**SCHEME OF WORK:**

SUBJECT: SOCIAL STUDIES CLASS: P.5 SUBJECT TEACHER ………………………………………………….. TERM THREE YEAR ………………….

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| **WK** | **PD** | **Theme** | **Topic** | **Sub-Topic** | **Competence** | | **Content** | **Methods and Techniques** | **Life skills and values**  **( Indicators)** | **Suggested activities** | **Teaching / learning aids** | **Ref** | **Re** |
| **Subject** | **Language** |
| **1** | **1** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** | **Independence** | -Explain the  word political  -Independence  -Independent | -Pronounce, spell, write , read words to independence | **Independence**  -definition – is the state of being free from foreign control or rule.  **Characteristics of an independent nation**  -Territory of land.  -Government  -Constitution  -Parliament  -Judiciary  -Freedom  -Police to keep law and order  -Citizens  -Control its affairs | -Explanation  -Discussion  -Brain storming  -Question and answer | -Self esteem  -Negotiation  -Problem solving | -Define and explain the word independence.  -Discuss the characteristics of an independence nation  -Dramatizing | -Text books  -Children’s properties | -Functional SST book 5 page 165  MK Standard page 117 |  |
|  | **2** | **Symbols of a nation (The national flag)** | -Identify national symbols and explain their significances | Spells , reads, pronounces and writes words and sentences related to symbols of the nation. | The symbols of the nation.  -The National flag.  -National Anthem  -Coat of Arms  -Emblem  -language (English)  -The constitution (supreme law)  **National flag**  -Concept  -The designer  (Grace Nsingira)  -The colours of the flag  -Areas where it can be flown.  -How and when its flown.  -Signifance of the national flag. | -Explanation  -Discussion  -Question and answer  -Self discovery | -Effective communication  -Appreciation  -Self awareness  -observation  -Respect  -love  -caring | -Drawing and shading  -Practice how to raise fly the national flag. | -national flag  -Pictures of the national flag.  -Text book | Mk std  \bk 5  Pg 12506  Teachers guid  Pg 222 |  |
| **1** | **3** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** | **Symbols of a nation (The National Anthem** | -Identify and explain the National Anthem. (stanza) and the coat of Arms | -Reads, spell, pronounce and write words found in the Anthem and Coat of Arms | **National Anthem**  -Concept (3 stanzas)  -The composer (George William Kakoma)  -Occasions when its sung.  (British National Anthem) was sung before Independence.  -Significances. | -Discussion  -Discovery  -Explanation | -Appreciation  -Self awareness  -Effective communication  -Observation  -Analyse  -Respect | -Singing and practicing the Anthem | -Papers having the National Anthem | MK stdbk 5 pg 123-4 |  |
| **4**  **&**  **5** | **The national coat of Arm** |  |  | **National Coat of Arms.**  -Concepts  -Features of the coat of Arms.  -The National Motto  -Significance of The Coat of Arms.  -Significances of the features of the coat of Arms. | -Discussion  -Question and answer | -Drawing  -Patriotism  -Respect | -Drawing and indicating the features of he coat of Arms | -Coat of Arms.  -Chart showing the coat of Arms | MK stdbk 5 page 126-127 |  |
| **2** | **1** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** | **Symbols of a nation (The Emblem)** | -Name and identify the emblem and give its significances | -Spell, read, pronounce the words related to the National emblem | **Emblem**  -Concepts (crested crane)  -Reasons why it was chosen as the emblem.  -Documents where its found.  -Significances. | -Discussion  -Explanation  -Discovery | -Appreciation  -Description  -Inquiry  -Drawing  -Critical thinking  -Love  -Caring  -Respect | -Drawing the emblem and shading | -Pictures of the emblem | Mk stdbk 5 page 128 |  |
| **2** | **The National Language** | -Name the Local languages.  -Identify the importance of the National language.  -name the official language and why its used in Uganda | -Pronounce , read, spell and write words related to language. | **National language.**  **-**Language  -National language  -Importance  -Official language  -Reasons  -Reasons why Uganda is not having a national language. | -Role play  -Questions and answer  -Explanation | -Appreciation  -Critical thinking  -Love  -Respect | -naming different languages  -Learn the meaning of words from different languages | -Text books  -Resource  Persons  -A chart showing different words in different languages. | Functional SST bk 5  Page 172 |  |
| **3** | **Symbols of a nation (Capital city)** | -Naming the capital city  - Identifying the importance of a capital city.  -Naming the towns which were once capital cities and years | -Pronounce , read and write words related to capital cities. | **The National Capital**  -The capital city of Uganda.  -Importance of a capital city.  -Towns that were once capital cities and years. | -Discussion  -Discovery  -Explanation  -Question and answer | -Love  -Respect  -Critical thinking  -Caring | -Identifying the importance of a capital city.  -Naming the towns that were once capital cities. | -Chalk board illustrations  -Text books | Mk std  Bk 5  Page 129 |  |
| **2** | **4** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** | **National currency** | -identifying Uganda’s currency and importance.  -Naming financial institutions and their roles. | -Pronounce, read and write words related to currencies. | **National currency**  -Uganda’s national currency.  -Denominations.  -Importance of currency.  -Financial institutions eg   * BOU and roles * Commercial banks and roles. | -Question and answer  -Discovery  -Explanation | -Self awareness  -Love  -Appreciation  -Critical thinking | -Identifying Uganda’s currency and its importance.  -naming the financial institutions and their roles. | -Text books  -Papers having printed roles of currencies. |  |  |
| **5** | **Democracy** | -Explaining democracy  -Discussing the importance of democracy | -spells, reads , pronounces and writes words related to democracy | **Democracy**  -Definition  -Importance of democracy, functions  -Challenges of democracy  -Ways how democracy is practiced | -Explanation  -Discussion  -Discovery  -Question and answer | -Description  -Critical thinking  -Effective communication | -Explaining democracy.  -Discussing the importance of democracy | -Text books  -Chalk board illustration |  |  |
| **3** | **1** | **Citizenship** | -Explaining a citizen | The new words are challenges, election , citizen , conduct | **Citizen ship**  -Defining a citizen  -Ways in which one play can become a citizen.  -Ways how one can loose his/her citizenship.  -Roles of a citizen in practicing demoncracy | -Role play |  | -Role playing elections |  | MK stdbk 5 page 142-143 |  |
| **3** | **2** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** |  |  | Pronounces, spells, reads and writes words of bad practices | Bad practices during elections.  -before voting  -during voting  -after voting |  |  |  |  |  |  |
| **3** | **Elections** | -Explaining elections and its importances | -spells, read, pronounce and write words related to elections | **Elections**  -Definition  **-Types of elections**   * Ballot paper elections * Lining elections * Appointing elections   -How elections are conducted | -Role play  -Explanation  -Discussion | -Critical thinking  -Respect  -Effective communication  -Inquiry | -Naming the different elections  -Role playing elections  -Drawing different elections materials | -Text books |  |  |
| **4** | **Terms used in elections** | -Explaining terms used in elections |  | **Terms used in elections.**  -polling station  -Bullot box etc  -Polling Assistant  -Polling officer etc  -Importances of elections |  | -Description  -Observation | -Discussing importance of electing leaders. |  |  |  |
| **3** | **5** | **LIVING TOGETHER IN UGANDA** | **Uganda as an independent nation** | **Elections commission** | -Explain the meaning of the word elections | Spell, reads , pronounces and writes words related to elections. | **The Electoral commission**  -Roles of the electoral commission.  -Challenges of the electoral commission.  -Respect for democracy and elections | -Discovery  -Discussion  -Explanation  -Question and answer | -Critical thinking  -Effective communication  -Inquiry | -Suggesting two things people who get the least votes should do after elections.  -Role playing voting exercise.  -Discussion importances of electing leaders | -Text books |  |  |
| **4** | **1**  **&**  **2** | **LIVING TOGETHER IN UGANDA** | **The government of Uganda** | **The arms of the government (Legislature)** | -Explaining the government.  -Naming the organs of the government.  -Identifying the components of the legislature.  -Stating the duties of the Legislature | -Spells, reads, pronounce the words related to the gov’t .  -Legislature  -Read, spell, pronounce words related to  -speaker  -Clerk to the parliament  -Sergeant at Arms.  -Parliament | **The Government**  -Meaning  -Organs of the government   * Executive * Legislature * Judiciary   **Legislature**  **(Parliament )**  -Meaning  -Duties of the parliament  -Main officers of the parliament   * Clerk to the parliament * Sergeant of Arms   -Qualifications of a MP | -Explanation  -Discussion  -Role play | -Cooperation  -Respect  -Observation  -Listening  -Critical thinking | -Debate  -Reading and spelling words related to the government | -Photographs of a parliament in session | MK stdbk 5 pg 131-133 |  |
| **4** | **3** | **LIVING TOGETHER IN UGANDA** | **The government of Uganda** | **Executive** | Explaining executive and give components of the executive .  -Giving the functions of the executive | -Executive  -President  -Minister  -Civil servants | **Executive**  -Meaning  -Components of the executive   * President * Ministers   -Functions of the executive | -Description  -Guided discovery  -Explanation | -Respect  -Appreciation  -Listening  -Critical thinking | -Discussing the roles of the executive government | A chart showing the executive government | Mk std BK 5 PAGE 132-133 |  |
| **4** | **Judiciary** | -Explaining and composition of the Judiciary.  -Discussing the roles of the Judiciary | -spells, reads and pronounces words related to Judiciary.   * Judiciary * Chief Justice * Judges * Attorneys * Lawyers * Supreme Court | **Judiciary**  -Meaning  -Composition of Judiciary   * Chief justice * Principal judge * Judges * Justices * Attorneys * Lawyers * Magistrates * Supreme court * Roles of the Judiciary * Roles of a chief Justice | -Explanation  -Discussion  -Role play | -Observation  -Analysing  -Sharing  -Reporting | -Explaining the necessity of the separation of legislative and Judiciary | -Pictures of judges  -Resource person  -Pictures of High Court building | Mk std  Bk 5  Page 134 |  |
| **5** | **1**  **&**  **2** | **LIVING TOGETHER IN UGANDA** | **The government of Uganda** | **Roles of the government** | -Explaining the roles of the government.  -State the types of the gov’t and their roles. | -spell, read and pronounce and use words like roles. | **Roles of the gov’t**  -Types of the gov’t  -Central government (National)  -Local government  -Role of the central government.  -Roles of the local government. | -Question and answer  -Discussion  -Explanation  -Role play | -Respect  -Co-operation  -Critical thinking | -Discussing the roles of the government.  -Discussing how different types of the government carry out their duties | -Pictures connected to the activities of the gov’t | Mk stdbk 5  Page 131  Functional bk 5  Pg 179 |  |
| **3**  **&**  **4** | **LIVING TOGETHER IN UGANDA** | **The government of Uganda** | **The Constitution** | -Explaining the term constitution  -Stating the functions and importance of constitution | -Read, pronounce and use words related to the constitution | **The Constitution**  -Meaning  -Functions of the constitution  -Importance of a constitution  -The constitutions of Uganda.   * The 1962 constitution * The 1967 constitution * The 1995 constitution | -Description  -Role play  -Discussion  -Explanation  -Brain storming | -Respect  -Writing  -Sharing  -Reading  -nationalism | -Explaining the meaning of a constitution.  -Discussing the importance of a constitution | -The school rules  -hand books | Mk STD  BK 5  Pg |  |
| **6** | **5**  **&**  **1** | **The sources of government income** | -Explaining the sources of government income and revenue | -Spells, reads, pronounces and uses words related to sources of revenue   * Taxation * Value * Donations * Tourism * License * loans | -Revenue  -Taxation  **Types of taxes**  -Examples of taxes  Body responsible for collecting taxes (URA)  -Roles of the URA  -Others sources of government revenue   * Grants * Loans * Donations * Fines * Tourism * Sales * Licenses | -Discussion  -Explanation  -Question and answer | -Sharing  -Writing  -Reading | -Discussing how the gov’t earns its income | -Pictures and photographs  -License cards | Mk stdbk 5 pg 138-139 |  |
| **6** | **2** | **LIVING TOGETHER IN UGANDA** | **The government of Uganda** | **The government Expenditure** | -Explaining expenditure  -Discussing ways how the gov’t spends the revenue | Spells, reads, pronounce and uses words related to expenditure like security | **Expenditure**  -meaning  -Ways how the gov’t spends revenue.   * Salaries & allowances * Dev’tprogrammes * Rent * Security * Social services * Problems in spending revenue | -Discussion  -Explanation  -Question and answer | -Appreciation  -Love  -Sharing  -Co-operation  -Listening | -Discussing ways how the gov’t spends its revenue | -Pictures connected to ways how gov’t spends its revenue. | Mk stdbk 5 pg 139 |  |
| **3**  **&**  **4** | **The budget** | -Explaining the term budget  -Discussing the different types of budgets.  -Discussing the importance of the budget | -spell, read, pronounce and use words related to the budget  -surplus  -balanced  deficit | **The budget**  -Meaning  -Types of budgets   * Surplus * Balanced * Deficit budget   -Importance of the budget | -Explanation  -Discussion  -Discovery  -Question and answer | -Drawing  -Care  -Sharing  -Observation | -Drawing the types of budget.  -Naming the parts of the budget | -Pictures of different budgets | Mk stdbk 5 pg 140-141  Functional bk 5  Pg 187-188 |  |
| **5** | **The Human Rights** | -Discussing the rights of a citizen.  -Explaining the UHRC and its roles | -Spells, reads, pronounces words related to human rights.  -rights | **Rights of a citizen**  -Ways how human rights are abused.  -UHRC and its roles in protecting human rights. | -Explanation  -Discussion  -Discovery  -Question and answer | -Tolerance  -Love | -Explaining the rights of the citizen and roles of the UHRC | -Pictures showing human rights are abused | Mk std  bk 5  pg 142-143 |  |
| **7** | **1** | **LIVING TOGETHER IN UGANDA** |  | **Responsibilities of a citizen** | -Discussing the responsibilities of a citizen in developing a country. | -Responsibility  -Citizen  -Development | **Responsibilities of a citizen in developing Uganda.**  -Ways how citizen has contributed towards the dev’t of a country. | -Discussion  -Explanation  -Question and answer | -Tolerance  -Loyalty  -Appreciation  -Hard work  -Patriotism  -Co-operation  -Sharing  -Respect | -Explaining the responsibilities of the citizen in developing Uganda  -Discussing the causes and types of child labour and how to control it | -Pictures showing how a citizen shows his/her responsibilities  -Pictures showing how rights of children are abused. | Mk std  Bk 5  Page 142-143 |  |
| **2** | **Child labour** | -Discussing and explaining the child labour and child rights. | -Child  -Labour  -Abuse | **Child labour**  -Definition  -Examples of children’s rights.  -Responsibilities of children.  -Ways how children’s rights are abused.  -Ways of controlling child labour |  |
| **3** | **Population size and distribution** | **Population census** | -Explaining population and population census.  -Discussing the reasons why the gov’t carries out the population census and problems encountered. | -spells, reads , pronounces and uses words related to  -population  -census  -enumerator  -census rights | **Population**  -Meaning  -Population census  -Reasons why the government carries out population census.  -Ministry responsible for population census.  -Problems in conducting population census. | -Discussion  -Illustration  -Question and answer | -Observation  -Planning  -Co-operation  -Interpretation  -Description | -Explaining what population and census means.  -Counting the number of children by sex, tribe and age. | -Pictures showing a census being carried out. | Mk std  Bk5  Pg 145 |  |
| **7** | **4** | **LIVING TOGETHER IN UGANDA** | **Population size and distribution** | **Population growth** | -Defining population growth.  -Discussing factors influencing population growth. | -Reads , spell, pronounce and use words like growth .  -Immigration  -Fertile | **Population growth.**  -Definition  -Factors that influence population growth.   * Climate * Fertility rate of woman * Immigration * Occupation * Food * Better health * Health service * Social service * Security and peace   -Ways how the above influence population growth.  -Dangers of fast population growth. | -Explanation  -Question and answer  -Discussion | -Description  -Inquiry  -Critical thinking  -Care | -Explaining what population size and number means.  -Discussing the factors that lead to population increase.  -Explain the danger of fast population growth. | -Text book  -Pictures | Mk stdbk 5  Page 148-149 |  |
|  | **5** | **Population Distribution** | -Explaining population distribution.  -Discussing the factors affecting population distribution | -Pronounce, read , spell and use words like-urbanization  -Industrialization  -Medical services | **Population Distribution**  -Defining  -Factors affecting population distribution.   * Urbanization * Industrialization * Medical services * Climate * Physical features. | -Discussion  -Explanation  -Question and answer | -Appreciation  -Observation  -Map reading  -Sharing  -Respect | -Discussing how the factors affect the population distribution | -School  -neighborhood  -Pictures and photograph | Mk std  Bk 5  Pg 145-147 |  |
| **8** | **1**  **&**  **2** | **LIVING TOGETHER IN UGANDA** | **Population size and distribution** | **Population Density** | -Explaining population density and high population density | -Density  -Square  kilometer | **Population density**  -Definition  -Method of calculation  Popn density=No of pple  Sq k/m  -High population density  -Low population density | -Illustration  -Explanation  -Question and answer | -Observation  -Appreciation  -Critical thinking | -Discussing the high and how population density  -Calculating population density | -Chalkboard illustration | Functional  Bk 5  Page 198 |  |
| **3**  **&**  **4** | **Population** | -Discussing the problems associated to high and low population. | -Pronounce , read , spell and use words related to population. | -Advantages and disadvantages of high population (social factors)  -Problems associated with low population.  -Solutions to high population density and ways of controlling population growth. | -Explanation  -Discussion  -Question and answer | -Critical thinking  -Inquiry and answer | -Discussing the problems associated with high and law population.  -Discussing the solutions to the high population density and ways of controlling population growth.  -Discussing the effects of HIV on population and economic production | - An Atlas  -School environment  School neighbourhood | Function  Bk 5  Pg 198-199  Mk std  Bk 5  Pg 148 |  |
| **8** | **5** | **LIVING TOGETHER IN UGANDA** |  | **Effects of HIV / AIDs on population and economic development** | -Discussing the effects of HIV/ AIDS on population and economic production | -HIV  -AID  -Economic  -Production | Effects of HIV / AIDS on population and economic production | -Inquiry  -Discussion  -Discovery | -Critical thinking  -Self awareness | -Discussing the effects of HIV on population and economic production | School neighbourhood |  |  |
| **9** | **1** | **Uganda as an Independent nation** | **Democracy** | -Explaining terms used in democracy and related words like  -Elections  -Polling stations  -Bullot box& paper  -polling assistant | -Pronounce, read and spell words related to democracy | **Revision work**   * Democracy * Meaning * Importance * Functions * How democracy is practiced * Challenges of democracy * Elections * How elections are conducted | -Explanation  -Discussion  -Inquiry  -Question and answer  -Discovery  -Testing | -Observation  -Drawing  -Critical thinking  -Sharing  -Appreciation | -Answering written exercises  -Discussion | -Pictures and photographs of people voting | MK stdbk 5 pg 117-150 |  |
| **9** | **2** |  |  | **Government of Uganda** | -Explaining taxation, budget and their types | * Taxation * Budget * Loans * Expenditure * Income * Revenue | * Bad practices in elections * Electoral commission and its functions. * Taxation * Types of taxes * Ways how the government spends its revenue * Budget * Types of budget |  |  |  | Pictures of different types of budgets | MK bk 5 pg 140-141 |  |