**PRIMARY FIVE SST SCHEME OF WORK**

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| **WK** | **PD** | **TOPIC** | **SUB-TOPIC** | **Subject competences** | **Language competences** | **Content** | **Suggested activities** | **T / L AIDS** | **REF** | **REM** |
|  |  |  | Maps and pictures |  |  |  |  |  |  |  |
| **1** |  | **Living together in Uganda** | Location of Uganda | The learners;   * Tell ways of locating places. * Locate Uganda on the map of East Africa * Draw a map showing the position of Uganda * Neighbours major cities and current leaders | * + The learner;   + Makes sentences using.   + Locating   + Drawing   + Position   + Pronounces and writes East Africa correctly | To locate places, we can use neighbours, compass, and important features.  Uganda is located in E. Africa and shares borders with Kenya, Tanzania, DRC, South Sudan, Rwanda | Drawing a map showing the shape and position of Uganda | Map showing the shape and position of Uganda | Comprehensive SST Bk 5 Pg 1  Sharing our world Bk 5 pg 1  Fountain SST bk 5 pg 1 – 2 |  |
|  |  |  | Elements of a good map | * Defines terms like map, picture * Differentiate between a map and a picture * Identifies the elements of a good map * Gives the use of each element of a good map | * + Makes sentences   + Map   + Picture   + Margin   + Title   + Compass   + Spells and pronounces   + Explains the importance of the different elements | * + Defines a map and picture   + Differentiating between a map and a picture   + Elements of a good map i.e. scale, key, title, etc.   + Use of each element and how each is used. | drawing pictures and their maps.  Calculating to find actual distanc using the given scales. | Atlases | Sharing our world Bk. 5 Pg. 2  Comprehensive SST Bk. 5 Pg. 1 - 2 |  |
|  |  | **location of Uganda using latitudes and longitutes** | Latitudes and longitudes | A learner;   * Defines latitudes and longitudes * Names the line of latitude marked 00 * States the use of latitudes, longitudes and equator. * Uses the words in sentence making | * + A learner   + Explains the differences between longitudes and latitudes   + Spells and pronounces the words latitudes, longitudes and equator   + Uses the words in sentence making | * + To define latitudes and longitudes   + Naming major longitudes and latitudes.   + State the use of longitudes and latitudes   + Locating Uganda using longitudes and latitudes   African countries crossed by the major lines | Drawing a map of Uganda using imaginary lines.  Listing countries crossed by the major liens | Atlases  Wall maps | Fountain SST bk 5 pg 2 |  |
|  |  |  | Uganda a land locked country | Defines   * A land locked country * A non-land locked country | * + Spells, reads and unites   + Land locked country | * + Defining landlocked country   + Problems facing landlocked city   + Relationship between Uganda. And her neighbours |  |  |  |  |
|  |  |  | Physical features | A learner   * Defines the term physical feature * Gives examples of physical features * Locates major physical features of Uganda | * + A learner   + Defines the term physical features and relief   + Gives examples of physical features   + Locates major physical features of Uganda on the map | * + Defining terms   + Identify major physical features on the map of Uganda   + Locating major physical features of Uganda | Identifying major physical features on the map of Uganda | Atlases  Wall maps  Major physical features should be drawn separately on individual maps | Comprehensive SST bk 5 pg 7  Sharing our world Bk 5 pg 10 |  |
|  |  |  | Formation of physical features | A learner;   * Gives the types of mountains in Uganda and their examples * Describes the formation process of each mountain type * Identify the effects of mountains to man | * + A learner;   + Spells the words   + Faulting   + Volcanicity   + Tensional forces   + Compressional forces | * + Mountains in Uganda   + Types of mountains   + Examples of each type   + Formation processes   + Effects of each mountain type   + Effects of mountains to man | Drawing diagrams to show mountain formations | Chart showing mountain formations | Fountain SST bk 5 pg 10  Comprehensive SST bk 5 pg 8 – 9  Sharing our world Bk 5 |  |
|  |  |  | The rift valley | A learner;   * Tells what a rift valley is. * Describes the formation of the rift valley. * Draws the diagrams to show the rift valley formation * Identify features found in the rift valley | * + A learner;   + Explains the formation of rift valley   + Spells and pronounces   + Compressional   + Tensional   + Faults   + Faulting   + Escarpments   + Importance of physical features | * + Formation of the rift valley   + Arms of the rift valley   + Features in the rift valley   + Activities in the rift valley   + Effects of the rift valley to   + Problems faced in rift valleys | Diagrams showing the rift valley formation | Chart showing the rift valley formation | MK SST bk 5 pg 8 – 11 |  |
|  |  | **PHYSICAL FEATURES IN UGANDA** | Major lakes in Uganda | A learner   * Gives lakes in Uganda. * Identifies the characteristics of each type of lake. * Describes the formation of each type * Gives the types methods of fishing and preservations methods * Mentions the effects of rivers and lakes to man. | * + A learner   + Explains the formation of different lakes   + Pronounces and spells like   + Lava dammed   + Depressional   + Crater   + Calderas   + Freezing | * + Types of lakes   + Examples of each type   + Characteristics of each type   + Formation of each type   + Uses of lakes to man   + Major lakes in Uganda   + Fishing in Uganda   + Dangers and solutions | Drawings showing lakes and rivers of Uganda and their formation | A map showing lakes and rivers in Uganda | Sharing our world pg 23 bk 5  Fountain SST bk 5 pg 9 |  |
|  |  |  | Major rivers in Uganda | A learner   * Defines terms connected to river flow * Gives the stages of a river flow and characteristics of each stage. * Identifies uses of rivers to man * Gives effects of rivers and lakes to man | * + A learner   + Explains the different river courses   + Spells words like   + Ox – bow   + Meandering | * + Rivers in Uganda   + Terms related to river flow   + Stages of a river flow   + Characteristics of each stage   + Uses of rivers to man   + Major rivers in Uganda   + Transport on R. Nile | Drawing diagrams showing the formation of these features | Map showing lakes and rivers in Uganda | Sharing our world bk 5 pg 23  Fountain SST bk 5 pg 6 – 10  Comprehensive SST bk 5 pg 11 - 14 |  |
|  |  |  | Plateaus | A learner   * Defines a plateau * Draws a cross section of the plateau in Uganda * Identifies activities on the plateau * States the effects of each to man | * + The plateau   + Cross section | * + The plateau   + Covers the biggest part of Uganda   + Cross section of the plateau in Uganda   + Effects of each feature on man. | Drawing a diagram of the cross section of the Uganda plateau | Atlases | MK SST bk 5 pg 8  Fountain SST bk 5 pg 12 |  |
|  |  | **The climate of Uganda** | Review of weather | A learner;   * Defines terms weather humidity temperature. * Identify the elements and types of weather. * State the effects of man on weather and weather on man | * + A learner spells   + Humidity   + Temperature   + Weather   + Explains the meanings of the above words | * + Define weather   + Factors of weather   + Types of weather   + Weather instruments   + Effects of weather to man or man to weather | Writing a review exercise | Chalk board  Weather instruments drawn on charts  Real objects |  |  |
|  |  |  | Types of climate in Uganda | A learner   * Defines climate * Identifies the climatic zones in Uganda * Describes each type of climate * Identifies activities in each zone * Gives the factors that affect climate * Describes how climate affects man or man affects climate. * Gives climatic disasters | * + A learner   + Explains   + Climate   + Climatology   + Climatic zone   + Explains factors affecting climate | * + Meaning of climate   + Climatic zones of Uganda   + Economic activities in each climatic zone   + Factors that influence the climate of Uganda   + Types of rainfall   + Influence of climate on human activities or human activities on climate   + Disasters caused by climate | Describing each type of climate  Drawing diagrams to show the formation of different types of rainfall. | Atlases | Functional SST bk 5 pg 40 – 46  Comprehensive SST bk 5 pg 18 – 25  Fountain SST bk 5 |  |
|  |  |  | Farming systems | A leaner   * Describes the different types of farming * Identifies merits and demerits of each type * Gives factors considered when setting up a farm | * + A learner   + Spells and pronounces the words correctly   + Subsistence   + Plantational   + Aqua - culture   + Ranching   + Dairy farming   + Api – culture | * + Farming systems in Uganda   + Advantages and disadvantages of each type   + Factors to consider before setting up a farm | Identify different farming systems |  | MK SST Bk 5 pg 23 – 39 |  |
|  |  |  | Major crops of Uganda | A learner   * Defines cash crops, food crops, nontraditional crops * Identifies conditions required for the growth of each type of crop * States the products from each crop * Gives the problems farmers face. * Mention solutions to the above problems * Define cooperative societies and functions they offer to farmers | * + Major crops of Uganda to be written correctly   + Cash crops   + Food crops   + Nontraditional cash crops   + Conditions required for the growth   + Pesticides   + Cooperative societies   + Transport   + Marketing | * + Major cash crops of Uganda   + Cash crops e.g. coffee, cotton, tobacco, tea etc   + Food crops e.g. cassava, matooke   + Nontraditional cash crops e.g. vanilla, sunflower   + Conditions for the growth of each type   + Products got from each type   + Problems farmers face   + Solutions to the above problems | Identifying different farming systems | Study to farm institutes | MK SST bk 5 pg 32 – 39 |  |
|  | **3 & 4** | **VEGETATION OF UGANDA** | Types of vegetation in Uganda | Learners should be able to   * Define the term vegetation * Identify the vegetation regions of Uganda * Give the characteristics of each zone * State the factors that influence vegetation * Uses of vegetation * Mention ways of conserving vegetation * Why man destroys vegetation | * + Vegetation   + Savanna   + Woodland   + Miombo   + Conserved | * + Types of vegetation   + Characteristics of each type   + Factors affecting vegetation   + Importance of vegetation   + How man destroys vegetation   + How vegetation can be conserved | Drawing the map of Uganda showing vegetation zones of Uganda | Charts | MK SST bk 5 pg 41 – 50  Fountain Bk 5 pg 13 – 16 |  |
| **TERM TWO** | | | | | | | | | | |
|  | **1 & 2** | **NATURAL RESOURCES OF UGANDA** | Types of natural resources  Examples of natural resources | By the end of the lesson, learner should be able to   * Define a resource * Define natural resource * Identify the types of natural resources and examples | * + Learners should be able to   + Write   + Spell   + Pronounce   + Read all the words in this column   + Resource   + Non renewable   + Renewable   + Natural resource | * + Definition of a resource and natural resource   + Types of natural resources and   + Example under each types | Observing resources in the environment  Answering oral questions  Writing notes | Environment |  |  |
|  |  |  | Land | By the end of the lesson children should be able to   * Identify the reasons why land is the most important natural resource * State the uses of land * State ways how land is misused * Define land degradation * Identify ways of conserving land | * + Land gradation   + Land conservation   + Industrialization   + Mining   + Conservation   + Degradation | * + Why is land the most important natural resource   + Uses of land   + Definition of land degradation   + Definition of land conservation   + Ways how land can be degraded   + Ways how land can be conserved | Answering questions  Discussing the uses of land in groups  Telling ways of degrading land  Carrying research  Using dictionary |  |  |  |
|  |  | **NATURAL RESOURCES IN UGANDA** | Water bodies | Should be able to   * State examples of water bodies * Identify the uses of water bodies * Explain how water bodies can be misused | * + Springs   + Streams | * + Examples of water bodies   + Uses of water bodies   + How can water bodies be misused   + How can water bodies be conserved | Discussing the use of water bodies with the teacher  Telling the different ways of misusing and conserving water bodies | Text book |  |  |
|  |  |  | Fishing in Uganda | * Should be able to: * Define fishing * Identify types of fishing * Explain the method of fishing * State the methods of preserving fish * State the importance of fish. * Explain the importance of the fishing industry * Identify the problems affecting the fishing industry and their solutions | * + Fishing   + Aquatic   + Hyacinth   + Fishing rod | * + Definition of fishing   + Types of fish caught in Uganda   + Methods of fishing in Uganda   + Methods of preserving fish   + Importance of fish   + Importance of fishing industry   + Problems facing the fishing industry   + Solutions to the problems facing the fishing industry | Discussing in groups  Observing diagrams of fish in the text books | Atlases  Text books |  |  |
|  |  |  | Vegetation | Should be able to   * Define vegetation * State the uses of vegetation * Explain how vegetation can be destroyed * Identify ways of conserving vegetation * State the reasons why man destroys vegetation | * + Deforestation   + Bush burning   + Over grazing   + Afforestation   + Bush fallowing   + Agro – forestry   + Re-afforestation | * + Definition of vegetation   + Uses of vegetation   + How can vegetation be destroyed   + Ways of conserving vegetation   + Why does man destroy vegetation | Answering oral questions  Discussing in groups | Chalk board  Atlas |  |  |
|  |  | **NATURAL RESOURCES** | Climate | Should be able to   * Define the term climate * Answer all possible questions related to climate | * + Refer to climate   + Check children by asking them oral questions about climate in topic 4 |  |  |  |  |  |
|  |  |  | Minerals | Should be able to   * Define a mineral * State the types of minerals * Identify the uses of minerals * Explain how minerals can be misused. * Explain the methods of mining * Identify minerals in Uganda and where they are mined. * Explain the importance of mining * Identify the problems facing the mining industry * State the problems caused by the mining industry | * + Mineral   + Alluvial   + Drilling | * + Definition of mineral   + Types of mineral   + Uses of minerals   + How minerals can be misused   + Methods of mining   + Major minerals mined in Uganda   + Mining regions   + Importance of mining   + Problems facing the mining industry   + Problems caused by the mining industry | Discuss with the teacher about mining  Answering oral questions | Chalk board  Atlas |  |  |
|  |  |  | Wild life | Should be able to   * Define wildlife * Identify the types of wildlife * State the uses of wildlife * Explain how wildlife can be misused * State ways how wildlife can be conserved | * + Wildlife   + Fauna   + Flora | * + Definition of wildlife   + Types of wildlife   + Uses of wildlife   + How wildlife can be misused   + How wildlife can be conserved | Discuss with the teacher about wildlife  Observe pictures about wildlife | Magazines  Atlases |  |  |
|  |  | **NATURAL RESOURCES** | Game parks and game reserves in Uganda | Should be able to   * Define Game Park and game reserve. * State the game parks and game reserves in Uganda * Draw a map of Uganda showing game parks and game reserves. | * + Game park   + Game reserve | * + Definition of game park and game reserve   + Game parks and game reserves in Uganda   + Map of Uganda showing game parks and game reserves | Draw a map of Uganda showing game parks and game reserves | Atlas  Charts  Chalkboard |  |  |
|  |  |  | Tourism | Should be able to   * Define tourism and a tourist * Identify the services provided to tourists * State the reasons why tourism is called an industry and an invisible trade * Identify the tourist attraction in Uganda and tourism centres * Explain the problems facing the tourism industry * Identify the ways of promoting the tourism industry. | * + Tourism   + Tourist | * + Definition of tourism and a tourist   + Services provided to tourists   + Why is tourism called an industry   + Tourist attraction in Uganda   + Tourist centres in Uganda   + Problems facing tourism   + Solutions to problems facing tourism   + Ways of promoting the tourism industry |  |  | Fountain SST bk 5 pg 22 – 23  Comprehensive SST pg 19 – 24 |  |
|  |  | **VEGETATION OF UGANDA** |  | Refer to first work as scheme |  |  |  |  |  |  |
|  |  | **THE PEOPLE OF UGANDA** | Stone age period | The learners   * + Define stone age period   + Mention stages of early man   + Archaeology   + Identify tools used by early man   + Major discoveries   + Stone age sites | * + Stone age site   + Archaeology   + Stone age period   + Fossils | * + Define stone age period   + Archaeology fossils   + Give stone age periods   + Give stone age sites   + Give importance of stone age sites | Drawing a map of Uganda showing stone age sites  Drawing tools early man used | Charts  Text books | MK bk 5 6, 5, - 7  58 – 67 |  |
|  |  |  | Ethnic grouping in Uganda | Children should be able to;   * Identify major ethnic groups and their origins * State reasons for their migration * Give problems faced during their migration * Identify the results of early migration * Identify areas where they settled * Mention their economic activities | * + Cradle land   + Bahr-el Ghazal   + Cameroon highlands   + Migration   + Rural urban migration   + Pubungu   + Meroe | * + Define a tribe   + Define an ethnic group   + Identify major ethnic groups   + State the origin of ethnic group   + State the organization of ethnic group   + Identify the effects of ethnic group | Drawing of a map of Uganda showing migration of ethnic groups |  |  |  |
|  | **5& 6** | **Foreign influence in Uganda** | Foreign groups in Uganda | Should be able to   * Define foreigner * Mention the foreign groups that came to Uganda * Mention individual European explorers , missionaries, traders and their contributions * State the steps used to colonise Uganda * To identify the methods of colonial administration * State the importance of agreements in Uganda | * + Foreigner   + Dhows   + Sultan   + Explorer   + Missionary   + Colonialists   + Ripon falls   + Gondokoro   + Martyr   + Circumnavigate | * + Defining a foreigner   + Give groups of foreignes who came to Uganda   + Give reasons for their coming   + Effects of foreign gropus   + Why many people took long to join Islam   + Problems foreign groups faced | Drawing a map of Uganda showing routes of explorers | Charts | MK Bk 5 pg 69 – 89 |  |
|  |  |  |  | * Define the term missionary * Give reasons why missionaries came to Uganda * Identify missionary groups in Uganda * Identify problems missionaries faced * Mention the effects of missionaries * Define trade * Write IBEACO in full * Give reason why IBEACO was formed * Reasons why it collapsed | * + Missionary   + IBEACO   + Trade |  |  |  | MK pg 69 – 89 |  |
|  |  | **Foreign influence in Uganda** | Colonialists | * Define the term colony * Name the governor of equatorial province * Why Egypt wanted to colonize Uganda * Identify agreements signed in Uganda | * + Agreement   + Colony   + Protectorate   + Evolution | * + Reason why Egypt wanted to colonise Uganda   + Give agreement signed in Uganda | Drawing the map of Uganda showing evolution of Uganda boundaries | Atlases | Mk bk 5 pg 89 |  |
|  | **7 & 8** |  | Reason to colonial rule in Uganda | Give reasons why some   1. Collaborated 2. Resisted  * Identify rebellions , staged in Uganda * Systems of administration colonialists used * Identify Ugandans who collaborated | * + Collaborate   + Resist   + Rebellion | * + State reasons why some Ugandans collaborated   + Give systems of administration colonialists used |  | Chalkboard | MK bk 5 pg 89 |  |
|  | **9 & 10** | **The road to independence** |  | * By the end of the lesson pupils will be able to’ * Mention the colonial policies * Write Legco in full * Identify the roles of Legco * Identify the first Africans to the Legco | * + Legislative council   + Kabaka Crisis | * + Reasons why the Legco was formed   + Roles of the Legco   + First Africans on the Legco   + Kabaka crisis   + Buganda |  |  | MK SST bk 5 pg 100 – 116 |  |
| **TERM THREE** | | | | | | | | | | |
|  | **1** | **The government** | Arms of the government | * Learners should be able to * Define a government * Identify the organs of the government | * + Government | * + Definition of government   + Organs of the government | Writing and answering oral questions | Text book | Fountain Bk 5 pg 113 – 114 |  |
|  | **2** |  | Legislative | * Should be able to * State the head of the legislature * Give the roles of the legislature * Identify special groups represented in parliament * Define a bill * State the roles of legislature * Compare Legco to legislature | * + Bill   + National assembly   + Speaker of parliament   + Hansards   + Sergeant at arms   + Mace clerk to parliament. | * + Roles of the legislature   + Special groups represented in the parliament   + Roles of different people in the parliament  1. Speaker of parliament 2. Deputy speaker of parliament 3. Sergeant at Arms | Answering oral questions and writing | Text book and atlases |  |  |
|  | **3** |  | Judiciary | * Should be able to * Identify the different groups of the judiciary * Identify the level of courts of law * Identify the head | * + Judges, magistrates, lawyers, chief justice, courts of law, magistrates | * + Groups of people under the judiciary   + Roles of the judiciary   + Level of courts in Uganda |  | Text book | 113 – 114 |  |
|  | **5 &**  **6** | **The government** | Executive | * Should be able to * Identify the groups of people under the executive * Identify the head of the executive * State the roles of the executive * State the duties of the president * Identify the different governmental ministries | * + Cabinet   + Permanent secretary | Groups of people under the executive  Roles of the executive  Duties of the presidents  Different government ministries |  | Text books | Fountain bk 5 pg 122 – 127 |  |
|  | **7 &**  **8** |  | Budgeting | * Should be able to * Define a budget * Define a national budget * State the reasons why the government makes a budget * Identify the parts of the budget * Identify the sources of government revenue * Identify the different types of taxes * Identify how the government spends its revenue | * + Budget   + National budget   + Parts of the budget   + Taxes   + Loans   + Grants   + Donations   + Customs duty   + Exercise duty | Definition of a budget  Parts of the budget  Definition of the national budget  Reasons for budgeting  Sources of government revenue  Types of taxes  Ways how the government spends its revenue  Problems faced during collection of taxes  Dangers of smuggling |  |  | 122 – 127 |  |
|  |  | **Population size and distribution in Uganda and their relationship to economic planning and development** | Terms related to population | * By the end of all lessons the children should be able to * Define all the terms related to population | * + Population   + Population census   + National population census   + Enumerators   + Population growth   + Population distribution   + Population explosion   + Sparse population   + Dense population   + Optimum population   + Over population   + Census night   + Under population |  | Writing  Reading  Answering oral questions | Chalkboard  Atlas  Text book | MK bk 5 pg 148 |  |
|  |  | **Population size and distribution** | Population census | Should   * Identify reasons why population census is conducted * Identify information collected during census * State the problem faced during census * Identify the ministry responsible for census |  | Reasons why census is conducted  Information collected from people during census  Problems the government faces during census  Ministry responsible for conducting population census | Answering oral questions |  | 151 |  |
|  |  |  | Factors affecting population distribution | * + Should be able to   + Identify the factors affecting population distribution   + Identify factors that attract people in an area   + State reasons why some areas are sparsely populated   + State reasons why some areas are densely populated | * + Sparse   + Dense | Factors affecting population distribution  Factors that attract people in an area  Reasons why some areas are densely populated  Reasons why some areas are sparsely populated |  | Text book  And atlas | Pg 141 |  |
|  |  |  | Population growth | * + Should be able to   + Identify the factors affecting population growth   + State the factors that lead to high population growth   + State the causes of high birth rate   + Ways of controlling high birth rate   + Way of controlling high population growth | * + Birth rate   + Family planning | Factors affecting population growth  Factors that can lead to high population growth  Causes of high birth rate  Ways of controlling high birth rate  Ways of controlling high population growth rate |  | Text book  And  Atlas | Pg 151 |  |
|  |  |  | Advantages and disadvantages of a large population  Advantages and disadvantages of small population | * + Should be able to   + Identify the economic advantages of a large population   + Identify the disadvantages of large population   + State the advantages of a small population   + Identify the disadvantages of a small population |  | Economic advantages of a large population  Disadvantages of a large population  Advantages of a small population  Disadvantages of a small population | Writing  Answering oral questions | Text books and atlas |  |  |
|  |  | **Population size and distribution** | Hazards that check on population growth | * Should be able to * Identify the natural hazards that check on population growth * Identify the manmade disaster that check on population growth | * + Hazards | Natural hazards that check on population growth  Manmade hazards that check on population growth |  | Text books |  |  |
|  |  |  | Effects of HIV / AIDS on the population | * Mentions the social and economic effects of HIV / AIDS on the people. | * + Discusses the effects of HIV / AIDS in society. | Economic and social effects of HIV / AIDS. |  |  |  |  |