequate feeding, balanced ration, clean water, clean feeds, right amount of feed, wholesome feeds with no side effects, regular feeding, right feeding troughs). • Silage and hay • Principles and practices of good livestock housing (adequate space, good ventilation, good drainage, proper lighting, warmth, comfort, adequate and clean facilities, smooth walls and protection from vermin. 	<ul style="list-style-type: none"> • Practice out appropriate feeding and watering practices in livestock.
	<p>Poultry rearing</p> <ul style="list-style-type: none"> • Poultry breeding. • Selection of breeding stock for 	<ul style="list-style-type: none"> • Practice poultry rearing and breeding for sale.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<p>cocks and hens.</p> <ul style="list-style-type: none"> • Management of breeding stock and egg collection. • Mating ratios • Hatchery and hatchery management (hatchery hygiene, conditions for hatchery like temperature, humidity and aeration, selecting/ grading eggs for hatching, turning eggs in the incubator, hatching period, candling of eggs, sexing of chicks, brooding chicks and improved management of natural incubation of eggs). 	
TERM 3		
	Ecology 1 <ul style="list-style-type: none"> • Eco system; definition, components- living things (biotic) and nonliving things (abiotic). • Interactions like food chains, food webs and pyramids of bio mass and numbers. 	<ul style="list-style-type: none"> • Generate energy flows, food chains and food webs in farming units.
	Ecology 2 <ul style="list-style-type: none"> • Types of eco systems (terrestrial and aquatic) • Factors affecting plant and animal distribution in an ecosystem. • Adaptation of plants and animals in an ecosystem. • Effects of agricultural activities on eco systems. • Succession and climax in a community. 	<ul style="list-style-type: none"> • Demonstrate the changes and effects of agricultural activities on a habitat.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<p>Agro forestry</p> <ul style="list-style-type: none"> • Meaning of agro forestry. • Principles and practices of agro forestry. • Selection of trees for agro forestry. • Establishing a nursery bed for trees. • Methods and procedures for establishing agroforestry. • Advantages of agro forestry in agriculture. • Challenges of agroforestry. • Harvesting and processing of trees in agro forestry garden. 	<ul style="list-style-type: none"> • Establish a tree nursery and practice agro forestry.
	<p>Fish farming</p> <ul style="list-style-type: none"> • Importance of fish • Factors affecting fish farming. • Commonly farmed fish in Uganda (Nile perch, tilapia, cat fish, Zanzibar imported and mirror carp). • Fish ponds: types, siting, lay out and maintenance. • Control of water flow and level. • Factors affecting fish ponds • Water quality: silting, pollution due to decaying organic matter, pH level and heat. • Agro chemicals and polluted water sources. • Pond fertilization: why pond fertilization is done? , types of pond fertilizers and making compost manure for pond fertilization. 	<ul style="list-style-type: none"> • Select and produce fish in a pond.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> • Stocking fish ponds: selecting desirable fish types, fish combinations and fish fry production (breeding) • Feeding fish: supply of fish feeds, supplementary fish feeds and feeding characteristics of fish. • Aquatic weeds: types, merits demerits and control. • Fish mortality and diseases: causes of fish mortality, parasites, diseases and their treatment. • Tools and materials used in fish farming: nets, boats, buckets, tools for constructing and maintaining ponds, storage boxes for keeping fish, baskets, papyrus mats and water pumps. 	
	<p>Bee keeping (Apiculture)</p> <ul style="list-style-type: none"> • Importance of bee keeping • Bee species (<i>apis mellifera monticola</i>, <i>apis mellifera litorea</i> and <i>apis scutellata</i>) • Members of the colony (queen, drone and worker) • Management (planting trees and shrubs near apiary, and provision of sugared water during the dry season). • Location of apiary • Types of hives: local, Kenya top bar hive (KTB), langstroth. • Stocking the hive • Honey harvesting 	<ul style="list-style-type: none"> • Select an apiary site. • Stock the hive. • Harvest honey • Process honey

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> Honey processing Bee products and their uses 	
	<p>Livestock rearing and environment.</p> <ul style="list-style-type: none"> Environmental problems due to live stock rearing and treatment e.g over grazing, pollution of the environment by chemicals (drugs and pesticides), contamination of livestock products by agro chemicals by transmission or spread of zoonotic diseases. Caring for the environment using correct stocking rate, rotational/ controlled grazing, grazing pressure at the right stage, drugs and sprays according to manufactures instructions and in specified places e.g constructed places, drugs and sprays safety, safe disposal of animal wastes, medicinal plants to treat livestock and safe disposal of diseased carcass. 	<ul style="list-style-type: none"> Practice measures to care for the environment while rearing animals.
	<p>Animal nutrition</p> <ul style="list-style-type: none"> Animal nutrient requirements: concept of balanced ration, nutrient deficiencies and their effects on farm animals, basis for animal nutrient requirements, and factors determining the type of feeds given to animals. Factors determining the type of feed given to animals. 	<ul style="list-style-type: none"> Formulate, prepare and use suitable feeds to different categories of feeds

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> Ration formulation: methods of ration computation (Pearson square or algebraic), weighing ingredients, assembling ingredients, grinding and mixing, bagging and storage. 	
CLASS	TOPIC/ SUB TOPIC	KEY CONCEPTS
	TERM I	
SENIOR.6	<p>Dairy Production</p> <ul style="list-style-type: none"> Importance of livestock industry Types of dairy animals in Uganda Establishment of a dairy unit Clean milk production Marketing dairy products <p>Livestock records</p> <ul style="list-style-type: none"> Importance of keeping livestock records Types of records kept on a dairy farm Collecting and keeping livestock <p>Pasture management</p> <ul style="list-style-type: none"> Importance of pasture and fodder trees/ shrub for feeding livestock Limitations of natural pasture grass lands Establishment of pastures Ways of improving natural pasture Grazing management Preservation of pastures <p>Population and its influence on</p>	<p>Production of quality milk and its value added products for a profitable dairy enterprise.</p> <ul style="list-style-type: none"> Designing of appropriate Livestock records <ul style="list-style-type: none"> Establish and manage pasture for profitable livestock enterprise <ul style="list-style-type: none"> Influence of Population on agricultural

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	agriculture. <ul style="list-style-type: none"> ▪ Meaning of population ▪ Population structure ▪ Population density ▪ Population distribution ▪ Population growth rate 	production.
	Gender and agriculture production Meaning of; <ul style="list-style-type: none"> i. Gender ii. Gender roles iii. Gender equity iv. Gender equality v. Gender mainstreaming vi. Sex <ul style="list-style-type: none"> ▪ Roles of boys / men and girls/ women in agriculture production ▪ Land ownership / acquisition ▪ Choosing enterprises ▪ Planning enterprises and their products ▪ Sharing of proceeds from sales of products 	<ul style="list-style-type: none"> ▪ Influence of gender on Agricultural production
TERM II		
	Urban and peri-urban farming <ul style="list-style-type: none"> ▪ Definition of urban farming ▪ Characteristics of peri – urban agriculture. ▪ Benefits of urban and peri – urban farming ▪ Limitation of urban and per- urban faming ▪ Definition of peri – urban farming 	<ul style="list-style-type: none"> • Utilization of small pieces of land for food security and generation of household income.
	Production theory	

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> ▪ Economic principles ▪ Factors of production ▪ Land, land tenure, and land reform ▪ Capital and agricultural credits ▪ Labour ▪ Entrepreneurship. ▪ Production function ▪ Law of diminishing returns ▪ Cost of production 	<ul style="list-style-type: none"> • Roles of different factors of production in agriculture.
	<p>Marketing of agricultural products</p> <ul style="list-style-type: none"> ▪ Functions of marketing ▪ Perfect competition ▪ Imperfect competition. ▪ Price theory in relation to agricultural production ▪ Price determination ▪ Price fluctuation ▪ Price stabilization 	<ul style="list-style-type: none"> ▪ Effective marketing of agricultural products
	<p>Farm planning and management</p> <ul style="list-style-type: none"> ▪ Definition of farm planning ▪ Types of farm planning ▪ Justification for farm planning ▪ Limitations for farm planning ▪ Farm management definition ▪ Stages of the farm management process ▪ Tools for managerial decision making i.e. budgeting and record keeping ▪ Farming efficiency <ul style="list-style-type: none"> ❖ Types of farming efficiency ❖ Types of efficiency ❖ Factors that promote 	<ul style="list-style-type: none"> ▪ Designing of an appropriate farm layout and efficiently manage a farm enterprise.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	efficiency	
	Agricultural engineering and farm mechanization I <ul style="list-style-type: none"> ▪ Principles of working of simple machines ▪ Definition of a machine and related terms ▪ Types of simple machines and their working ▪ Calculations on mechanics. 	<ul style="list-style-type: none"> • Correct use & Care of simple farm machines
	Management of work animals <ul style="list-style-type: none"> ▪ Importance of animals as a source of farm power ▪ Selection of good animals for traction ▪ Training traction animals ▪ Handling and care of traction animals 	<ul style="list-style-type: none"> ▪ Appropriate use & care of work type animals
TERM III		
	Crop protection <ul style="list-style-type: none"> ▪ Effects of weeds in crop production ▪ Methods of controlling weeds ▪ Effects of pests in crop production and their control ▪ Effects of disease in crop 	<ul style="list-style-type: none"> ▪ Design appropriate ways of preventing & controlling weeds, crop pests and crop diseases.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> ▪ production ▪ Mode of transmission of crop disease ▪ Ways of controlling crop diseases ▪ Plant resistance. 	
	<p>Construction materials</p> <ul style="list-style-type: none"> ▪ Types of construction materials and their properties ▪ Selection of materials for different construction jobs basing on their properties ▪ Estimating amount and costs of construction materials needed for a given construction job 	<ul style="list-style-type: none"> ▪ Selection of appropriate construction materials for a given farm construction job.
	<p>Farm equipment and tools</p> <ul style="list-style-type: none"> ▪ Designing and construction of livestock rearing equipment such as bee hives, laying nests, feeders 	<ul style="list-style-type: none"> ▪ Selection of appropriate equipment & tools and designing of simple livestock rearing equipment
	<p>Farm structures</p> <ul style="list-style-type: none"> ▪ Different types of farm structures ▪ Importance of farm structures ▪ Types of fences ▪ Seasoning timber ▪ Treating wooden fencing posts ▪ Types of farm buildings ▪ Location of farm building ▪ Animal handling lay outs / crush cattle dig and spray race ▪ Farm water supply 	<ul style="list-style-type: none"> ▪ Design simple building plans for farm structures and carrying out proper maintenance.
	<p>Agricultural policies</p> <ul style="list-style-type: none"> ▪ Definition of agricultural policy 	<ul style="list-style-type: none"> ▪ Role of government in agricultural development.

CLASS	TOPIC/SUB-TOPIC	KEY CONCEPT
	<ul style="list-style-type: none"> ▪ Aims of agricultural policies ▪ Roles of government in agricultural development ▪ Current agricultural programs in Uganda <ul style="list-style-type: none"> i. Plan for modernization of agriculture (PMA) ii. National Agricultural Advisory Services (NAADs) iii. Program for Elimination and Alleviation of poverty (PEAP) ▪ Research organization in Uganda and their roles in agricultural sector. ▪ Extension services and their roles in agricultural development 	
	<p>Farmers' organizations</p> <ul style="list-style-type: none"> ▪ Principles of a cooperative society ▪ Types of cooperatives ▪ Ways in which farmers benefit from being members of cooperatives 	<ul style="list-style-type: none"> ▪ Contribution of farming organization to the development of the agriculture sector in Uganda.

CHRISTIAN RELIGIOUS EDUCATION A' LEVEL

The Old Testament PAPER 1

Teaching Sequence

Class	Topic/Sub-Topic	Key Concepts
	Term I	
	Creation stories (Genesis 1 & 2).	<ul style="list-style-type: none"> • Interpretation of the two creation accounts ☒ Similarities and differences between the two creation accounts and Gen 1 & 2 • Reasons for the similarities between the two creation accounts.

Class	Topic/Sub-Topic	Key Concepts
SENIOR FIVE		<ul style="list-style-type: none"> ☒ God's nature and that of man. ☒ Creation of man in God's image. ☒ Marriage and its implication ☒ Genesis and modern science ☒ African traditional understanding of the nature of God. <p>Relevance of the creation accounts to the Christians today.</p>
	The fall of Man (Genesis 3)	<p>Rebellion / sin (Genesis 3)</p> <ul style="list-style-type: none"> ☒ Nature of sin ☒ Consequences of sin on man, woman, snake and ground. ☒ God alone brings hope. ☒ God's intervention (clothing of man and the promising of the Messiah). ☒ Suffering and death according to African traditional understanding. ● Views about sin and death today ● Relevance of Genesis 3 to modern Christians
	The call of Abraham Genesis 11: 32 Genesis 12: 1-9	<ul style="list-style-type: none"> ☒ The background and personality of Abraham. ☒ The call of Abraham. ☒ Reasons for his call. ☒ Abraham separating with lot Genesis 13: 1-18. ☒ The Patriarchal religion. ☒ Comparison of Patriarchal religion with the African traditional religion. ● Relevance of Abraham's call to the modern Christians
		<ul style="list-style-type: none"> ☒ God's promises to Abraham.

Class	Topic/Sub-Topic	Key Concepts
	Abraham's covenant Gen 15: 1-21	<ul style="list-style-type: none"> ☒ Nature and requirement of the Abrahamic covenant
	The life of Moses'	<ul style="list-style-type: none"> ☒ Circumstances surrounding the birth of Moses. ☒ Life experience of Moses at Pharaoh's palace in Egypt ☒ Moses' escape to Midian
	Burning bush experience	<ul style="list-style-type: none"> ☒ Burning bush experience. ☒ Moses' response to God's call ☒ Meaning and importance of the Burning bush incident ● Nature of God according to the Burning bush incident. ● Name of God as revealed to Moses ☒ Comparison of the call of Moses to other prophets. ☒ Relevance of Moses' call to Christians today.
	The Passover	<ul style="list-style-type: none"> ☒ God's supremacy as reflected in the 10 plagues ● God's supremacy as manifested in the plagues. ☒ God's instruction to Moses about the celebration of the Passover. ☒ Future remembrance of the Passover. ☒ Importance of the Passover to the Israelites. ☒ The Passover in the New Testament. .
	The Sinaitic Covenant	<ul style="list-style-type: none"> ☒ Special events during the journey to Mt. Sinai; crossing the Red sea, God's provision of manna, quails, water and the defeat of the Amalekites. Purification for the divine cleansing (Exodus 19:7-24)

Class	Topic/Sub-Topic	Key Concepts
	The Decalogue	<p>Decalogue/ Ten Commandments.</p> <ul style="list-style-type: none"> ☒ Importance of the Decalogue in the lives of the Israelites. ☒ Decalogue and the New Testament ● Features of the Sinaitic Covenant. ● Significance of the Sinaitic Covenant. ☒ Comparison of the Sinaitic Covenant with the Abrahamic covenant ☒ Role of Moses in the making of the covenant. ☒ Significance of the Exodus event to the lives of the Israelites. ☒ Moses in the New Testament <p>Mathew 17: 1-8; Mark 9: 2-8; Luke 9: 28-36.</p> <ul style="list-style-type: none"> ☒ Comparison between Moses and Jesus. Luke 10: 25-37; Hebrews 3: 2ff; Hebrews 10: 28ff John 6: 32. ● ☒Covenants in African traditional society in relation to the Old Testament covenants. ● Relevance of the Decalogue to the Christians
	Sealing the covenant	<ul style="list-style-type: none"> ● Covenant ceremony Exodus 24:1 – 8 ☒ Importance of the ceremony.
	Laws concerning worship, sacrifice and other religious ceremonies.	<ul style="list-style-type: none"> ☒ Responsibility of Israelites to God and fellow men. ☒ Seventh year and Seventh day Exodus 23:10 – 13. ☒ Three annual festivals Exodus 23:14 – 17; 23: 18 – 19. ☒ Sanctuary and covenant Ark Exodus 25: 1-22
	Laws regarding relationships	<ul style="list-style-type: none"> ☒ Relationship with others Exodus 21: 1-11 ☒ Violence and bodily injury 21: 12-26

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ☒ Theft, loses and repayment Exodus 22: 1-15 ☒ Moral commands 22: 11-29 ☒ Justice and fairness Exodus 23: 1-9
Term III		
	Sacrifices in Israel.	<ul style="list-style-type: none"> • Types of sacrifice Leviticus 1-7 Prophets' criticism of the practice. Hosea 6: 6; Amos 5:11-16 • Purpose of sacrifices • Abuse of sacrifices • Sacrifices in the New Testament. • Abuse of sacrifices • Comparison between the Old Testament concept of sacrifices with that in Uganda today. • The concept of sacrifices in the New Testament • Sacrifices in traditional Africa <p>Comparison of African Traditional sacrifices to sacrifices in the book of Leviticus.</p>
	Ordination of Priests	<ul style="list-style-type: none"> • Directions for ordination and consecration of priests Leviticus 8-10 • ☒ Ordination of Aaron and his sons. ☒ Role of Priests in Israel. ☒ Abuse of the office of priesthood in Israel. ☒ Jesus Christ as high priest in New Testament. Hebrews 7-8 ☒☒☒☒ Office of priesthood today.
	The Covenant community	<ul style="list-style-type: none"> ☒ Background to the Book of Deuteronomy Deuteronomy 4: 44-49 Deuteronomy 7, 8 and 11 ☒ Act of Herem Deuteronomy 6: 14-15, 7: 2-6, 24-26. The nature of the Canaanite fertility cult at Ugarit city, Deuteronomy 7: 1-5.

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ☒ Religious syncretism Deuteronomy 6: 4 Exodus 20: 3 ☒ Blessings and curses Deuteronomy 6: 18-19, 25 Deuteronomy 28: 1-46, Deuteronomy 29: 1 ☒☒☒☒New Testament views on: <ul style="list-style-type: none"> a) The act of Herem b) Love Blessings
SENIOR SIX		Term I
The conquest and settlement in Canaan		<ul style="list-style-type: none"> ☒ Settlement in the promised land, Joshua 1-12. ☒ Israelites evasion of God ☒ Religious syncretism in society today. • Covenant renewal at Shechem, Joshua 8: 30-35
Israel in the time of Judges		<ul style="list-style-type: none"> ☒ Political, social and religious background ☒ Role of judges in Israel Judges 6: 34, 11: 29; 14: 6; 9; 15: 14 ☒☒☒Comparison of judges of Israel to leaders in the modern society
Samuel		<p>Circumstances surrounding the birth of Samuel</p> <ul style="list-style-type: none"> ☒ Eli the priest at Shiloh and the prophesies against his household and their fulfilment, 1 Samuel 2: 22-36. ☒ The call of Samuel 1 Samuel 3:1-15. ☒ Death of Eli and his sons I Samuel 4-6 ☒ Samuel the Judge

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ☒ Samuel the Prophet 1 Samuel 3 ☒ Other roles of Samuel. ☒ Comparison between Moses and Samuel. ☒ The Israelites' demand for a king I Samuel 8: 1-5I ● Aspects of kingship in Israel ● Aspects of the monarchy in Uganda ☒ Relevance of the following to the modern Christians. <ul style="list-style-type: none"> i) The call of Samuel ii) Eli's family iii) Israelites demand for a human king
	Saul's reign and rejection	<p>Appointment of Saul as first king of Israel, 1 Samuel 9: 1-20</p> <ul style="list-style-type: none"> ☒ The anointment of Saul 1 Samuel 10: 1-26 ☒ The Philistine threat 1 Samuel 13: 5-7 ☒ Saul's sacrifice 1 Samuel 13:8 ☒ Saul's disobedience and rejection by God ☒ Achievements and failures of King Saul.
Term II		
	The reign of king David	<p>The decline of Saul's reign and the rise of king David 1 Samuel 16:1-23; 17: 1-31</p> <ul style="list-style-type: none"> ☒ Achievements of king David 2 Samuel 5: 6-9; 2 Samuel 5: 17-25 2 Samuel 8 and 10

Class	Topic/Sub-Topic	Key Concepts
		<p>2 Samuel 6: 1-15</p> <ul style="list-style-type: none"> ☒ Return of the Covenant Box 2Samuel 6: 1-23 ☒ David's plan to build the temple 2 Samuel 7: 1-17 ● David's shortcomings ☒ David and Prophet Nathan 2 Samuel 7:2-17 ☒ David's sin (adultery and murder) 2Samuel 11 ☒ Nathan's response to David's sin 12: 1-12 ☒ David's repentance 2 Samuel 12: 13-33, Leviticus 20:10, Deuteronomy 22:22 and Deuteronomy 19:11-13 ☒ Other weaknesses of king David ☒ How political leaders use their power today. ● Relevance of David's achievements and failures to modern Religious and
	The reign of King Solomon Division of the kingdom of Israel The prophetic ministry in Israel	<p>Background to Solomon's ascendance to power 1 King 1: 28-2; 46</p> <ul style="list-style-type: none"> ☒ Solomon asks for wisdom 1 Kings 3: 1-28 ☒ Building and dedication of the temple,1 Kings 5-8 ☒ Significance of the temple to Israel ☒ Effects of Temple building. ☒ Solomon's achievements ☒ Later years of King Solomon ☒ Failures of Solomon 1 King 11: 1-13; 26-40 ☒☒☒ Relevance of King Solomon's reign to Christians today. ● Rehoboam as king of Israel. ● Causes of the divisions of the United Kingdom of

Class	Topic/Sub-Topic	Key Concepts
		<p>Israel 1 Kings 12</p> <ul style="list-style-type: none"> ☒ Consequences of the division of the United Kingdom of Israel ☒ The northern kingdom after Jeroboam's reign <p>Categories of prophets</p> <ul style="list-style-type: none"> - Ecstatic prophets / sons of prophets - Court prophets - Minor Prophets - Major Prophets - Pre-canonical and canonical prophets <ul style="list-style-type: none"> ☒ Features of true and pseudo/false prophets. ☒ Roles of prophets in Israel <p>☒☒☒☒Prophets in Uganda today</p>
Term III		
	Amos' Oracles and Visions Message of Hope	<ul style="list-style-type: none"> ☒ Political, social, economic and Religious background in Israel (786-746 BC) Amos 1: 1; 7:14-15. ☒ Call of Amos ☒ The oracles against other nations Amos 1: 3-2:3 ☒ Israel and Judah Amos 2:4-3:2 • Evils in the modern society ☒ Universal will of God. ☒ The five visions of Amos, Amos 7: 1-9; 8: 1-3; 9: 1-4; 9: 5-6. <p>The Day of the Lord, Amos 5: 18-20 and 8: 7-13</p> <ul style="list-style-type: none"> ☒ Amos' Message of doom and hope. ☒ Amos' message and the New Testament, Mathew 25: 31-46; 2 Peter 3: 4-13; Acts 2: 44-45 • Israel's failure to learn

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ● The funeral song ☒ Relevance of Amos to modern Christians.
	Historical background to Ezekiel's ministry Ezekiel's prophetic signs	<ul style="list-style-type: none"> ☒ Background ☒ Political, social and religious situations (exiles in Babylon) 593 BC ☒ Personal life of Ezekiel, Ezekiel 2: 1ff. ☒ Vision of the chariot throne Ezekiel 1. ☒ Call of Ezekiel, Ezek 2: 1-3; 27 ☒ Comparison of Ezekiel's call with the call of Bible personalities like Moses, Samuel and Amos <p>The covenant faith Ezekiel 30, 34 and 40</p>
	Psalms Job	<ul style="list-style-type: none"> ☒ The contents of the Psalter ☒ Psalm 2, A royal Psalm used at coronation of a new king 1-12 ☒ Psalms 20: 1-9 Royal Psalm and a prayer of victory ☒ Psalm 22 a Psalm which expresses personal or individual lament 1-31 ☒ Psalm 47 a Psalm that expresses Yahweh as a king of Israel and Lord of all nations vv. 1-9 ☒ A national lamentation of destruction of Jerusalem, Psalm 137: 1-9 ☒☒☒Christian use of the Psalms ☒ Character of the book Job 1: 1-2, 13 ● Satan tests Job ☒ Job's complaint to God and his dialogue with his friend's 2: 11-3, 4, 6, 7, 8, 9, 10, 11, etc. ☒ God responds to Job's problems and his friend's false knowledge of God 38-42.

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ☒ Job and the Bible ☒☒☒☒ Relevance of the book of Job to modern Christians.

CHRISTIAN RELIGIOUS EDUCATION A' LEVEL**The New Testament PAPER 2****Teaching Sequence**

Class	Topic/Sub-Topic	Key Concepts
TERM I		
SENIOR FIVE	<ul style="list-style-type: none"> • The Early Church. • The Kerygma [Oral Gospel.] 	<ul style="list-style-type: none"> ▪ Content of the Kerygma. ▪ Relevance of the kerygma to Christians today.
	<ul style="list-style-type: none"> • The Oral method of preaching. ▪ Reasons for the fast spread of the Gospel. 	<ul style="list-style-type: none"> ▪ Advantages and disadvantages of Oral method of spreading the Gospel.
	<ul style="list-style-type: none"> • Problems faced by the apostles/early believers. • Role of the holy spirit in the spread of the Gospel in the early church. • Baptism. • The Lord's Supper. ▪ The Holy Spirit. 	<ul style="list-style-type: none"> • Factors that limit the spread of the Gospel today. • Factors that limit the work of the Holy Spirit today. • The importance of Baptism and the Lord's Supper in the early church. • Relevance of Baptism and the Lord's Supper to the early believers.
	<ul style="list-style-type: none"> • Factors that delayed the writing of the Gospels [New Testament.] • Factors that led to the writing of the Gospels. • Canonicity [formation of the New Testament canon/books.] 	<ul style="list-style-type: none"> • The process through which the New Testament canon was formed. • Factors that led to the formation of the canon. • The criteria used to select the books.

Class	Topic/Sub-Topic	Key Concepts
	<ul style="list-style-type: none"> • The synoptic problem. • The Gospel of Mark. • Authorship. • Aims. ▪ Characteristics of the Gospel according to Mark. 	<ul style="list-style-type: none"> • Similarities and differences. • Solutions to the synoptic problem.
TERM II		
	<ul style="list-style-type: none"> • The prologue • The call of the first four disciples • Miracles in the Gospel according to Mark • Types of miracles 	<ul style="list-style-type: none"> • Message of John the Baptist. • The baptism of Jesus. • The temptation of Jesus. • Miracles of exorcism. • Miracles of healing. • Miracles of nature. • Miracles of feeding. • Miracles of resurrection.
	<ul style="list-style-type: none"> ▪ General significance of miracles during Jesus' ministry ▪ Controversy between Jesus and the teachers of the Law; ▪ Jesus commissions the twelve apostles 	<ul style="list-style-type: none"> • Healing of a paralytic. • The calling of Levi. • Conflict over fasting. • Working on Sabbath. • Accusation of Jesus to be a Beelzebu. • What makes a person ritually unclean?
	Jesus commissions the twelve apostles.	The cost of discipleship in Marks Gospel.
	Parables in the Gospel of Mark.	<p>Reasons why Jesus used parables:</p> <p>Parable of the sower.</p> <p>Parable of the lamp under the bowl.</p> <p>Parable of the growing seed.</p> <p>Parable of the mustard seed.</p> <p>The parable of the wicked tenants.</p>
TERM III		
	<p>The Messiah ship of Christ</p> <p>The transfiguration of Jesus</p> <p>The blessing of the little</p>	<p>Peter's declaration of Jesus as the Messiah.</p> <p>Messianic secrecy.</p> <ul style="list-style-type: none"> • The extent to which religious leaders

Class	Topic/Sub-Topic	Key Concepts
	<p>children</p> <ul style="list-style-type: none"> ▪ Jesus and the rich young • The passion of Christ ▪ The resurrection of Jesus 	<ul style="list-style-type: none"> were responsible for the death of Jesus. • Unfairness in Jesus' trial. • Lessons of Jesus' death to Christians today.
	<ul style="list-style-type: none"> ▪ Synthesis 	<ul style="list-style-type: none"> • Humanity and Divinity of Jesus. • The idea of kingdom of God. • Role of women in mark. • The idea of faith in Mark. • Role of Peter in Mark.
	<p>The Gospel according to John</p> <ul style="list-style-type: none"> • Introduction: <ul style="list-style-type: none"> ✓ Authorship. ✓ Aims. ✓ Date of writing and Destination. ✓ Characteristics. • Signs in the Gospel of John; • Discourses in the Gospel of John; 	<ul style="list-style-type: none"> • Turning water into wine John2:1-12. • Healing the official's son John4:43-54. • The healing of a crippled man at the pool John5:1-18. • The feeding of the 5000 John6:1-15. • Jesus walks on water John6:16-21. • The healing of a man blind John 9:1-12. • The raising of Lazarus John11:1-44.
SENIOR SIX	TERM I	
	<p>IAM metaphor:</p> <ul style="list-style-type: none"> ▪ A woman caught in adultery John8:1-11. 	<ul style="list-style-type: none"> • IAM the bread of life John 6:35. • IAM the Light John 8:12. • IAM the Gate John 10:7. • IAM the Good shepherd John 10:11. • IAM the resurrection John 11:25. • IAM the way, the truth and life John14:1ff. • IAM the real vine John 15: 1ff.

Class	Topic/Sub-Topic	Key Concepts
	<ul style="list-style-type: none"> Jesus washes the disciple's feet John 13: 1-12 	<ul style="list-style-type: none"> Significance of the washing of the disciple's feet.
	<ul style="list-style-type: none"> The death and Resurrection of Jesus. Synthesis. 	<ul style="list-style-type: none"> Evidence of Jesus' resurrection Role of Peter in John Divinity and Humanity of Jesus Fulfillment of the Old Testament scriptures Role of women in John
	<p>Paul's letter to the Corinthians [1Corinthians]. Aims of the letter. Concealed problems in the letter.</p>	<ul style="list-style-type: none"> Divisions in the Corinthian church, Chapters 1-4. Paul's response to sex misuse. (I Cor. 5: 1-13; 6: 13-20)
	<ul style="list-style-type: none"> Exposed problems. 	<ul style="list-style-type: none"> Legal disputes. St. Paul's teaching on marriage I Cor. 7: 1-40. Paul's teaching on food offered to idols I Cor. 8: 1-12. Rights and duties of an apostle I Cor. 9: 1-27
	TERM II	
	<p>Order of worship in Chapters 11-14.</p> <p>Teaching about resurrection I Cor. 15: 1-58</p> <p>Teaching about charity I Cor. 16: 1ff.</p>	<p>Veiling among women.</p> <p>The Lord's supper.</p> <p>Spiritual gifts</p>
	<ul style="list-style-type: none"> Paul's Letter to the Galatians. Paul before and after conversion. Paul's teaching on law and Christian freedom. Paul's teaching on the control and role of the Holy spirit in Christian life. Paul's teaching on 	<ul style="list-style-type: none"> Introduction: Purpose of the letter Why did Christians in Galatia doubt Paul's apostleship? Relevance of the letter to the church today.

Class	Topic/Sub-Topic	Key Concepts
	carrying one another's burden.	
	Term III	
	Introduction to the letter of James	<ul style="list-style-type: none"> • Authorship of James' letter • Characteristics of the letter • Aims of the letter • The letter in form of a sermon • Relevance to modern Christians.
	Trials and temptations	Relevance of the letter to modern Christians.
	Hearing and doing	<ul style="list-style-type: none"> • Hearing and doing • James 1: 19-27 • Be good listeners • Submit to God • Practice what you hear today
	Faith and Actions	<ul style="list-style-type: none"> • Faith and Actions James 2: 14-26 • Faith without actions is dead • Abraham the man of faith
	The tongue and wisdom	<ul style="list-style-type: none"> • The control of the tongue James 1:26-27 • James 3: 1-12 • Heavenly wisdom • James 3: 13-18
	Friendship with the world	<ul style="list-style-type: none"> • Friendship of the world James 4: 1-10 • Warning against judging others James 4:11-12 • Warning against boasting James 4: 13-17 • Dangers of wealth James 1: 9-11 • James 5: 1-6
	Patience and Prayer	<ul style="list-style-type: none"> • Endurance until the lord James 5:9-11

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Relevance of James' letter for modern Christians

P245/3: CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT A' LEVEL

Teaching sequence

CLASS	TOPIC/SUBTOPIC	KEY CONCEPTS
TERM 1		
SENIOR FIVE		<ul style="list-style-type: none"> ➤ Meaning and importance of child birth in the African setting ➤ The process of pregnancy and the rituals and taboos involved ➤ The process of child birth ➤ child naming and its significance ➤ The part played by society in developing a child as a social being ➤ Importance of children ➤ Transition from childhood to adolescence ➤ Changing attitude towards children.
Initiation and its significance		<ul style="list-style-type: none"> • The meaning and importance of initiation • Transition from adolescence to adulthood <ul style="list-style-type: none"> - Circumcision - Clitoridectomy - Removal (extraction) of teeth Need for reform today
Informal Education		<ul style="list-style-type: none"> • Basis of informal Education Content (e.g. morality, integrity, hard-work etc.) • How informal education was carried • People responsible for transmitting informal Education and the roles they played. • Informal education today.
Marriage and the family		<ul style="list-style-type: none"> • The meaning and importance of marriage • nd shortcominmarriage and family life today.
The community and its		<ul style="list-style-type: none"> • The ethnic groups in East Africa and their

	social and political organization	<p>political systems (monarchical, decentralized, gerontocracies, etc.</p> <ul style="list-style-type: none"> • P
TERM II		
	Worship	<ul style="list-style-type: none"> • The meaning and importance of worship in the African traditional society • The meaning and importance of sacrifices and offerings. • Human sacrifice • Comparison of African traditional and Christian forms of worship
	Death	<ul style="list-style-type: none"> • The causes of death according to African traditional understanding. • How Africans guarded themselves against pre-mature death • How Africans protected themselves against the bad spirits of the departed
	IMPACT 1844- 1890 Christian missionaries at the Coast and inland East Africa.	<ul style="list-style-type: none"> • The coming of Christian missionaries at the Coast, 1844 • The role of civil leaders at the coast (Sultan seyyid, Capt. Hamerton, Mamkinga of Machame, Kimweri, Kivoi etc) • mission to the Galla from 1862 • Krapf and Rebman and the translation of the Bible • Missions among the freed slaves in East Africa • Freed slaves in, Bagamoyo, Morogoro, Zanzibar, Mhonda Mbweri etc • Missionaries in Tanganyika • The role missionary groups in Tanganyika(e.g. the Lutheran missionaries, Berlin evangelical missionary society, the Benedictines, Bethel missions, Moravians, the Leipzig) • The clash between missionaries and German political authorities at Mt. Kilimanjaro and its effect on the Chagga • Effects of World War I and II on Christianity in Tanganyika • Factors responsible for the spread of Christianity between 1844-1890 • Problems encountered by missionaries in East Africa

	<ul style="list-style-type: none"> • Achievements of missionaries in East Africa. • Impact of missionary work in East Africa.
Missionaries in Buganda	<ul style="list-style-type: none"> • Reasons why king Mutesa I invited the missionaries • Protestant and Catholic missionaries at the court of Kabaka Mutesa I • Reasons why Mutesa I fell out with missionaries • Factors responsible for the spread of Christianity in Buganda • Challenges faced by Christianity in Buganda • King Mwanga and the Christians • Reasons why Mwanga persecuted Christians • Effects of the persecution of Christians • The Role of African missionaries in the spread and consolidation of Christianity in Buganda and beyond e.g Rakeri Ssebuliba, Sembera Mackay, Nsubuga Paulo, Ssematimba Zakaria, Kisingiri, Mwira Yokana, Luyimbaazi Marko, Nuwa Nakiwafu, Tito Wakibingo, Apollo Kivebulaya • Religious war in Buganda:causes and effects
Christianity in Toro	<ul style="list-style-type: none"> • Christianity in Toro: Role of king Kasagama in the spread of Christianity in Toro.
Christianity in Ankole	<ul style="list-style-type: none"> • The church in Ankole: Reasons why the king of Ankole first resisted missionaries to go to Ankole • Reasons why the king allowed them in his kingdom • Role of Baganda missionaries and chiefs in the spread of Christianity in Ankole • Reasons why protestants concentrated among the Bahima • The Catholics and the conversion of the Bairu
TERM III	
Christianity in Eastern Uganda	<ul style="list-style-type: none"> • Christianity in Eastern Uganda: Reasons why the protestants opened a

	<p>missionary station in Busoga</p> <ul style="list-style-type: none"> • The initial response of the people to Christianity • The later positive response to Christianity • The role of the following in the spread of Christianity in Eastern Uganda; Semei Kazungula, Chief Nyiro
Christianity in Northern Uganda	<ul style="list-style-type: none"> • Christianity in Northern Uganda: the role of chiefs Okello, Awic and Adora • Reasons why it took long for Karamoja to be Christianized • Problems missionaries faced in northern Uganda • Effects of the challenges faced by missionaries in northern Uganda.
Establishment of Christianity in East Africa (1890 – 1918)	<ul style="list-style-type: none"> • Missionary organizations; origin, arrival and mission (The Holy Ghost fathers, The society of African missions, The London Missionary Society, Church Missionary Society and The Gospel Missionary Society) • Impact of the colonial administration, settler and European commercial interests on missionary work • Ecumenical meetings and their importance in missionary work (1913-1919)
Interaction and consolidation of Christianity in East Africa (1918 – 1945)	<ul style="list-style-type: none"> • Problems created by the coming of Christianity • The impact of western ideas and Christian teaching on the following values: <ul style="list-style-type: none"> • Birth • Initiation • Education • Marriage and the family • The community life • Worship • Death • Relations of the Church and the state
	TERM I

SENIOR SIX	ACHIEVING INDEPENDENCE (1945-1963) Organised groups against colonialism	<ul style="list-style-type: none"> • Factors which contributed to anti-colonialism • Political movements towards independence (Mau-Mau, KANU, KADU, TANU, UNC, KY, DP etc) • The evolution of the constitutional monarchy • The role of Jomo Kenyatta in the struggle for independence for Kenya • The role of Julius Nyerere in the struggle for independence in Tanganyika. • Christian values as ideological framework for the independence movement
	Christian reactions in the struggle for independence	<ul style="list-style-type: none"> • Christian political leaders support the struggle for independence • Some churches direct political involvement • Reasons why some Christians were not in support of the church's involvement in politics
	Christian reactions in the struggle for independence	<ul style="list-style-type: none"> • Christian political leaders support the struggle for independence • Some churches direct political involvement • Reasons why some Christians were not in support of the church's involvement in politics
	Accelerated movement towards church independence	<ul style="list-style-type: none"> • Aspects in the church which became independent • Reasons why the church became independent in some aspects • Africanisation of the church • Steps taken towards the Africanisation of the Church • Problems encountered during the Africanisation of the church • The Balokole Revival movement in the Church of Uganda: the role of: Simeon Nsibambi, Blasio Kigozi, William Nagenda • The impact of the movement on the Church of Uganda • Reasons for the rapid spread of the movement • Problems faced by the Balokole revival

		<p>movement</p> <ul style="list-style-type: none"> • The Bazuukufu movement in the 1960's • The teachings of the Bazuukufu • The role of Yona Mondo in the spread of the Bazuukufu movement • The Charismatic Renewal movements: causes and impact on mission's churches and society in general
	The church and school	<ul style="list-style-type: none"> • The role of the church in the rapid expansion of Education • Gradual nationalisation of school system • The implication of nationalisation of the school system for the church • The role of the school in transmitting Christian values • The decline of traditional institutions in the transmission of values • The role of the school in the promotion of interests of other religious communities • The effects of religious differences on national unity.
	The changing missionary role	<ul style="list-style-type: none"> • Ways in which the missionary role has changed • Why missionary roles have changed. • Declining numbers of foreign missionaries in East Africa
TERM II		
	CHRISTIANITY IN THE CONTEMPORARY RELIGIOUS ENVIRONMENT African Traditional Religions	<ul style="list-style-type: none"> • Elements in the African tradition that need to be preserved by Christians • Elements in the African tradition which need to be changed • Traditional values that have broken down • Reasons why some traditional values

		need to be revived
	Christianity and other religions	<ul style="list-style-type: none"> • The need for Christians to have an understanding of what is believed by other religions • Similarities between Christianity and <ul style="list-style-type: none"> • Islam • Hinduism • Sikhism • Differences between Christianity and <ul style="list-style-type: none"> • Islam • Hinduism - Sikhism
	TERM III	
	PRESENT CHRISTIAN SITUATION Christian denominations	<ul style="list-style-type: none"> • Causes of the numerous Christian denominations • Effects of the numerous Christian denominations • The African Greek Orthodox Church • The role of Reuben Spartas and Obadiah Basajjakitalo • The Seventh day Adventist Church and its humble beginnings • Role of missionaries from Tanganyika • Modes of evangelism used by the Seventh day Adventists • Reasons why the Church had limited expansion • Teachings and doctrines which were different from those of other Christian denominations/ • Extension of the Church to urban areas • Social, political and economic role of the Seventh Day Adventist Church in society

	Ecumenism	<ul style="list-style-type: none"> • Ecumenical movements and their role • The Kikuyu conference (1913) • The Kenya Missionary council (1924) • The Christian council on race relations (1935) • The Christian council of Kenya (1944) • The evangelical missions conference of Tanganyika (1911) • The Tanganyika Missionary Council (1937) • The Uganda Joint Christian Council conferences (1964); reasons and challenges
	Independent Churches in East Africa	<ul style="list-style-type: none"> • Emergence of independent churches • Effects of the emergence of the independent churches • Ways through which negative can be minimized • Reasons for their rapid growth and expansion • The Bamalaki (the society of the Almighty God) 1914 • Beginning of the Church • Role of Joswa Kate and Malaki Musajaakaawa in the growth and development of the Church • Reasons for high rate of conversion • Reasons for the later collapse of the Church
	The Church and Politics	<ul style="list-style-type: none"> • Reasons for the Church's participation in politics. • When the church should intervene • How the Church should participation • Problems involved if the church participates in politics
	The Church and Conflict	<ul style="list-style-type: none"> • The contribution of religion to conflicts in East Africa • Role of religion in resolving conflicts • Challenges faced by the Church in attempting to resolve conflicts

CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES**SENIOR FIVE & SIX PAPER 4****Teaching Sequence**

CLASS	TOPIC/SUB-TOPIC	Key Concepts
SENIOR FIVE	TERM I	
	Sex and Sexuality <ul style="list-style-type: none"> African traditional understanding. 	<ul style="list-style-type: none"> Definition of sex and sexuality. Traditional Africa understood of sexuality than modern society. Forms of sexual deviations and the causes of deviations. Christian solutions to sex deviation
	Permissiveness	<ul style="list-style-type: none"> Manifestations, Causes and effects. Role of the church in fighting against permissiveness in the modern society.
	Christian teaching <ul style="list-style-type: none"> Understanding sexuality. Indicators of women liberation movement (Women Emancipation). 	<ul style="list-style-type: none"> Bible teaching on sex in both Old Testament and New Testament. (Gen 1: 28; Exodus 20: 14; I Corinthians 5: 1-13; 6: 12-20, etc.) Women Liberation Movement and the role of the church in uplifting it.
	TERM II	
	Marriage <ul style="list-style-type: none"> African traditional understanding Monogamy and polygamy. 	<ul style="list-style-type: none"> Forms of marriage: Customary, civil and Church. Understanding of marriage in: <ul style="list-style-type: none"> ✓ ATS and ✓ Modern society Process: courtship, bride wealth. Monogamy and Polygamy Elements affecting marriage.
	<ul style="list-style-type: none"> Biblical teaching on Marriage 	<ul style="list-style-type: none"> Biblical teaching on marriage and family life <ul style="list-style-type: none"> i) Old Testament Genesis 2:18. ii) New Testament: Galatians 3: 28; Mark 10: 6-9. Relate traditional marriage with Christian marriage.
	Family	<ul style="list-style-type: none"> Family in African traditional Society, modern family and Christian family. Types of families.

SENIOR SIX		<ul style="list-style-type: none"> Importance of Children Christian teaching on Family planning. <p style="text-align: center;">TERM III</p>
	Work	<ul style="list-style-type: none"> African Traditional attitudes to work. Biblical teaching on work. <ul style="list-style-type: none"> Understanding of work in African Traditional Society Changing patterns of work today Biblical teaching on value of work. <ul style="list-style-type: none"> Jesus was a worker Evils associated with work: corruption, retrenchment, trafficking, etc. Solution to evils associated to work.
	Professional ethics.	<ul style="list-style-type: none"> Various professionals: Medical, Teaching, Legal, Accounting, etc. Importance of professional ethics. Challenges in observing professional ethics..
	Labour Relations:	<ul style="list-style-type: none"> Employer-employee relationship. Effects of COVID-19 and labour industry. Role of Trade Unions. Bible guidance about labour relations.
		TERM I
	Leisure	<ul style="list-style-type: none"> Leisure Industry in Modern society Misuse of leisure. <ul style="list-style-type: none"> Definition of Leisure and types of leisure. Comparison of leisure in ATS and modern attitudes to leisure. Harmful leisure activities. Impact of COVID-19 on leisure industry.
		<ul style="list-style-type: none"> Biblical teaching and principles on leisure. <ul style="list-style-type: none"> Old Testament teaching: Genesis 2: 3; Exodus 20: 10 New Testament teaching; John 2: 1-11
	<ul style="list-style-type: none"> Money and Wealth Prodigality Wealth in the Bible 	<ul style="list-style-type: none"> Importance of money Evils of money: prodigality, extravagance and wastefulness. Obligation of a modern earning family and contribution to the community. Biblical view on money and wealth: Old Testament; Genesis 9: 1-13; 1: 28; 26: 12-14; 1 Kings 10: 14-29; Proverbs 10: 4; 20: 13; 30: 8-19; Job 42: 10-17. New Testament; Matthew 6: 25-34; Mark 10: 23-25; Luke 2: 24; 19: 1-10; 14: 33; 1 Timothy 6: 6-10.
		TERM II

	<ul style="list-style-type: none"> • Law and Order • Law and morality 	<ul style="list-style-type: none"> • Understanding the types of Law: Civil, criminal, customary, etc. • Standard Law and morality in society. • Bible and Church teaching to understand morality (Deuteronomy 30: 15). • Reasons for moral degeneration today. • Biblical teaching on the law (Old Testament /New Testament)
	<ul style="list-style-type: none"> • Crime • Causes of crime. 	<ul style="list-style-type: none"> • Types of crime • Causes of crime and the • Effects of crime: anti-social behaviour. • Christian Strategies to curb crime: Deuteronomy 19: 1-11; Romans 13: 4; I Peter 2: 14; Matthew 25: 43.
	<ul style="list-style-type: none"> • Punishments • Types of punishment. • Biblical teaching on punishment 	<ul style="list-style-type: none"> • Definition of punishment and types of punishment. • Understanding the importance of punishment. • Factors to consider when punishing a criminal. • Christianity teaching about punishment from the Bible.
TERM III		
	<p>The State and the citizen.</p> <ul style="list-style-type: none"> • Human Rights and Duties. • Abuse of HR in Uganda. • New Testament teaching on power. 	<ul style="list-style-type: none"> • Definition and duty of a state. • Duty and rights of citizens. • Violation of human rights in Uganda • Jesus and the use of power.
	<ul style="list-style-type: none"> • The Church and the State • Christian involvement in Politics. 	<ul style="list-style-type: none"> • Co-existence of the church and the state. • Christian involvement: Daniel 5: 21b; Matthew 28: 19-29; Romans 13: 1 & 7; 1 Timothy 2: 1-3. • Impact of politics. • Understanding politics, Multi-parties and democracy.
	<p>International Order</p> <ul style="list-style-type: none"> • Identify the causes of armed conflicts in the world today. • Find out Christian 	<ul style="list-style-type: none"> • Causes of armed conflicts / war in the world today. • Christian solution to armed conflicts and a Just war. • International organizations that fight political exploitation: African Union

	<p>solutions to armed conflicts in the world today.</p> <ul style="list-style-type: none"> • Discuss the justification of war. • Peace and justice the Bible. 	<ul style="list-style-type: none"> • Teaching of the Bible about peace: Luke 1:79; 2: 14; 19: 38; John 14: 27; Ephesians 2: 14-17.
	<p>Refugee problems in Africa</p> <ul style="list-style-type: none"> • Refugee crisis in Africa • Christian teaching 	<ul style="list-style-type: none"> • Definition of a refugee • Causes of refugee situations in Africa • Effects of refugee situation in Uganda. • Christian view on refugees.
	<ul style="list-style-type: none"> • Internal displacement of people (IDP) • Solutions IDPs. 	<ul style="list-style-type: none"> • Definition of internally displaced person. • Causes and effects of internal displacement • Christian solutions to internal displacement. • The role of the government and the church.

HISTORY A' LEVEL**SENIOR 5****UNIT 1: NATIONAL MOVEMENTS AND NEW STATES IN AFRICA**

CLASS	TOPIC	KEY CONCEPTS
TERM ONE		
SENIOR FIVE	The Development of African Nationalism	<ol style="list-style-type: none"> 1. The Concept of African Nationalism 2. Italo-Ethiopian Crisis of 1935 3. Ethiopia: Nation Building (1930-1974) 4. World War II and the Development of African Nationalism 5. Decolonisation of Asia and the Development of African Nationalism 6. The Role of Political Parties in the Development of African Nationalism 7. Egypt & the Development of African Nationalism 1952 - 1970
TERM TWO		
	The Struggle for Self-Government	<ol style="list-style-type: none"> 1. Nationalism in the Gold Coast (Ghana) 2. The Decolonisation of Africa: Unity or Balkanisation? 3. Nationalism in Tanganyika (1930-1961) 4. Nationalism in Uganda (1945-1962) 5. Nationalism in Kenya (1940-1963)

		6. The Struggle for Self-Government in Morocco 7. The Struggle for Self-Government in Tunisia
TERM THREE		
	The Struggle for Self-Government	1. The 1947 Madagascar (Malagasy Uprising) 2. The Algerian War of Independence (1954-62) 3. The Angolan War of Liberation (1961-1975) 4. Mozambican War of Liberation (1964 -1975) 5. The Guinea Bissau War of Independence (1963-1974) 6. The Rwanda Revolutions 7. Zanzibar Revolution of 1964

SENIOR 6**UNIT 1: NATIONAL MOVEMENTS AND NEW STATES IN AFRICA**

CLASS	TOPIC	SUB-TOPICS
TERM ONE		
SENIOR SIX	The Struggle for Self-Government	1. The African Revolution: The White South Afrikaaner Nationalism 2. Unilateral Declaration of Independence (UDI) in Southern Rhodesia (Zimbabwe) 3. Separatism and Ethnic Nationalism: The Civil Wars in Sudan since 1955 4. The Katanga Crisis in Congo (1960-1963) 5. The Eritrean War of Secession (1961-1993) 6. The Civil War in Chad 7. The Civil War in Uganda (1980-1986) 8. The Biafran Crisis in Nigeria (1967-1970)
TERM TWO		
	The New States: Modernisation and Internal Problems	1. National Unity and Ideology 2. Nationalising Education 3. Control and Modernisation of the Economy 4. Cultural Problems
	Regional Economic Groupings and International Relations	1. The Concept of Pan-Africanism 2. The Organisation of African Unity (OAU) and the African Union (AU) 3. Regional Economic Groupings
	Regional Economic Groupings and	1. Neo-Colonialism 2. The Non-Aligned Movement

	International Relations	
	Military Rule in Africa	<ol style="list-style-type: none"> 1. The Role of the Army in Nation Building 2. The Libyan Coup of 1969 3. Military Coups in Ghana since 1966 4. Military Coups in Nigeria since 1966 5. The Military Coup in Uganda (1971) 6. The Algerian Coup of 1965 7. The Liberian Coup of 1980

SENIOR 5**UNIT 3: EUROPEAN HISTORY 1789-1970**

CLASS	TOPIC	SUB-TOPICS
TERM ONE		
SENIOR FIVE	The French Revolution of 1789	<ol style="list-style-type: none"> 1. Causes of the French Revolution of 1789 2. The Course of the French Revolution (1789-1791) 3. The Reign of Terror of 1792-1794 4. France at War with the Rest of Europe (1792-1802) 5. The Directory Government (1795-1799) 6. Impact of the French Revolution of 1789
	Napoleon Bonaparte 1799-1815	<ol style="list-style-type: none"> 1. Rise of Napoleon Bonaparte to Power 2. The Domestic Policy of Napoleon Bonaparte I 3. The Foreign Policy of Napoleon Bonaparte I
	The Vienna Settlement of 1814-1815 and the Congress System of 1818-1830	<ol style="list-style-type: none"> 1. The Vienna Settlement of 1814-1815 2. The Congress System (Concert of Europe) 1818-1830
TERM TWO		
	The Revolutions of 1815-1830 in Europe	<ol style="list-style-type: none"> 1. France 1814-1830 (The Restored Bourbons) 2. The 1830 Revolutions in Europe 3. The Case Studies of 1830 Revolutions in Europe 4. The Orleans Monarchy under Louis Philippe 1830-1848 5. The 1848 Revolutions in Europe 6. The Second French Republic of 1850-1870

TERM THREE		
5	The Unification Struggles in Europe up to 1871	1. The Unification of Italy up to 1870 2. The Unification of Germany up to 1871
6	Germany 1871-1890	1. Bismarck and the German Empire

SENIOR 6**UNIT 3: EUROPEAN HISTORY 1789-1970**

CLASS	TOPIC	SUB-TOPICS
TERM ONE		
SENIOR SIX	The Eastern Question (1815-1913)	1. The Ottoman Empire 2. The Greek War of Independence of 1821-1833 3. The Syrian Question of 1831-1841 4. The Crimean War 1854-1856 5. The Berlin Congress of 1878 6. The Balkan Crisis of 1908-1913
	World War I (1914-1918)	1. World War I (1914-1918) 2. The Versailles Treaty of 1919 3. The League of Nations of 1920-1939
TERM TWO		
	Post-World War I Governments in Europe (1917-1939) and Communism Ideology	1. The Russian Revolutions of 1917 2. The Weimar Republic of 1918-1934 3. Nazism in Germany 4. Fascism in Italy
	The World Economic Depression of 1929-1935	1. The World Economic Depression in Europe
	World War II (1939-1945)	1. World War II (1939-1945) 2. The United Nations Organisation of 1945-1970

TERM THREE

	The Cold War(1945-1970)	<ol style="list-style-type: none"> 1. The Cold War (1945-1970) 2. The North Atlantic Treaty Organisation (1949-1970) 3. The European Economic Community (1953-1990) 4. The Strategic Arms Limitation Talks (SALT)
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SENIOR 5**UNIT 6: HISTORY OF AFRICA 1855-1914****PART A: THEMATIC HISTORY OF AFRICA**

CLASS	TOPIC	SUB-TOPICS
		TERM ONE
SENIOR FIVE	The Pre-Colonial Societies in Africa	<ol style="list-style-type: none"> 1. Features of the Pre-Colonial African Societies
TERM TWO		
	The External Contacts with African Communities	<ol style="list-style-type: none"> 1. Islam in East Africa 2. Islam in West Africa 3. Long Distance Trade in East Africa 4. Legitimate Trade in West Africa 5. The Slave Trade in West Africa 6. The Creoles Developments in Sierra Leone. 7. The History of Liberia 8. The Mfecane Movement (1820-1860)
TERM TWO		
	The Scramble for and Partition of Africa	<ol style="list-style-type: none"> 1. Background to the Scramble 2. The Berlin Conference of 1884-1885
	Establishment of Colonial Rule in Africa	<ol style="list-style-type: none"> 1. The Missionary Factor in Africa 2. The Role of Chartered Companies in Africa during the 19th Century

SENIOR 6**UNIT 6: HISTORY OF AFRICA 1855-1914****PART A: THEMATIC HISTORY OF AFRICA**

TERM	TOPIC	TERM	SUB-TOPICS
			TERM ONE

SENIOR SIX	The Response to Colonial Rule in Africa		1. African Response to the Imposition of Colonial Rule. 2. Collaboration 3. Resistance Wars
	Colonial Administration		1. Systems of Colonial Administration
			TERM TWO
	Colonial Economy		1. The Features of the Colonial Economy in Africa
PART B: REGIONAL HISTORY OF AFRICA 1855-1914			
	North East Africa		1. The History of Egypt (1855-1914) 2. The History of Sudan (1855-1914) 3. The History of Ethiopia 1855-1914
			TERM THREE
	History of South Africa		1. Mineral Discovery
	History of the Maghreb States		1. The Foreign Occupation of Algeria, Tunisia, Morocco and Libya

ISLAMIC RELIGIOUS EDUCATION A' LEVEL

CLASS	TOPIC/SUB TOPIC	CONTENT
TERM I		
SENIOR.5	THE HOLY QUR'AN	<ul style="list-style-type: none"> • Revelation of the Holy Qur'an
		<ul style="list-style-type: none"> • Identify the reasons for revelation by directly picked from the Qur'an
	• Compilation of the Qur'an	<ul style="list-style-type: none"> • Describe the methods of compilation of the Qur'an • Write short notes about the compilation during Caliph Abubakr's time
	• Preservations of the Qur'an	<ul style="list-style-type: none"> • Explain the ways the Qur'an was preserved • Cite Qur'an quotations that show Allah's protection of the Holy Qur'an
TERM II		

	SPIRITUAL TEACHINGS OF THE QUR'AN <ul style="list-style-type: none">• Monotheism	<ul style="list-style-type: none">• Understand the meaning of Tawheed in Islam• Identify the forms of monotheism in Islam• Importance of monotheism/Tawheed <ul style="list-style-type: none">• Discuss the importance of Tawheed
	HADITH <ul style="list-style-type: none">• Collection & compilation	<ul style="list-style-type: none">• Know the definition of Hadith• Identify the forms of collection & compilation <ul style="list-style-type: none">• Discuss the methods according to the 3 stages of compilation criteria (principles) by the compilers
	MUSLIM DYNASTIES <ul style="list-style-type: none">• Umayyads	<ul style="list-style-type: none">• Understand the term Umayyads• Describe background of the Umayyads and their achievements <ul style="list-style-type: none">• Explain the beginning of the Umayyads dynasty• Discuss the achievements and contributions of the Umayyads to the development of Islam in the world
	THE COMING OF ISLAM IN EAST AFRICA <ul style="list-style-type: none">• Role of trade in the spread of Islam in East Africa	<ul style="list-style-type: none">• Explain the reasons for the conflicts in the Islamic Arabian world after the dynastic rule• Describe the East African trade routes• Discuss how trade favoured the spread of Islam in interior of East Africa• Examine the factors that favoured the Arab settlement at the coast of East Africa
	ISLAM IN WEST AFRICA <ul style="list-style-type: none">• Role of Trans Saharan trade in the spread of Islam	<ul style="list-style-type: none">• Discuss how trade favoured the spread of Islam in interior of West Africa• Examine the factors that favoured the Arab settlement at the coast of West Africa
CLASS	TOPIC/SUB TOPIC	CONTENT
		TERM I
SENIOR.6	SOCIAL TEACHINGS <ul style="list-style-type: none">• Position of women in society	<ul style="list-style-type: none">• Identify selected Qur'an quotations on the position of women in society
		<ul style="list-style-type: none">• Describe the rights of women in the following aspects of life<ul style="list-style-type: none">- Economic- Social

		<ul style="list-style-type: none"> - Religious • Compare the rights of women in Islam with the way women are treated in your community
	• Inheritance of property	<ul style="list-style-type: none"> • Identify the selected Qur'an quotations on inheritance of property
	• Brotherhood and equality	<ul style="list-style-type: none"> • Select Qur'an quotations on brotherhood and equality • Discuss the importance of practicing brotherhood and equality to the creation of peace in the Islamic community
TERM II		
	ECONOMIC TEACHINGS	<ul style="list-style-type: none"> • Labour and work ethics
		<ul style="list-style-type: none"> • Select Qur'an quotations on labour and work ethics • Describe the dos and don'ts of an employee and employer
	POLITICAL TEACHINGS	<ul style="list-style-type: none"> • Leadership
		<ul style="list-style-type: none"> • Discuss Qur'an concept on leadership • Identify the similarities with your country leadership
	• Establishment of justice & administration	<ul style="list-style-type: none"> • Discuss Qur'an teachings on justice & administration • Explain the role of a judge in Islamic institutions
	SELECTED SURAHS FROM THE HOLY QUR'AN	<ul style="list-style-type: none"> • Give the background to the revelation of surat al Fatiha • Mention the content of the surah • Explain the importance of the surah <p>NB. Content is the same on all surahs though different weeks</p>
TERM III		
	DEVELOPMENT OF ISLAMIC LAW	<ul style="list-style-type: none"> • Prophet's period, Caliphate and early dynasties • Identify the different developments of Islamic law at each stage of development <ul style="list-style-type: none"> -Prophet's era -Caliphate era -Dynastic era
	• Major sources of Islamic Law	<ul style="list-style-type: none"> • Select Qur'an quotations that talk about the Quran as the 1st major source of law • Select Quran quotations that talk about Hadith as the source of law

		<ul style="list-style-type: none"> Explain the traditions of the Prophet that emphasize the Quran and Hadith as sources of law Discuss the importance of Quran and Hadith as sources of law
	<ul style="list-style-type: none"> Classifications of Legal Acts 	<ul style="list-style-type: none"> Identify the classification of acts in Islam according to the order of priority: Far'dah, Wajib, Sunnah, Halal, Haram
	<ul style="list-style-type: none"> Importance of Sharia 	<ul style="list-style-type: none"> Describe the importance of Sharia Explain the lessons learnt from Sharia
	MUSLIM DYNASTIES -The Abbasids	<ul style="list-style-type: none"> Understand the background of the Abbasids Explain their achievements
	-Fatmids	<ul style="list-style-type: none"> Understand the background of the Fatmids Explain their achievements

ENTREPRENEURSHIP A' LEVEL

TERM ONE		
CLASS	TOPIC & SUBTOPIC	KEY ASPECTS
S.5.	TOPIC 1: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION	
	<u>SUB TOPIC 1.2: Career opportunities in Uganda.</u> The learner should be able to: <ul style="list-style-type: none"> Define a business career & wage employment Explain Benefits and costs of self-employment Discuss the differences between self-employment and wage employment 	<ul style="list-style-type: none"> Selecting entrepreneurship as a career option Benefits and costs of self-employment
	<u>SUB TOPIC 1.3: Change in business</u> The learner should be able to: <ul style="list-style-type: none"> Explain the types change in business Examine the factors that bring about change in a business Discuss the importance / benefits of 	<ul style="list-style-type: none"> Factors that bring about change in a business. Managing resistance to change in business

	change in business	
	<p>SUB TOPIC 1.4: Creativity in business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the Importance of creativity in business ▪ Describe the characteristics of creative people ▪ Explain the techniques of improving creative ability of workers in business 	<ul style="list-style-type: none"> ▪ Practicing creativity using the locally available materials to solve community problems
	<p>SUB TOPIC 1.5: Innovation in business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the types of innovation in business ▪ Explain the Importance of innovation business ▪ Describe the characteristics of successful innovators in business ▪ Explain the Internal and external sources of innovation in business 	<ul style="list-style-type: none"> ▪ Doing innovations / providing a product differently or developing a unique product to manage business competitors.
	<p>SUB TOPIC 1.6: Communication skills in Business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe Communication skills needed in the Job market ▪ Explain the Importance of communication in business ▪ Explain the essentials / Characteristics of effective communication in business ▪ Identify the forms of communication used in business ▪ Examine the ways of overcoming the barriers to effective communication in business. 	<ul style="list-style-type: none"> ▪ Communication skills needed in the Job market ▪ Essentials / Characteristics of effective communication in business ▪ Forms of communication used in businesses
	<p>SUB TOPIC 1.6: Business Ethics</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the principles of good business ethics ▪ Discuss the business ethics 	<ul style="list-style-type: none"> ▪ The concept of business ethics ▪ Business ethics practiced by businesses towards customers, government and employees

	<p>practiced by businesses towards customers, employees, government and community</p> <ul style="list-style-type: none"> ▪ Explain the Importance of observing business ethics in a business. 	
	<p>SUBTOPIC 1.7: Personal Branding</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between a personal brand and a trade mark ▪ Explain the importance of developing a personal brand in business ▪ Examine the guidelines followed to create an effective and lucrative personal brand 	<ul style="list-style-type: none"> ▪ The concept of personal branding ▪ The importance of developing a personal brand in business

TERM 2

CLASS	CONTENT	KEY ASPECTS
S.5.	<p>SUB TOPIC 1.8: Entrepreneurial motivation</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Define Entrepreneurial Motivation & Achievement Motivation ▪ Explain the behavioral characteristics / qualities of entrepreneurs with strong desire of achievement ▪ Discuss the factors that help entrepreneurs develop positive mental attitudes 	<ul style="list-style-type: none"> ▪ The concept of entrepreneurial motivation ▪ Appreciating the benefits of achievement motivation
	<p>SUB TOPIC1.9: Negotiation skills in business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ State the principles of effective negotiation in business ▪ Describe the Negotiation skills in business ▪ Explain the Challenges to effective negotiation in business ▪ Explain the strategies undertaken to overcome challenges to effective negotiation in business. 	<ul style="list-style-type: none"> ▪ Negotiation skills needed in business. ▪ Methods used to ensure successful negotiations in business

	<p>SUBTOPIC 1.10: Risk taking skills in business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the types and Identify examples of risks in business ▪ Discuss the factors considered when assessing business risks ▪ Examine the strategies / ways of minimizing risks in business 	<ul style="list-style-type: none"> ▪ Types and examples of risks in business ▪ Strategies of minimizing risks in business
	TOPIC 2: BUSINESS IDEAS AND BUSINESS OPPORTUNITIES	
	<p>SUB TOPIC 2.1: Business Ideas</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the sources of Business ideas ▪ Explain the importance of generating business ideas ▪ Discuss the factors that determine an Entrepreneur's choice of a good potential business idea. 	<ul style="list-style-type: none"> ▪ Generating business ideas from the environment
	<p>SUB TOPIC 2.2: Business opportunities</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the characteristics of a good business opportunity ▪ Explain the types of business opportunities / businesses ▪ Describe the steps followed to evaluate the profitability of a potential business opportunity 	<ul style="list-style-type: none"> ▪ Characteristics of a good business opportunity ▪ Turning a good business idea into a business opportunity
	TOPIC 3: SMALL & MEDIUM ENTERPRISES IN UGANDA	
	<p>SUB TOPIC 3.1: INSURANCE FOR SMEs</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the Principles of Insurance ▪ Explain some of the common terms used in insurance ▪ Discuss the types of insurance policies that businesses can undertake. 	<ul style="list-style-type: none"> ▪ The need for undertaking insurance policies in order to minimize business risks

	<p>SUB TOPIC 3.2: FORMAL & INFORMAL BUSINESSES IN UGANDA</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between micro, small & medium Enterprises ▪ Explain the role of SMEs to the development of Uganda ▪ Distinguish between formal and informal businesses ▪ Explain the factors that determine business success 	<ul style="list-style-type: none"> ▪ Appreciating the benefits of operating a formal / registered business. ▪ Factors that promote success in business
	<p>SUB TOPIC 3.3: FAMILY & BUSINESS</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the characteristics of successful family businesses in Uganda ▪ Explain the Advantages of family businesses in Uganda ▪ Discuss the challenges faced by family businesses and suggest solutions to these challenges. 	<ul style="list-style-type: none"> ▪ The key things considered when starting a successful family business ▪ Strategies to manage challenges of family businesses.
TERM THREE		
CLASS	TOPIC & SUBTOPIC	KEY ASPECTS
S.5.	TOPIC 4: THE ENTREPRENEURIAL ENVIRONMENT	
	<p>SUBTOPIC 4.1: Dimensions of Entrepreneurial environment / Business environment</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the characteristics of the entrepreneurial environment ▪ Discuss the different types of entrepreneurial environments ▪ Explain how the Economic, social culture, political, global factors and Natural environmental factors influence entrepreneurial attitudes and opportunity identification in Uganda 	<ul style="list-style-type: none"> ▪ Appreciating the characteristics of the entrepreneurial / business environment ▪ Understanding how the favorable political, economic, social culture and global environment can encourage individuals to startup businesses

	<p>SUBTOPIC 4.2: Business and the Natural environment</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the environmental standards that should be observed by businesses in Uganda ▪ Discuss the environmental threats caused by unsustainable use of natural resources by businesses. ▪ Describe the responsibilities of businesses in Uganda towards the natural environment 	<ul style="list-style-type: none"> ▪ Explaining ways of minimizing the negative effects of business activities on the Natural resources of the country.
TOPIC 5: SOCIAL ENTREPRENEURSHIP		
	<p>SUBTOPIC 5.1: Introduction to social entrepreneurship</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the need for social entrepreneurship in Uganda ▪ Describe the types of social enterprises in Uganda. ▪ Describe the characteristics of social entrepreneurs. ▪ Examine the positive and negative opportunities in social entrepreneurship 	<ul style="list-style-type: none"> ▪ Types of social enterprises in Uganda. ▪ Identifying social problems in the community to start up social enterprises
TOPIC 6: GENDER & ENTREPRENUERSHIP		
	<p>SUBTOPIC 6.1: Gender partnership in entrepreneurship</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the Importance of gender partnership in entrepreneurship. 	<ul style="list-style-type: none"> ▪ The concept of gender partnership in business ▪ Measures that can be undertaken to promote gender balance/gender participation in

	<ul style="list-style-type: none"> ▪ Discuss the factors that limit women's participation in entrepreneurship in Uganda. ▪ Explain the measures that can be undertaken to promote gender balance/ gender participation in Entrepreneurship in Uganda. 	Entrepreneurship in Uganda.

PHYSICS A' LEVEL

TERM I		
SENIOR5	Reflection of light at plane surfaces <ul style="list-style-type: none"> • rectilinear propagation of light - the reversibility of light • reflection of light and verifying them • regular and diffuse reflection of light • relationship between; - angle of deviation and glancing angle for a single plane mirror and for two plane mirrors at an angle to each other - angle of rotation of a plane mirror and angle of rotation of the reflected ray • operation of a sextant and optical lever mirror galvanometer. 	Reflection of light at plane surfaces leads to different applications
	Reflection of light at curved surfaces <ul style="list-style-type: none"> • optical properties of curved mirrors • use of parabolic mirrors over concave mirrors • relationship $r = 2f$ for spherical mirrors • images formed by curved mirrors • linear magnification in curved mirrors • formula for object distance, image distance and focal length (for concave and convex mirrors) • measuring the focal length of convex and concave mirrors • occurrence of spherical aberration 	Reflection of light at curved surfaces leads to different applications
TERM II		

	<p>Refraction of light at plane surfaces</p> <ul style="list-style-type: none"> laws of refraction of light and verify them refraction of light in terms of velocities of light in adjacent media refractive index of glass using a parallel-sided or semi-circular glass block absolute refractive indices for media with parallel boundaries in contact refractive index of; - a small quantity of a transparent liquid in a concave mirror refractive index of a transparent liquid; - using a concave mirror- using real and apparent depth method critical angle and its relation with refractive index mirage formation refractive index of a transparent liquid using air cell method 	<ul style="list-style-type: none"> White light is made up of different colours Each colour has a different frequency and wavelength
	<p>Refraction of light through a prism</p> <ul style="list-style-type: none"> refracting angle of a triangular prism the expressions - $d = (i_1 - r_1) + (i_2 - r_2)$ - $n = \sin i / \sin r$ the expression $d = (n- 1) A$. dispersion of white light by glass prisms applications of glass prisms 	Light rays are deviated in a prism
TERM III		
	<p>Vectors and scalars</p> <ul style="list-style-type: none"> examples of scalar and vector quantities adding and subtracting vectors using component method resolved components of a vector in two perpendicular directions 	Some physical quantities have direction while others have no direction
	<p>Kinematics</p> <ul style="list-style-type: none"> equations of uniformly accelerated motion in a straight line interpret different motion graphs determine distance travelled and acceleration from a velocity-time graph 	Bodies change position with time when force is acted on them

	<ul style="list-style-type: none"> measuring acceleration due to gravity using different methods calculate time of flight, maximum height and range calculate relative velocity and closest distance of closest approach 	
	<p>Newton's laws of motion</p> <ul style="list-style-type: none"> principle of conservation of momentum and some of its applications of momentum Newton's laws of motion the relation $F = ma$. resultant force in a physical situation verifying the law of conservation of momentum for collisions along a straight line 	Force causes change in the state of motion of bodies
TERM I		
SENIOR 6	<p>Electric fields</p> <ul style="list-style-type: none"> electric field patterns resultant force on a point charge due to a number of point charges electric field intensity at a point due to a number of point charges energy stored in an electric field potential at a point due to a point charge variation of potential with distance: - from a point charge - from the centre of a charged relationship between electric intensity and electric potential expression for the electric potential energy 	All charged bodies have an area around them where electric force of attraction or repulsion is experienced
TERM II		
	<p>Capacitors</p> <ul style="list-style-type: none"> charging and discharging processes of a capacitor factors which affect the capacitance of a parallel plate capacitor action of a dielectric effective capacitance of capacitors in series and in parallel 	Electric charge can be stored and transferred using capacitors

	<ul style="list-style-type: none"> • energy stored in a charged capacitor • applications of capacitors 	
TERM III		
	<p>Current electricity</p> <ul style="list-style-type: none"> • meaning of Coulomb, electric current, volt, Emf, resistance, Ohm, resistivity, internal resistance • Ohm's law and its verification • heating effect of current and the temperature coefficient of resistance • effective resistance of resistors in series and in parallel. • condition for maximum power output in an Ohmic resistor • Kirchhoff's laws of for resistor networks • converting a milliammeter into an ammeter and a voltmeter • using a slide wire potentiometer to: - compare emfs. - measure internal resistance of a cell. - measure current. - calibrate an ammeter and a voltmeter. - measure resistance. - compare resistances. - measure thermoelectric emfs. • condition for balance using a Wheatstone bridge and slide wire meter bridge 	Electric charges flow in conductors. The opposition to this flow is called resistance

MATHEMATICS A' LEVEL**PURE MATHEMATICS**

CLASS	TOPIC	LEARNING OUTCOMES/ SPECIFIC OBJECTIVES
SENIOR 5	TERM ONE	
	Indices, Logarithms and Surds <i>Subtopic:</i>	<ul style="list-style-type: none"> • Relate powers to indices and express numbers using indices. • State the laws of indices. • Apply the laws of indices to simplify and solve expression. • Use the laws to solve equations involving

	Indices	indices.
	Logarithms	<ul style="list-style-type: none"> • Relate logarithms to indices. • State and prove the laws of logarithms. • Change from one base to another base. • Simplify logarithms expression. • Solve equations involving logarithms. • Prove logarithmic identities.
	Surds	<ul style="list-style-type: none"> • Differentiate between rational and irrational numbers. • Simplify surds to the lowest form. • Rationalize surds. • Solve equations involving surds.
	Equations	<ul style="list-style-type: none"> • The learner should be able to: • Identify linear equations. • Solve linear equations in one variable. • Solve simultaneous linear equations with two variables using elimination, substitution and graphical methods. • Solve simultaneous linear equations with three variables using elimination, substitution, row reduction and Echelon form.
	Subtopic Linear and Simultaneous Equations	<ul style="list-style-type: none"> • The learner should be able to: • Form a quadratic equation. • Solve quadratic equations using factorisation and completing squares. • Express the roots as a sum and product using the coefficients of the quadratic equation. • form quadratic equations using new roots. • Solve simultaneous equations involving linear and nonlinear equations. • solve the equations involving logarithms • solve equations reducing to

		<p>quadratics.</p> <ul style="list-style-type: none"> • use the discriminant to state the nature of the roots. • state the maximum and minimum values of quadratic functions.
	Polynomials Subtopic: Operation on Polynomials Remainder Theorem	form a polynomial. <ul style="list-style-type: none"> • identify the order of a polynomial. • divide polynomials. • factorise polynomials. • solve the polynomial $f(x) = 0$
		state the remainder theorem. <ul style="list-style-type: none"> • Find the remainder when the divisor is: - Linear
	Partial Fractions: Type of Partial Fractions	The learner should be able to: <ul style="list-style-type: none"> • express algebraic fractions as single fractions. • identify a proper algebraic fraction. • solve identities. • express proper algebraic fractions as partial fractions. • identify and express improper algebraic fractions as a quotient and a proper algebraic fraction
	Trigonometry Subtopic:	The learner should be able to: <ul style="list-style-type: none"> • derive trigonometrical ratios from a right-angled triangle. • find the sine, cosine, tangent of an angle of any magnitude using the quadrants of a unit circle. • deduce trigonometrical ratios of “special” angles. • draw trigonometrical graphs. • use Pythagoras theorem to derive and simplify trigonometrical identities. • prove identities.

		<ul style="list-style-type: none"> • solve trigonometrical equations. • eliminate the parameter Θ from a pair of parametric equations
	Compound Angle Formulae	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • use the ratios: • prove identities. • solve trigonometrical equations. • deduce formulae for double angles, half angles and other multi-angles using compound angle formula. • Simplify, derive and solve equations involving inverse trigonometrical ratios. <p>$\sin(\) A \pm B$, $\cos(A \pm B)$, and $\tan(\) A \pm B$.</p>
TERM THREE		
	The Forms $R\cos(\theta \pm \alpha)$ Or $R\sin(\theta \pm \alpha)$	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • use the expressions: $R\cos(\) \theta \pm \alpha$ or $R\sin(\theta \pm \alpha)$ • solve trigonometrical equations of the form: $a\cos\theta \pm b\sin\theta + c = 0$ • find the maximum and minimum of trigonometrical functions involving $a\cos\theta \pm b\sin\theta + c = 0$ and $1(a\cos\theta \pm b\sin\theta + c)$
	t – Formulae	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • express trigonometrical ratios in terms of tx 12 $= \tan$, $t = \tan x$. • use the t – formulae to: <ul style="list-style-type: none"> - solve equations. - prove identities.
	Solution of Triangles	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • derive the cosine, sine and tangent rules.

		<ul style="list-style-type: none"> • solve the triangles using the rules. • derive the formulae for angles of a triangle in terms of the sides. • derive formulae for area of a triangle
	TERM TWO	
	Vectors Subtopics Vectors in Two and Three Dimensions	Learner should be able to: <ul style="list-style-type: none"> • identify a vector. • express a vector in a column form • express a column vector in the form i, j, k. • determine the displacement vector. • identify a position vector. • add and subtract vectors. • multiply a vector by a scalar. • calculate the magnitude of a vector. • determine a unit vector. • find a unit vector in a given direction. • identify parallel vectors. • identify equal vectors. • find the dot product of two vectors. • state and apply the ratio theorem.
	Lines in Two and Three Dimensions	The learner should be able to: <ul style="list-style-type: none"> • form a vector equation for a line. • write the parametric and the Cartesian equation of a line. • apply the dot product to find the angle between two lines. • find the perpendicular distance from a point to a line. • find a point of intersection of two lines. • identify parallel and skew lines.
	Planes	The learner should be able to: <ul style="list-style-type: none"> • form a vector equation of a plane. • write the parametric equation and the Cartesian equation of a plane. • find the perpendicular distance of

		<p>a point from a plane.</p> <ul style="list-style-type: none"> • find the point of intersection between a line and a plane. • find the point of intersection of 3 planes. • find the angle between a line and a plane using the dot product. • use the dot product to find the angle between a plane and a plane.
	Coordinate Geometry I: Straight Lines	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • form Cartesian equations of lines. • find the gradient of a straight line using the general equation of a line. • find the intercepts of a line. • find the coordinates of the midpoint of a line. • find the distance between two points. • find the point(s) of intersection by solving the equations simultaneously. • find the perpendicular distance between a line and a point. • find the relationship between the gradient and tangent of the angle. • determine the relationship between the gradients of parallel lines. • determine the relationship between gradient of perpendicular lines.
	Differentiation I: Subtopic Gradient of a Curve	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • find the gradient of a chord. • identify the small increment as ∂x. • define the gradient of a curve at a point. • deduce the gradient of the tangent at a point on the curve.

	Gradient Function	The learner should be able to: <ul style="list-style-type: none">• differentiate from first principles.• deduce the formula of differentiation.• differentiate a polynomial.• find the equation of the tangents and normals to the curve at a point
	Curve Sketching	The learner should be able to: <ul style="list-style-type: none">• find the nature of turning points using differentiation.• apply the second derivative to determine the nature of the turning points.• sketch curves
	Sub-Topic 4: Velocity and Acceleration	The learner should be able to apply the use of differentiation to velocity, displacement acceleration and word problems
	Sub-Topic 5: Composite Functions	The learner should be able to: <ul style="list-style-type: none">• derive the chain rule for differentiating higher order functions.• apply the chain rule to differentiating:<ul style="list-style-type: none">- parametric functions.- rates of change.
	Sub-Topic 6: Implicit Functions	The learner should be able to: <ul style="list-style-type: none">• differentiate implicit functions.• find the second derivative of implicit and parametric equations.
	Sub-Topic 7: Small Changes	The learner should be able to approximate using calculus.
	Sub-Topic 8: Products and Quotients of Functions	The learner should be able to: <ul style="list-style-type: none">• derive the product and quotient rule from 1st principles.• Calculate:<ul style="list-style-type: none">- product of functions.- quotient of functions
	TERM THREE	

	Topic 9: Integration I Sub-Topic 1: Indefinite Integral	The learner should be able to: <ul style="list-style-type: none"> • relate integration to differentiation. • determine indefinite integrals with an arbitrary constant.
	Sub-Topic 2: Definite Integral	The learner should be able to: <ul style="list-style-type: none"> • relate the limit of summation to the integral sign. • evaluate a definite integral using the limits.
	Sub-Topic: 3 Application of Integration	The learner should be able to use: <ul style="list-style-type: none"> •integration to find displacement and velocity. •initial condition.
	Sub-Topic 4: Area under a Curve	The learner should be able to find the area: <ul style="list-style-type: none"> •under a curve and a line. •between two curves.
	Sub-Topic 5: Volume of Revolution	<ul style="list-style-type: none"> •The learner should be able to find the volume of revolution on rotation about: <ul style="list-style-type: none"> - the x –axis - the y –axis
	Sub-Topic 6: Mean Value of a Function	<ul style="list-style-type: none"> •The learner should be able to calculate the mean value of a function
	Topic 10: Series Sub-Topic 1: Arithmetic Progression (A.P)	The learner should be able to: <ul style="list-style-type: none"> •identify a sequence. •identify a series. •generate an arithmetic progression (A.P). •derive and use the formula of finding the sum of an arithmetic progression. •apply knowledge to simple interest.
	Sub-Topic 2: Geometric Progression (G.P)	The learner should be able to: <ul style="list-style-type: none"> •identify a geometric progression. •generate geometric progression. •derive and use the formula for finding the sum of n-terms. •deduce the formula for the sum to

		<p>infinity.</p> <ul style="list-style-type: none"> •apply knowledge to compound interest.
	Sub-Topic 3: Proof by Induction	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •prove by induction the sum of finite series. •determine the sum of series
	Topic 11: Permutations and Combinations Sub-Topic 1: Permutations	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •form arrangements of unlike items in a row. •identify a permutation. •relate the number of permutations to the factorial notation. •deduce and apply the formula of permutation. •determine the number of ways objects can be arranged in a circle.
	Sub-Topic 2: Combination	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •identify a combination. •state and apply the combination notation. •compute the combinations
	Topic 12: Binomial Theorem Sub-Topic: Binomial Expansion	<p>Specific Objectives Content</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> •construct Pascal's triangle and use it to generate coefficients of the terms in the expansion. •state the binomial theorem. •expand in ascending or descending order using binomial expansion. •find a particular term of a binomial expansion. •compute roots of numerical values using binomial expansion. •state range of validity of binomial expansion.
SENIOR 6	TERM ONE	

	Topic 12: Trigonometry (Calculus) Sub-Topic 1: Radians	The learner should be able to: <ul style="list-style-type: none"> •convert degrees to radians and vice versa. •find the value of the length of an arc and the area of a sector
	Sub-Topic 2: Derivatives of Trigonometrical Functions	The learner should be able to: <ul style="list-style-type: none"> •find a relationship between $\sin\theta$, $\cos\theta$, $\tan\theta$ and θ (rads) for θ is a small angle. •differentiate the trigonometrical ratios from 1 st principles. •differentiate the inverse trigonometrical functions.
	Topic 13: Exponential and Logarithmic Functions Sub-Topic 1: Exponential Functions	The learner should be able to: <ul style="list-style-type: none"> •identify exponential functions. •sketch smooth curves for exponential functions. •find the gradients of the tangents of exponential functions. •deduce the general formula for differentiating exponential functions. •differentiate exponential functions. •integrate exponential functions.
	Sub-Topic 2: Logarithmic Function	The learner should be able to: <ul style="list-style-type: none"> •identify a logarithmic function. •state the properties of logarithmic functions. •find derivative of natural logarithm. •apply the natural logarithm to differentiate exponential functions.
	Topic 14: Maclaurin's Theorem Sub-Topic: Maclaurin's Theorem	Specific Objectives Content The learner should be able to: <ul style="list-style-type: none"> •relate Maclaurin's theorem to the binomial expansion. •apply Maclaurin's theorem in expansions for approximations.
	Topic 15: Integration II Sub-Topic 1: Change of	<ul style="list-style-type: none"> •The learner should be able to integrate by change of variable.

	Variables	
	Sub-Topic 2: Function and its Derivative	The learner should be able to: <ul style="list-style-type: none"> •recognise a function and its derivative and integrate. •use Pythagoras identities for odd powers of trigonometrical functions
	Sub-Topic 3: Even Powers	The learner should be able to use double angle formulae for integrating even powers of cosine and sine.
	Sub-Topic 4: Inverse Trigonometrical Functions	The learner should be able to integrate functions of the form: i) $\frac{1}{\sqrt{(a^2 - b^2x^2)}}$ ii) $\frac{1}{a^2 + b^2x^2}$ iii) $\int \frac{f'(x)}{f(x)} dx = \ln f(x) + c$
	Sub-Topic 5: Partial Fractions	<ul style="list-style-type: none"> •The learner should be able to integrate partial fractions.
	Sub-Topic 6: Integration by Parts	The learner should be able to integrate by parts.
	Topic 16: Differential Equations Sub-Topic 1: Differential Equations	The learner should be able to: <ul style="list-style-type: none"> •identify a differential equation. •form a differential equation. •state the order of a differential equation. •find the general and particular solution of a differential equation.
	Sub-Topic 2: Solving Differential Equations	The learner should be able to solve first order differential equations using: - separation of variables. - the integrating factor. - a particular substitution.
	Sub-Topic 3: Application of Differential Equations	The learner should be able to form and solve differential equations related to natural occurrences.

TERM TWO	
Topic 17: Inequalities Sub-Topic: Linear and Quadratic Inequalities	The learner should be able to: <ul style="list-style-type: none"> • identify and illustrate the solution of linear inequalities on a number line. • write the solutions using set notation, interval notation and inequality notation. • solve simultaneous linear inequalities. • solve quadratic inequalities. • sketch graphs of inequalities. • sketch modulus of inequalities.
Topic 18: Further Curve Sketching Sub-Topic: Graphs of Functions	The learner should be able to: <ul style="list-style-type: none"> • find the intercepts and turning points. • define an asymptote. • state and identify different types of asymptotes. • sketch the graphs of: <ul style="list-style-type: none"> - $y = f(x)$ from curve sketching I - $y = \frac{1}{f(x)}$, $y = \frac{g(x)}{h(x)}$, • determine regions where the curve is (not) defined and deduce the turning points.
Topic 19: Coordinate Geometry II Sub-Topic 1: Locus	The learner should be able to: <ul style="list-style-type: none"> • identify different types of loci. • find the equation of a locus of a variable point.
Sub-Topic 2: The Circle	The learner should be able to: <ul style="list-style-type: none"> • form and identify the equation of a circle. • find the Centre and radius of a circle. • find the equation of a circle given any points. • determine the equation of the tangent at a given point. • determine the points of intersection of two circles. • find the condition for external, internal and orthogonal intersection of two circles. • determine the length of the tangent to a

		circle.
	Topic 20: Coordinate Geometry III (Conics) Sub-Topic 1: Parabola	The learner should be able to: <ul style="list-style-type: none"> •identify the conics. •identify a parabola. •draw a sketch of a parabola and identify the equation of parabola. •find the parametric equations of a parabola. •find the equation of tangent, normal and chord of a parabola.
	Sub-Topic 2: Hyperbola	The learner should be able to: <ul style="list-style-type: none"> •identify and sketch a hyperbola. •derive the general equation of a hyperbola. •determine the equation of tangent and normal to the hyperbola at a given point. •determine the parametric equations of the hyperbola. •write the equations of all the asymptotes of a hyperbola
	Sub-Topic 3: Ellipse	
	Sub-Topic 3: Rectangular Hyperbola	The learner should be able to: <ul style="list-style-type: none"> •derive the general equation of rectangular parabola. •write the equation of asymptotes of a rectangular hyperbola. •represent the equation of a rectangular hyperbola in parametric form. •determine the parametric equation of: <ul style="list-style-type: none"> - tangent - normal - chord
	TERM THREE	
	Topic 21: Complex Numbers Sub-Topic 1: Imaginary Numbers	The learner should be able to: <ul style="list-style-type: none"> •identify a complex number. •simplifying powers of i. •solve quadratic equations having imaginary roots.

		<ul style="list-style-type: none"> •identify the real and imaginary parts of complex numbers. •identify and state a conjugate of a complex number.
	Sub-Topic 2: Algebra of Complex Numbers	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •add, subtract, multiply and divide complex numbers. •solve unknowns by: <ul style="list-style-type: none"> - comparing coefficients. - using sum and product of root for quadratics. •formulate equations using complex roots. •use of the identity $(a^3 \pm b^3) = (a \pm b)(a^2 \mp ab + b^2)$ in finding roots of real numbers.
	Sub-Topic 3: Argand Diagram and Polar Form	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •find the modulus and argument of a complex number. •represent complex numbers on an Argand diagram. •express complex numbers in terms of polar coordinates. •express complex numbers in the polar form.
	Sub-Topic 4: Locus	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •find and define the locus of given complex equations and inequalities. •describe and represent the locus on an Argand diagram.
	Sub-Topic: De Moivre's Theorem	<p>The learner should be able to:</p> <ul style="list-style-type: none"> •prove De Moivres' theorem by mathematical induction. •use De Moivres theorem to prove trigonometrical identities. •simplify products and quotients of polar forms. •find the roots of unity by using De Moivre's theorem and other complex numbers.

PART 2A: STATISTICS AND PROBABILITY

CLASS	TOPIC	LEARNING OUTCOMES/ SPECIFIC OBJECTIVES
SENIOR 5	TERM ONE	
	Topic 22: Descriptive Statistics Sub-Topic 1: Types of Data	The learner should be able to: <ul style="list-style-type: none"> •define statistics. •categorise raw data. •differentiate between ungrouped and grouped data.
	Sub-Topic 2: Organisation of Data	The learner should be able to: <ul style="list-style-type: none"> •construct frequency distribution tables. •draw histograms with equal and unequal class widths. •draw a frequency polygon. •superimpose a frequency polygon. •draw a cumulative frequency curve.
	Sub-Topic 3: Measures of Central Tendency	The learner should be able to: <ul style="list-style-type: none"> •calculate mean, mode and median of grouped and ungrouped data. •estimate the mode from the histogram. •estimate the median from the Ogive.
	Sub-Topic 4: Measures of Dispersion	The learner should be able to: <ul style="list-style-type: none"> •determine the: - range - quartile - inter quartile range - percentile - decile •use the Ogive curve to estimate the quartiles, percentiles and deciles. •calculate the variance and standard deviation
	Topic 23: Index Numbers	The learner should be able to: <ul style="list-style-type: none"> •identify index numbers. •calculate the simple price index and the

		<p>simple aggregate price index.</p> <ul style="list-style-type: none"> • calculate the weighted and price index and the weighted aggregate price index. • determine the value index
	Topic 24: Scatter Diagrams	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify correlations. • draw scatter diagram and lines of best fit. • find coefficients of correlations and comment.
	Topic 25: Probability Theory	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • list down the possible outcomes of an experiment. • define an event, a sample space, probability of an event, complementary event. • apply the probability laws • calculate the probability of the: <ul style="list-style-type: none"> - and situation or situation. - mutually exclusive events. - exhaustive events. - independent events. • calculate numerical problems related to conditional probability. • use tree diagram to calculate probability problems.
	TERM TWO	
	<p>Topic 26: Discrete Probability Distribution</p> <p>Sub-Topic: Discrete Random Variable</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify the: <ul style="list-style-type: none"> - random variable. - discrete random variable. • identify the p.d.f of a discrete r.v. • use the properties of a p.d.f of a discrete r.v. • calculate the expectation $E(X)$, variance, $Var(X)$, and standard deviation of a discrete r.v. • generate a probability distribution table.

		<ul style="list-style-type: none"> • find the mode and median of a discrete r.v. • determine: <ul style="list-style-type: none"> - the c.d.f from p.d.f. - the p.d.f. from c.d.f
	TERM THREE	
	Topic 27: Binomial Distribution	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify a binomial distribution. • apply properties of a binomial distribution. • interpret the notation $B(n, p)$. • calculate the probability of event using formulae or tables. • find the most likely outcome. • find the $E(X)$ and $Var(X)$ of binomial distribution.
	Topic 28: Continuous Random Variables	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify a continuous random variable. • identify a p.d.f. of a continuous random variable. • Apply properties of a continuous random variable. • Sketch graphs of $f(x)$. • Find $E(X)$ and $Var(X)$. • Find c.d.f. and p.d.f and sketch it. • find p.d.f from c.d.f and sketch it. • find the mode using calculus and the graph. • find the median by calculation and graphical method. • identify a rectangular distribution. • Apply properties of rectangular distribution. • find the $E(X)$ and $Var(X)$ of a rectangular distribution
SENIOR 6		TERM ONE
	Topic 29: Normal Distribution	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • interpret the notation $N(\mu, \sigma^2)$

		<p>of normal distribution.</p> <ul style="list-style-type: none"> • apply properties of the normal distribution. • standardise the r.v into the standard normal variable Z. • read and use the standard normal tables to find probabilities. • find the values/limits of x when the probability is known. • find values of or both
	Topic 30: Normal Approximation to Binomial: Normal Approximation to the Binomial Distribution for $n > 20$	The learner should be able to: <ul style="list-style-type: none"> • transform a binomial r.v to a normal using continuity corrections. • calculate the expectation and variance. • calculate probabilities.
	TERM TWO	
	Topic 31: Sampling Distribution Sub-Topic 1: Distribution of Sampling Mean	The learner should be able to: <ul style="list-style-type: none"> • find the probabilities involving sample means. • determine standard error of the mean. • standardise the sample mean. • calculate probabilities involving sample mean.
	Sub-Topic 2: Interval Estimation	The learner should be able to: <ul style="list-style-type: none"> • find interval estimates. • calculate the confidence interval of the population mean parameter when: <ul style="list-style-type: none"> - population variance is known. - population variance is unknown for a large $n \geq 30$.

PART 2B: MECHANICS

CLASS	TOPIC	LEARNING OUTCOMES/ SPECIFIC OBJECTIVES
SENIOR 5	TERM ONE	

	Topic 32: Dynamics I Sub-Topic: Linear Motion	The learner should be able to: <ul style="list-style-type: none"> • calculate the distance, velocity, acceleration and average speed. • draw velocity-time graphs. • apply the equations of uniform linear motion.
	Topic 33: Newton's Laws of Motion	The learner should be able to state and apply Newton's laws of motion.
	Topic 34: Component and Resultant of Forces	The learner should be able to: <ul style="list-style-type: none"> • calculate resultants of parallel and nonparallel forces. • calculate the resultant forces in a polygon
	Topic 35: Momentum	The learner should be able to: <ul style="list-style-type: none"> • apply Newton's laws of motion. • calculate the impulse
	Topic 36: Connected Particles	The learner should be able to: <ul style="list-style-type: none"> • apply Newton's laws of motion to pulley systems. • work out problems involving smooth and rough surfaces for horizontal and inclined planes.
	TERM TWO	
	Topic 37: Work, Power and Energy	The learner should be able to: <ul style="list-style-type: none"> • solve problems involving work. • apply the principle of conservation of energy. • relate work done to change in energy. • solve power related problems
	Topic 38: Resultant Velocity	The learner should be able to: <ul style="list-style-type: none"> • find the resultant velocity of more than one velocity. • find the resultant velocity of a body moving in a current.
	Topic 39: Relative Motion	The learner should be able to: <ul style="list-style-type: none"> • find the relative velocity. • find relative displacement.

		<ul style="list-style-type: none"> • calculate the velocity of a body relative to another. • calculate time, course, distance of closest approach. • calculate time, course taken for interception to occur.
	Topic 40: Vectors in Mechanics	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • find: <ul style="list-style-type: none"> - magnitude of a vector. - unit knowledge of a vector. • apply knowledge of calculus to obtain acceleration, velocity, displacement, work done and power.
	Topic 41: Projectiles	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • define and apply the terminologies: projectile, horizontal ranges, maximum horizontal range, trajectory, time of flight and greatest height to related numerical problems. • calculate numerical problems related to vertical and horizontal projections.
SENIOR 6	TERM ONE	
	Topic 42: Friction	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • explain the term friction. • relate limiting equilibrium to maximum friction force. • calculate the coefficient of friction. • apply the laws of friction to different situations. • calculate the friction force or any other force acting on the body moving on: <ul style="list-style-type: none"> - horizontal plane. - inclined plane. • determine the angle of friction and relate it to the coefficient of friction.
	Topic 43: Moment of a Force	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • find moment of a force.

		<ul style="list-style-type: none"> • relate moments to real life experiences. • identify clockwise, anticlockwise and zero moments. • take moments about any given point. • distinguish between like and unlike parallel forces. • use concept of parallel and nonparallel forces to find moment of a couple • deduce that a system of forces forms a couple. • determine the equation and position of the line of action of the resultant.
	Topic 44: Coplanar Forces Sub-Topic: Coplanar Forces in Equilibrium	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • apply the conditions for forces in equilibrium to exist. • apply the principle of moments to solve problems on: <ul style="list-style-type: none"> - ladders - rods - jointed rods
	TERM TWO	
	Topic 45: Circular Motion Sub-Topic: Circular Motion	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • derive the relationship between linear and angular speed. • Apply the relationship to motion of a particle on a string, along a vertical ring or on a spherical surface.
	Topic 46: Elasticity Sub-Topic: Elasticity	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • distinguish between natural length and extension. • Use modulus of elasticity. • State and use Hooke's law. • Calculate elastic potential energy stored in a string. • Solve problems involving: <ul style="list-style-type: none"> - one elastic string with a mass attached at one end or in the

		<p>middle.</p> <ul style="list-style-type: none"> - Two strings /springs with a mass attached at the end or at the joint.
	Topic 47: Simple Harmonic Equation Sub-Topic: Simple Harmonic Motion	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • identify amplified, period, displacement and angular velocity. • Determine expressions relating to s.h.m. • Calculate maximum velocity and find the acceleration. • Derivation of the equation <p>$x + \omega^2 x = 0$.</p> <ul style="list-style-type: none"> • Apply the expressions of s.h.m for horizontal and vertical springs. • apply s.h.m for bodies moving s.h.m
	TERM THREE	
	Topic 48: Centre of Gravity Sub-Topic: Centre of Gravity	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • apply moment of force in finding the centre of gravity of system of particles. • Find the centre of gravity of system of particles. • Find the C.O.G of uniform rods, disks, triangular and rectangular laminas, spheres, cuboids and combinations of bodies. • Find the C.O.G of the remainder of bodies. • Calculate centre of gravity of the remaining portion of the body.

PART 2C: NUMERICAL METHODS

CLASS	TOPIC	LEARNING OUTCOMES/ SPECIFIC OBJECTIVES
SENIOR 5	TERM ONE	
	Topic 49: Interpolation and Extrapolation	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • estimate the value between two given values using gradient method for linear interpolation. • estimate the value outside two given values using gradient method for linear extrapolation.
	Topic 50: Location of Roots	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • sketch graphs of functions. • estimate the roots of equation $f(x) = 0$ using the graphical method. • show that the root(s) exist in the given interval using graphical approach. • estimate the roots of $f(x) = 0$ using the sign-change method. • show that the root(s) exist in the given interval using sign-change approach.
	TERM TWO	
	Topic 51: Error Analysis Sub-Topic: Errors	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • apply formula of errors. • determine the limits of accuracy. • distinguish between the terms random, rounding and truncation errors. • round off and truncate numbers. • find the absolute, relative and percentage errors of simple numbers.
	TERM THREE	
	Topic 52: Errors in Functions Sub-Topic 1:	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • calculate the working value. • determine the maximum and minimum

	Propagation of Errors using Simple Interval Arithmetic Method	values <ul style="list-style-type: none"> • determine the maximum possible error • find the maximum error in: <ul style="list-style-type: none"> - addition and subtraction - multiplication and division • determine the range/interval or the limits of the true value.
	Sub-Topic 2: Propagation of Errors using Simple Interval Arithmetic Method	The learner should be able to: <ul style="list-style-type: none"> • derive and use the formula for maximum possible absolute error, relative error and percentage error in addition, subtraction, multiplication and division.
	Sub-Topic 3: Errors in Functions	The learner should be able to: <ul style="list-style-type: none"> • identify a function. • derive the formula for finding: <ul style="list-style-type: none"> - the maximum absolute error. - the relative error. - the percentage error in a function. - use algebra and calculus to find errors in functions.
SENIOR 6		TERM ONE
	Topic 53: Trapezium Rule Sub-Topic: Trapezium Rule: Estimating an Integral	The learner should be able to: <ul style="list-style-type: none"> • distinguish between ordinate, strip and subinterval/sub-division. • derive the trapezium rule. • use the trapezium rule to approximate the value of an integral. • determine the exact value using integration. • calculate the percentage error
		TERM TWO
	Topic 54: Iterative Methods	The learner should be able to: <ul style="list-style-type: none"> • derive the general Newton Raphson method formula. • use the general formula of Newton Raphson methods to estimate the roots of the equation $f(x) = 0$.

		<ul style="list-style-type: none"> • identify the initial approximation of the given equation $f(x) = 0$. • test for the $TOL \leq \times 10^{-n} 12$
	Sub-Topic 2: General Iterative Methods	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • generate different expressions for x from the given equation or function. • select the best iterative formula by testing for convergence. • approximate the root of the equation $f(x) = 0$ using the best iterative formula selected.
	Sub-Topic: Further Linear Interpolation	<ul style="list-style-type: none"> • The learner should be able to find the root(s) of the equation of $f(x) = 0$ using linear interpolation.
	TERM THREE	

ENTREPRENEURSHIP EDUCATION A' LEVEL

CLASS	TOPIC & SUBTOPIC -	KEY CONCEPTS
TERM ONE		
SENIOR.5.	<u>TOPIC 1: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION</u>	
	<u>SUB TOPIC 1.2: Career opportunities in Uganda.</u> The learner should be able to: <ul style="list-style-type: none"> ▪ Define entrepreneurship career & wage employment ▪ Explain Benefits and costs of self-employment ▪ Discuss the differences 	<ul style="list-style-type: none"> ▪ The entrepreneurship careers ▪ Benefits and costs of self-employment

	<p>between self-employment and wage employment</p>	<ul style="list-style-type: none"> ▪ Selecting entrepreneurship as a career option
	<p><u>SUB TOPIC 1.3: Change in business</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the types change in business ▪ Examine the factors that bring about change in a business ▪ Discuss the importance / benefits of change in business 	<ul style="list-style-type: none"> ▪ Factors that bring about change in a business. ▪ Managing resistance to change in business
	<p><u>SUB TOPIC 1.4: Creativity in business</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the Importance of creativity in business ▪ Describe the characteristics of creative people ▪ Explain the techniques of improving creative ability of workers in business 	<ul style="list-style-type: none"> ▪ Importance of creativity in business ▪ Practicing creativity using the locally available materials to solve community problems
	<p><u>SUB TOPIC 1.5: Innovation in business</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the types of innovation in business ▪ Explain the Importance of innovation business ▪ Describe the characteristics of successful innovators in business ▪ Explain the Internal and external sources of innovation in business 	<ul style="list-style-type: none"> ▪ Importance of innovation business ▪ Doing innovations / providing a product differently or developing a unique product to manage business competitors.

<p>SUB TOPIC 1.6: Communication skills in Business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe Communication skills needed in the Job market ▪ Explain the Importance of communication in business ▪ Explain the essentials / Characteristics of effective communication in business ▪ Identify the forms of communication used in business ▪ Examine the ways of overcoming the barriers to effective communication in business. 	<ul style="list-style-type: none"> ▪ Communication skills needed in the Job market ▪ Essentials / Characteristics of effective communication in business ▪ Forms of communication used in businesses
<p>SUB TOPIC 1.6: Business Ethics</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the principles of good business ethics ▪ Discuss the business ethics practiced by businesses towards customers, employees, government and community ▪ Explain the Importance of observing business ethics in a business. 	<ul style="list-style-type: none"> ▪ The concept of business ethics ▪ Business ethics practiced by businesses towards customers, government and employees
<p>SUBTOPIC 1.7: Personal Branding</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between a personal brand and a trade mark ▪ Explain the importance of developing a personal brand 	<ul style="list-style-type: none"> ▪ The concept of personal branding ▪ The importance of

	<p>in business</p> <ul style="list-style-type: none"> ▪ Examine the guidelines followed to create an effective and lucrative personal brand 	developing a personal brand in business
<u>CLASS</u>	<u>TOPIC & SUBTOPIC</u>	<u>KEY CONCEPTS</u>
TERM 2		
S.5.	<p><u>SUB TOPIC 1.8: Entrepreneurial motivation</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Define Entrepreneurial Motivation & Achievement Motivation ▪ Explain the behavioral characteristics / qualities of entrepreneurs with strong desire of achievement ▪ Discuss the factors that help entrepreneurs develop positive mental attitudes. 	<ul style="list-style-type: none"> ▪ The concept of entrepreneurial motivation ▪ Appreciating the benefits of achievement motivation
	<p><u>SUB TOPIC1.9: Negotiation skills in business</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ State the principles of effective negotiation in business ▪ Describe the Negotiation skills in business ▪ Explain the Challenges to effective negotiation in business ▪ Explain the strategies undertaken to overcome challenges to effective negotiation in business. 	<ul style="list-style-type: none"> ▪ Negotiation skills needed in business. ▪ Methods used to ensure successful negotiations in business

	<p>SUBTOPIC 1.10: Risk taking skills in business</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the types and Identify examples of risks in business ▪ Discuss the factors considered when assessing business risks ▪ Examine the strategies / ways of minimizing risks in business 	<ul style="list-style-type: none"> ▪ Types and examples of risks in business ▪ Strategies of minimizing risks in business
	<p>TOPIC 2: BUSINESS IDEAS AND BUSINESS OPPORTUNITIES</p>	
	<p>SUB TOPIC 2.1: Business Ideas</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the sources of Business ideas ▪ Explain the importance of generating business ideas ▪ Discuss the factors that determine an Entrepreneur's choice of a good potential business idea. 	<ul style="list-style-type: none"> ▪ Sources of Business ideas ▪ Generating business ideas from the environment
	<p>SUB TOPIC 2.2: Business opportunities</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the characteristics of a good business opportunity ▪ Explain the types of business opportunities / businesses ▪ Describe the steps followed to evaluate the profitability of a potential business 	<ul style="list-style-type: none"> ▪ Characteristics of a good business opportunity ▪ Turning a good business idea into a business opportunity

	opportunity	
	<u>TOPIC 3: SMALL & MEDIUM ENTERPRISES IN UGANDA</u>	
	<p><u>SUB TOPIC 3.1: INSURANCE FOR SMEs</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the Principles of Insurance ▪ Explain some of the common terms used in insurance ▪ Discuss the types of insurance policies that businesses can undertake. 	<ul style="list-style-type: none"> ▪ Principles of Insurance ▪ The need for undertaking insurance policies in order to minimize business risks
	<p><u>SUB TOPIC 3.2: FORMAL & INFORMAL BUSINESSES IN UGANDA</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between micro, small & medium Enterprises ▪ Explain the role of SMEs to the development of Uganda ▪ Distinguish between formal and informal businesses ▪ Explain the factors that determine business success 	<ul style="list-style-type: none"> ▪ Appreciating the benefits of operating a formal / registered business. ▪ Factors that promote success in business
	<p><u>SUB TOPIC 3.3: FAMILY & BUSINESS</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the characteristics of successful family businesses in Uganda ▪ Explain the Advantages of family businesses in Uganda ▪ Discuss the challenges faced by family businesses and suggest solutions to these challenges. 	<ul style="list-style-type: none"> ▪ The key things considered when starting a successful family business ▪ Strategies to manage challenges of family businesses.

CLASS	TOPIC & SUBTOPIC	KEY CONCEPTS
TERM 3		
S.5.	<u>TOPIC 4: THE ENTREPRENEURIAL ENVIRONMENT</u>	
	SUBTOPIC 4.1: Dimensions of Entrepreneurial environment / Business environment <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the characteristics of the entrepreneurial environment ▪ Discuss the different types of entrepreneurial environments ▪ Explain how the Economic, social culture, political, demographic, global factors and natural environmental factors influence entrepreneurial attitudes and opportunity identification in Uganda 	<ul style="list-style-type: none"> ▪ Appreciating the characteristics of the entrepreneurial / business environment ▪ Understanding how the favorable political, demographic, economic, social culture and global environment can encourage individuals to startup businesses
	SUBTOPIC 4.2: Business and the Natural environment <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the environmental standards that should be observed by businesses in Uganda ▪ Discuss the environmental threats caused by unsustainable use of natural resources by businesses. ▪ Describe the responsibilities of businesses in Uganda towards the natural environment 	<ul style="list-style-type: none"> ▪ Explaining ways of minimizing the negative effects of business activities on the Natural resources of the country.

	<u>TOPIC 5: SOCIAL ENTREPRENEURSHIP</u>	
	<p><u>SUBTOPIC 5.1: Introduction to social entrepreneurship</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the need for social entrepreneurship in Uganda ▪ Describe the types of social enterprises in Uganda. ▪ Describe the characteristics of social entrepreneurs. ▪ Examine the positive opportunities (CHEWS) and negative opportunities (PEDVU) in social entrepreneurship 	<ul style="list-style-type: none"> ▪ Types of social enterprises in Uganda. ▪ Identifying social problems in the community to start up social enterprises
	<u>TOPIC 6: GENDER & ENTREPRENEURSHIP</u>	
	<p><u>SUBTOPIC 6.1: Gender partnership in entrepreneurship</u></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the Importance of gender partnership in entrepreneurship. ▪ Discuss the factors that limit women's participation in entrepreneurship in Uganda. ▪ Explain the measures that can be undertaken to promote gender balance/ gender participation in Entrepreneurship in Uganda. 	<ul style="list-style-type: none"> ▪ The concept of gender partnership in business. ▪ Measures that can be undertaken to promote gender balance/ gender participation in Entrepreneurship in Uganda.
CLASS	TOPIC/ SUBTOPIC	KEY CONCEPTS
SENIOR .6	TERM ONE	

<p>1. BUSINESS PLANNING</p> <ul style="list-style-type: none"> • Reasons for writing a business plan. • Steps involved when preparing a business plan. • The structure of a business plan. 	<ul style="list-style-type: none"> • Reasons for writing a business plan. • The structure of a business plan.
<p>2. PRODUCTION MANAGEMENT</p> <ul style="list-style-type: none"> • Production process. • Purchasing skills. • Inventory management. • Production machinery, equipment and facilities. • Production planning and control. • Costing of production. • Specific business control systems. • Technology in production. • Structuring time for increased productivity. 	<ul style="list-style-type: none"> • Production process • Purchasing skills. • Production technology, machinery, equipment, facilities. • Costing of production. • Specific business control systems. • Structuring time for increased productivity.
<p>3. FINANCIAL MANAGEMENT</p> <ul style="list-style-type: none"> • Elements of financial management. • Financial needs of a potential business. • Business capital. • Importance of financial record keeping in business. • Controls to manage flow of funds in a business. • Tools for interpreting financial statements. • Business taxes. 	<ul style="list-style-type: none"> • Business capital • Controls for managing cash & flow of funds, • Tools for interpreting financial statements, • Business taxes.
TERM 2	
<p>4. MARKETING MANAGEMENT</p> <ul style="list-style-type: none"> • Market survey/Research. • Marketing strategy. • Potential customers. • Pricing of goods and services. 	<ul style="list-style-type: none"> • Target market population. • Market research. • Pricing of products & services.
<p>5. SALES PROMOTION</p>	<ul style="list-style-type: none"> • Importance of sales

	<ul style="list-style-type: none"> Importance of sales promotion. Sales promotion strategies. Methods of sales promotion. Distribution channels. Customer care. 	<ul style="list-style-type: none"> promotion. Sales promotion strategies, methods and techniques. Customer care.
	<p>6. HUMAN RESOURCE MANAGEMENT</p> <ul style="list-style-type: none"> Elements of human resource management Labour requirements for an enterprise. Discipline Performance appraisal. Employee/labour turnover. 	<ul style="list-style-type: none"> Elements of human resource management Effect and management of employee/labour turnover.
TERM 3		
	<p>7. BUSINESS COMPETITION.</p> <ul style="list-style-type: none"> Types of competition in business. Analysis of competition. Monitoring and maintaining a competitive position. Effects of competition on business and customers. 	<ul style="list-style-type: none"> Analysis of competition. Monitoring and maintaining a competitive position. Effects of competition on business.
	<p>8. CAPITAL MARKETS.</p> <ul style="list-style-type: none"> Key players in capital markets. Products/Instruments in Uganda's capital markets. Investment opportunities through capital markets. Raising long term finance through capital markets. 	<ul style="list-style-type: none"> Key players in capital markets. Products/Instruments in Uganda's capital markets. Role of Capital Market Authority.

ECONOMICS

CLASS/ TERM	TOPIC / SUB TOPIC	KEY CONCEPTS
TERM ONE		
SENIOR FIVE	<p>PRICE THEORY</p> <p>The Theory of Supply</p> <ul style="list-style-type: none"> • Meaning of supply. • The supply schedule. • A normal supply curve and the law of supply. • The slope of the supply curve. <ul style="list-style-type: none"> • Existence of exceptional supply curves. • Backward bending supply curve of labour. • Inter-related supply. <p>• Discuss the factors that affect supply.</p> <p>• Market supply and aggregate supply.</p> <p>• Change in quantity supplied and change in supply.</p> <hr/> <p>Market Equilibrium</p> <p>• Equilibrium price and quantity.</p> <p>• Derivation the equilibrium price and quantity.</p> <p>• Consumer's surplus and producer's surplus.</p> <p>Relationship between consumer's surplus to utility and price</p> <hr/> <p>The Concept of Elasticity of Demand</p> <p>• Concept of elasticity.</p> <p>• Types of elasticity of demand.</p> <p>• Determinants of price elasticity of demand.</p> <p>• Application of price elasticity of demand on: - government - incidence of a tax - subsidy - taxation - producer - price</p>	<ul style="list-style-type: none"> • The law of supply. • Factors that affect supply. <hr/> <ul style="list-style-type: none"> • Equilibrium price and quantity. • Consumer's surplus and producer's surplus. <hr/> <ul style="list-style-type: none"> • Concept of elasticity. • Types of elasticity of demand. i.e elastic demand, inelastic demand, unitary elastic demand, perfectly elastic demand and perfectly inelastic demand. • Determinants of price elasticity of demand.

	<p>discrimination</p> <ul style="list-style-type: none"> • Calculation of income elasticity of demand and interpret results. • Factors affecting income elasticity of demand. • Uses of income elasticity of demand. <ul style="list-style-type: none"> • Calculation of Cross elasticity of demand and interpret results. • Factors determining cross elasticity of demand. • Uses of cross elasticity of demand. <hr/> <p>Elasticity of Supply</p> <ul style="list-style-type: none"> • Meaning of elasticity of supply. • Types of elasticity of supply. • The concept of price elasticity of supply on incidence of a Tax and subsidy. • The importance of elasticity of supply. • Determinants of elasticity of supply. <hr/> <p>Price Mechanism and Price Control</p> <ul style="list-style-type: none"> • Meaning of price mechanism The role of price mechanism in an economy. • Advantages and disadvantages of the price mechanism. • Limitations of price mechanism • Reasons for government intervention in the operation of the price mechanism. • Types of price control. • Implications of each type of price control. <p>Price Fluctuations</p> <ul style="list-style-type: none"> • Describe agricultural price fluctuations • Causes and effects of price fluctuations. • The cobweb theory and its assumptions. <ul style="list-style-type: none"> • Stabilization measures. • International commodity agreements. 	<ul style="list-style-type: none"> • Application of price elasticity of demand on government and produce. <hr/> <ul style="list-style-type: none"> • Types of elasticity of supply. • Determinants of elasticity of supply. <hr/> <ul style="list-style-type: none"> • Advantages and disadvantages of the price mechanism. <hr/> <ul style="list-style-type: none"> • Causes and effects of price fluctuations. • Stabilization measures.
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TERM TWO		
	<p>PRODUCTION THEORY</p> <p>Meaning of Production</p> <ul style="list-style-type: none"> • Characteristics of wealth. • Types, forms and levels of production. • Factors of production and their rewards. <p>The Theory of a Firm</p> <ul style="list-style-type: none"> • The theory and objectives of a firm. <ul style="list-style-type: none"> • Traditional objectives of a firm • Factors influencing the long-term decisions of the firm. • The input-output relationship of the firm as a production unit (Total product, marginal product, average product). • Illustration of the law of diminishing returns/ law of returns to scale. • Factors leading to location and localisation of firms. • Merits and demerits of localisation of firms. • Explain the various forms of growth of firms. • Reasons for co- existence of small scale and large-scale firms. <p>The Theory of Costs</p> <ul style="list-style-type: none"> • The meaning of costs as used in Economics. • Illustration of the relationship between total costs, total variable costs and total fixed costs. • Long run average costs. • Economies of scale and diseconomies of scale. • Application of cost analysis to production and pricing of factors of production. <p>The Theory of Revenue</p> <ul style="list-style-type: none"> • The concept of revenue as used in Economics. • The relationship between total revenue, average revenue and marginal revenue. 	<ul style="list-style-type: none"> • Types, forms and levels of production. • Factors of production and their rewards. <ul style="list-style-type: none"> • Objectives of a firm • The input-output relationship of the firm as a production unit (Total product, marginal product, average product). • Illustration of the law of diminishing returns/ law of returns to scale. <p>Factors leading to location and localisation of firms.</p> <ul style="list-style-type: none"> • Reasons for co- existence of small scale and large-scale firms. <ul style="list-style-type: none"> • Illustration of the relationship between total costs, total variable costs and total fixed costs. • Long run average costs. • Economies of scale and diseconomies of scale.

<ul style="list-style-type: none"> Understand that price level affects the revenue. Calculate the types of revenue, changes in revenue, profits and losses. Application of revenue analysis to production and pricing of factors of production. Relationship between average revenue, marginal revenue and demand. <p>The Concept of Market Structures</p> <ul style="list-style-type: none"> Meaning of market and market structure. Classification of different market structures. Market as a phenomenon and its features. Relationship between average revenue, marginal revenue and demand. <p>Perfect Competition</p> <ul style="list-style-type: none"> Characteristics of perfectly competitive firms. The relationship between revenue and cost in perfectly competitive firms. The necessary and sufficient conditions for equilibrium under perfect competition. Short-run and long-run equilibrium position of a firm under perfect competition. Break-even and shut-down points of a firm. Derivation of the supply curve of a firm. Advantages and disadvantages of perfect competition. <p>Monopoly</p> <ul style="list-style-type: none"> Characteristics of monopoly. The sources of monopoly power. The demand, revenue and cost curves of a monopoly firm. the equilibrium position of a monopoly firm. 	<ul style="list-style-type: none"> The relationship between total revenue, average revenue and marginal revenue. Calculation of revenue, change in revenue, profits and losses. Relationship between average revenue, marginal revenue and demand. <hr/> <ul style="list-style-type: none"> Classification of different market structure. <hr/> <ul style="list-style-type: none"> Relationship between average revenue, marginal revenue and demand. <hr/> <ul style="list-style-type: none"> Characteristics of monopoly. The sources of monopoly
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	<ul style="list-style-type: none"> • Advantages and disadvantages of a monopoly firm. • Price discrimination. • Control measures of monopoly power. <p>Monopolistic Competition</p> <ul style="list-style-type: none"> • Characteristics of monopolistic competitive firms. • Illustration of the short -run and long- run equilibrium of a firm under monopolistic competition. • Advantages and disadvantages of monopolistically, competitive firms. <p>Oligopoly</p> <ul style="list-style-type: none"> • Features of an oligopoly firm. • Forms of oligopoly. • Price determination under oligopoly. • The kinked demand curve under oligopoly. • The demand, revenue and cost curves of oligopoly market structure. • The forms of non-price competition under oligopoly. • The short-run and long-run position of firms under oligopoly. • Advantages and disadvantages of oligopoly firm. 	<p>power.</p> <ul style="list-style-type: none"> • The equilibrium position of a monopoly firm. • Advantages and disadvantages of a monopoly firm. • Price discrimination.
TERM THREE		
	<p>NATIONAL INCOME</p> <ul style="list-style-type: none"> • Basic concepts used in national income. • The circular flow of income. • uses of national income statistics. 	<ul style="list-style-type: none"> • Basic concepts used in national income.

	<ul style="list-style-type: none"> The equilibrium position of national income. <p>Measuring National Income</p> <ul style="list-style-type: none"> Methods of measuring national income in an economy. Problems of measuring national income - statistical and conceptual problems. Adjustments of national income. Measurement of national income over time and between countries. The concepts of aggregate demand and aggregate supply. <ul style="list-style-type: none"> Concepts of the multiplier and the accelerator principle. Factors that influence the investment multiplier. National income and the standard of living. 	<ul style="list-style-type: none"> uses of national income statistics. <ul style="list-style-type: none"> Methods of measuring national income in an economy. Problems of measuring national income - statistical and conceptual problems. Measurement of national income over time and between countries.
	<p>National Income Determination</p> <ul style="list-style-type: none"> Consumption, saving and investment. Factors determining investment, saving and consumption. Factors limiting investment, saving and consumption. 	<ul style="list-style-type: none"> Factors determining investment, saving and consumption.
	<p>Per Capita Income and Welfare</p> <ul style="list-style-type: none"> Calculation of national income figures and use of them to compare the performance of economies. Reasons for low per capita incomes in developing countries. Standard of living and cost of living. The concept of income inequality. Types of income inequality. Causes and possible solutions to income inequalities. Arguments for and against uneven distribution of income and wealth. 	<ul style="list-style-type: none"> Reasons for low per capita incomes in developing countries. Standard of living and cost of living. Causes and possible solutions to income inequalities. Arguments for and against uneven distribution of income and wealth.
	<p>Price indices</p>	

	<ul style="list-style-type: none"> • Types of price indices. • Calculation and interpretation of consumer price index. • Uses of consumer price indices. • Challenges of computing consumer price indices. 	<ul style="list-style-type: none"> • Types of price indices. • Calculation and interpretation of consumer price index. • Uses of consumer price indices.
TERM 1		
CLASS/ TERM	TOPIC / SUB TOPIC	KEY CONCEPTS
SENIOR.6	<p>Economic Growth and Economic Development</p> <p>Economic Growth</p> <ul style="list-style-type: none"> • Factors determining economic growth. • Costs and benefits of economic growth. • The main characteristics of developing countries. 	<ul style="list-style-type: none"> • Factors determining economic growth. • Costs and benefits of economic growth.
S.6	<p>Economic Development</p> <ul style="list-style-type: none"> • Objectives of Economic development. • Factors for economic development. 	<ul style="list-style-type: none"> • Objectives of Economic development. • Factors for economic development
S.6	<p>Theories of Economic Growth and Development</p> <ul style="list-style-type: none"> • (W.W Rostow's) stages of economic development • Application of Rowstow's Theory to Uganda. • Advantages and disadvantages of Rostow's growth theory. • The balanced growth theory. • Limitations of balanced growth theory. <ul style="list-style-type: none"> • Advantages and disadvantages of balanced growth. • Application of balanced growth theory to Uganda. • The unbalanced growth theory. • Limitations of unbalanced growth theory. • Advantages and disadvantages of 	<ul style="list-style-type: none"> • The balanced growth theory. • Limitations of balanced growth theory. <ul style="list-style-type: none"> • Advantages and disadvantages of balanced growth. • The unbalanced growth

	<p>un balanced growth theory</p> <ul style="list-style-type: none"> • Application of unbalanced growth theory to Uganda. • The Big-push growth theory. • Limitations of Big- push growth theory. <ul style="list-style-type: none"> • Advantages and disadvantages of the Big-push growth theory. 	<p>theory.</p> <ul style="list-style-type: none"> • Advantages and disadvantages of un balanced growth theory
S.6	<p>Poverty and Underdevelopment</p> <p>Poverty: Characteristics of the poor.</p> <p>Types of poverty.</p> <p>Causes of poverty.</p> <p>Effects of poverty to an economy.</p> <p>Government programmes to fight poverty.</p> <p>The vicious cycle of poverty.</p> <ul style="list-style-type: none"> • The concept of underdevelopment. • Indicators of underdevelopment. • Causes of underdevelopment. • Policy measures to overcome underdevelopment. 	<ul style="list-style-type: none"> • Poverty • Causes of poverty. • Effects of poverty to an economy. • Government programmes to fight poverty. <ul style="list-style-type: none"> • The concept of underdevelopment. • Indicators of underdevelopment. • Causes of underdevelopment. • Policy measures to overcome underdevelopment.
S.6	<p>Agriculture vs Industrial Development Strategies</p> <p>Development process and development strategy.</p> <p>Agriculture and industry development strategies.</p> <p>Advantages and disadvantages of each strategy.</p> <ul style="list-style-type: none"> • Interdependence between agriculture and industry. • Appropriate agricultural development strategy for Uganda. 	<ul style="list-style-type: none"> • Agriculture and industry development strategies. • Advantages and disadvantages of each strategy. • Appropriate agricultural development strategy for Uganda.
S.6	<p>Labour Intensive versus Capital</p>	

	<p>Intensive Strategies</p> <p>Labour intensive and capital-intensive techniques of production.</p> <p>Advantages and disadvantages of each technique of production.</p> <p>The predominance of capital-intensive technique of production in Uganda.</p> <ul style="list-style-type: none"> • Appropriate technique of production for Uganda. 	<p>Labour intensive and capital-intensive techniques of production.</p> <p>Advantages and disadvantages of each technique of production.</p>
S.6	<p>Intermediate vs Appropriate Technology</p> <ul style="list-style-type: none"> • Intermediate technology and appropriate technology. • Features of each production technique. • Advantages and disadvantages of each type of technology. 	<ul style="list-style-type: none"> • Advantages and disadvantages of each type of technology.
	<p>Small Scale vs Large Scale Industries</p> <ul style="list-style-type: none"> • Small scale and large-scale industries. • Features of small scale and large-scale industries. • Advantages and disadvantages of small- and large-scale industries. 	
S.6	<p>Role of Foreign Aid in the Economic Development</p> <p>Foreign aid as a source of development finance.</p> <p>Types of foreign aid.</p> <p>Role of foreign aid in the development process.</p> <p>Advantages and disadvantages of foreign aid to developing countries.</p> <p>Alternative sources of funds for development.</p>	<ul style="list-style-type: none"> • Role of foreign aid in the development process. • Advantages and disadvantages of foreign aid to developing countries.

S.6	Role of Infrastructure in the Development Process Types of infrastructure. Role of infrastructure in the development process.	<ul style="list-style-type: none"> • Role of infrastructure in the development process
S.6	Role of Education in the Economic Development Process Education: its role in the development process. Challenges of education in the economic development of Uganda. Solutions to the challenges of education in the economic development of Uganda.	<ul style="list-style-type: none"> • Role of Education in the development process.
S.6	Resource Endowment and Economic Development <ul style="list-style-type: none"> • Development strategy, goals and resource endowment 	
S.6	Development of Agriculture and Industry Agricultural Development Agriculture in development. <ul style="list-style-type: none"> • Bottlenecks of agricultural development. • Role of cooperatives in the development of agriculture. Small- scale production and large- scale production. <ul style="list-style-type: none"> • Types of technology to be used in the modernisation of agriculture. • Intensive and extensive production, diversification and specialisation. • Research and agricultural institutions in the development of agriculture. • Objectives, achievements and limitations of Plan for the Modernisation of Agriculture in Uganda. 	<p>Bottlenecks of agricultural development.</p> <p> <ul style="list-style-type: none"> • Types of technology to be used in the modernisation of agriculture. • Intensive and extensive production, diversification and specialisation. </p>
S.6	Industrial Development Factors for the growth of industries. <ul style="list-style-type: none"> • Role of industries in the development of Uganda. • Industrial development strategies: local 	<ul style="list-style-type: none"> • Role of industries in the development of Uganda. • Industrial development strategies: export

	<p>resource based, export promotion versus import substitution.</p> <ul style="list-style-type: none"> • Challenges facing the industrial sector in Uganda. • Solutions to the challenges facing the industrial sector in Uganda. • The role of institutions in the promotion of industrial development 	<p>promotion versus import substitution.</p> <ul style="list-style-type: none"> • Challenges facing the industrial sector in Uganda. • Solutions to the challenges facing the industrial sector in Uganda.
TERM TWO		
S.6	<p>Population and Labour</p> <p>Population</p> <p>Population and its related concepts.</p> <ul style="list-style-type: none"> • The composition of Uganda's population, that is, size, structure, trend and distribution. • The implications of Uganda's population structure. • The factors that impact on population (such as HIV/AIDS). • Consequences of over-population and under population. • Economic consequences of an increasing, a declining, and an ageing population. • Consequences of rapid population growth to an economy. • Theories of population <p>Malthusian and demographic transitional theory</p>	<ul style="list-style-type: none"> • The composition of Uganda's population structure. • The implications of Uganda's population structure. • Consequences of over-population and under population. • Consequences of rapid population growth to an economy. • Malthusian theory of population.
S.6	<p>Labour</p> <p>The structure of the labour force.</p> <p>The factors that impact on labour force.</p> <ul style="list-style-type: none"> • Supply of and demand for labour <p>Determinants of demand and supply of labour.</p> <ul style="list-style-type: none"> • Forms of wage determination. • Theories of wage determination. <p>Methods of wage payment (piece and time rate methods).</p> <ul style="list-style-type: none"> • The merits and demerits of each method of wage payment. • Wage differentials. • Trade unions. 	<ul style="list-style-type: none"> • The structure of the labour force. • The factors that impact on labour force. • Theories of wage determination. Methods of wage payment (piece and time rate methods). • The merits and demerits of

	<ul style="list-style-type: none"> • Types of trade unions. • Objectives of trade unions. • Features of trade unions in Uganda. • Tools used by trade unions to negotiate for wages. • Achievements and failures of trade unions in Uganda. • The challenges facing trade unions in Uganda. • Labour relations and dispute resolution mechanisms in the context of Uganda's labour market. 	<p>each method of wage payment.</p> <ul style="list-style-type: none"> • Objectives of trade unions. • Features of trade unions in Uganda. <p>Tools used by trade unions to negotiate for wages.</p> <ul style="list-style-type: none"> • The challenges facing trade unions in Uganda.
S.6	<p>Employment and Unemployment</p> <p>Employment</p> <p>Employment and full employment.</p>	
S.6	<p>Unemployment</p> <ul style="list-style-type: none"> • Difference between Unemployment and underemployment. • The nature of unemployment. • Types of unemployment. • Natural rate of unemployment and identify the causes and solutions to the unemployment problem in developing countries. • Keynesian theory of unemployment and its applicability to developing countries. • The causes of unemployment in Uganda and policy measures the government is taking to reduce it. 	<ul style="list-style-type: none"> • Types of unemployment. <ul style="list-style-type: none"> • Keynesian theory of unemployment and its applicability to developing countries. • The causes of unemployment in Uganda and policy measures the government is taking to reduce it.
S.6	<p>Money and Banking</p> <p>Barter Trade</p> <p>Barter trade.</p> <ul style="list-style-type: none"> • The conditions necessary for barter trade to take place. • The advantages and disadvantages of 	

	barter trade.	
S.6	<p>Money and Banking Money</p> <p>Money</p> <ul style="list-style-type: none"> • Functions of money. • Characteristics of money. • Evolution of money <p>Types of money.</p> <ul style="list-style-type: none"> • Composition of money supply (M1 and M2). • Demand for money. • Supply of money Determinants of money supply in an open economy. • Quantity theory of money (applications and shortcomings). • Relate money supply, price level and output in the quantity theory of money. • The relationship between internal and external value of money and its determinants. 	<ul style="list-style-type: none"> • Quantity theory of money (applications and shortcomings). • Relate money supply, price level and output in the quantity theory of money
S.6	<p>Money and Banking</p> <p>Banking</p> <p>Central bank and Commercial bank</p> <ul style="list-style-type: none"> • The functions of a Central bank. Role of the Central bank in the economy. • Monetary policy. • The objectives of monetary policy. • Tools of monetary policy. • Effectiveness of monetary policy in Uganda. • Performance of the monetary sector in Uganda. • Functions of commercial banks in a country. • Role of commercial banks in economic development. • Role played by foreign commercial banks. <ul style="list-style-type: none"> • Commercial banks reconciliation. • Challenges faced by commercial banks in Uganda. • The process of credit creation. 	<p>Central bank and Commercial bank</p> <ul style="list-style-type: none"> • The functions of a Central bank. • Monetary policy. • The objectives of monetary policy. • Tools of monetary policy. • Effectiveness of monetary policy in Uganda. • Functions of commercial banks in a country. • Role played by foreign commercial banks. • Challenges faced by commercial banks in Uganda. • The process of credit

		creation.
S.6	Non- Banking Financial Intermediaries Role of specialised financial institutions. <ul style="list-style-type: none"> • Challenges faced by specialised financial institutions in Uganda. 	<ul style="list-style-type: none"> • Role of Specialised financial institutions
S.6	Inflation Inflation and other related concepts. <ul style="list-style-type: none"> • Types of inflation according to degree of change in prices. • Types of inflation according to cause. • The causes of inflation. • The effects of inflation in an economy. • Policies to control inflation in an economy. • Unemployment and inflation (stagflation). <p>The trend of inflation in Uganda</p>	<ul style="list-style-type: none"> • Types of inflation. • The causes of inflation. • The effects of inflation in an economy. • Policies to control inflation in an economy.
TERM THREE		
S.6	Public Finance and Fiscal Policy Public Finance <ul style="list-style-type: none"> • Public finance vs private finance. • Principles and methods of public finance. • The sources of public finance. • Methods of expanding the sources of government revenue. 	<ul style="list-style-type: none"> • The sources of public finance. • Methods of expanding the sources of government revenue.
S.6	Fiscal Policy Fiscal policy and taxation. <ul style="list-style-type: none"> • Common terminologies used in taxation. • The objectives of fiscal policy. • The principles , characteristics of a good tax system • The role of taxation in raising public revenue in an economy. • Types of taxes <p>Advantages and disadvantages of each.</p> <ul style="list-style-type: none"> • classification of taxes • Tax reforms in Uganda since 1991. • Tax base and how to expand it. 	<ul style="list-style-type: none"> • The objectives of fiscal policy. • The principles , characteristics of a good tax system • The role of taxation in an economy. • Types of taxes • Advantages and disadvantages of each.

	<ul style="list-style-type: none"> Effectiveness of fiscal policy. 	<ul style="list-style-type: none"> Tax base and how to expand it.
S.6	<p>Public Debt and Budget</p> <p>Public Debt: Causes and management.</p> <ul style="list-style-type: none"> Debt financing and taxation financing. Taxation expenditure and borrowing as instruments of fiscal policy. Budget as an instrument of social and economic policy. 	<ul style="list-style-type: none"> Causes and management of public Debt. Taxation expenditure and borrowing as instruments of fiscal policy. Budget as an instrument of social and economic policy
S.6	<p>International Trade</p> <p>The basis of international trade.</p> <ul style="list-style-type: none"> Principles of comparative and absolute advantage <p>Applicability of comparative and absolute advantage.</p> <ul style="list-style-type: none"> The arguments for free trade, motives for protectionism, types of protectionism. The merits and demerits of protectionism. Terms of trade, balance of trade, and balance of payments. Balance of payments equilibrium, disequilibrium, causes and consequences of balance of payments disequilibrium on domestic economy. Balance of payments in Uganda, causes, effects, solutions to overcome it. 	<ul style="list-style-type: none"> The basis of international trade. Principles of comparative advantage. <p>Applicability of comparative advantage.</p> <ul style="list-style-type: none"> Balance of payments equilibrium and disequilibrium, Balance of payments in Uganda, (causes, effects, solutions to overcome it).
S.6	International Trade Foreign Exchange	

	<p>Rate and Devaluation</p> <p>Types of foreign exchange rate Advantages and disadvantages of each type of foreign exchange rate. • Devaluation and other related concepts of devaluation.</p>	<ul style="list-style-type: none"> • Types of foreign exchange rate • Advantages and disadvantages of each type of foreign exchange rate
S.6	<p>International Trade</p> <p>Economic Co-operation /Integration</p> <ul style="list-style-type: none"> • Economic integration and its various forms. • Necessary conditions for the success of an economic integration. • Gains and costs of economic integration. •The East African Community. 	<ul style="list-style-type: none"> • Economic integration and its stage. • Necessary conditions for the success of an economic integration. • Gains and costs of economic integration.
S.6	<p>Economic Development Planning</p> <p>Economic Development Planning The need for economic development planning and its forms.</p> <ul style="list-style-type: none"> • Principles and hierarchy of planning in the country. • Challenges in formulation and implementation of development plans in developing countries. •Current development plans in Uganda such as Plan for Modernisation of Agriculture (PMA) and Poverty Eradication Action plan (PEAP). 	<ul style="list-style-type: none"> • The need for economic development planning and its forms. • Principles of planning in the country. • Challenges in formulation and implementation of development plans in developing countries.
S.6	<p>Public and Private Sector</p> <p>Public Sector</p> <p>The role of public enterprises Justification of public enterprises in Uganda.</p> <ul style="list-style-type: none"> • Types and justification for privatisation of public enterprises. • Advantages and disadvantages of privatisation. •Challenges of the privatisation process. •Concepts of economic liberalisation and commercialisation. • Merits and demerits of economic 	<ul style="list-style-type: none"> • The role of public enterprises • Justification of public enterprises in Uganda. • Types and justification for privatisation of public enterprises. • Advantages and disadvantages of privatisation. •Challenges of the privatisation process.

	liberalisation.	Merits and demerits of economic liberalisation
S.6	<p>The Private Sector</p> <p>Private sector.</p> <ul style="list-style-type: none"> • Define the term private sector. • Characteristics of the private sector. • Role of the private sector in economic development. • The challenges of the private sector. • The achievements and weaknesses of the private sector. • Policy measures to boost private sector growth. • The public – private partnership 	<ul style="list-style-type: none"> • Characteristics of the private sector. <ul style="list-style-type: none"> • Role of the private sector in economic development. • The challenges of the private sector. • Policy measures to boost private sector growth.

FOODS AND NUTRITION WITH SCIENCE IN THE HOME - A' LEVEL

PART I

Class	Topic/Sub-Topic	Key Concepts
TERM I		
SENIOR FIVE	<p>Introduction to foods and nutrition</p> <ul style="list-style-type: none"> • Food Habits 	<ul style="list-style-type: none"> • Meanings of different terms used in foods and nutrition <ul style="list-style-type: none"> ➢ Definitions of food ➢ Food behaviour ➢ Determinants of food behaviour/habits • External environment and its relation to food: <ul style="list-style-type: none"> ➢ lifestyle ➢ ecological factors ➢ economic factors ➢ technological factors ➢ political factors ➢ psychological factors ➢ social factors -(alcoholism, poverty, family disintegration) ➢ cultural factors • Internal environment (physiological) and its relation with food: <ul style="list-style-type: none"> ➢ ingestion factors

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ digestion factors • absorption and assimilation factors
	Proteins Chemical Structure of Proteins	<ul style="list-style-type: none"> • Chemical composition of proteins • Structure of the amino acid and the condensation and hydrolysis reactions of proteins
	Classification of Proteins	<ul style="list-style-type: none"> • Classification of proteins by: <ul style="list-style-type: none"> ➤ structure (protein structures - primary, secondary, tertiary and quaternary structures (peptide bonds, sulphur bond, etc) ➤ function ➤ biological value (classification of amino acids). • Protein quality and its significance: <ul style="list-style-type: none"> ➤ net protein utilisation ➤ protein efficiency ratio ➤ amino acid score ➤ chemical score ➤ nitrogen balance ➤ protein supplementation
	Properties of Proteins	<ul style="list-style-type: none"> • Physical properties of proteins • chemical properties of proteins
	Functions and Sources of Proteins	<ul style="list-style-type: none"> • Functions of proteins • Sources of proteins
	Protein Requirements	<ul style="list-style-type: none"> • Factors that influence protein requirements • Recommended dietary allowances for different categories of people and age groups.
	Effect of Deficiency and Excessive Intake of Proteins	<ul style="list-style-type: none"> • Effects of deficiency –PEM (kwashiorkor, marasmus, etc) • Effects of excessive intake of proteins
	The cooking of food Principles of Cooking Food	<ul style="list-style-type: none"> • Reasons for cooking food • Aims of food preparation • Classification – (dry and moist heat methods) • Effects of moist heat on food • Effect of dry heat on food

Class	Topic/Sub-Topic	Key Concepts
	Moist Methods of Cooking	<ul style="list-style-type: none"> • Moist methods of cooking include: boiling, steaming, stewing/ casseroling, simmering, poaching, braising/ pot roasting. For each of these give the following: <ul style="list-style-type: none"> ➢ Aims and principles governing the method of cooking ➢ Methods of heat transfer in the method of cooking ➢ Advantages and disadvantages of the method of cooking ➢ Foods suitable for the method of cooking
	Dry Heat Methods of Cooking	<p>Dry methods of cooking include: baking, frying and its types, roasting, grilling and barbecue. For each of these give the:</p> <ul style="list-style-type: none"> ➢ Aims and principles governing the method of cooking ➢ Methods of heat transfer in each method of cooking ➢ Advantages and disadvantages of the method of cooking ➢ Foods suitable for the method of cooking
	Meat and poultry	<ul style="list-style-type: none"> • Types of meat • Structure and composition of meat • Nutritive and dietetic value of meat • Causes of toughness in meat • Methods of tenderising meat • Factors to consider when selecting meat • Effect of heat on meat - (moist and dry heat) • Different methods of cooking meat
	Gelatine	<ul style="list-style-type: none"> • Source of gelatine • Nutritive and dietetic value of gelatine • Rules of using gelatine • Use of gelatine in cookery
	Offals	<ul style="list-style-type: none"> • Types of offals • Nutritive and dietetic value of offals • Methods of cooking offals
	Textured Vegetable Protein	<ul style="list-style-type: none"> • Manufacture of TVP • Nutritive and dietetic value of TVP • Advantages and disadvantages of using TVP

Class	Topic/Sub-Topic	Key Concepts
	(TVP)	<ul style="list-style-type: none"> • Use textured vegetable protein in cookery
	Poultry	<ul style="list-style-type: none"> • Types of poultry • Composition and structure of poultry • Nutritive and dietetic value of poultry • Methods of cooking poultry
	Carbohydrates Classification of Carbohydrates	<ul style="list-style-type: none"> • Chemical elements that make up carbohydrates • Formation of the carbohydrate molecule - (condensation reaction) • Classification of carbohydrates: <ul style="list-style-type: none"> ➢ monosaccharides- glucose, fructose and galactose ➢ disaccharides- sucrose, maltose and lactose ➢ oligosaccharides- raffinose and stachyose ➢ Polysaccharides- starches, celluloses, dextrins, inulin, hemicelluloses, pectin
	Properties and Functions of Carbohydrates	<ul style="list-style-type: none"> • Physical and chemical properties of carbohydrates - effects of heat (dry and moist), solubility, etc • Functions of carbohydrates in the body
	Sources and Intake of Carbohydrates	<ul style="list-style-type: none"> • Sources of carbohydrates • Recommended dietary allowances of carbohydrates for different age groups and categories of people • Effects of deficiency of carbohydrates • Effects of excessive intake of carbohydrates - overweight and obesity, cardiovascular disease and dental carries
	Lipids Structure and Classification of Lipids	<ul style="list-style-type: none"> • Classification of lipids - (simple, conjugated and derived fats); (fats, oils) <ul style="list-style-type: none"> ➢ other fat derivatives: <ul style="list-style-type: none"> ○ cholesterol ○ lipoproteins ○ phospholipids ○ glycolipids

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Chemical elements that make up lipids - (fatty acids and glycerol) • The structure of fatty acids - saturated and unsaturated fatty acid (essential and non essential fatty acids) and glycerol
	Properties and Functions of Lipids	<ul style="list-style-type: none"> • Physical properties of lipids: <ul style="list-style-type: none"> ➢ rancidity ➢ plasticity ➢ emulsions ➢ solubility, etc • Chemical properties of lipids <ul style="list-style-type: none"> ➢ hydrogenation ➢ saponification, etc • Effect of heat (melting, flash, smoke points) • Functions of lipids in the body • Functions of lipids in cookery
TERM TWO		
	Fish Classification, Structure and Composition of Fish	<ul style="list-style-type: none"> • Classification of fish according to: <ul style="list-style-type: none"> ➢ habitat - (fresh water fish, sea water fish) ➢ composition – (oily fish, white fish, shell fish) • Structure of fish – (muscle, connective tissue and fat) • Composition of fish
	Value of Fish	<ul style="list-style-type: none"> • Nutritive value of fish • Dietetic value of fish • Economic value of fish
	Fish Processing and	<ul style="list-style-type: none"> • Factors to consider when buying fish • Methods of processing fish – (cleaning,

Class	Topic/Sub-Topic	Key Concepts
	Preservation	<p>filleting, etc)</p> <ul style="list-style-type: none"> • Methods of preserving fish -(freezing, drying, chemical, etc) • Storage of fish • Methods of cooking fish
	Eggs Structure, Composition and Value of Eggs	<ul style="list-style-type: none"> • Structure of an egg • Composition of an egg • Nutritive value of eggs • Dietetic value of eggs
	Use, Storage and Effect of Heat on Eggs	<ul style="list-style-type: none"> • Uses of eggs in cookery • Grading of eggs - (quality and size) • Testing for freshness of eggs • Safe storage of fresh eggs • Methods of preserving eggs • Effects of heat on eggs
	Milk and Milk products Composition and Value of Milk	<ul style="list-style-type: none"> • Comparison between cow's and human milk • Nutritive value of cow's milk • Dietetic value of cow's milk • Uses of milk in cookery
	Milk Storage and Processing	<ul style="list-style-type: none"> • Spoilage of milk: <ul style="list-style-type: none"> ➢ causes ➢ prevention of spoilage • Storage of milk at home • Processing of milk - (homogenisation, heat treatment, pasteurisation, sterilized milk (UHT), evaporated, condensed milk, dry milk powders, etc) • Effect of heat on milk
	Milk Products	<ul style="list-style-type: none"> • Milk products (butter milk, butter, ice cream, yoghurt, sour cream, cheese, etc) • For each of the milk products cover the following: <ul style="list-style-type: none"> ➢ methods of processing the milk product ➢ nutritive value of the milk product ➢ dietetic value of the milk product ➢ effect of heat on the milk product

Class	Topic/Sub-Topic	Key Concepts
		➤ uses of the milk product in cookery
	Vitamins Classification of Vitamins	<ul style="list-style-type: none"> • Definition of vitamins • Classification of vitamins • General characteristics of each of the two groups of vitamins (fat soluble and water soluble)
	Fat Soluble Vitamins (A,D,E,K)	<p>For each of the vitamins (A,D,E,K) give the following:</p> <ul style="list-style-type: none"> • chemical name of the vitamin • chemical structure of the vitamin • physical and chemical properties of the vitamin • functions of the vitamin in the body • factors that influence the absorption and metabolism of the vitamin • sources of the vitamin • recommended dietary allowance of the vitamin • effects of deficiency and excessive intake of the vitamin
	Water Soluble Vitamins (B & C)	<p>For each of the vitamins (B₁, B₂, B₃, B₅, B₆, Folic acid, B₁₂, Vitamin C) give the following:</p> <ul style="list-style-type: none"> • Chemical name of the vitamin • Chemical structure of the vitamin • Physical and chemical properties of the vitamin • Functions of the vitamin in the body • Factors that influence its absorption • Sources of the vitamin • Recommended dietary allowance of the vitamin • Effects of deficiency and excessive intake of the vitamin.
	Cereals Types, Role, Structure and Value of Cereals	<ul style="list-style-type: none"> • Types of cereals – (rice, millet, maize, wheat, etc); cereal products (pasta, oats, etc) • The role of cereals in the diet • Structure and composition of wheat cereal • Nutritive and dietetic value of wheat

Class	Topic/Sub-Topic	Key Concepts
	Milling and Effect of Heat on Cereals	<ul style="list-style-type: none"> The process of milling wheat Effect of heat on cereals-(moist and dry heat) Types of flours and their uses in cookery
	Storage of Cereals and other Cereal Products	<ul style="list-style-type: none"> Storage of cereals and flours Other cereal – like foods- (tapioca, arrow root and sago) Origin and use cereal-like foods in cookery
	Leavening (raising) agents Types and Actions of Leavening Agents	<ul style="list-style-type: none"> Types and action of leavening agents: mechanical (air) steam chemical (bicarbonate of soda, bicarbonate of soda and acid, baking powder) biological (yeast)
	Uses and Storage of Raising Agents	<ul style="list-style-type: none"> Uses of the different raising agents in cookery –give examples in each case as follows: <ul style="list-style-type: none"> ➤ mechanical action-sponge mixtures, etc ➤ biological action –yeast mixtures, etc ➤ chemical – creamed mixtures, etc ➤ steam – pastries, batters, etc ➤ Storage of different raising agents
	Mineral elements Introduction to Mineral Elements	<ul style="list-style-type: none"> Classification of mineral elements (major and trace elements give examples in each case) General functions of mineral elements General properties of mineral elements
	Major Elements (Ca, P, K, Na, Cl, S, Mg)	For each of the major mineral elements (Ca, P, K, Na, Cl, S, Mg), discuss the following: <ul style="list-style-type: none"> occurrence physiological functions of each mineral effects of deficiency and excessive intake in the body

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • factors that influence absorption and metabolism (hindering or facilitating factors) of the mineral element • recommended daily allowances for the mineral element • dietary sources of the mineral element
	Trace Elements (Fe, I, Zn, Se, Mn, Cu, Fl, Si)	<p>For each of the Trace elements (Fe, I, Zn, Se, Mn, Cu, Fl, Si), discuss the following:</p> <ul style="list-style-type: none"> • occurrence • physiological functions of each mineral • effects of deficiency and excessive intake in the body • factors that influence its absorption and metabolism (hindering or facilitating factors) • recommended dietary allowances of each mineral element • dietary sources of the mineral element
	Starch and flour mixtures Batters	<ul style="list-style-type: none"> • Classification of batter • Uses of batter • Nutritional value of batter • Ingredients and proportions for making batters • Preparation of dishes using batter
	Pastry	<ul style="list-style-type: none"> • Types of pastry (short crust, suet, flaky, rough puff pastry, puff, hot water e.g choux) • Ingredients and proportions for making each of the types of pastry • Rules for making the different types of pastry • Method of making each type of pastry • Common faults when making the different types of pastry
	Cakes	<ul style="list-style-type: none"> • Classification of cakes - (rubbed in, creamed in, melted, whisked, all in one) • Ingredients and proportions used for each of the types of cakes • Functions of the basic ingredients in cake making. • Rules for making the different types of cakes • Method of making the different types of cakes

Class	Topic/Sub-Topic	Key Concepts
		<p>and their decorations</p> <ul style="list-style-type: none"> Common faults that occur when making the different cakes
	Biscuits, Cookies and Scones	<ul style="list-style-type: none"> Classification of biscuits and cookies (- rubbed, reamed, melted, whisked) Classes of scones: rubbed in batter scones e.g. girdle scones Proportions of the basic ingredients used in the making of different types of biscuits, cookies and scones Methods of making the different types of biscuits, cookies and scones.
	Bread and Other Yeast Dishes	<ul style="list-style-type: none"> Basic ingredients used in bread making Types of yeast dishes Types of yeast used in cookery Methods of making the different types of bread and other yeast dishes Reasons for faults in bread making
TERM THREE		
	Water and electrolytes Chemical Nature and Distribution of Water in the Body	<ul style="list-style-type: none"> Water and its chemical nature (introduction): <ul style="list-style-type: none"> as a unified whole components the particle Distribution of water in the body: <ul style="list-style-type: none"> body water and compartmentalisation overall water balance Forces influencing water distribution: <ul style="list-style-type: none"> the solute (electrolyte, plasma protein, organic compound) the membranes that separate water components- (capillary wall and cell wall) <p>mechanism for movement of water across the membranes (osmosis, diffusion and active transport, filtration and pinocytosis)</p>

Class	Topic/Sub-Topic	Key Concepts
	Properties and Functions of Water in the Body	<ul style="list-style-type: none"> Physical properties of water Chemical properties of water Functions of water in the body Effects of deficiency (dehydration) and excessive intake (intoxication) of water in the body
	Water and Electrolyte Balance	<ul style="list-style-type: none"> Composition of electrolytes within the body Electrolyte balance mechanisms Body organs that play various roles in water and electrolyte balance: <ul style="list-style-type: none"> ➢ gastro intestinal tract ➢ kidney ➢ lungs Definition of acids, bases, buffers The role of water and electrolytes in acid-base buffer system: <ul style="list-style-type: none"> ➢ protection against added acid and added base ➢ buffer system ratio in extracellular fluid Factors that bring acidosis and alkalosis
	Vegetables Classification, Value and Storage of Vegetables	<ul style="list-style-type: none"> Classification of vegetables with their examples - (green leafy, roots and tubers, pulses and pods, fruits, stems and bulbs, flowers) Nutritive value of vegetables Dietetic value of vegetables Qualities to look for when buying vegetables Storage of vegetable
	Preservation of Vegetables	<ul style="list-style-type: none"> Uses of vegetables in cookery Effect of heat on vegetables Methods of preparing and cooking vegetables while conserving nutrients- (sautéing, stir frying, etc) Methods of preserving vegetables- (pickles, chutney, etc) Preparation and service of vegetable salads such as: <ul style="list-style-type: none"> ➢ fresh vegetable salads ➢ cooked salads such as potato salad

Class	Topic/Sub-Topic	Key Concepts
	Pulses and Nuts	<ul style="list-style-type: none"> • Types of pulses and nuts • Nutritive and dietetic value of pulses and nuts • uses of pulses and nuts in cookery
	Fruits Classification, Value and Storage of Fruits	<ul style="list-style-type: none"> • Classification of fruits (citrus, hard stone, berries, etc) • Nutritive and dietetic value of fruits • Proper storage of fruits
	Preservation and Use of fruits in Cookery	<ul style="list-style-type: none"> • Qualities to look for when buying fruits. • Effect of heat on fruits • Methods of cooking fruits • Methods of preserving fruits: <ul style="list-style-type: none"> ➢ jam ➢ chutney ➢ marmalade ➢ squashes • Uses of fruits in cookery: <ul style="list-style-type: none"> ➢ Juices ➢ salad, etc
	Energy metabolism Energy Transformation	<ul style="list-style-type: none"> • Definition of terms – energy, metabolism (catabolism, anabolism, glucogenesis, and glycolysis) • Energy transformation- (glycolysis, the Kreb's cycle and electron transport chain)
	Control of Energy in Human Metabolism	<ul style="list-style-type: none"> • Control of energy in human metabolism <ul style="list-style-type: none"> ➢ controlled reaction rate – (enzymes, co-enzymes and hormones) • Types of metabolic reactions
	Requirements and Measurement of Energy	<ul style="list-style-type: none"> • Factors that determine the total energy requirements- (basal metabolic rate, specific dynamic action, physical activity, etc) • Definition of basal metabolic rate (BMR) • Factors that determine basal metabolic rate • Measurement of energy (calories) • Methods of measuring basal metabolic rate –

Class	Topic/Sub-Topic	Key Concepts
		<p>calorimeter</p> <ul style="list-style-type: none"> • Energy balance: <ul style="list-style-type: none"> ➢ the concept of energy balance ➢ positive energy balance – obesity ➢ negative energy balance – underweight and starvation
	Functions and RDA of Energy	<ul style="list-style-type: none"> • Functions of energy in the body • Recommended dietary allowances (RDAs) for different categories of people
	Fats and oils Manufacture and Use of Fats and Oils	<ul style="list-style-type: none"> • Processing of cooking fats-margarine • Types of fats and oils • Distinction between fats and oils- (visible and invisible fats) • Uses of fats and oils in cookery
	Sweetening agents Forms and Composition of sweetening agents	<ul style="list-style-type: none"> • Forms of sugar- (brown sugar, granulated sugar, castor sugar, icing sugar, cubed sugar, golden syrup and treacle) • Composition of sugar
	Value of Sugar in Cookery	<ul style="list-style-type: none"> • Nutritive value of sugar • Dietetic value of sugar • Uses of sugar in cookery • Reasons for choosing other sweeteners- (glucose, honey, sorbitol, saccharin, aspartame, etc) other than sugar • Advantages and disadvantages of sweeteners
	Nutrition at different stages in life Pregnancy and Lactation	<ul style="list-style-type: none"> • Pregnancy: <ul style="list-style-type: none"> ➢ the relationship between nutrition and pregnancy ➢ weight gain in pregnancy – composition ➢ nutritional needs in pregnancy ➢ general dietary problems in pregnancy ➢ complications in pregnancy, control and management • Nutrient requirements during lactation

Class	Topic/Sub-Topic	Key Concepts
	Nutrition in Life Cycle	<ul style="list-style-type: none"> • Nutritional requirements for normal growth and development at various stages - (infancy, childhood, adolescence, adulthood and ageing) • Nutritional challenges of the various stages of life cycle • Measurement of physical growth - growth pattern in a normal life cycle: <ul style="list-style-type: none"> ➢ infancy ➢ latent period of childhood • Use of growth monitoring curves • Importance of breastfeeding • Points to consider when using alternative feeding • Points to consider when weaning a child
TERM ONE		
SENIOR 6	Meal planning	<ul style="list-style-type: none"> • Importance of wise food selection and purchasing
	Shopping for Food	<ul style="list-style-type: none"> • Factors affecting food availability and choice • Guidelines for shopping • Shopping outlets: <ul style="list-style-type: none"> ➢ open markets ➢ specialist shops ➢ supermarket/self-service shops ➢ online shopping, etc • Advantages and disadvantages of each of the shopping outlets • Consumer information: <ul style="list-style-type: none"> ➢ nutrition information ➢ bar coding, etc
	Rules for Meal Planning	<ul style="list-style-type: none"> • Terms commonly used in meal planning- (meal, menu, main meal, course, diet, balanced diet, high tea, snack, meal pattern, etc) • General rules to consider when planning meals • Meals in a day - (breakfast, lunch, supper, dinner); meals for special occasions - (buffets, packed meals, cocktail, barbecue, meals for festivities e.g. weddings, birthdays, graduation, mobile food services e.g. ice

Class	Topic/Sub-Topic	Key Concepts
		<p>cream, hot snack, etc)</p> <ul style="list-style-type: none"> • Meals for the different groups of people include: <ul style="list-style-type: none"> ➢ invalids and convalescents ➢ vegetarians ➢ expectant mothers ➢ children, etc • Meals for specific conditions include: <ul style="list-style-type: none"> ➢ low cholesterol diet ➢ gluten free diet ➢ diabetic die ➢ ulcer diet ➢ anaemia ➢ renal/ low salt diet ➢ high fibre diet/ slimmer's diet
	Digestion, absorption and metabolism of nutrients Digestion of Food	<ul style="list-style-type: none"> • The anatomy and physiology of the organs involved in digestion • Basic principles involved in digestion • Physical and chemical digestion process of food (proteins, carbohydrates, lipids)
	Absorption and Metabolism of Nutrients	<ul style="list-style-type: none"> • Absorption of nutrients- (micro and macro) • Metabolism of nutrients- (micro and macro) • Uses of micro-nutrient metabolites
	Nutrition in rehabilitation Principles of Nutritional Care for Metabolic Disorders	<ul style="list-style-type: none"> • Metabolic disorders: <ul style="list-style-type: none"> ➢ obesity ➢ diabetes mellitus ➢ peptic Ulcers ➢ intestinal diseases ➢ liver diseases (cirrhosis) ➢ coronary disorders • principles of nutritional care in different metabolic disorders.
	Causes and Symptoms of Metabolic Disorders	<ul style="list-style-type: none"> • Causes of each of the above metabolic disorder • Symptoms of each of the above metabolic disorder
	Care and Management of Metabolic Disorders	<ul style="list-style-type: none"> • Care and management of each of the metabolic disorders
	Nutritional deficiency diseases	<ul style="list-style-type: none"> • Ecology of malnutrition ➢ Host

Class	Topic/Sub-Topic	Key Concepts
	Ecology of Malnutrition Nutritional Deficiency Diseases	<ul style="list-style-type: none"> ➤ Agent ➤ environment ● General causes of malnutrition <ul style="list-style-type: none"> ● Causes of the following nutritional deficiency diseases: <ul style="list-style-type: none"> ➤ protein energy malnutrition ➤ vitamin A deficiency ➤ beri beri ➤ pellagra ➤ anaemias (megaloblastic, pernicious iron, etc) ➤ rickets ➤ scurvy ➤ mineral deficiency diseases- (oestomalacia, osteoporosis, goitre, etc) ● Symptoms of the above nutritional deficiency diseases. ● Management and treatment of the above nutritional deficiency diseases.
	Food misinformation Existence and Dangers of Food Misinformation	<ul style="list-style-type: none"> ● Explanation of basic food misinformation concepts: <ul style="list-style-type: none"> ➤ food fads ➤ food myths ➤ food quacks ➤ food taboos ➤ food superstitions ➤ food fallacy ● Differences between myths and scientific facts ● Dangers of food misinformation: <ul style="list-style-type: none"> ➤ dangers to health ➤ needless money expenditure, etc ● Causes of food misinformation: <ul style="list-style-type: none"> ➤ distrust of food market ➤ lack of knowledge of scientific advances ➤ persuasive advertisement, etc ● Reasons for existence of food misinformation: <ul style="list-style-type: none"> ➤ scientific advances ➤ food technology advancement ➤ economic growth ➤ mass communication media

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ emotional needs, etc • Food fads, fallacies and idiosyncrasies in Uganda
	vulnerable Groups to Food Misinformation	<ul style="list-style-type: none"> • Vulnerable groups to food misinformation: <ul style="list-style-type: none"> ➤ middle aged ➤ the elderly ➤ adolescents ➤ obese and diabetic • Remedial measures to food misinformation
TERM TWO		
	Food spoilage, contamination and poisoning Food Contamination	<ul style="list-style-type: none"> • Explanation of the following terms <ul style="list-style-type: none"> ➤ food spoilage ➤ food poisoning ➤ food contamination • Classification of agents of food spoilage and contamination
	Food Poisoning	<ul style="list-style-type: none"> • Types of food poisoning <ul style="list-style-type: none"> ➤ Bacterial ➤ Chemical ➤ Biological, etc • Causes of food poisoning • Symptoms of food poisoning • Measures to ensure food safety - (kitchen, food and personal hygiene)
	Food borne diseases	<ul style="list-style-type: none"> • For each of the food borne diseases (cholera, typhoid dysentery, etc) give the: <ul style="list-style-type: none"> ➤ agents/sources of the disease ➤ symptoms of the food borne disease ➤ causes of the food borne disease • preventive measures of the food borne disease
	Food preservation Aims and Principles of Food Preservation	<ul style="list-style-type: none"> • Meaning of food preservation • Aims of food preservation • Principles governing each food preservation method
	Methods of Food Preservation	<ul style="list-style-type: none"> • Methods of food preservation: <ul style="list-style-type: none"> ➤ heat treatment (sterilisation, pasteurisation, canning and bottling) ➤ dehydration (sun drying, roller drying, spray drying, accelerated freeze drying)

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ freezing and refrigeration ➤ removal of air ➤ irradiation ➤ chemical preservation (salting, smoking, etc) ➤ biological preservation (fermentation) used in the making of wine, cheese and yoghurt • Foods preserved using the different preservation methods (fruits, vegetables, meat, milk, fish, pulses, nuts, etc) • Effects of the methods of preservation on the value of food.
	The food paths Urban and Rural Food Paths	<ul style="list-style-type: none"> • Definition of the food path • Urban and rural food paths
	Food Blocks along the Food Paths	<ul style="list-style-type: none"> • Food blocks along the food paths • Relationship between food blocks and malnutrition(causes) • Remedies to malnutrition caused by food blocks
	Protecting the food supply Harvesting / Slaughter of Animals	<ul style="list-style-type: none"> • Protection of food during harvesting/slaughter of animals
	Transportation and Storage of Food	<ul style="list-style-type: none"> • Ways of protecting food during transportation from the farmer to the consumer • Ways of protecting food during storage to ensure safety and quality
	Processing and Preservation of Food	<ul style="list-style-type: none"> • Ways of protecting food during processing to ensure safety and quality • Ways of Protecting food during preservation to ensure safety and quality
	Advertising, Labelling and Marketing of Food	<ul style="list-style-type: none"> • Importance of advertising, labelling and marketing of foods
	Rechauffe' cookery Rules for Reheating Foods	<ul style="list-style-type: none"> • Rules for reheating foods • Methods of cooking reheated foods: <ul style="list-style-type: none"> ➤ Frying e.g. fritters, burgers, etc ➤ baking e.g. meat pies, fish pies, etc ➤ stewing e.g. curries, etc

Class	Topic/Sub-Topic	Key Concepts
	Rechauffe' Dishes	<ul style="list-style-type: none"> • Dishes that use left over foods: <ul style="list-style-type: none"> ➢ fish e.g. fish cakes ➢ meat e.g. shepherd 's pie ➢ bread e.g. bread and butter pudding ➢ vegetables e.g. potato cakes ➢ stale cakes e.g. puddings • Preparation and presentation of different rechauffe 'dishes
	Stocks, sauces, soups and other hors d'oeuvres Stocks	<ul style="list-style-type: none"> • Types of stocks: <ul style="list-style-type: none"> ➢ brown ➢ white ➢ vegetable ➢ fish, etc • Principles involved in preparing the different types of stocks • Preparation of different types of stocks • Uses of different types of stocks - (foundation for soups, sauces and gravies)
	Sauces and Gravies	<ul style="list-style-type: none"> • Definition of a sauce and a gravy • Classification of sauces: <ul style="list-style-type: none"> ➢ roux sauces ➢ cooked egg sauces ➢ cold sauces ➢ unclassified sauces, etc • Classification of gravies • Uses of sauces • Nutritive and dietetic value of sauces • Preparation and service of sauces and gravies <p>Common faults that occur when preparing sauces and gravies</p>
	Soups and other Hors d'oeuvres	<ul style="list-style-type: none"> • Types of soups: <ul style="list-style-type: none"> ➢ thick soups (pureed, and those thickened by other ingredients) ➢ thin soups ➢ clear soups- broths ➢ mixed soups, etc • Nutritive and dietetic value of soups • Principles governing soup preparation and

Class	Topic/Sub-Topic	Key Concepts
		<p>service</p> <ul style="list-style-type: none"> • Preparation and service of different types of soups • Common faults when preparing soups • Definition of horse d'oeuvres and their importance • Other types of horse d'oeuvres: <ul style="list-style-type: none"> ➢ dressed horse d'oeuvres ➢ plain horse d'oeuvres, etc • Preparation and service of horse d'oeuvres
TERM THREE		
	Desserts Puddings	<ul style="list-style-type: none"> • Classification of puddings: <ul style="list-style-type: none"> ➢ milk puddings ➢ custards and custard puddings ➢ steamed puddings ➢ puddings made with batter ➢ hot puddings with fruit ➢ hot puddings with pastry, etc • Nutritive value of puddings • Dietetic value of puddings • Preparation and service of puddings
	Sweets	<ul style="list-style-type: none"> • Classification of sweets: <ul style="list-style-type: none"> ➢ whole fruits ➢ fruit salads ➢ jellies ➢ cold custard sweets, etc • Nutritive value of sweets • Dietetic value of sweets • Preparation and service of sweets
	Convenience foods Use of Convenience Foods	<ul style="list-style-type: none"> • Definition of “convenience” foods • Reasons for the increased intake of convenience foods • Types and examples of convenience foods • Advantages of using convenience foods • Disadvantages of using convenience foods • Use of convenience foods in cookery
	Value of Convenience Foods	<ul style="list-style-type: none"> • Nutritive value of convenience foods • Dietetic value of convenience foods
	Food additives Classification of Food Additives	<ul style="list-style-type: none"> • Definition of food additive • Classification of the following food additives: <ul style="list-style-type: none"> ➢ colouring

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ flavourings ➤ preservatives ➤ nutritional additives ➤ improvers ➤ emulsifiers, etc
	Advantages and Disadvantages of Food Additives	<ul style="list-style-type: none"> • Advantages of using food additives • Disadvantages of using food additives
	Beverages Types of Beverages	<ul style="list-style-type: none"> • Definition of beverages • Types of beverages (hot or cold) <ul style="list-style-type: none"> ➤ refreshing ➤ stimulating ➤ nourishing
	Value of Beverages	<ul style="list-style-type: none"> • Nutritive value of beverages • Dietetic value of beverages
	Preparation of Beverages	<ul style="list-style-type: none"> • Factors to consider when preparing and serving the different types of beverages • Preparation of beverages: <ul style="list-style-type: none"> ➤ Hot beverages e.g. tea, coffee, cocoa, soy beverage, milo, drinking chocolate, bournivita, etc ➤ Cold beverages e.g. fruit juices, milkshakes, flavoured chocolate drink, iced coffee, iced tea, "bushera", etc
	Seasonings and flavourings Seasonings (Condiments)	<ul style="list-style-type: none"> • Differences between seasonings and flavourings • Types of seasonings - (salt, pepper, vinegar, etc) • Use of seasonings • Advantages and disadvantages of using seasonings
	Flavourings	<ul style="list-style-type: none"> • Types of flavourings: <ul style="list-style-type: none"> ➤ herbs ➤ spices • Use of flavourings • Advantages and disadvantages of using flavourings

PART II: SCIENCE IN THE HOME**Teaching Sequence**

Class	Topic/Sub-Topic	Key Concepts
S 5	Term I	
	The kitchen	
	Designing the Kitchen	<ul style="list-style-type: none"> • Definition of the kitchen • Factors to consider when designing and planning (with reference to efficiency, safety, comfort, hygiene, storage space and kitchen surfaces) ventilation, lighting, heating and use of color for surfaces, walls and ceilings
	Kitchen Plans	<ul style="list-style-type: none"> • Definition of the term work triangle and its work areas (storage, preparation & cooking area) • Illustration of kitchen plans (U-plan, L-plan, parallel plan, and one wall plan) • Description of kitchen plans with reference to work triangle, space, size and shape
	Refuse Disposal	<ul style="list-style-type: none"> • Methods and importance of refuse disposal • Construction of kitchen sinks and refuse bins • Choice, use and care of refuse bins and sinks
	Kitchen Equipment	<ul style="list-style-type: none"> • Classification of kitchen equipment and examples in each group • Factors to consider when choosing kitchen equipment
	Materials in the home	
	Metals	<ul style="list-style-type: none"> • Types of metals (aluminium, steel, copper, brass, silver, zinc, nickel, bronze, tin, gold) • Qualities, use, care and cleaning of various metals
	Non Metals	<ul style="list-style-type: none"> • Types of non-metals: <ul style="list-style-type: none"> ➤ plastics <ul style="list-style-type: none"> ○ thermoplastics: acrylics, cellulosics, polythene, polyethylene, polypropylene, polystyrene, polyurethane (foam plastics), polytetrafluoroethylene P.T.F.E (coated silicon, polyvinyl chloride P.V.C) ○ thermosetting plastics: Melamine, phenolics

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ glass (lead/flint, lime and borosilicate), Wood and Ceramics • Qualities, use, care and cleaning of non-metallic items made from the above various
	Coating Materials 1.	<ul style="list-style-type: none"> • Types of coating materials: <ul style="list-style-type: none"> ➤ enamel ➤ formica ➤ paint ➤ varnish • Qualities, use, care and cleaning of various coating materials
TERM TWO		
	Forces	
	Types of Forces	<ul style="list-style-type: none"> • Definition of force • Types of forces (gravitational, centripetal, centrifugal, suction, capillarity, tensional, viscous, magnetic, frictional, electric)
	Application of different Forces in Appliances/ Equipment	<ul style="list-style-type: none"> • Principles behind the operation of appliances/equipment that apply forces (washing machines, vacuum cleaners, carpet sweepers, rotary beater, egg whisks, blenders, food mixers, hair driers) • Construction of the equipment that apply forces • Choice, care, use and safety precautions when using appliances in relation to the forces
	Matter	
	States of Matter	<ul style="list-style-type: none"> • Definition of matter and the states of matter. • Kinetic theory explaining the existence of matter
	Properties of Matter and their Applications	<ul style="list-style-type: none"> • Properties of matter. • Application of the properties of matter in daily life. <ul style="list-style-type: none"> ➤ diffusion ➤ surface tension (detergent action, water proofing, release agents and polishes) ➤ adhesion and cohesion ➤ osmosis ➤ absorption and adsorption • capillarity (raising damp, sweating of

Class	Topic/Sub-Topic	Key Concepts
		concrete floors, color migration etc)
	Measurement of Matter	<ul style="list-style-type: none"> Ways of measuring matter e.g. handy measures, weighing scales, measuring and determination of volumes, weights and length Care of weighing equipment
	Density	<ul style="list-style-type: none"> Definition of density and its measurement Archimedes principle and the law of floatation and their application in the home
	Relative Density	<ul style="list-style-type: none"> Definition of relative density and its measurement Application of hydrometers (lactometers, saccharometers and salinometers) Applications of relative density
	Simple machines	
	Relationship between Mechanical Advantage, Velocity Ratio and Efficiency	<ul style="list-style-type: none"> Definition of simple machines, mechanical advantage, velocity ratio and efficiency of a machine Relationship between mechanical advantage, velocity ratio and efficiency of simple machines
	Types and Applications of Simple Machines	<ul style="list-style-type: none"> Types and applications of simple machines: <ul style="list-style-type: none"> levers (1st class, 2nd class, 3rd class) pulleys (single fixed, single movable, ball & tackle) wedges (e.g. knives, pangas) inclined planes (e.g. stairs, ladders) screws, weighing equipment Wheel & axle. gears & wheels
	Pressure	
	Measurement of Pressure.	<ul style="list-style-type: none"> Definition of pressure and illustration of the effect of pressure exerted by solids on various surfaces. Describe the formula and measurement of pressure (using a Barometer)
	Types of Pressure and their Applications.	<ul style="list-style-type: none"> Types of pressure and their applications: <ul style="list-style-type: none"> liquid pressure (lift and force pumps, water taps, syringe, siphon, lavatory flush, ball valve, gas water supply, domestic water supply, drinking straws, rubber sucker)

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ gas pressure (gas governor, pressure gauge, town gas supply, aerosol sprays) ➤ steam pressure (coffee percolator, pressure café set, coffee maker) • solid pressure (furniture stands, stilettos, cutting equipment, sewing needles, injection, bicycle/car tyres)
	Heat and thermodynamics	
	Heat and its Measurement.	<ul style="list-style-type: none"> • Definition of heat and temperature • Different types of thermometers and their uses (laboratory thermometers, room thermometers, bimetallic thermometers, bath thermometers, meat thermometers, oven thermometers) • Measurement of temperature using different thermometers, giving the thermometer scales • Properties of thermometric liquids (alcohol and mercury) and comparison in their use
	Expansion in Solids and Fluids	<ul style="list-style-type: none"> • Definition of expansion and contraction and its causes • Operation of a bimetallic strip and equipment like thermometers, fire alarms, automatic flashing lights and room thermostats that use a bimetallic strip • Applications of expansion in solids and fluids (liquids and gases) in the home
	Melting and Boiling	<ul style="list-style-type: none"> • Definition and difference between melting and boiling • Application of boiling points and melting (rendering, automatic sprinkler systems) in the home • The effects of pressure and dissolved substances on the boiling point of liquids and ice • Operation of a pressure cooker
	Evaporation and Cooling	<ul style="list-style-type: none"> • Definition of evaporation and cooling • Factors that affect the rate of evaporation • Applications of evaporation and cooling in

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> the home e.g drying of clothes etc Differences between boiling and evaporation
	Condensation, Distillation	<ul style="list-style-type: none"> Definition of condensation and distillation Applications of condensation and distillation Illustration of the distillation apparatus
	Humidity and Damp	<ul style="list-style-type: none"> Definition of humidity, its sources and effects Measurement of water vapour in the atmosphere using the interior of a hair hygrometer Applications of humidity e.g air conditioners, humectants, humidistat and steaming The different types of damp, their causes and control (penetrating damp, rising damp and condensation damp)
	Refrigeration	<ul style="list-style-type: none"> Examples of refrigerants and their characteristics (freon and liquid ammonia) Types of refrigerators giving their differences and work cycles (compression type and absorption type) Construction and main parts of the different types of refrigerators Choice, care and cleaning of the refrigerators Types, care and working principle of deep freezers (chest freezers, upright freezers)
	Heat capacity and Latent Heat	<ul style="list-style-type: none"> Definition of latent heat and specific latent heat. Determination of specific latent heat of fusion of ice and specific latent heat of vaporization of water
	Forms of Heat Transfer	<ul style="list-style-type: none"> Definition of the 3 forms of heat transfer i.e. conduction, convection and radiation Different forms of heat transfer in solids, liquids and gas
	Application of methods of heat transfer	<ul style="list-style-type: none"> The applications of Conduction (food preparation, beddings, insulation of buildings) The applications of convection (food preparation, hot water supply system, room ventilation) The application of radiation (grilling, vacuum containers, central heating system, radiant

Class	Topic/Sub-Topic	Key Concepts
		heaters, greenhouse effect)
	Term Three	
	Fuels	
	Classification of Fuels	<ul style="list-style-type: none"> Different types of fuels and their sources Renewable fuels and non-renewable fuels. (Electricity, Solid, Liquid, Gas and Solar). Characteristics of a good fuel
	Production, Advantages and Disadvantages of Fuels	<ul style="list-style-type: none"> Production of different fuels (solid fuels, electricity, gas and liquid fuels) Advantages and disadvantages of different types of fuels
	Equipment that use different Fuels	<ul style="list-style-type: none"> Construction and operation of equipment using different fuels <ul style="list-style-type: none"> Solid (3 stones, block fire, charcoal stoves, charcoal ovens) Liquid/Paraffin (oil stoves, primus stoves, oil lamps, pressure lamps) Gas (gas cookers, gas stoves, gas lamps). Choice, use, care and safety precautions of Equipment that use various fuels, both traditional and modern Calculation of gas bills for various equipment
S6	Term One	
	Electricity	
	Terms and Symbols used in Electricity	<ul style="list-style-type: none"> Definition of electricity Terms used in electricity (electric circuit, coulomb, volt, resistance) Diagrams of different signs and symbols used in electricity (cell, switch, circuit breaker)
	Static Electricity	<ul style="list-style-type: none"> Definition of static electricity and an experiment to show the existence of static electricity Useful and negative applications of static electricity Cause and control of lightening. The lightening conductors
	Chemical Electric Energy	<ul style="list-style-type: none"> Construction and operation of a simple cell Applications of a simple cell (dry cells, accumulators) diagram of a dry cell Care and maintenance of lead acid accumulators

Class	Topic/Sub-Topic	Key Concepts
	Current Electricity	<ul style="list-style-type: none"> • Definition of conductors and insulators of electricity and their applications in the home • Application of series and parallel connections in the home • Diagrams of the different circuits in the home (old type and modern ring circuit installations) • Calculation of electromotive force (emf), internal resistance, external resistance and electrical power, wattage and cost of electricity used in the home (monthly bills) • Experiment to determine the wattage of an electric appliance
	Heating Effect of Electricity	<ul style="list-style-type: none"> • Factors affecting the heating effect of an electric current • Experiment to show the heating effect of an electric current • Applications of electrical heating and principles of operation: <ul style="list-style-type: none"> ➢ food preparation equipment: <ul style="list-style-type: none"> ○ electric cookers (principle of operation, components, modern features e.g rotisseries, glass doors and autotimers), care and cleaning ○ microwave ovens ○ automatic rice cookers ○ toasters ○ rotisseries ○ food/plate warmers ○ electric baine maries ○ electric kettles ○ water heaters (electrical immersion heaters, instantaneous water heaters) ➢ laundry and Cleaning Equipment: <ul style="list-style-type: none"> ○ washing machines (washing actions for example tumble, pulsator and agitator) ○ dryers (wringler, spin dryer, tumbler) ○ electric irons (dry irons and steam

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> irons) ◦ dish washers ➤ others <ul style="list-style-type: none"> ◦ local or room heaters ◦ flexible heating elements.(electric blankets, carpets, wall paper heaters and saving fuel on water heating) ◦ electric lighting • The choice, care and cleaning of the above electrically operated equipment
	Meter Reading, Domestic Wiring and Electric Safety	<ul style="list-style-type: none"> • Determination of the number of units used • Explanation of the new and old color codes of the live, neutral and earth wires and plugs • Ensuring safety when using electricity • Electric safety devices (fuses, circuit breakers) <ul style="list-style-type: none"> ➤ fuses (types of fuses, reasons why fuses blow and replacing a rewirable fuse, testing a cartridge fuse and calculation of fuse size.) ➤ circuit breakers • time switches and two way switches
	Other Forms Of Generating Electricity	<ul style="list-style-type: none"> • Generating electricity on a large scale using coal, wind and gas • Diagram of a quartz crystal spark generator and a photo electric cell • Applications of photo electricity <ul style="list-style-type: none"> ➤ automatic door openers ➤ fire alarms and burglar • colorimeters
	Magnetism and its Applications in the Home	<ul style="list-style-type: none"> • Definition of magnetism • Laws of magnetism • Methods of magnetization and demagnetization • Applications of electromagnetism: <ul style="list-style-type: none"> ➤ electric bell ➤ circuit breakers ➤ bicycle dynamo ➤ telephone receiver • lift or electromagnetic brakes
	Transformers, Motors and Motor Driven Appliances	<ul style="list-style-type: none"> • Differences between a step up and step down transformer • Operation of an electric motor

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Construction, choice, principle of operation and care of various motor driven equipment: <ul style="list-style-type: none"> ➢ hair dryers and hair shavers ➢ vacuum cleaners , carpet sweepers and floor polishers • food mixers, blenders, food processors
	Term Two	
	Ventilation and Illumination	
	Ventilation	<ul style="list-style-type: none"> • Definition, principle and purpose of ventilation • Causes and effects of poor ventilation • Methods of ventilation: <ul style="list-style-type: none"> ➢ natural ventilation (doors and windows and how they can be located for ventilation) ➢ artificial or mechanical (electric fans , coopers disc, extractor fans, air conditioners and cooker hoods)
	Sources, Importance and Methods of Lighting Rooms	<ul style="list-style-type: none"> • Sources of light (natural and artificial lighting) • Importance of good lighting in the home, types of glare and its prevention • Methods of lighting rooms <ul style="list-style-type: none"> ➢ generalized lighting ➢ direct lighting ➢ indirect lighting ➢ decorative lighting • Importance and care of light fittings and fixtures
	Lighting Equipment	<ul style="list-style-type: none"> • Ways of ensuring economy on lighting in the home • Factors to consider when lighting a room • Choice, use, care and safety precautions when using various lighting equipment. Solar and sunlight (natural lighting), electric lamps & bulbs, gas lamps, pressure lamps, paraffin-oil lamps & tins, wax candles, battery torches & lamps
	Sound and Acoustics	<ul style="list-style-type: none"> • Properties of sound and their applications in the home • Effects of noise in a room and the difference

Class	Topic/Sub-Topic	Key Concepts
		<p>between sound and noise</p> <ul style="list-style-type: none"> How to prevent loud noise (use of acoustics in house construction)
	Colour	<ul style="list-style-type: none"> Properties of colour and elements of art and design in colour (i.e. color, light, line, texture and form) Diagram of the colour wheel and Color schemes (monochromatic, analogous, complementary and triad colour scheme) Factors to consider when choosing a colour scheme The use of colour to correct faults in the home
	Water	
	Sources, Properties and uses of Water	<ul style="list-style-type: none"> Sources of water (underground water sources and surface water sources) Properties and uses of water
	Types of Water	<ul style="list-style-type: none"> Types of water: soft water and hard water (temporary hardness and permanent hardness) Removal of hardness and measurement of water hardness (total hardness, permanent hardness and temporary hardness) Advantages and disadvantages of the soft and hard water
	Water Purification	<ul style="list-style-type: none"> Water purification (home and commercial): <ul style="list-style-type: none"> the sand filter, candle filter alum dosing, chlorination, coagulation fluoridation Supply and storage (direct and indirect water systems of water heating)
	Sewage Disposal	<ul style="list-style-type: none"> Sewage disposal (e.g. cesspits, septic tanks), sewage treatment Methods of drainage (open, closed and concealed drains) care and cleaning of drains
	Detergents	
	1. Choice, Classification and use of Detergents	<ul style="list-style-type: none"> Choice of detergents Classification of detergents (soap, soapless, enzyme, alkalis, acids, grease solvents, water solvents, abrasives, bleaches, polishes) Use of different detergents

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Cleaning action of detergents
	Soap and Soapless Detergents	<ul style="list-style-type: none"> • Manufacture of soap and soapless detergents • Advantages and disadvantages of soap and soapless detergents
	Locally available Detergents	<ul style="list-style-type: none"> • Local detergents and cleaning agents (salt, sand, emery, ash, charcoal, egg shells, pawpaw leaves)
	Application of simple chemistry in the home	
	Oxidation	<ul style="list-style-type: none"> • Definition of oxidation • Processes of oxidation i.e. combustion, aerobic respiration, bleaching, rusting • Applications of oxidation e.g. food packaging, food preservation, enzymatic browning of foods, oxidative bleaching, disinfectants and antiseptics
	Reduction	<ul style="list-style-type: none"> • Definition of reduction • Applications of reduction i.e. hydrogenation (hardening of edible fats), flour quality, anti-oxidants, reducing bleaches
	Neutralization and Ph	<ul style="list-style-type: none"> • Definition of neutralization and pH • Measurement of pH. • Applications of neutralization e.g water purification and applications of pH e.g cake making, jam making, cooking vegetables and laundry
	Term Three	
	Safety in the home	
	Rules of First Aid. Types, Causes and Remedies (first aid) of Accidents	<ul style="list-style-type: none"> • Rules of first aid • Components of the first aid box • Types, causes and remedies (first aid) of accidents like falls, fires, burns, scalds, cuts, poisoning, sprains, broken bones, shocks, bites and stings • Remedies (first aid) to the different accidents
	Safety Precautions in the Home	<ul style="list-style-type: none"> • Safety precautions in the home i.e. in food preparation, on floors, use of electric appliances • Construction, working, use and care of fire extinguishers
	Management of family resources	

Class	Topic/Sub-Topic	Key Concepts
	Management of Money	<ul style="list-style-type: none">• Definition and types of resources (human & material resources)• Definition of money and guidelines in managing money<ul style="list-style-type: none">➤ types of income• guidelines to prepare a budget, its advantages and disadvantages
	Management of Time	<ul style="list-style-type: none">• Management of time (definition, time plan, factors to consider when making a time plan)• Time and motion study (definition and objectives)• Factors to consider when making time plans
	Management of Energy	<ul style="list-style-type: none">• Definition of energy• Types of energy resources and management of energy• Definition of fatigue, its causes and ways to avoid fatigue

PART III**COOKERY****Teaching Sequence**

Class	Topic/Sub-Topic	Key Concepts
S5	Term I	
	Meat	
	Cooking Meat Dishes	<ul style="list-style-type: none"> • Cuts of meat: <ul style="list-style-type: none"> ➢ shoulder ➢ breast ➢ wing centre ➢ loin centre ➢ side fillet ➢ side loin chops ➢ centre loin chops ➢ neck ➢ tail ➢ head sir loin ➢ ribs ➢ knuckle • Methods of Cooking meat: <ul style="list-style-type: none"> ➢ boiling ➢ stewing / simmering ➢ frying ➢ grilling ➢ roasting ➢ braising ➢ baking ➢ barbecuing • Serving meat dishes: <ul style="list-style-type: none"> ➢ use right and clean equipment ➢ serve meat dishes correctly ➢ garnishing meat dishes: <ul style="list-style-type: none"> ○ use attractive garnishes <p>treat garnishes hygienically</p>
	Minced Meat Cookery	<ul style="list-style-type: none"> • Minced meat dishes: <ul style="list-style-type: none"> ➢ shepherd's pie ➢ meat cakes ➢ spaghetti bolognese ➢ kebabs ➢ meat chaps

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ meat loaf ➤ meat balls ➤ beef burgers ➤ Scotch egg ➤ Pizza ➤ Meat sandwiches ● Garnishing minced meat dishes: examples of garnishes for minced meat dishes are vegetables, parsley
	Preparing, Cooking and Serving Meat Dishes with Pastry	<ul style="list-style-type: none"> ● Meat dishes with pastry: <ul style="list-style-type: none"> ➤ Meat roly poly. ➤ Cornish pasties. ➤ Meat pie. ➤ Quiche Lorraine. ● Cooking and serving meat dishes with pastry: <ul style="list-style-type: none"> ➤ main methods of cooking are: baking, boiling and frying <p>garnishes for meat dishes with pastry are vegetables, parsley and mint</p>
	Preparing, Cooking and serving Meat Accompaniments	<ul style="list-style-type: none"> ● Suitable accompaniments for meat: <ul style="list-style-type: none"> ➤ vegetables like salad, cooked vegetables ➤ carbohydrates e.g. pumpkin, cassava, matoke, gonja, potatoes, yams, pasta, rice sauces e.g. Tomato sauce, Tomato ketchup, mayonnaise, dumplings
	Textured Vegetable Protein (TVP)	<ul style="list-style-type: none"> ● Preparation, cooking and serving of TVP dishes e.g. <ul style="list-style-type: none"> ➤ TVP stew ➤ TVP mixed with other vegetables like peas, beans, green vegetables, groundnut sauce <p>Vegetable stews enriched with TVP</p>
	Offals	<ul style="list-style-type: none"> ● Preparation, cooking and serving of dishes made from offals e.g. <ul style="list-style-type: none"> ➤ stews (liver/kidney/heart) ➤ katogo ➤ grilled/fried (liver/kidney) ➤ roasted (liver/kidney) <p>stuffed & steamed goat stomach</p>
	Gelatine	<ul style="list-style-type: none"> ● Use of gelatine in cooking dishes like: <ul style="list-style-type: none"> ➤ Jellies

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➢ ice cream ➢ other sweets • fondant icing
	Poultry	
	Cooking and Serving Poultry Dishes	<ul style="list-style-type: none"> • Preparation of poultry dishes i.e. dressing and marinading • Methods of cooking poultry dishes: <ul style="list-style-type: none"> ➢ boiling e.g. boiled chicken ➢ stewing/simmering e.g. chicken stew ➢ frying e.g. plain fried chicken, chicken fritters ➢ grilling e.g. grilled chicken ➢ braising e.g. braised chicken ➢ baking e.g. chicken pie, pizza, quiche lorraine ➢ steaming e.g. chicken luwombo, stuffed steamed chicken luwombo ➢ roasting e.g. roast stuffed chicken ➢ chicken sandwiches • Serving the poultry dishes attractively: <ul style="list-style-type: none"> ➢ garnishes for poultry dishes include: tomatoes, carrots, parsley, lettuce, cabbage, mint, coriander • accompaniments to poultry dishes include carbohydrate foods such as potatoes, rice, pasta, matoke, millet bread, sauces, gravy, lemon slices, chopped egg white, sieved egg yolk and bacon rolls
	Fish	
	Fish Cookery	<ul style="list-style-type: none"> • Preparation of fish for cooking includes: <ul style="list-style-type: none"> ➢ salting. ➢ removing entrails. ➢ trimming. ➢ washing and drying. ➢ filleting/fish cutlets. ➢ preparation of vegetables. • Methods of cooking fish: <ul style="list-style-type: none"> ➢ frying e.g fried fish fillets ➢ grilling e.g whole grilled fish ➢ baking e.g baked fish ➢ stewing / simmering e.g fish stew ➢ boiling/ steaming e.g steamed/ boiled fish ➢ poaching e.g fish mornay

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ braising e.g braised fish • Serving and garnishing fish dishes e.g. with parsley, vegetables, herbs like mint, parsley, coriander, lemon slices <p>Suitable accompaniments for fish e.g. vegetables, carbohydrates, sauces (e.g. tartar sauce, parsley sauce)</p>
	Time Plan	
	General Efficiency	<ul style="list-style-type: none"> • Choice of dishes • Reasons for choice of dishes i.e. Nutritional and practical reasons which should be related to the question as much as possible • Costing of food materials with a grand total • Previous preparations carried out before the actual practical examinations • Order of work (giving appropriate time to each dish, a brief recipe, having time to wash/clean up and giving great attention to the special points) • Calculation of nutrient content of foods
	Manipulation of Skills	<ul style="list-style-type: none"> • Using correct skills and methodology during: <ul style="list-style-type: none"> ➤ food preparation ➤ cooking of various dishes
	Presentation of dishes	<ul style="list-style-type: none"> • Quality of equipment i.e. suitability, size and cleanliness. • Table linen, table mats, serviettes, food nets, napkins and cutlery, doily papers • Different types of garnishes and decorative materials suitable for various dishes and centre pieces suitable for given occasions • Decorative materials include cherries, slices of lemon/oranges, icing sugar, desiccated coconut, jam
	Term Two	
	Eggs	
	Egg Cookery	<ul style="list-style-type: none"> • Methods of cooking eggs: <ul style="list-style-type: none"> ➤ boiling e.g. boiled eggs ➤ poaching e.g. poached eggs ➤ scrambling e.g. scrambled eggs ➤ baking eggs e.g. baked egg custard ➤ frying e.g. fried egg, Spanish omelet, French omelet and Scotch egg • Garnishes for egg dishes: sliced vegetables

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> e.g. tomatoes, green pepper, herb vegetables e.g. parsley, mint, dill • Accompaniment for egg dishes: toasted bread, fresh bread, vegetables etc
	Functions of Eggs in Cookery (Culinary uses of Eggs)	<ul style="list-style-type: none"> • Use of eggs in cookery: ➢ enriching – e.g. cakes ➢ binding – e.g. meat balls, chaps, kebabs ➢ coating – e.g. coated chicken, fish fillets, french toast ➢ glazing - e.g. bread rolls, pies, sausage rolls ➢ emulsifying – e.g. cakes, mayonnaise ➢ aerating – e.g. whisked mixtures ➢ thickening – e.g. custards, sauces, soups cheese flan, quinche lorraine ➢ garnishing- e.g. vegetable salads ➢ clarifying e.g. broths, wines ➢ main dish e.g. omelets, scrambled eggs
	Milk	
	Milk Dishes	<ul style="list-style-type: none"> • Milk dishes: <ul style="list-style-type: none"> ➢ rice pudding ➢ bread and butter pudding ➢ queen of puddings ➢ semolina puddings ➢ corn flour mould ➢ banana custard mould ➢ milk shake ➢ egg custard ➢ ice cream ➢ yoghurt ➢ tea/coffee/cocoa/ with milk etc • Methods of cooking i.e. baking, boiling, steaming <p>Ways of serving i.e. decorating using cherries, mint, jam, lemon and garnishing using parsley, cheese, mint</p>
	Uses of Milk in Cookery (Culinary uses of Eggs)	<ul style="list-style-type: none"> • Uses of Milk in Cookery <ul style="list-style-type: none"> ➢ glazing e.g. bread, scones, buns ➢ beverages e.g. coffee, tea, drinking chocolate, milk shakes, milk ➢ as an ingredient e.g. in puddings, custards, white sauces ➢ texture and consistency of food e.g. creamed potatoes, porridge ➢ enriching food e.g. porridge, cereals,

Class	Topic/Sub-Topic	Key Concepts
		traditional vegetable dishes e.g. pumpkin leaves, gobbe in milk
	Cheese	
	Cooking Cheese	<ul style="list-style-type: none"> • Methods of cooking cheese: <ul style="list-style-type: none"> ➢ grilling e.g. cheese on bread toast, cheese rarebit ➢ frying e.g. cheese balls, cheese cutlets, cheese cassava, cheese omelet ➢ baking with cheese e.g. quiche' lorraine, cheese pie, cheese pastry, pizza, cheese scones, cheese biscuits, cassava augratin, cauliflower augratin, spaghetti augratin • Carbohydrates dishes with cheese e.g. augratin, bread sandwich cheese pastry dish (savoury flans), sandwiches. <p>Serving cheese dishes with other dishes attractively garnished</p>
	Uses of Cheese in Cookery	<ul style="list-style-type: none"> • Uses of cheese in cookery: <ul style="list-style-type: none"> ➢ as a snack e.g. cheese omelet, cheese sandwiches, cheese biscuits ➢ to enrich e.g cassava augratin ➢ add flavour, colour and texture ➢ as a filling in sandwiches and pastry
	Carbohydrate Cookery	
	Cooking Carbohydrate Foods (Starch, Sugars)	<ul style="list-style-type: none"> • Carbohydrate dishes (starches and sugars): <ul style="list-style-type: none"> ➢ rice dishes e.g. fried rice, vegetable rice, pilau rice, risotto ➢ maize meal dishes e.g. posho, porridge ➢ millet/sorghum dishes e.g. millet bread, porridge, "bushera" beverage ➢ cassava dishes e.g. cassava balls, scotch egg, steamed cassava ➢ plantain e.g steamed/boiled matooke, "kivuvu" and "gonja" ➢ potato cookery e.g. potato balls, scotch egg, steamed potato, potato chips ➢ carbohydrates cooked with other foods like beans/peas/offals/meats for "katogo" ➢ pasta e.g macaroni, spaghetti boiled or made into augratins ➢ dishes with wheat flour e.g chapatti, pastry, cakes, scones, biscuits, yeast mixtures, mandazi,

Class	Topic/Sub-Topic	Key Concepts
		sugar e.g caramel, beverages, cakes, biscuits, custards
	Serving Carbohydrate Dishes	Serve and garnish carbohydrate foods attractively e.g. by use of parsley, carrots
	Stocks and Soups	
	Preparing stocks and soups	<ul style="list-style-type: none"> • difference between a soup and a stock • Types of stock e.g. <ul style="list-style-type: none"> ➢ vegetable stock ➢ meat stock ➢ fish stock ➢ chicken stock • Preparation, cooking and using the stock • Types of soups <ul style="list-style-type: none"> ➢ Thin soups <ul style="list-style-type: none"> ○ Clear soups (rich bone stock clarified with eggs) ○ Broths (meats and vegetables, thickened) ➢ Thickened soups <ul style="list-style-type: none"> ○ Meat and vegetable soups ○ Tomato soup (using fresh tomatoes) ○ Tomato soup (using tomato puree) ○ cream of tomato soup ○ avocado soup, cucumber soup ○ brown onion soup ○ French onion soup ➢ Purees <ul style="list-style-type: none"> ○ carrot soup ○ pea soup ○ mushroom soup ○ potato soup ○ bean soup • Serving of different types of soups attractively and correctly e.g serve using right equipment prepare, cook and serve soups with their accompaniments and garnish them attractively. • Accompaniments for soups are: croutons, dinner rolls, brown or white bread, slices of bread with grilled cheese • Examples of flavourings that may be used in the preparation of stock include: celery, coriander, leeks, onions, garlic, parsley,

Class	Topic/Sub-Topic	Key Concepts
		mint, rosemary, bouquet garni and cinnamon stick.
	Sauces	
	Roux Sauces	<ul style="list-style-type: none"> • Definition of roux sauces • Classification of roux sauces Preparation, cooking and serving roux sauces
	Cooked Egg Sauces	<ul style="list-style-type: none"> • Definition of cooked egg sauces • Classification of cooked egg sauces • Preparation, cooking and serving of cooked egg dishes.
	Cold Sauces	<ul style="list-style-type: none"> • Definition of cold sauces • Classification of cold sauces • Preparation, cooking and serving of cold sauces
	Unclassified/Miscellaneous Sauces	<ul style="list-style-type: none"> • Definition of unclassified/miscellaneous sauces • Classify unclassified/miscellaneous sauces • Preparation, cooking and serving unclassified/miscellaneous sauces
	Term Three	
	Traditional dishes	
	Traditional Protein Dishes	<ul style="list-style-type: none"> • Traditional protein dishes: <ul style="list-style-type: none"> ➢ “luwombo” of chicken/beef/groundnuts/fish ➢ pasted fish/beef/chicken/mushroom etc ➢ “maleya” (bamboo shoots) in groundnuts ➢ “mishebebe” (pumpkin leaves) in groundnuts ➢ likote/pasted “ggobe”/pasted cow pea leaves ➢ magila” ➢ “firinda” ➢ “eshabwe” ➢ okra and meat stew/okra and bean stew ➢ “boo” (okra and ggobe with groundnuts) ➢ ntula in groundnuts ➢ malakwang ➢ “ekyadoi” (Jobyo in milk or groundnuts) ➢ “ggobe” in milk ➢ “molokoni” (animal hooves and lower legs) • Serving traditional protein dishes: <ul style="list-style-type: none"> ➢ serve according to the part of the country ➢ serve attractively ➢ garnish the traditional protein dishes
	Traditional	<ul style="list-style-type: none"> • Traditional carbohydrate dishes:

Class	Topic/Sub-Topic	Key Concepts
	Carbohydrate Dishes	<ul style="list-style-type: none"> ➤ millet bread ➤ potato flour bread ➤ cassava flour bread ➤ maize flour bread (posho) ➤ steamed matooke/cassava/potatoes/gonja/yams/pumpkin/kivuvu ➤ katogo ➤ amukeke ➤ stuffed pumpkin ➤ Mugoyo • Serving traditional carbohydrate dishes: ➤ serve correctly ➤ use right and clean equipment
	Traditional Vegetables Dishes	<ul style="list-style-type: none"> • Traditional vegetable dishes include: ➤ steamed nakati, doodo, jobyo, gobbe, pumpkin leaves, bean leaves, cassava leaves, potato leaves ➤ boiled mixed vegetables ➤ ntula, egg plants etc • Serving traditional carbohydrate dishes: ➤ use correct equipment ➤ use clean equipment serve attractively
	Vegetable Proteins	
	Groundnuts Cookery	<ul style="list-style-type: none"> • Groundnut dishes: <ul style="list-style-type: none"> ➤ Groundnut stew ➤ Luwombo <p>Variations of groundnut stew. Use groundnuts to prepare other dishes e.g. groundnut cookies, cakes, rock buns, pasted fish, pasted meat, pasted beans, “malewa”, “mishebebe,” dry fried ground nuts, roasted groundnuts, luwombo with smoked meat or mushrooms</p>
	Beans/Peas Cookery	<ul style="list-style-type: none"> • Beans / Peas dishes: <ul style="list-style-type: none"> ➤ bean/ peas stew ➤ baked beans/peas ➤ boiled beans/peas ➤ bean/ peas relish ➤ “magila” ➤ “firinda” ➤ “omugoyo” ➤ beans/pea croquettes

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ filling for pastry, samosas and sandwiches ➤ pizzas ➤ soups ➤ sauces <p>deep fried peas/soya</p>
	Fruits and Vegetables	
	Raw Fruits and Vegetables	<ul style="list-style-type: none"> • Fresh fruits and vegetables (salads) <ul style="list-style-type: none"> ➤ fruit salads and vegetable salads ➤ Fruit salad dressings: yoghurt, thick syrup, custard sauce ➤ Vegetable salad dressings: vinaigrette/French dressing, mayonnaise, yoghurt, salad cream, 1000 island sauce ➤ Fruits juices and drinks i.e. <ul style="list-style-type: none"> ➤ mixture of 3-4 fruits like: mango, pineapple, pawpaw, passion, melon, orange, lemon and tangerine ➤ “mubisi” (banana juice)
	Cooked Fruits and vegetables	<ul style="list-style-type: none"> • Cooked vegetables and fruits: <ul style="list-style-type: none"> ➤ fried vegetables ➤ steamed vegetables ➤ stuffed vegetables. ➤ sautéed vegetables (conservative method) ➤ buttered vegetables ➤ boiled vegetables ➤ stewed (preserved) fruits e.g. jam, chutney ➤ fruit crumbles – pineapple, apple ➤ pineapple upside down ➤ dried fruits in cakes, puddings ➤ fruit egg custard ➤ vegetable pickles ➤ tomato chutney ➤ stuffings and fillings ➤ stir fried vegetables
	Cakes	
	Creamed Cakes	<ul style="list-style-type: none"> • Creamed cakes e.g. <ul style="list-style-type: none"> ➤ queen cakes ➤ butterfly cakes ➤ fruit cakes ➤ birthday cakes ➤ victoria sandwich ➤ marble cakes

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➢ banana cakes ➢ plain cakes • chocolate cakes and other variations
	Rubbed-in Cakes	<ul style="list-style-type: none"> • Rubbed-in Cakes e.g. ➢ rock buns ➢ raspberry buns ➢ plain cakes ➢ banana cake ➢ scones ➢ plain cakes ➢ jam buns
	Whisked Cakes	<ul style="list-style-type: none"> • Whisked cakes ➢ sponge cakes and their variations. ➢ swiss roll ➢ fruit flans ➢ vanilla drops ➢ chocolate etc
	Melted Cakes	<ul style="list-style-type: none"> • Melted cakes e.g. ➢ ginger bread ➢ parkins ➢ flap jacks ➢ muffins
	All-in-one Cakes	<ul style="list-style-type: none"> • All-in-one cakes e.g. ➢ plain cakes rich cakes
	Icing Cakes	<ul style="list-style-type: none"> • Types of Cake Icings ➢ butter icing ➢ royal icing ➢ glaze icing ➢ fondant icing/ sugar paste, etc ➢ frosting ➢ lemon curd
	Biscuits and Scones	
	Biscuits	<ul style="list-style-type: none"> • Biscuits made by creaming method e.g. ➢ hungarian biscuits ➢ belgium biscuits ➢ Shrewsbury biscuits ➢ simsim/coconut/groundnut biscuits ➢ piped biscuits • Biscuits made by rubbing-in method e.g. ➢ shortbread biscuits ➢ chocolate pinwheels ➢ cheese straws ➢ simsim/coconut/groundnut biscuits

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Biscuits made by melting method e.g. <ul style="list-style-type: none"> ➢ ginger snaps ➢ ginger nuts ➢ brandy snaps ➢ sponge fingers
	Cookies	<ul style="list-style-type: none"> • Preparation and cooking of a variety of cookies: <ul style="list-style-type: none"> ➢ raspberry cookies /jam cookies ➢ chocolate cookies ➢ coconut cookies ➢ ground nut cookies ➢ sultana cookies
	Scones	<ul style="list-style-type: none"> • Sweet scones e.g. plain scones (oven, girdle scones & drop scones) • Savoury scones e.g. cheese scones
S6	Term One	
	Pastry	
	Types of Pastry	<ul style="list-style-type: none"> • Preparation of different types of Pastry: <ul style="list-style-type: none"> ➢ short crust e.g. cornish pasties, sausages rolls, pies, tarts ➢ flaky e.g. Russian fish pie, sausage rolls, pies, tarts ➢ rough puff e.g. sausage rolls, pies ➢ puff pastry e.g. Éccles cakes, vol-an-vents vanilla slices, cheese pies ➢ hot water e.g. veal and ham pie, pork pie ➢ suet pastry e.g. steak and kidney pie, jam roly-poly ➢ choux e.g. dumplings, roly-poly, layer pudding, E'ccles ➢ fried pastry e.g. chapatti, samosas, sweet pastry, rissoles <p>NOTE: the above types of pastry can be sweet or savoury</p>
	Yeast Mixtures	
	White Bread	<ul style="list-style-type: none"> • Sweet bread: <ul style="list-style-type: none"> ➢ fancy bread rolls ➢ chelsea buns. ➢ doughnuts ➢ tea rings ➢ cottage loaves • Savoury bread <ul style="list-style-type: none"> ➢ savoury buns

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ pizzas ➤ savoury doughnuts, sim sim bread
	Brown bread (Whole Meal Bread)	<ul style="list-style-type: none"> • Preparation of brown bread (whole meal bread): <ul style="list-style-type: none"> ➤ savoury brown loaves ➤ savoury brown buns ➤ sweet brown loaves ➤ sweet brown buns
	Desserts	
	Puddings	<ul style="list-style-type: none"> • Types of puddings <ul style="list-style-type: none"> ➤ Hot puddings ○ Milk puddings e.g. custard, rice puddings, arrowroot pudding, semolina pudding, custard pudding. ○ Baked pudding e.g. queen of puddings, bread and butter puddings, soufflés, fruit crumble, chocolate, castle, sultana sponge, pineapple upside down. ○ Steamed puddings e.g. fruit pudding, chocolate pudding, jam pudding, roly-poly, raisin pudding, Christmas pudding, steamed sponge pudding, syrup lemon sponge, lemon pudding, steamed ginger pudding, custard. ➤ Cold puddings <ul style="list-style-type: none"> ○ Fruit salads. ○ Fruit fools e.g. banana fool. ○ Chocolate mousse. ○ Ice cream. ○ Pastry flans. ○ Sponge flans. ○ Mixed fruit in custard. ○ Cold scouffles e.g. orange, lemon, coffee soufflés. ○ Trifle.
	Moulds and Jellies	<p>Preparation of moulds and jellies:</p> <ul style="list-style-type: none"> • dishes made as moulds: <ul style="list-style-type: none"> ➤ honey comb mould ➤ fruit mould ➤ corn flour mould • dishes made as jellies: <ul style="list-style-type: none"> ➤ fruit in jelly

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ apricot jelly ➤ lemon jelly
	Beverages	
	Types of Beverages	<ul style="list-style-type: none"> • Different types of beverages: <ul style="list-style-type: none"> ➤ stimulating e.g. tea, coffee, cocoa, alcoholic drinks ➤ refreshing beverages e.g fresh fruit drinks, fresh fruit punch, fruit wines ➤ Nourishing beverages e.g milk , milkshake, porridge, cold cereal drinks like ‘bushera’ • Serving beverages attractively e.g. with: <ul style="list-style-type: none"> ➤ a slice of lemon on the glass/jar ➤ a strawberry mounted on straw ➤ cherries in fruit drink/juice ➤ clean, decorated equipment
	Rechauffé Dishes	
	Left-Over / Reheated dishes	<ul style="list-style-type: none"> • Uses for different foods are; <ul style="list-style-type: none"> ➤ Fish leftover dishes: <ul style="list-style-type: none"> ○ fish curry ○ russian fish pie ○ fish cakes ○ kedgeree ○ fish pasties, etc ➤ Meat leftover dishes: <ul style="list-style-type: none"> ○ meat curry ○ shepherd's pie ○ rissoles ○ burgers ○ fritters ○ pasties croquettes ○ pies ○ Samosas ➤ Bread leftover dishes <ul style="list-style-type: none"> ○ bread & butter pudding ○ queen of puddings ○ bread sauce ➤ Vegetable leftover dishes <ul style="list-style-type: none"> ○ omelet ○ salads ○ potato croquettes ○ potato scones ○ potato cakes ○ bean curry

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ○ pea curry ➤ Stale cakes: <ul style="list-style-type: none"> ○ puddings ○ trifle ● Methods of cooking reheated dishes: <ul style="list-style-type: none"> ➤ frying e.g. fritters, burgers, meat. rissoles, fried vegetables ➤ Baking e.g. meat pies, fish pies, pastry covered dishes ➤ Stewing e.g. curries ● Serving leftover dishes: garnish the dishes attractively with vegetables and herbs
	Term Two	
	Convenience foods	
	Preparing and serving convenience foods	<ul style="list-style-type: none"> ● Different types of convenience foods: <ul style="list-style-type: none"> ➤ custard and blancmange powders, cold desserts, coffee, porridge, cake mixtures, TVP foods ➤ instant pie fillings, coffee, porridge and cake mixtures, TVP foods etc. ➤ ready to eat dishes e.g. biscuits, cakes, puddings, pies, tarts, cheese spreads ➤ canned foods e.g. e.g. beans, peas, stews, soups, baby food, sausages, fish, beef, vegetable, fruits. ➤ frozen foods e.g. ice cream, sausage rolls, and burgers ➤ packets of jelly cubes or crystals, glaze for flans, packets of sauces, fillings for pastries, stock cubes. ➤ cooked and chilled foods e.g. fresh pasta, sea food, cold meats, fruits ➤ commercial sauces e.g. Worcester, Soy sauce, barbecue sauce, tomato sauce, salad cream. ➤ instant desserts ● Different methods of cooking convenience foods: <ul style="list-style-type: none"> ➤ boiling ➤ steaming ➤ stewing ➤ frying

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ roasting ➤ baking ➤ braising, etc • Serving convenience food: <ul style="list-style-type: none"> ➤ use garnishes attractively use decorations creatively
	Packed meals	
	Cooking Packed Meals	<ul style="list-style-type: none"> • Dishes suitable for packing: <ul style="list-style-type: none"> ➤ sandwiches and rolls e.g. meat ➤ pastries, cakes, biscuits, scones ➤ egg and cheese flan, whole eggs ➤ soups ➤ whole fruits ➤ cold beverages like fruit drinks, drinking water ➤ hot beverages like milk, tea, coffee • Methods of preparation: <ul style="list-style-type: none"> ➤ slicing ➤ chopping ➤ shredding ➤ washing • Methods of cooking packed dishes: <ul style="list-style-type: none"> ➤ frying ➤ baking ➤ roasting ➤ grilling ➤ simmering ➤ boiling
	Packing the Meals	<ul style="list-style-type: none"> • Packing equipment and materials: <ul style="list-style-type: none"> ➤ flasks ➤ plastic containers (cutlery, cups, plates, bottles) ➤ disposable plates, cutlery, cups ➤ aluminium packs ➤ napkins and serviettes • Pack the food in the order of eating and correct presentation (all foods should be well decorated or garnished)
	Term three	
	Hors d'oeuvres	
	Preparing and cooking Hors d'oeuvres	<ul style="list-style-type: none"> • Types of hors d'oeuvres. <ul style="list-style-type: none"> ➤ Plain hors d'oeuvres e.g. green vegetable salads, smoked almond, melon, tomato juice, fruit juices.

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> ➤ Dressed hors d'oeuvres e.g. asparagus tips rolled in ham, crab meat in avocado pear, cheese in avocado pear, egg in avocado pear, mixed vegetables, dressed rice in avocado, stuffed eggs, savoury biscuits topped with egg slices. • Methods of preparing hors d'oeuvres include peeling, chopping, cutting into required shapes and sizes, carving, seasoning, dressing, garnishing, marinading. • Methods of cooking: <ul style="list-style-type: none"> ➤ boiling e.g. boiled eggs, vegetables ➤ grilling e.g. chicken, meat, fish. ➤ stewing e.g. chicken, meat. ➤ baking e.g. savoury biscuits. ➤ poaching e.g. eggs, fish. • Methods of serving hors d'oeuvres: <ul style="list-style-type: none"> ➤ in a patty case ➤ on thinly buttered toast ➤ in a vegetable e.g. avocado • Garnishes for Hors d'oeuvres include: parsley, carrots, cucumber, mint, dill, celery, coriander, watercress, lettuce, tomatoes, beetroot, croutons etc.
	Batters	
	Making batters	<ul style="list-style-type: none"> • Types of batters. <ul style="list-style-type: none"> ➤ Thin (pouring) batter- used for: <ul style="list-style-type: none"> ○ toad-in the hole ○ Yorkshire pudding ○ pancakes ➤ Coating batter used for: <ul style="list-style-type: none"> ○ deep fried fish ○ poultry joints ➤ Fritter batter used for: <ul style="list-style-type: none"> ○ banana, apple, pineapple fritters ○ corned beef ○ sausage fritters ○ fish fritters ○ chicken fritters • Serving batters: <ul style="list-style-type: none"> ➤ correct and clean equipment ➤ garnish or decorate the dishes attractively using parsley, mint, cherries, lemon, orange, etc

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> excess fat should be drained off before serving the foods
	Food preservation	
	Preserving Foods	<ul style="list-style-type: none"> Methods of preserving foods: <ul style="list-style-type: none"> refrigeration freezing drying heat treatment chemical treatment smoking fermentation irradiation Preserving and processing different foods: <ul style="list-style-type: none"> jam (uses sugar, lemon juice and heat) e.g. apricot, pineapples, pawpaw, mangoes, berries, plums, cherries, etc chutney (uses sugar, vinegar salt and heat) e.g. mango, tomato chutney marmalade (uses sugar, lemon juice and heat) e.g. orange, and lemon pickles (uses spiced vinegar and heat to blanch) e.g. onion, cabbage, cucumber Packing preserved and processed foods: <ul style="list-style-type: none"> jam jars or bottles plastic containers cans

PART I: CLOTHING AND TEXTILES A' LEVEL

Class	Topic/Sub-Topic	Key Concepts
TERM I		
SENIOR 5		
	History and development of textiles in Uganda	
	Reasons for Studying Textiles	<ul style="list-style-type: none"> Definition of terms used in textiles: Reasons for studying textiles
	History of Textiles in Uganda	<ul style="list-style-type: none"> History of textiles in Uganda Types of clothing worn by early man
	Production of Bark Cloth	<ul style="list-style-type: none"> Production of bark cloth and other local materials such as hides and skins, banana stalks, reeds and palm leaves Uses of bark cloth and other local materials

Class	Topic/Sub-Topic	Key Concepts
	Development of the Textile Industry in Uganda	<ul style="list-style-type: none"> • Development of the textile industry in Uganda • Factors influencing textile development in Uganda • Textile industries in Uganda, for example: Nytal (Southern Range) ATM (Mbale), MULCO, Uganda Spinning Mill, Kawempe Rayon Textiles, Phenix Logistics, Silk Production in western Uganda, Mukono and Kawanda; LAP Textiles • Challenges faced by textile industries in Uganda
	Fibres	
	Terminologies and Characteristics of Fibres	<p>Terminologies used in fibre production:</p> <ul style="list-style-type: none"> – fibre – yarn – fabric – polymerisation – polymer orientation <p>Characteristics of fibres:</p> <ul style="list-style-type: none"> – tensile strength – elasticity – wicking – crimp, etc
	Classification of Fibres	<p>Classification of fibres:</p> <ul style="list-style-type: none"> • natural fibres <ul style="list-style-type: none"> – cellulosic (cotton, flax (linen), sisal, jute, coir, hemp, manila, palm leaves). – protein (silk, wool, goat hair) – minerals like glass, asbestos, etc. • man made or artificial fibres: <ul style="list-style-type: none"> – regenerated (viscose rayon, cuprammonium rayon, acetate and tri-acetate) – synthetic fibres (nylon, polyester, acrylics)
	Production of Fibres	<ul style="list-style-type: none"> • Processing of raw materials from fibres to

Class	Topic/Sub-Topic	Key Concepts
		yarn and to fabric (cloth): <ul style="list-style-type: none"> – from fibres to yarn – from yarns to fabric
	Characteristics of Each Fibre	<ul style="list-style-type: none"> • A detailed study of physical, chemical, thermal and biological properties of each fibre • Selection and use of fabrics made from different fibres for different occasions • Brief procedures of caring for different fibres
	Fibre Identification Tests	<ul style="list-style-type: none"> • Identification of properties of fibres using burning, visual, chemical and microscopic tests (physical and chemical)
TERM TWO		
	Yarns	
	Classification of Yarns	<ul style="list-style-type: none"> • Classification of yarn: <ul style="list-style-type: none"> – staple or filament; simple or textured; mono-filament or multi filament yarns • Characteristics of yarns
	Yarn Production	<ul style="list-style-type: none"> • Systems of yarn production: <ul style="list-style-type: none"> – production of staple yarns – production of filament yarns – production of fancy yarns
	Blends and mixtures	
	Importance of Blends and Mixtures	<ul style="list-style-type: none"> • Definition of terms - blends and mixtures • Identification of differences between blended and mixed fabrics • Examples of blends and mixtures • Characteristics of blends and mixtures, for example: <ul style="list-style-type: none"> – easy to care – more durable – becomes softer and more luxurious – becomes more resistant to wrinkles – becomes more comfortable to wear – does not shrink – becomes stronger to withstand lots of wear and multiple washing • Importance of blending and mixing fibres • Uses of blends and mixtures • Care of blends and mixtures
TERM THREE		

Class	Topic/Sub-Topic	Key Concepts
	Fabric construction	
	Introduction to Methods of Fabric Construction	<ul style="list-style-type: none"> ➤ Methods of fabric construction: <ul style="list-style-type: none"> – weaving – knitting – crocheting – bonding – felting – lacing – braiding
	Weaving	<ul style="list-style-type: none"> • Definition of weaving • Classification of weaves • Hand loom and its parts • Methods of weaving: <ul style="list-style-type: none"> – plain weave – twill weave – satin weave – fancy weaves • Basic steps in weaving • Construction of basic weaves and their variations • Characteristics of different weaves • Suitability of weaves for various purposes: in making up, cleaning, washing, practicability, hygienic qualities. • Caring for woven articles
	Knitting	<ul style="list-style-type: none"> • Definition of knitting • Equipment used in knitting • Rules and symbols used in knitting. • Basic knitting stitches: <ul style="list-style-type: none"> – knit – purl • Variations of basic knitting stitches • Methods of knitting (hand and machine) • Characteristics of knitted articles, for example sweaters, cardigans, booties, shawls, Jersey double knits • Care for knitted articles mentioned above
	Crocheting	<ul style="list-style-type: none"> • Definition of crocheting • Equipment used for crocheting <ul style="list-style-type: none"> – identification – use

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Choice and care of crocheting equipment • Symbols used in crocheting • Rules related to crocheting • Basic crocheting stitches (slip stitch, double crochet, triple crochet, treble crochet, etc): Crochet articles include bags, blouses, chair covers, table clothes • Characteristics of crochet articles • Use and care of crocheted articles
	Bonding	<ul style="list-style-type: none"> • Definition of bonding • Methods of bonding: <ul style="list-style-type: none"> – resin bonding – thermo plastic bonding – stitch through bonding • Characteristics of bonded fabrics • Uses of bonded fabrics: <ul style="list-style-type: none"> – medical application (mackintosh) – apparel – home furnishings – industrial purposes • Finishing bonded fabrics: <ul style="list-style-type: none"> – dyeing – embossing – printing
	Felting	<ul style="list-style-type: none"> • Meaning of felting • Methods of felting (wool felt, fur felt) • Characteristics and care of felted fabrics • Uses of felted fabrics: <ul style="list-style-type: none"> – clothing – accessories – table padding – in soles – carpets – bath mats • Advantages and disadvantages of felting
	Lacing	<ul style="list-style-type: none"> • Definition of lacing • Characteristics of laced fabrics • Methods of constructing laced fabrics: <ul style="list-style-type: none"> – crocheting – knitting – embroidery – weaving • Types and uses of laced fabrics

Class	Topic/Sub-Topic	Key Concepts
	Braiding	<ul style="list-style-type: none"> • Definition of braiding • Procedure of braiding • Characteristics of braided fabrics • Construction of braided fabrics • Uses of braided fabrics
SENIOR 6	Term One	
	Fabric Finishes	<ul style="list-style-type: none"> • Meaning of fabric finishes • Classification of fabric finishes: <ul style="list-style-type: none"> – basic finishes/preparatory – functional finishes – difference between basic and functional finishes • Fabric finishes • Basic finishes: <ul style="list-style-type: none"> – bleaching – de-gumming – carbonising – tentering – dyeing – delustering – beetling, etc • Functional finishes: <ul style="list-style-type: none"> – abrasion resistance – mercerisation – anti-static – flame resistance – water resistant – water repellent, etc • Characteristics of functional finishes • Advantages of fabric finishes • The importance of functional fabric finishes: <ul style="list-style-type: none"> – calendaring – embossing – glazing – mercerisation – sanforisation – trubenisation – flame proof – waterproof, etc • Methods of applying fabric finishes: <ul style="list-style-type: none"> – general brushing – pressing – scouring

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – inspection – shearing – singeing – sizing – tentering – mercerization – flameproof
	TERM TWO	
	Colour Application	
	Introducing Colour into Fabric	<p>Different methods of introducing colour into fabrics:</p> <ul style="list-style-type: none"> • Dyeing: <ul style="list-style-type: none"> – tie and dye – batik • Printing: <ul style="list-style-type: none"> – block printing – roller printing – screen printing
	Classification of Dyes	<ul style="list-style-type: none"> • Meaning of: <ul style="list-style-type: none"> – dye – colour • General classification of dyes: <ul style="list-style-type: none"> – natural – artificial • Specific classification of dyes: <ul style="list-style-type: none"> – hue – chemical – method of application and fibre affinity (acid dyes, basic dyes, direct dyes, mordant dyes, sulphur dyes, azoic dyes, vat dyes, disperse dyes, reactive dyes)
	Introducing Colour into a Fabric	<ul style="list-style-type: none"> • Principles/Steps of dyeing • Stages of dyeing: <ul style="list-style-type: none"> – fibre dyeing – solution dyeing – yarn dyeing – piece dyeing • Dyeing: <ul style="list-style-type: none"> – tie and dye – batik

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Definition of printing • Methods of printing: <ul style="list-style-type: none"> – screen printing – block printing – roller printing
	Colour Fastness	<ul style="list-style-type: none"> • Meaning of colour fastness • Tests to determine colour fastness • Factors that determine colour fastness in a fabric
TERM THREE		
	Care Of Fabrics	
	Laundry Agents	<ul style="list-style-type: none"> • Types of laundry agents: <ul style="list-style-type: none"> – water – soap – detergents – fabrics softeners – stiffeners – bleaches – stain removers • Water: <ul style="list-style-type: none"> – types of water (soft and hard) – sources; types of hardness in water • methods of softening hard water • characteristics of water as a laundry agent • advantages of soft water
		<ul style="list-style-type: none"> • Definition of soap • Types of soaps (Soap flakes, soap powder, soap jelly and bar soap) • Qualities/characteristics of a good laundry soap • Advantages and disadvantages of laundry soap • Cleansing action of soap • Proper storage of soap • Definition of soap-less detergents • Classification of soap-less detergents • Properties of good soap-less detergents • cleansing action • Advantages of soap-less detergents • Disadvantages of soap-less detergents. • Additives in soap-less detergents. (builders, softeners, stabilizer, perfumes,

Class	Topic/Sub-Topic	Key Concepts
		<p>dyes, whiteners)</p> <ul style="list-style-type: none"> • Difference between soap and soapless detergents. • Suitability of detergents for cleaning different fabrics.
		<ul style="list-style-type: none"> • Functions of stiffeners • Types of stiffeners: <ul style="list-style-type: none"> – starches: (powder, spray on) – plastic stiffeners – gum water (gum Arabic) • Bleaches: <ul style="list-style-type: none"> – definition of bleaches – classification of bleaches: <ul style="list-style-type: none"> ▪ oxidising bleaches: hypochlorite bleach, hydrogen peroxide ▪ reducing bleaches: sulphur dioxide. • Functions of bleaches • Selection and use of bleaches in laundry- action of bleaches on fabrics
		<ul style="list-style-type: none"> • Fabric conditioners/softeners: <ul style="list-style-type: none"> ◦ meaning of the term fabric softeners. ◦ functions of softeners • Other cleaning agents: <ul style="list-style-type: none"> – importance of other cleaning agents, for example, enzyme detergents, blue, borax optical brighteners, ammonia etc.
	Stain Removal	<ul style="list-style-type: none"> • Meaning of the term stain removal • Stain removing agents • Rules for and principles of stain removal • Classification of stains: <ul style="list-style-type: none"> – animal/protein; egg, milk, blood perspiration – vegetable; coffee, tea, cocoa grass – mineral; rust, ink, dyes – miscellaneous; soot, grease, tar, wax • Methods of stain removal
	Laundry	<ul style="list-style-type: none"> • Definition of laundry • Laundry processes <ul style="list-style-type: none"> – preparation – washing – drying – finishing

Class	Topic/Sub-Topic	Key Concepts
	Dry Cleaning	<ul style="list-style-type: none"> • Laundering different articles • Meaning of dry cleaning • Dry cleaning agents: <ul style="list-style-type: none"> – acetic acid – French chalk – methylated spirit – ethyl alcohol – white spirit, salts of lemon – perchloroethene • Procedure followed when dry cleaning • Advantages and disadvantages of dry cleaning
	Care Labels	<ul style="list-style-type: none"> • Meaning of care labels • Importance of care labels • Meaning of symbols • Classification of symbols: <ul style="list-style-type: none"> – ironing – dry cleaning – bleaching – washing – drying • Making care labels

PART II: CLOTHING TECHNOLOGY

SENIOR FIVE

TERM TWO

Teaching Sequence

Class	Topic/Sub-Topic	Key Concepts
SENIOR 5	Term Two	
	Introduction to Clothing Technology	
	Historical Background of Clothing	<ul style="list-style-type: none"> • Definition of terms used in clothing technology: <ul style="list-style-type: none"> – draped garments. – tailored garments. – bodice, yoke, placket, lapel, peplum, godet, cowl, petersham, trimmings, accessories • Importance of studying clothing technology.

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Reasons for wearing clothes • Clothing of early man in Uganda
	Development of Clothing in Uganda	<ul style="list-style-type: none"> • Evolution of clothing in Uganda. • Clothing and culture: evolution of bark cloth
	Fashion Industry	<ul style="list-style-type: none"> • Introduction to fashion • Definition of terms used in fashion, for example, fads, style, couture, classics • Development of fashion in Uganda - Fashion cycle. • Mass production of clothes
	Factors that Influence Fashion	<ul style="list-style-type: none"> • Factors that influence fashion i.e. culture, technology, communication, political, social and religious
	Principles and Elements of Design	
	Elements of Design	<ul style="list-style-type: none"> • Definition of elements and principles of design • Elements of design: <ul style="list-style-type: none"> – colour – texture – line – shape
	Principles of Design	<ul style="list-style-type: none"> • Principles of design: <ul style="list-style-type: none"> – emphasis – proportion – balance – harmony/unity – rhythm
	Selection of Fabrics Suitable for different services	
	Choice of Fabrics Suitable for Garments	<ul style="list-style-type: none"> • Factors to consider in the selection of fabrics for garment construction: <ul style="list-style-type: none"> – colour – texture – design – age of user – weather – occasion – weight – weave

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – wash ability – ease of handling – figure types • Garments: <ul style="list-style-type: none"> – qualities of a well-made garment – factors to consider when choosing a well-made garment
	Household Linen	<ul style="list-style-type: none"> • Types of household linen: <ul style="list-style-type: none"> – draperies – beddings – towels – kitchen linen – table linen – loose covers • Factors to consider when selecting fabrics for household linen
	Consumer Information	<ul style="list-style-type: none"> • Points to consider in wise buying • Sources of consumer information
	Wardrobe Planning	<ul style="list-style-type: none"> • Definition of wardrobe • Points to consider when planning a wardrobe: <ul style="list-style-type: none"> – need – activities of user – versatility – accessories one has – care – finance (economic status)
	Care and Maintenance of Clothes	<ul style="list-style-type: none"> • General rules to observe in care of clothes • Methods of repairing clothes: <ul style="list-style-type: none"> – darning – patching – remodeling and renovations
TERM THREE		
	Aesthetic Value of Design	
	Equipment Used in Enhancement	<ul style="list-style-type: none"> • Definition of enhancement • Importance of enhancement • Methods of enhancement: <ul style="list-style-type: none"> – printing – embroidery – appliqué

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – batik • Equipment and materials used in enhancement: <ul style="list-style-type: none"> – hoops – motifs – tapestry needles – crewel needles – templates – screens – rollers
	Enhancing Household Articles	<ul style="list-style-type: none"> • Methods of enhancing household articles: • appliquéd • bead work • quilting • embroidery • patchwork
	Equipment Used in Garment Construction	
	Garment Construction Equipment	<ul style="list-style-type: none"> • Categories of garment construction equipment: <ul style="list-style-type: none"> – storage – cleaning – measuring – cutting out – sewing – fitting – pressing – enhancement – marking • Choice of equipment - factors to consider when choosing the equipment <ul style="list-style-type: none"> ➢ Function of different equipment used in garment construction • Care of garment construction equipment in use and after use
	Sewing Machine	<ul style="list-style-type: none"> • Types of sewing machines • Functions of various parts of a sewing machine • Accessories/attachments of a sewing machine: <ul style="list-style-type: none"> – ruffler – binder – darner

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – piper, etc • General cleaning • Machine servicing • General rules of using sewing machines • Working stitches using different sewing machines: straight, turning, corners, zigzag • Faults that occur when using a sewing machine, their causes and remedies
SENIOR 6		
	BASIC SEWING PROCESSES	
	Stitches	<ul style="list-style-type: none"> • Definition of a stitch • Classification: <ul style="list-style-type: none"> • temporary <ul style="list-style-type: none"> • even tacking • Long and short tacking • tailor's tacking • diagonal tacking • tailor's marking • permanent <ul style="list-style-type: none"> • joining • neatening • decorative • embroidery • General rules for working stitches • Uses of different stitches • Working different stitches
	Seams	<ul style="list-style-type: none"> • Definition of a seam • Types of seams: <ul style="list-style-type: none"> – plain seam and methods of neatening – fell seams (run and fell, machine) – French seam – overlaid seam • Points to consider when choosing and using seams • General rules for working seams <ul style="list-style-type: none"> • Methods of working seams; common faults and their remedies
	Fastenings	<ul style="list-style-type: none"> • Definition of fastenings • Types of fastenings: <ul style="list-style-type: none"> – buttons and button holes – zips – loops

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> - hooks and bars - Velcro - press studs - ribbons - draw strings • Choice and use of fastenings • Rules for working fastenings • Methods for working fastenings.
	Openings	<ul style="list-style-type: none"> • Definition of an opening • Types of openings: <ul style="list-style-type: none"> - faced wrap - continuous strip opening - bound - equal overlapped hem opening - box pleat opening • Choice and use of openings • Rules for working openings • Methods of working openings
	Edge Finishes	<ul style="list-style-type: none"> • Meaning of edge finishing • Types of edge finishes: <ul style="list-style-type: none"> - hems - facings - piping - bindings - lacing - faggotting - scalloping - shell edging, etc • Importance of edge finishes • Choice and use of edge finishes • Factors that determine choice of edge finishes • Methods of working edge finishes
	Control of Fullness	<ul style="list-style-type: none"> • Importance of controlling fullness: <ul style="list-style-type: none"> - meaning of the term controlling fullness - reasons for controlling fullness. • Methods of controlling fullness: <ul style="list-style-type: none"> - gathers - darts - tucks - pleats - easing - smocking

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> Using the methods of controlling fullness in garment construction
	Collars	<ul style="list-style-type: none"> Classification of collars: <ul style="list-style-type: none"> flat collars standing collars rolled collar Preparing collars Attaching collars
	Sleeves	<ul style="list-style-type: none"> Type of sleeves: <ul style="list-style-type: none"> set in raglan kimono /Magyar Preparation of sleeves Attachment of sleeves: <ul style="list-style-type: none"> flat set in
	Pockets	<ul style="list-style-type: none"> Types of pockets: <ul style="list-style-type: none"> patch pockets in seam pockets bound pockets Functions of pockets Construction of pockets above Qualities of a well-made pocket
	Dress Patterns	
	Commercial Paper Patterns	<ul style="list-style-type: none"> Meaning of commercial paper pattern Contents of a commercial paper pattern: <ul style="list-style-type: none"> envelope (front and back) sewing guide tissue sheets Interpretation of pattern markings Pattern alteration and adaptation Choosing commercial paper patterns: style, size, design features, simplicity and notions Advantages and disadvantages of commercial patterns
	Drafted Patterns	<p>➤ Meaning of drafted patterns</p> <ul style="list-style-type: none"> Tools used in pattern drafting: ruler, T-square, tailors' chalk, French curves, pins, tracing wheel Procedure of taking measurements Precautions of taking body measurements Drafting basic blocks: <ul style="list-style-type: none"> bodice skirt

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – sleeve – shorts • Adaptation of basic blocks • Alteration of adapted patterns • Computation of measurements to determine amount of fabric to be used. • Selection of fabric for the pattern • Making up and finishing of a presentable selection of garments for children and adults
	Household Articles	<ul style="list-style-type: none"> • Making house hold articles: <ul style="list-style-type: none"> – pillowcases – cushion covers – curtains – table clothes
	Cost and Display	<ul style="list-style-type: none"> • Determinants when costing an item: <ul style="list-style-type: none"> – materials used – contingency – Overhead costs (30%) – labeling – packaging • Techniques of display: <ul style="list-style-type: none"> – hungers – mannequin/ dummies – modeling

PART THREE

Class	Topic/Sub-Topic	Key Concepts
SENIOR 5	Term Two	
	Style Interpretation	
	Sketching	<ul style="list-style-type: none"> • Style sketches: <ul style="list-style-type: none"> – dress – jacket – pair of shorts – blouse/shirt – skirt • Pattern piece of the style
	Body Measurements	
	Taking Body Measurements	<ul style="list-style-type: none"> • Body measuring equipment • Standard measurement charts • Points to consider when taking body measurements • Order of taking body measurements
	Term Three	
	Pattern Making	
	Pattern Drafting, Adaptation and Alteration	<ul style="list-style-type: none"> • Equipment and materials required to draft patterns • Drafting basic blocks: <ul style="list-style-type: none"> – bodice – sleeve – collar – skirt – shorts • Pattern adaptation • Pattern alteration
	Choice of Materials	
	Choice of Fabrics	<ul style="list-style-type: none"> • Choosing fabric according to the following factors: <ul style="list-style-type: none"> – occasion – purpose – colour – style – age – figure • Choice of materials according to style: <ul style="list-style-type: none"> – notions – trimming – lining – interlining

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – underlining – shoulder pads – fastenings – threads – interfacings • Costing the materials used in garment construction
SENIOR 6	Term One	
	Layout and Cutting	
	Fabric Preparation	<ul style="list-style-type: none"> • Preparation of fabric for cutting: <ul style="list-style-type: none"> – pulling thread – tearing – raveling the thread – cutting along prominent line – pressing fabric – folding fabric
	Laying Out	<ul style="list-style-type: none"> • Pattern preparation: pressing • Laying pattern piece: <ul style="list-style-type: none"> – follow grain – pattern style – fabric design • Cutting out: <ul style="list-style-type: none"> – general guidelines – cutting specific fabrics
	Transferring Pattern Markings to Fabric	<ul style="list-style-type: none"> • Transfer pattern markings: <ul style="list-style-type: none"> – tracing – thread marking
	Construction of Garments And Household Articles	
	Assembling Garments	<ul style="list-style-type: none"> • Preparation of pattern pieces: <ul style="list-style-type: none"> – basting curved edges – control fullness – attach interfacing – prepare collars, sleeves and facings, waistbands, pockets, bindings and piping • Specific order of assembling garments: <ul style="list-style-type: none"> – dress – jacket – blouse/shirt – skirt

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – undergarments
	Garment Construction Processes	<ul style="list-style-type: none"> • Processes used in garment construction: <ul style="list-style-type: none"> – stitches – seams – fastenings – openings – edge finishing – controlling fullness – sleeves – collars – pockets Enhancement of the garment: <ul style="list-style-type: none"> – embroidery – appliqué – lace, ribbons, tapes • Labeling of garments
	Term Two	
	Garment Finishing	
	Neatening a Garment	<ul style="list-style-type: none"> • Methods of neatening a garment: <ul style="list-style-type: none"> – seam finishing's – hemming – pressing – ironing – trimming unwanted threads
	Garment Fitting	
	Fitting Garments	<ul style="list-style-type: none"> • Qualities of a good fitting garment: <ul style="list-style-type: none"> – right positions for seams, darts and sleeves – crease free – ease of movement • Points to look for when fitting: <ul style="list-style-type: none"> – contour – drape – silhouette – balance – shoulder
	Garment Alterations	<ul style="list-style-type: none"> • Areas of alteration: <ul style="list-style-type: none"> – neck – bust – waist – hips

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> – crotch – sleeves
	Modeling	<ul style="list-style-type: none"> • Modeling the finished outfit: - – catwalk – pairing – responding to rhythm
	Project Work	
	Outfit and Household Articles	
	Construction of a Garment to fit Oneself	<ul style="list-style-type: none"> • Sketching the garment styles, that is, <ul style="list-style-type: none"> – a dress and a jacket or coat – a skirt and a blouse – shirt and trousers or shorts – coat and trousers – two- or three-piece dress • Taking body measurements according to style • Drafting the patterns • Choice of fabric • Determining the amount of fabric • Preparation of fabric for laying by straightening it and removing creases • Laying out the pattern, transfer of pattern markings and cutting out the pieces • Procedure of assembling up a garment • Fitting and making necessary adjustments • Finishing and enhancing the garment
	Undergarments	<ul style="list-style-type: none"> • Sketching styles for under garments • Procedure of constructing knickers: <ul style="list-style-type: none"> – taking measurements – drafting – laying and cutting – construction of pair of knickers – finishing • Procedure of constructing a petticoat: <ul style="list-style-type: none"> – taking measurement – drafting – laying and cutting out – construction of petticoat – enhancement – finishing

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Procedure of constructing brassier: <ul style="list-style-type: none"> – taking measurement – drafting – laying and cutting out – construction of brassier – enhancement – finishing
	Making a Child's Dress	<ul style="list-style-type: none"> • Sketching different styles of children's clothes • Procedure of constructing a child's garment: <ul style="list-style-type: none"> – measurements – drafting – laying and cutting out – construction procedure • finishing
	Making A Furnishing Article	—
	Furnishing Article	<ul style="list-style-type: none"> • Choice of furnishing article • Possible items to make: <ul style="list-style-type: none"> – loose covers – curtains – table linen – bed linen – cushion cover or throw cushion • Skills in construction of furnishing: <ul style="list-style-type: none"> – appliqué – quilting – faggotting – bead work – macramé – patch work – lacing – binding – piping – smocking
	Learner's Initiative	<ul style="list-style-type: none"> • Items to choose from: <ul style="list-style-type: none"> – pillow cases – cushion covers – curtains – table cloths – bags – wall hanging – garments

Class	Topic/Sub-Topic	Key Concepts
		<ul style="list-style-type: none"> • Skills expected to be displayed on the selected article: <ul style="list-style-type: none"> – neatness – finishing according to fabric – appropriate choice of style – appropriate choice of fabric – value addition

A' LEVEL BIOLOGY

CLASS	TERM	TOPIC/SUB-TOPIC	KEY CONCEPTS
SENIOR 5	I	Cell Biology	<ul style="list-style-type: none"> • Cell structures • Differences between animal and plant cells. • Fluid mosaic model of the plasma membrane. • Cell and tissue specialization • Structure of DNA and RNA. • Process of DNA replication • Nature of genes • Mitosis and meiosis. • Protein synthesis.
		Chemicals of life	<ul style="list-style-type: none"> • Properties and roles of acids, bases and salts. • Structure, function and importance of Water • Structure, properties and functions of carbohydrates • Structure, properties and functions of lipids • Structure, properties and functions of proteins • Classification of vitamins and their importance's • Properties of/ and factors affecting enzymes
	II	Cell physiology	<ul style="list-style-type: none"> • Diffusion, osmosis, active transport
		Levels of organization and diversity of life	<ul style="list-style-type: none"> • Principles of taxonomy and classification • Need to conserve biodiversity • General structure and characteristics of viruses • Economic importance of viruses • Methods of preventing the spread of viral diseases. • Structure and characteristic of bacterial cells • differences between bacteria and viruses

CLASS	TERM	TOPIC/SUB-TOPIC	KEY CONCEPTS
			<ul style="list-style-type: none"> • role of bacteria in the environment • characteristics of Protoctista. • Structure protozoa and algae. • role of protozoa and algae in the environment. common diseases caused by protozoa • methods of preventing spread of diseases caused by protostists. • Characteristics of fungi • economic importance of fungi • methods of preventing common fungal diseases. • use of yeast in brewing alcohol and bread making • characteristics and structures of the named plant groups naming plant group • role of plants in the environment • characteristics of invertebrates and vertebrates • role of animals in the environment
		Ecology	<ul style="list-style-type: none"> • A biotic and abiotic components and factors influence of components and environmental factors on distribution and abundance of organisms in an ecosystem. • Ecological factors influencing the life of organisms in an ecosystem. • Feeding relations in an ecosystem. • energy flow and recycling of nutrients in an ecosystem. • biogeochemical cycles. • population characteristics. • factors affecting population density. • methods or techniques of estimating populations. • population growth patterns. • renewable and non-renewable resources. • discuss environmental resistance and “balance of nature”. • importance of natural resources. • methods of conservation of natural resources. • interactions of organisms in nature.

CLASS	TERM	TOPIC/SUB-TOPIC	KEY CONCEPTS
			<ul style="list-style-type: none"> • impact of human activities on an ecosystem. • human activities on ecological components and factors in a habitat. • natural resource utilisation and sustainable development
SENIOR 6	I	Nutrition	<ul style="list-style-type: none"> • Explain the environmental and internal factors influencing the rate of photosynthesis • Heterotrophism. • Importance of food in the body. • Structure and function of the alimentary canal • Functions of mouth parts of insects, mammals and toad. • Saprophytism • Mutualism. • Parasitism.
		Gaseous exchange	<ul style="list-style-type: none"> • surface area to volume ratio. • role of diffusion in gaseous exchange. • characteristics of a gaseous exchange surface. • mechanism of opening and closure of a stoma. • conditions affecting the functioning of stomata. • gaseous exchange structures of aquatic and terrestrial plants. • characteristics of gaseous exchange surfaces in animals. • significance of the counter current flow system.
		Respiration	<ul style="list-style-type: none"> • structure and function of the mitochondrion. • aerobic and anaerobic respiration. • role of electron transport system, hydrogen acceptors, acetyl coenzyme A and pyruvic acid. • products of respiration. • fermentation process.
		Homeostasis	<ul style="list-style-type: none"> • significance of a constant internal environment. • negative feedback mechanism. • internal and external causes of changes in the internal environment.

CLASS	TERM	TOPIC/SUB-TOPIC	KEY CONCEPTS
			<ul style="list-style-type: none"> • formation, composition and movement of tissue fluid and its relationship to the blood and lymph. • sugar regulation. • regulation of respiratory gases. • physiological changes that take place during exercise and at high altitude. • temperature regulation. • structure and role of excretory organs in mammals • excretion in plants • osmoregulation in mammals • animals' adaptations to varying water availability in their habitats • osmoregulation in plants and how plants are adapted to varying water availability in their habitats
II	Co-ordination		<ul style="list-style-type: none"> • experiments to demonstrate tropisms • experiments on how day length affects the flowering process • plant hormones; factors, experiments and importance • types of behaviour • learning and response • types of stimuli • the structure and role of receptor organs in relation to the environmental stimuli. • importance of different effectors in organisms. • structure and functioning of a neuron. • roles of the parts of the nervous system. • autonomic responses. • events of generating and transmitting impulses. • structure and function of the endocrine system. • principle of negative feedback mechanism of hormonal action. • compare and contrast the action of the endocrine and nervous systems in the body.

ISLAMIC RELIGIOUS EDUCATION A' LEVEL

CLASS	TOPIC/SUB TOPIC	CONTENT
TERM I		
SENIOR.5	THE HOLY QUR'AN <ul style="list-style-type: none"> Revelation of the Holy Qur'an 	<ul style="list-style-type: none"> Know the definition of the Qur'an Explain the reasons for revelation of the Qur'an
		<ul style="list-style-type: none"> Identify the reasons for revelation by directly picked from the Qur'an
	<ul style="list-style-type: none"> Compilation of the Qur'an 	<ul style="list-style-type: none"> Describe the methods of compilation of the Qur'an Write short notes about the compilation during Caliph Abubakr's time
	<ul style="list-style-type: none"> Preservations of the Qur'an 	<ul style="list-style-type: none"> Explain the ways the Qur'an was preserved Cite Qur'an quotations that show Allah's protection of the Holy Qur'an
TERM II		
	SPIRITUAL TEACHINGS OF THE QUR'AN <ul style="list-style-type: none"> Monotheism 	<ul style="list-style-type: none"> Understand the meaning of Tawheed in Islam Identify the forms of monotheism in Islam Importance of monotheism/Tawheed
		<ul style="list-style-type: none"> Discuss the importance of Tawheed
	HADITH <ul style="list-style-type: none"> Collection & compilation 	<ul style="list-style-type: none"> Know the definition of Hadith Identify the forms of collection & compilation
		<ul style="list-style-type: none"> Discuss the methods according to the 3 stages of compilation criteria (principles) by the compilers
	MUSLIM DYNASTIES <ul style="list-style-type: none"> Umayyads 	<ul style="list-style-type: none"> Understand the term Umayyads Describe background of the Umayyads and their achievements
		<ul style="list-style-type: none"> Explain the beginning of the Umayyads dynasty Discuss the achievements and contributions of the Umayyads to the development of Islam in the world
	THE COMING OF ISLAM IN EAST AFRICA <ul style="list-style-type: none"> Role of trade in the spread of 	<ul style="list-style-type: none"> Explain the reasons for the conflicts in the Islamic Arabian world after the dynastic rule Describe the East African trade routes Discuss how trade favoured the spread of

CLASS	TOPIC/SUB TOPIC	CONTENT
	Islam in East Africa	<p>Islam in interior of East Africa</p> <ul style="list-style-type: none"> Examine the factors that favoured the Arab settlement at the coast of East Africa
	ISLAM IN WEST AFRICA	<ul style="list-style-type: none"> Discuss how trade favoured the spread of Islam in interior of West Africa Examine the factors that favoured the Arab settlement at the coast of West Africa
CLASS	TOPIC/SUB TOPIC	CONTENT
		TERM I
SENIOR.6	SOCIAL TEACHINGS	<ul style="list-style-type: none"> Identify selected Qur'an quotations on the position of women in society
		<ul style="list-style-type: none"> Describe the rights of women in the following aspects of life <ul style="list-style-type: none"> Economic Social Religious Compare the rights of women in Islam with the way women are treated in your community
	• Inheritance of property	<ul style="list-style-type: none"> Identify the selected Qur'an quotations on inheritance of property
	• Brotherhood and equality	<ul style="list-style-type: none"> Select Qur'an quotations on brotherhood and equality Discuss the importance of practicing brotherhood and equality to the creation of peace in the Islamic community
		TERM II
	ECONOMIC TEACHINGS	<ul style="list-style-type: none"> Select Qur'an quotations on labour and work ethics Describe the dos and don'ts of an employee and employer
	POLITICAL TEACHINGS	<ul style="list-style-type: none"> Discuss Qur'an concept on leadership Identify the similarities with your country leadership
	• Establishment of justice & administration	<ul style="list-style-type: none"> Discuss Qur'an teachings on justice & administration Explain the role of a judge in Islamic institutions
	SELECTED SURAHS	<ul style="list-style-type: none"> Give the background to the revelation of

CLASS	TOPIC/SUB TOPIC	CONTENT
	FROM THE HOLY QUR'AN <ul style="list-style-type: none"> • al Fatiha (1) • al Dhuha (93) • al Qadr (97) 	surat al Fatiha <ul style="list-style-type: none"> • Mention the content of the surah • Explain the importance of the surah NB. Content is the same on all surahs though different weeks
TERM III		
	DEVELOPMENT OF ISLAMIC LAW <ul style="list-style-type: none"> • Stages of development of Islamic Law 	<ul style="list-style-type: none"> • Prophet's period, Caliphate and early dynasties • Identify the different developments of Islamic law at each stage of development <ul style="list-style-type: none"> -Prophet's era -Caliphate era -Dynastic era
	<ul style="list-style-type: none"> • Major sources of Islamic Law 	<ul style="list-style-type: none"> • Select Qur'an quotations that talk about the Quran as the 1st major source of law • Select Quran quotations that talk about Hadith as the source of law
		<ul style="list-style-type: none"> • Explain the traditions of the Prophet that emphasize the Quran and Hadith as sources of law • Discuss the importance of Quran and Hadith as sources of law
	<ul style="list-style-type: none"> • Classifications of Legal Acts 	<ul style="list-style-type: none"> • Identify the classification of acts in Islam according to the order of priority: Far'dah, Wajib, Sunnah, Halal, Haram
	<ul style="list-style-type: none"> • Importance of Sharia 	<ul style="list-style-type: none"> • Describe the importance of Sharia • Explain the lessons learnt from Sharia
	MUSLIM DYNASTIES <ul style="list-style-type: none"> -The Abbasids 	<ul style="list-style-type: none"> • Understand the background of the Abbasids • Explain their achievements
	<ul style="list-style-type: none"> -Fatmids 	<ul style="list-style-type: none"> • Understand the background of the Fatmids • Explain their achievements

APPENDIX 4: TIMETABLE FOR RADIO LESSONS

Time is a critical resource in the instructional process. We appreciate that in a complex system of instruction of the nature of the COVID-19 break, scheduling instruction to a particular time budget is not practical as many variables exist. The sample time table provided caters for all learners from P.1 to S.6 considering that all are in a community served by one radio station. The sample time table provided is cyclic and it is intended to be used over a period of 90 days (three cycles). Teachers are advised to use the sample time table together with other professional instruments provided by the Ministry and NCDC (The sector COVID response framework, the schemes of work, the radio scripts, the self-study print materials etc.)

However, in a condition where more than one radio station serves a community, stakeholders can reorganize the schedule to ensure better use of the resources in the following ways;

1. Radio stations focus on different academic cycles
2. Lesson presenters present different lessons to avoid duplication
3. Lessons are presented at different times to cater for learners who might have missed earlier lessons presented in other radio stations
4. Resources be mobilized from individuals and organisations in order to get more radio airtime for more lessons

The critical considerations in this sample time table are as follows;

1. The time table considers seven subjects at primary level and fourteen subjects at secondary level.
2. Four hours are dedicated to radio lessons each day. Preferably from 2:00pm to 6:00pm. This will allow kids to first do physical work, house chores, prepare lunch then settle for lessons
3. The first two hours will be for primary class lessons (3 lessons) while the last two hours will be for secondary class lessons (three lessons)

4. Lessons will be every day from Monday to Sunday. However, weekend lessons shall only be for secondary classes. Primary classes will not have lessons over the weekend.
5. Each primary class lesson for lower primary will take 30 minutes while upper primary and secondary class lessons will take 40 minutes each.

TIME ALLOCATION BY CLASS AND SUBJECT

Classes were allocated time proportionately with little more time for candidate classes. Similarly, subjects were allocated time with consideration to their content weights

PRIMARY CYCLE

The lower primary classes (P.1-3) were allocated 12 periods over a period of 30 days. Trier subjects include; Literacy, Numeracy, English, Physical Education, and art and Crafts. Literacy is taught continuously for one hour starting with Literacy one and ending with Literacy two. Upper primary classes have six subjects considered. Religious Education is considered as a component of social studies in upper primary classes and hence, it shall be given time out of the time allocated for Social Studies.

CLASS	#P	MTC	ENG	SCI	SST	PE	A&T	LIT
LP	12	2	2	0	0	2	1	5
P.4	6	1	1	1	1	1	1	0
P.5	10	2	2	2	2	1	1	0
P.6	10	2	2	2	2	1	1	0
P.7	22	5	5	5	5	1	1	0
TOTAL	60	12	12	10	10	6	5	5

SECONDARY CYCLE

The secondary level considers 14 subjects. More time is given to S.4 candidates followed by S.6 candidates

CLASS	#P	ENG	MTC	PHY	CHE	BIO	AGR	PE	FST	GEO	RE	KIS	ENT	HIS	ECON
S.1	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0
S.2	12	1	1	1	1	1	1	1	1	1	1	1	1	1	0
S.3	13	1	1	1	1	1	1	1	1	1	1	1	1	1	0
S.4	37	3	3	3	3	3	3	1	3	3	3	3	3	3	0
S.5	13	1	1	1	1	1	1	0	1	1	1	1	1	1	1
S.6	26	2	2	2	2	2	2	0	2	2	2	2	2	2	2
TOT	115	9	9	9	9	9	9	4	9	9	9	9	9	9	3

FINAL SCHEDULE

DAY	SESSION1	SESSION2	SESSION3	SESSION4	SESSION5	SESSION6
MONDAY	LIT (LP)	LIT (LP)	MTC (P.7)	BIO (S.2)	ENG (S.4)	HIS (S.6)
TUESDAY	SCI (P.5)	MTC (P.6)	ENG (P.7)	KIS (S.1)	MTC S.4)	PHY (S.6)
WEDNESDAY	MTC P.4)	ENG (P.6)	SCI (P.7)	PHY (S.3)	GEO (S.4)	ENT (S.6)
THURSDAY	ENG (LP)	ENG (P.6)	SST (P.7)	GEO (S.2)	PHY (S.4)	F&N (S.6)
FRIDAY	RE (P.4)	MTC (P.5)	A&C (P.7)	HIST S.2)	RE (S.4)	ENT (S.6)
SATURDAY	GEO (S.1)	MTC (S.3)	CHE (S.4)	F&N S.4)	ECO (S.5)	LIT (S.6)
SUNDAY	CHE (S.2)	BIO (S.3)	KIS (S.4)	HIS (S.4)	HIS (S.5)	MTC (S.6)
MONDAY	NUM LP)	SST (P.6)	SCI (P.7)	F&N S.1)	BIO (S.4)	ECO (S.6)
TUESDAY	SCI (P.4)	SST (P.5)	ENG (P.7)	AGR (S.3)	ENT (S.4)	RE (S.6)
WEDNESDAY	PE (LP)	RE (P.6)	MTC (P.7)	AGR (S.4)	MTC S.5)	GEO (S.6)
THURSDAY	RE (P.5)	SCI (P.6)	SST (P.7)	PE (S.3)	HIS (S.4)	AGR (S.6)
FRIDAY	A&C (LP)	ENG (P.5)	SCI (P.7)	AGR (S.1)	F&N S.4)	LIT (S.5)

DAY	SESSION1	SESSION2	SESSION3	SESSION4	SESSION5	SESSION6
SATURDAY	RE S.2	F&N (S.3)	ENG (S.4)	ENT (S.4)	ENT (S.5)	PHY (S.6)
SUNDAY	BIO (S.1)	RE (S.3)	MTC (S.4)	AGR (S.4)	KIS (S.5)	CHE (S.6)
MONDAY	SST (P.5)	ENG (P.6)	MTC (P.7)	CHE (S.1)	PE (S.4)	GEO (S.6)
TUESDAY	LIT (LP)	LIT (LP)	ENG (P.7)	ENG (S.2)	KIS (S.3)	GEO (S.4)
WEDNESDAY	PE (P.5)	SST (P.6)	SCI (P.7)	PHY (S.4)	PHY (S.5)	LIT (S.6)
THURSDAY	ENG (LP)	SST (P.4)	PE (P.7)	PE (S.3)	RE (S.4)	KIS (S.6)
FRIDAY	SCI (P.5)	A&C (P.6)	SST (P.7)	MTC S.1)	AGR (S.2)	CHE (S.4)
SATURDAY	ENG (S.1)	MTC (S.2)	GEO (S.3)	KIS (S.4)	GEO (S.5)	BIO (S.6)
SUNDAY	RE (S.1)	KIS (S.2)	BIO (S.4)	CHE (S.4)	RE (S.5)	AGR (S.6)
MONDAY	ENG (P.5)	PE (P.6)	MTC(P.7)	HIS (S.1)	ENT (S.4)	HIS (S.6)
TUESDAY	NUM LP)	ENG (P.4)	RE (P.7)	ENT (S.3)	AGR (S.4)	MTC (S.6)
WEDNESDAY	A&C (P.5)	MTC (P.6)	SCI (P.7)	HIS (S.4)	AGR (S.5)	RE (S.6)
THURSDAY	PE (LP)	SCI (P.6)	ENG P.7)	PHY (S.2)	F&N S.4)	CHE (S.6)
FRIDAY	A&C(P.4)	MTC(P.5)	SST (P.7)	PHY (S.1)	CHE (S.3)	MTC(S.4)
SATURDAY	ENT (S.1)	PE (S.2)	ENG (S.4)	BIO (S.4)	CHE (S.5)	F&N (S6)
SUNDAY	ENT (S.2)	HIS (S.3)	GEO (S.4)	KIS (S.4)	BIO (S.5)	ECO (S.4)
MONDAY	PE (P.4)	SCI (P.6)	MTC P.7)	PE (S.1)	PHY (S.4)	BIO (S.6)
TUESDAY	LIT (LP)	LIT (LP)	ENG P.5)	RE (S.4)	F&N S.5)	KIS (S.6)

KEY**PRIMARY**

LP = Lower primary (P.1 – P.3) NUM = Numeracy LIT = Literacy ENG = English MTC = Mathematics A&C = Art and Crafts PE = Physical Education SCI = Integrated Science SST = Social Studies RE – Religious Education.

SECONDARY

GEO = Geography; HIST = History; F&N = Food and Nutrition; AGR = Agriculture; PE = Physical Education; ENT = Entrepreneurship; CHE = Chemistry; ENG = English; PHY = Physics; MTC = Mathematics; KIS = Kiswahili; RE = Religious Education; BIO = Biology

GENERAL LESSON DISTRIBUTION FOR THE FIRST 30 DAYS**PRIMARY CYCLE TIMETABLE**

DAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
L P I T			E N G			M T C	P E	A & C			L I T		E N G					M T C	P E								L I T			
P .4		M T C	R E		S C I											S S T			E N G		A & C				P E					
P .5	S C I		M T C		S S T	R E N G			S S T	P E		S C I			E N G	A & C		M T C												
P .6	M T C	E N N G	E E		S S T	R E S C I			E N G	S S T	A & C				P E		M T C I	S								S C I				
P .7 T C	E N C S G	S S A & C	I T		S C I G	E N G	M T C T	S S C T I		M T C G I	E S P S S T				M T C E I G H	R E S E S S T		M T C E I G H	S C I						M T C G					

SECONDARY CYCLE TIME TABLE

S .1	K I S			G E O	F S T			A G R	B I O R	C H E				M T C G	E R E	H I S		P H Y T	E N T		P E									
S .2 O	B I O		G E O S	H I C H E				R E		E N G				A G R T C S	M T C I K			P H Y	P E N T											
S .3		P H		M T I	B A G	P		F S	R	K I	P		G E		E N		C H	H I												

3			Y		C	O	R	E	T	E	S	E	O	T		E	S			
.	S	E	M	G	P	R	C	K	B	E	A	H	F	E	N	M	P	G	P	R
4	N	T	E	H	E	H	I	I	S	O	T	R	S	T	G	T	E	H	E	
	G	C	O	Y		E	S	O	T	R	S	T		E	N	A	G	R		
						F	H							E	N	T	C	H	I	S
						S	I							T					B	K
						T	S												I	I
.	S					E	H		M	L	E	K		P	H	Y	G	R		F
5	C	I	O	S		C	I	T	T	N	I	S					E	O		S
	O	S				O	S		C	T	T	S					G	E		T
.	H	P	E	F	E	L	M	E	R	G	A		P	C	G	L	K	B	H	F
6	I	H	N	S	N	I	T	C	E	E	G		H	H	E	I	I	O	A	E
S	Y	T	T	T	T	C	O	O	R	R		Y	E	O	T	S	R	G	I	H



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