

P.6 IRE LESSON NOTES

Term I

God's power and control over the universe

The nature of God's power

What is power?

Power is the ability to control people or other things.

God is the creator of heaven and earth

- He created all living and non living things
- He created what we see and what we can't see
- He provides security to people and other things in the world
- His power has no beginning or end
- God's power is everlasting and self existing

Names of God (Allah)

Allah has 99 names and these names show the power of God

Some of them are;

- Omni present
- He is called the light
- The all powerful
- The king of kings
- The one who watches all activities and takes care of all creatures
- Omni potent (creator)
- The giver of life
- The one who causes death

Comparison between God and other gods (idols and spirit)

- Allah can create while gods can not

- Allah is one while gods are many
- Allah gives life while gods /spirits can't
- Allah is living and will never die while spirits belong to the dead - Allah has powers upon the spirits while spirits and idols do not have power upon Him.
- Allah does not look like any of His creatures while some idols look like creatures of God

Zakat and sadaqha

What is zakat?

Zakat refers to alms of giving. (Alms are gifts of money, clothes or food to poor people)

It is the third pillar of Islam

Zakat is given in terms of money or goods to special categories of people in specific times

Zakat must be paid on one's wealth especially on profits

Benefits / values of zakat

- One gets blessings
- Fulfils one of the pillars of Islam
- Helps to purify one's wealth
- One gets rewards and satisfy their needs

People who receive Zakat

- Defenders of Islam
- Travellers
- Stranded Muslims
- New Muslims converts
- Zakat collectors
- Muslims in heavy debts
- Muslims in captivity
- Refugees

People who should pay zakat

- Able Muslims
- Those willing to pay
- Those who have possessed wealth for a defined time.

Sadaqha

Sadaqharefers to any favour a Muslim does in good faith to another person.

Other voluntary activities Muslims involves in;
Voluntary activity is any kind of work done willingly to help those in need.
Voluntary activities Muslims involve in include;

- Caring for the sick
- Participating in government developmental programmes

Note: Zakat is obligatory while Sadaqha is optional

Difference between Zakat and SADAQ

i) Zakat is compulsory while Sadaq is optional
ii) Zakat is a pillar of Islam while Sadaq is not a pillar.

Types of Zakat

- Zakatual meal
- Zakat fitri

Pillars of Islam

These are mainly five pillars of Islam
They include;

- Shahad (belief in oneness of Allah and prophet Mohammed -
  Salat (Praying five times a day)
- Zakat (alms of giving)
- Saum (act of fasting during the holy month of Ramadhan) -
  Hijja (pilgrimage to Mecca)

Pillars of Islamic faith

- Belief in oneness of Allah and prophet Mohammed his messenger -
  Belief in the work of prophets
- Belief in the day of judgment
- Belief in angels

- Belief in holy books

For more lesson notes, visit ***www.freshteacheruganda.com***

Hadith and salat

Hadith refers to teaching/preaching of prophet Mohamed while salat refers to the act of praying

Reasons for salat

- To fulfill one of the pillars of Islam
- To get blessings
- To request for needs
- To get rewards
- To be forgiven

Islam in Uganda

Islam is total submission to the will of Allah

Origin of Islam

The Arabs that introduce Islam in Uganda came from the Middle East Islam was introduced in Uganda in 1844 by Arab traders in Buganda. They were led by Sheikh Ahmed Bin Ibrahim

These Arab traders were received in Buganda by KabakaSuuna II

Ahmed Ibrahim came with others like SnayIbn Amir, Isa Ibm, Hussein and Rezaain

Suuna II had converted into Islam before his death in 1854

The Arabs introduced many trade items such as

- Guns
- Beads
- Mirrors
- Spices

The Arabs were given a warm welcome because they came with guns which the Baganda used for protection and expanding their territory by raiding neighbours

Circumstances under which Islam was spread

The major cause for the coming of Arabs to Uganda was to trade. They only preached Islam for the purpose of creating friendly relationships with their trade partners (The Baganda)

They were interested in trade items like:-

- Ivory

- Gold
- Slaves

For more lesson notes, visit ***www.freshteacheruganda.com***

Why Arabs came to Uganda

- To trade
- To spread Islam
- To escape from religious wars

Effects of Arab migration into Uganda

- Islam was introduced
- Swahili culture resulted
- Introduction of zebu cows
- Introduction of cowries shells
- New way of dressing ie. Kanzu
- New items of trade were introduced
- They started stone building style

Impacts of Islam in Uganda

- Led to a new dressing style i.e. kanzu and taban
- It has created unity among tribes in Uganda
- Arabic language was introduced as a result of Islam
- Improved general hygiene of Ugandans by putting emphasis on cleanliness - Islamic way of greeting "Salaam" has replaced a traditional way of greeting - Led to new regulations for slaughtering animals for public consumption i.e. slaughtered by Muslims while facing the Kibla

Islamic organizations in Uganda

- Uganda Muslim Supreme Council (UMSC)
- Uganda Muslim Education Association (UMEA)

Topical questions

Theme: Tawhid (faith)

1. Define the term power
2. Explain the nature of God's power
3. Mention any three names of God (Allah)
4. Give the meaning of the following terms

i) Omni present

ii) Omni potent

For more lesson notes, visit ***www.freshteacheruganda.com***

iii) Omni science

5. Identify any three comparison between God and other gods 6.

What is a belief?

7. List down the six pillars of Islamic faith

8. Explain the relevancy of beliefs

9. What term is given to the six pillars of Islamic faith?

For more lesson notes, visit ***www.freshteacheruganda.com***

SET 2

THEME: FIQH PRACTICE

1. What is Islam?
2. Mention the five pillars of Islam
3. Which pillar of Islam is similar to the pillar of Islamic faith? 4.

Explain the meaning of the following Islamic terms

i) Shahadah

ii) Salat

iii) Zakat

iv) Saum

v) Hijja

5. Give any two benefits of Zakat

6. Mention three categories of people who receive Zakat 7.

State the month in which Muslim fast

8. Identify any two things Muslims observe during fasting 9.

Give any two values of salat to a Muslim

10. State one reason why Muslims perform Hijja

11. Identify any one condition a Muslim should fulfill before performing Hijja

12. What title is given to a male Muslim who has performed Hijja?

For more lesson notes, visit ***www.freshteacheruganda.com***

SET III

TEHEME: TRADITIONS OF PROPHET (PBUH) AND HISTORY OF ISLAM

1. Explain the meaning of Hadith

2. What is the second pillar of Islam?

3. List down the five daily prayers in their rights order 4.

Suggest two benefits of praying

5. What do you get if you advise some to

a) do good deeds

b) to do bad things

6. In which continent do Arabs mainly live?

7. Who was the leader of the first Arabs in Uganda?

8. When was Islam introduced in Uganda?

9. List down any four items of trade which the Arabs brought to Uganda 10.

What was the first foreign religion in Uganda?

11. Give two reasons why Arabs came to East Africa

12. Identify any two Arab countries found in Middle East

13. List down two African countries occupied by Arabs

For more lesson notes, visit ***www.freshteacheruganda.com***

Term I

Theme: Tawhid (faith)

Learning area: The learner develops awareness that whatever happens to men is from God Almighty and the Lord of creation and applies this awareness in his daily life

Wk	D d	Subtheme	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Reference	rem
1	1 and 2	The power of God	• God's power and control over the universe • The nature of God's power • Names of God • Compares Allah and other gods	• The learner explains the nature of God's power • Mentions the names of God • Compares Allah and other gods	• The learner pronounces , spells and uses words correctly • Al-hamdulillah • Inna lillahiwainnailai hiraj iun • Omni present • Omni potent	• Role methods • Guided discussion • Drama • Demonstration	• Dramatizing • Reciting • Phrases	• Self confidence • Decision making • Courage • Values • Endurance • Love	•	• MK standard	•
	3		• Belief in divine drecree and predestination • Meaning of belief and predestination • Islamic beliefs	• The learner explains belie and predestination • Explains Islamic beliefs	•	•	•	•	•	• Tr'sresources	•
2	1, 2 and 3		• Words used in divine decree and predestinations • Relevance of belief in divine decree and predestination to daily life	• The learner explains the relevance of belief in divine decree and predestination to daily life	• The learner uses words related to the topic • Qadha • divine decree • predestination	•	•	•	•	• P.6 curriculum	•
Theme: Fiqh (practice) Learning area: the learner understands and appreciated the significance of Sadaqha and demonstrates values and benefits of sharing in generosity											
3	1 and 2	Difference between Zakat and Sadaqha	• Zakat and sadqha • Meaning • Benefits of Zakat and Sadaqha • People who receive Zakat	• The learners differentiate between Zakat and Sadaqha • Explain the benefits of Zakat	• The learner pronounces and uses terms correctly • Zakat • Sadaqha • Obligation	• Guided discussion • Demonstration • Role play	• Identifying differences between Zakat and Sadaqha	•	• The Holy Quran • Text books	• MK standard RE Bk 6	•

For more lesson notes, visit ***www.freshteacheruganda.com***

			• Other voluntary activities Muslims should involve in • Reasons for sharing among Muslims • Benefits of sharing and giving	• Identifies other things done to help the needy • Explains reasons and benefits of sharing and giving in Islam	• Optional		• Mentioning any good things done to help the needy			• Tr's collection	
	3		• Other pillars of Islam • Their significance • Translation into English	• The learner lists other pillars of Islam and their significances • Translates the pillars into English	• The learners pronounces , spells and uses words correctly • Shahadat • Salat • Saum • Zakat • Hijja	•	•	•	•	•	•
Theme: Hadith (traditions of prophet PBUH) Learning outcome : The learner understands and appreciates the message contained in the Hadith, adopts rules for road usage and demonstrates ability to interact with others road users. Develops the desire o do good and shares useful information and urges other Muslims to do the same											
4	1 and 2	Road usage and enjoining to do good	• Hadith • Meaing • Hadith • Salat • Traditions of salat • Hadith 1 and 2 and lessons	• The learners explains hadith and salat • Identifies traditions related to salat • Explains hadith 1 and 2 and lesson we learn	• The learners pronounces , spells and uses words correctly • Salat • Testimony • Counseling • Enjoining	• Guided discussion • Brain storming • Excursion • Story telling	• Discussing • Story telling	• Negotiation • Effective communication • Decision making • Respect • Devotion	• Text books • The Quran	• MK standard RE Bk 6 •	•

	3		Traditions regarding to enjoying others to do good • Meaning and lessons learnt from hadith 3 • Relationship between messages and hadith and the daily life	• The learner explains the meaning of hadith 3 and lessons learnt • Explains the relationship between messages of hadith and daily life	• The learner pronounces , spells and uses words correctly • Hadith • Messenger • Punishment	•	•	•	•	• MK standard Bk 6	•
Theme: History of Islam Learning outcome : the learner develops appreciation for the circumstances in which Islam was introduced into Uganda											
5	2a	Islam in Uganda	• Islam • Meaning	• The learner defines Islam	• The learner pronounces, spells	• Guided discussion	• Discussing • Role playing	• Creative thinking	• Text books	• MK standar	•

For more lesson notes, visit ***www.freshteacheruganda.com***

	nd 3		• Origin of Islam • African countries where Islam is practiced • Coastal towns • Circumstances under which Islam was introduced in Uganda	• Describes the origin of Islam • Identifies African countries where Islam is practiced • Explains circumstances under which Islam was introduced in Uganda	and uses words correctly • Settlement • Circumstances • Migration • Courters	• Role play • Drama • Brain storming • Story telling	• Story telling	• Effective communication • Appreciatio n • Awareness	• Quaran	d Re Bk 6	
6	1and 2		• Causes and effects of Arab migration to Uganda	• The learner explains reasons for the coming of Arabs to Uganda • Explains effects of Arab migration to Uganda •	• The learner pronounces , spells and sues words correctly • Impact •	•	•	•	•	• MK standard Re Bk 6	•
	3		• Relevance of Islam to Uganda • Positive effects of Islam and their contributions	• The learner points out the positive effects of Islam in Uganda • Identifies Islamic organizations and their contributions	• The learner pronounces, spells and uses words correctly • Heritage • Culture • Peace	•	•	•	•	• MK standard Re Bk 6	•

For more lesson notes, visit ***www.freshteacheruganda.com***

TERM II

Worship: Kufr and shirik

Worship is a formal activity of interacting with God as an individual or as a group

Worship in Islam is refered to as Ibadat

Shirik refers to the worshipping of many gods. It is also known as polytheism

Shirik /polytheism mostly exists in African traditional religion Muslims have got a form of worship called Monotheism (twahid) Acts of worship in Islam

Worship by words

Examples of sayings in worship

- Salaam aleikum (peace be with you)
- Reciting the Quaran
- Praying
- Bismillah

Worship by heart or belief

Examples of worship by heart include

- Believing and loving Allah
- Loving prophet Muhammed
- Having good feelings towards other people
- Loving and obeying parents

Worship by actions or doing things

Examples include

- Performing ablution
- Fasting during the month of Ramadhan
- Paying Zakat
- Making pilgrimage to Mecca

For more lesson notes, visit ***www.freshteacheruganda.com***

- Doing voluntary work
- Fulfilling roles

Ablution

Is the act of purifying the body for purpose of worship

Types of ablution

- Dry ablution
- Wet ablution

What is dry ablution?

Act of washing the body for prayer without using water

Items /materials used in dry ablution

- Sand
- Soil

Conditions when dry ablution can be performed

- When water is not available
- When available water is unclean for use
- When water is not enough
- When water can increase one's sickness.

Differentiate between Kufr and kafir

Kufr is deliberate refusal to obey God's orders while kafir is a person who deliberately refuses to obey God's orders

Acts of worship in other religions

Christianity

Christianity is a religion whose belief and practices are based on the teachings of Jesus Christ

- Catholics

For more lesson notes, visit ***www.freshteacheruganda.com***

- Protestants
- Pentcostals
- Orthodox
- Sevenths day Adventist
- Mormons
- Jehovah's witness

Acts of worship in Christianity

- Reading the holy Bible
- Giving sermons (khutuba)
- Celebrating festivals egeaster
- Singing hymns

- Giving tithe
- Fasting
- Receiving sacraments

The Hahai faith

Bahai faith is the latest of the world's independent religions with its origin in Persia (now Iran)

It was founded by Bahau'llah (1817-1892)

Bahau'llah is regarded as the most recent in the line of messengers of God recorded back such as;

Abraham

Moses

Buddha

Zoroaster

Jesus Christ

Muhammed

For more lesson notes, visit ***www.freshteacheruganda.com***

Bahau'llah's main message

Humanity is one single race and the day has come for its unification in one global society.

Teachings which promote peace and unity in Bahai

- Opportunities for men and women
- Compulsory education for all
- Elimination of all kinds of prejudice
- Elimination of extremes of poverty and wealth
- Harmony of science and religion to help the world progress materially and spiritually
- Responsibility for each person to independently search for the truth

Acts of worship in Bahai faith

- Reading of the word of God as revealed by Bahau'llah (done twice a day ie in the morning and evening)
- Praying to God (three obligatory prayers)
- Showing love and fellowship (relating with believers and non believers alike) - Teaching other people about Bahai faith
- Fasting from March 2nd to 20th

Hinduism

Hinduism originated from India. This religion does not have a clearly recorded beginning and does not have a founder

Hinduism believe in many gods

Brahman – supreme god)

For more lesson notes, visit ***www.freshteacheruganda.com***

Brahma

Vishnu

Shiva

Hindus believe that our souls return back to earth in different bodies after death. This belief is known as re-incarnation

Acts of worship in Hinduism

- Worshiping Brahman, their supreme god
- Reciting a collection of old Hinch writings called veda
- Respecting parents and elders
- Giving alms and shelter for the poor and to holy men
- Feeding animals as a religious duty

- Other religions with acts of worship include
- - Judaism
- Sikhism

TOPICAL QUESTIONS

SET I

THEME: TAWHID (FAITH)

1. Define the term Islam
2. What is the meaning of the term Shirik?
3. Identify any three acts of worship in Islam
4. Give any two items used in dry ablution
5. Why do Muslims carry out ablution before prayers?
6. Give the meaning of these terms
    a) Monotheism

For more lesson notes, visit ***www.freshteacheruganda.com***

    b) Polythesim

7. State any two similarities between Christianity and Islam 8. Apart from Islam, name any other religion practiced in Uganda 9. Which religion was in Uganda before the coming of Islam? 10. Name the people who introduced Islam in Africa

For more lesson notes, visit ***www.freshteacheruganda.com***

SET II

THEME: HISTORY OF ISLAM

1. Identify any two challenges that faced Islam in the early days of its introduction 2. Name the people who spread Islam in

a) North

b) West

c) East

3. How did the colonial policy affect negatively the spread of Islam in Uganda? 4. Name the first Arab trader to come to Uganda

5. Name the Mufti of Uganda

6. Why do Muslims fast?

7. Identify any Muslim organization that promotes development in Uganda (Give two contributions)

8. Name any Muslim Muganda missionary that spread Islam in Eastern Uganda 9. Give the role of the following people in Islam

a) Mufti

b) Imam

c) Shiekh

d) Kadhi

For more lesson notes, visit ***www.freshteacheruganda.com***

Wk	D d	Subtheme	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Reference	rem
1	1 and 2	Kufr and shirik	• Worship ,. Kufr and shirik • Meanings of terms • Give origin of the word shirik • Acts of worship • Worship by word • Worship by heart • Worship by action • Ablution • Meaning • Types	• The learner explains worship , kafir and shirik • Explains acts of worship by word, heart and action • Explains ablution	• The learner pronounces, spells and uses words correctly • Worship • Kafir • Sinner • Monotheism • Polytheism • Atheism	• Guided discussion • Role playing • Story telling • Brain storming	• Explaining worship and shirik • Identifying different acts of worship • Explaining and practicing ablution	• Creative thinking • Self esteem • Awareness • Appreciation • Love	• Holy Quran • Text books	• Mk standard RE	•

	3 And 1		• Types of shirik • Major • Minor • Shirik acts in our daily life	• The learner explains the types of shirik • Identifies acts of shirik in our daily life	• The learner pronounces, spells and uses words correctly • Shirik • Riya • Tawahiid • Ibadat	•	•	•	•	• MK standard RE bk 6	•
2	2 and 3		• Acts of worship in other religions • Christianity • Meaning • Acts of worship • Bahai acts of worship • Acts of worship in Hinduism	• The learner describes acts of worship in Christianity • Bahai • Hinduism	• The learner pronounces , spells and uses the words correctly • Christianity • Bahai faith • Hinduism • Judaism • Siklism	•	•	•	•	• Mk standard RE bk 6	•
Theme: History of Islam Learning outcome : The learner appreciates the challenges that faced Islam which may have accelerated or slowed down its spread											
3	1 and 2	Sp[reading Islam outside Buganda	• Chalelgnes faced during the introduction of Islam • Solutions • People who spread Islam in- • North • West • East	• The learner identifies challenges and solutions during the spread of Islam • Identifies people who helped in the spread of Islam in different regions of Uganda	• The learner pronounces, spells and uses words correctly • Colonial policy • Spread • Missionary • Refugees • Slavery	• Guided discussion • Role playing • Drama • Brain storming	• Role playing • Discussion • Dramatizing	• Simulation • Logical reasoning • Critical thinking • Appreciation • Tolerance • Patience	• Text books	• Tr's collection	•

For more lesson notes, visit ***www.freshteacheruganda.com***

	3		• Colonial policy and its impacts to Islam in Uganda	• The learner explains colonial policies during the spread of Islam in Uganda • Identifies impacts of colonial policy to Islam in Uganda	• The learners pronounces, spells and uses the words correctly • Hostility • Favour • Freed salves • Impacts	•	•	•	•	• Tr's collection • P.6 curriculum	•

For more lesson notes, visit ***www.freshteacheruganda.com***

TERM III

Ratio of Zakat

What is Nisaab?

Nisaab is the minimum ratio on possessions payable as Zakat

This ratio is levied on profits of

- Crop and fruits
- Livestock
- Gold
- Silver
- Merchandise and jewellery

Each item ahs got its fixed rate of Zakat to be paid

Ratio of Zakat on merchandise and minerals

Wealth	Amount	Rate
Trading items	Equivalent of 295g of silver	2.5%
Gold	85g	2.5%
Silver	295g	2.5%
Other minerals	Any amount	2.0%

Animals

No. of animals	Amount / rate
Each 5 camels	1 sheep /goat
30 cattle	1 year old calf
40 cattle	1 female 2 years old
60 cattle	2 two year old calves
70cattle	1 one year old and 1 two year old calves
80cattle	2 calves of two years old
90 cattle	3 calves of one year

For more lesson notes, visit ***www.freshteacheruganda.com***

40-120 goats/sheep	1 goat /sheep
201 -300 goats/sheep	3 goats/sheep
301 and above	1 goat for each 100

Hygiene charity and wealth

Hygiene

Hygiene is the practice of keeping oneself and living or working areas clean

Hadith on hygiene (narrated by Abu Malik Alashiri)

Lessons we learn from the hadith of hygiene

- Cleanliness is important in faith and contributions a half of one's faith -

Allah does not tolerate unclean lines

- We can't be true believers when we are no clean

Charity

Hadith on Zakat (narrated by Abu Huraira)

Lesson we learn from the hadith on Zakat

- If one is rich, he should hurry paying Zakat
- Allah will punish wealthy people who don't pay Zakat will be punished by Allah on the day of resurrection

Sadaqha

Is any act of good will a Muslim does for the benefit of other people.

Hadith on hard work (narrated by Amr bin Maymun

We should be hard working when we are still young because its when we have a lot of energy

Hygiene and adolescents

Islam is a religion that emphasizes hygiene and cleanliness

Ways of keeping clean

- Bathing

For more lesson notes, visit ***www.freshteacheruganda.com***

- Washing clothings and all things we use
- Brushing teeth
- Keeping the body generally clean and neat

How important is circumcision in Islam?

It is a sign of purity or cleanliness

Who is an adolescent?

Is a person between childhood and adulthood

What is puberty?

Is a stage when a boy or girl is sexually mature

History of Islam

The Islamic religion was introduced by the Arab traders who came to Uganda from the coast of East Africa. They moved across the Indian Ocean using dhows

The Arabs were welcomed by KabakaSsuna who later on converted into it. KabakaMuteesa I later on upheld the activities of Islam after the death of Suuna II his father

He was given the name "Muteesa" by Muslims

Meaning "negotiator" to replace Mukabya which meant the one who makes others cry

How Muteesa I promoted Islam in Buganda

He allowed many forms of Islam such as

- Use of Islamic calendar
- Use of Islamic greetings
- Eating meat slaughtered

For more lesson notes, visit ***www.freshteacheruganda.com***

- He ordered for the construction of mosques

Factors which favoured the spread of Islam during Muteesa's regime

- It was the only religion in Buganda at that time
- The Arab traders offered good items like guns hence most people liked them -

They introduced skills of writing , craft making like mats

- The decline of Islam
- The progress of Islam started reducing from 1875 to 1884
- That was the time when an European called Henry Morton Stanley came to Buganda and convinced Muteesa I about his home country as being a powerful one that could support

him in every need.

- H.M Stanley further talked to him about Christianity, a religion in his country which made Muteesa I to invite missionaries to his kingdom
- Why did Muteesa invite Christian missionaries to Buganda?
- He expected guns from them
- He wanted them to spread Islam in Buganda

Religious wars in Buganda

The period between 1884-1889 was characterized by religious wars in Buganda After the death of Muteesa I in 1884, he was succeeded by his son Mwanga. At this time , here were three major religions in Buganda i.e.

- Islam
- Roman Catholics
- Protestants

The Christian religious worked together against Islam although at some points they had misunderstandings

For more lesson notes, visit ***www.freshteacheruganda.com***

TOPICAL QUESTIONS

SET I

1. Define the term Nisaab?
2. Calculate the Zakat of a man who has 400 goats
3. What is the percentage of the goats a Muslim will pay in Zakat of 400 goats? 4. Give two reasons why Muslims pay Zakat
5. Identify any two types of Zakat
6. Mention any two groups of people that receive Zakat
7. Which group of people is excused from paying Zakat?
8. Identify any two taxes paid to the government of Uganda 9. Why do people pay taxes (two reasons)

10. Give any two sources of government revenue

For more lesson notes, visit ***www.freshteacheruganda.com***

SET II

THEME: UPRIGHTNESS AND ADOLESCENCE

1. Define adolescence

2. Identify any two body parts washed before prayers 3. Why do Muslims remove their shoes before entering the mosque? 4. What are impurities?

5. Give/outline any three impurities in Islam

6. State any three problems faced by adolescents

7. How can adolescents overcome the above problems (three) 8. Define the term Nikkah

9. How many times should a Muslim pray a day?

10. Mention five daily prayers a Muslim should observe?

For more lesson notes, visit ***www.freshteacheruganda.com***

SET II

THEME: HISTORY OF ISLAM

1. Outline any two factors that favoured the spread of Islam in Uganda 2.

How useful was KabakaMuteesa I in the spread of Islam?

3. Give any four causes of religious wars in Uganda

4. How did these wars impact on people of Uganda?

5. Identify any three contributions of Islam to the development of Uganda 6.

Why did Islam take long to spread in Uganda?

7. Which type of clothes was introduced in Buganda by Arabs?

8. Which was the first foreign religion to be introduced in Uganda?

9. Name the language that was formed as a result of inter marriages between the people of East Africa and Arabs

10. Name the first Arab to open a shop in Kampala

For more lesson notes, visit ***www.freshteacheruganda.com***

Wk	Dd	Subtheme	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Reference	rem
1	1and 2	Ratio of Zakat	• Nisaab • Meaning and importance • Percentage of different items	• The learner explains Nisaab • Gives the importance of Nisaab • Calculates percentages of different items	• The learner pronounces , spells and uses words correctly • Nisaab • Calculate • Ratio • Offer • Percentage	• Guided discover • Question and answer techniques • Drama • Demonstration	• Explaining necessary terms • Calculating ratios and percentages	• Self esteem • Friendship formation • Decision making • Sharing • Appreciatio n	• The holy Quran • Text books	• MK standard BK 6	•
	3		• Relevance of Nisaab to our daily life • Relation of Nisaab to government tax	• The learner explains the relevance of Nisaab to our daily life • Relates Nisaab with government taxation	• The learner pronounces and applies words correctly • Paying tax	•	•	•	•	• Tr's collection • P.6 curriculum	•
Theme: Hadith (traditions of the prophet Learning outcome : the learner understands and appreciates the content of hadith adopts skills and practices values advanced therein											
2	1 and 2	Uprightness and adolescence	• Adolescence and hygiene • Define terms • Adolescence • Hygiene • Daily practices to maintain hygiene • t	• the learner explains terms • adolescence • hygiene • impurities • identifies practices to main hygiene • states the relevance of hygiene in salat	• the learner pronounces , spells and applies words correctly • impurity • adolescence • hygiene	• guided discovery • demonstration • brain storming • guided discussion	• defining and explaining terms • practices hygiene	• friendship formation • self awareness • self esteem • responsibility • respect	• the Quran • text book	• MK standard Bk 6	•

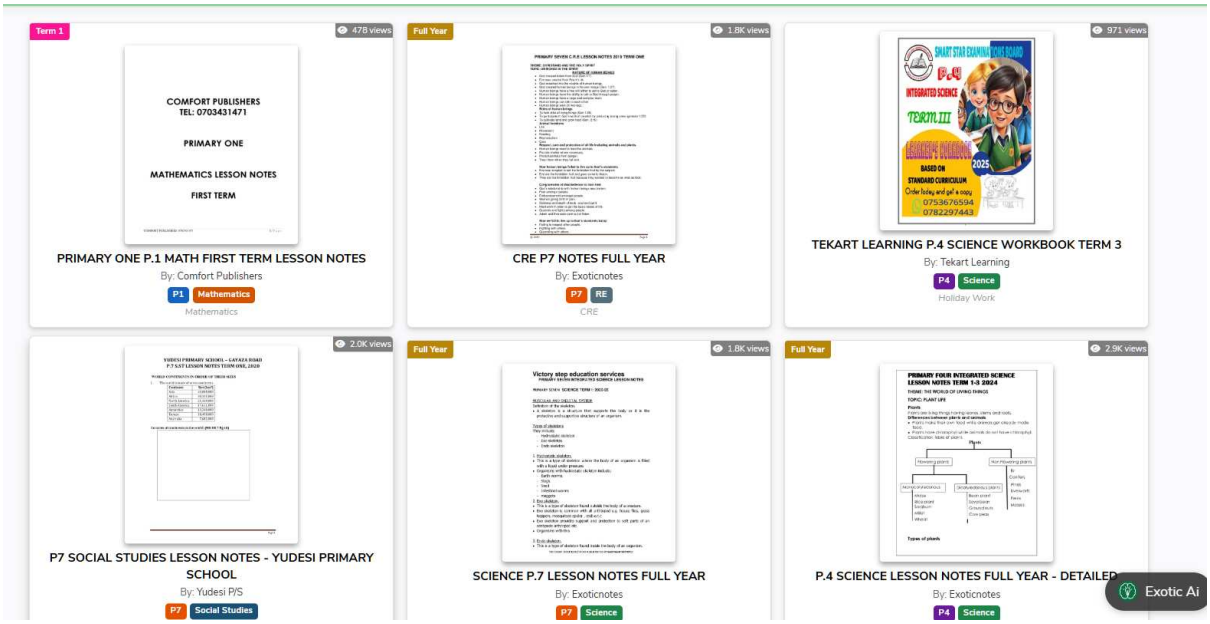
								• cooperation			
3	3 and 1		• Characteristics of an upright person • Problem faced by adolescents • Suggest solutions to the problem • Benefits of respecting elders and authorities	• The learner states characteristics of an upright person • Identifies problems faced by adolescents • Suggests solutions to the problems faced by adolescents	• The learners pronounces , spells and uses words correctly • Cleanliness • Unclean	•	•	•	•	• P.6 curriculum	•
3	2 and 3		• Relationships • Meaning • Types	• The learner explains relationships	• The learner pronounces , spells and applies words correctly	•	•	•	•	• Tr's collection	•

For more lesson notes, visit ***www.freshteacheruganda.com***

			• Values • Importance of hadith of uprightness • Body /physical challenges in boys and girls (puberty(	• Identifies types and values of relationships • Explains body changes in puberty stage and how to live with them							
• • • • Theme: History of Islam • Learning outcome: the learner develops appreciation for the roles played by Muteesa I in the spread of Islam and circumstances under which Islam was spread in Buganda											
4	1 and 2	Muteesa I role in the spread of Islam	• Islam in Buganda • Roles played by Mutesa I and factors that favoured Islam • The golden age of Islam • The decline of Islamic influence in Uganda	• The learner describes the role of Muteesa I during the spread of Islam • Identifies factors that favoured the spread of Islam	• The learner pronounces , spells and uses words correctly • Role • Spread	• Guided discussion • Brain storming • Demonstration • Role play	• Describing Muteesa's roles in Islam • Identifying factors which favoured Islam • Explaining causes and effects of religious wares	• Self esteem • Critical thinking • Appreciation • Cooperation \love	• Text books	• MK standard Bk	•
	3		• Causes of religious wars in Buganda • Effects of religious wars	• The learner gives account of religious wars in Buganda • Identifies effects of religious wars in Buganda	• The learner pronounces , spells and uses words correctly • Religious wars	•	•	•	•	• MK standard Bk 6	•

For more lesson notes, visit ***www.freshteacheruganda.com***

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/