THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary 5 Curriculum

Set One: English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education) and Social Studies.

National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010

PRIMARY FIVE CURRICULUM

SET ONE



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2010

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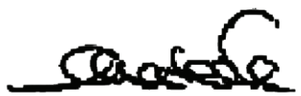
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NCDC takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.



Connie Kateeba
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FOREWORD

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews are guided by the Government Consultancy Report of 2005 which was done in light of and inspired by the measures government took earlier on:

- Government Report on Education Policy Review Commission (1989 Chaired by Kajubi);
- Government White Paper on the implementation of the recommendations of the report of the Education Policy Commission 1992
- Bazil Kiwanuka Report of the Curriculum Taskforce of 1993
- Implementation of UPE to increase accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through NCDC has handled the review in three main phases namely:

- P1-3 Thematic Curriculum
- P4 the Transition year
- P5-7 the upper primary curriculum review.

At each level of review there were specific focuses. At P1-3 it was focused on development of literacy, numeracy, life skills and values. At P4 the focus was on addressing the transition and consolidating the achievements of thematic. While in Upper Primary (P5-7) the focus was to consolidate the language development and prepare learners for post primary education.

A curriculum of this kind is a guide to our development and is concerned with achievement of goals through a systematic coverage of content during the teaching/learning process in a given situation. This therefore makes it important in our educational system.

I, therefore, I call upon all stakeholders to participate effectively in the implementation of this curriculum and the enhancement of quality education in schools by playing their roles efficiently.



Dr. Y. K. Nsubuga
DIRECTOR OF BASIC EDUCATION
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1.0 Introduction

This Primary Five Curriculum was developed after the Thematic Curriculum and the P4 Transition Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P5 Curriculum is presented in two sets of documents. Set One comprises of English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education while Set Two comprises of Creative Arts and Physical Education.

This is Set One Curriculum. This Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on the Education Policy Review Commission Report (1992):

2.0 The National Aims of Education

(a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;

(b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.

(c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.

(d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.

(e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and

(f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

3.0 Aims and Objectives of Primary Education in Uganda

At the Primary education level, the national aims of education can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.

2. To develop and maintain sound mental and physical health.

3. To instil the value of living and working cooperatively with other people and caring for others in the community.

4. To develop cultural, moral and spiritual values of life.

5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

4.0 Rationale

At P5, the curriculum takes into account the fact that:

At P1- P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.

- In P4 the transition year learners were introduced to subject based learning, using English as the medium of instruction.
- P4 learning consolidated the achievements of P1 - P3 learning.

This P5 curriculum is meant to further consolidate the achievements of the earlier classes. Each subject has stated learning outcomes for each topic; content and language competences. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P5 to prepare them for:

- Secondary education.
- The world of work.
- Scientific and technical application of knowledge.
- Life skills.

5.0 Structure of the Curriculum

5.1 Subjects in P5 Curriculum

The Primary Five Curriculum consists of the following subjects:

1. English
2. Mathematics
3. Social Studies
4. Integrated Science
5. Local Language
6. CAPE 1 – Music, Dance and Drama

7. CAPE 2 – Physical Education
8. CAPE 3 – Art & Technology
9. Religious Education:
    - Christian Religious Education
    - Islamic Religious Education

5.2 What the Review Addressed

Basically, there has been minimal change of topics in all the subjects of P5 curriculum. There will be no need for change in instructional materials. There are few topics shifting without much change in content apart from making content presentations simple and light for learners of P5. In each subject a matrix indicating how topics have shifted has been included. Such matrix displays how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed.
Language competences have been expressed in each topic of every subject. Teachers will be required to pay attention to these.

5.3 Period Allocation

Subject	**Periods**			
	P4	P5	P6	P7
English	6	6	6	6
Mathematics	6	6	6	6
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
LL	3	3	3	3
CAPE 1 – MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art & Technology	4	4	4	4
Library Reading	2	2	2	2
Totals	**40**	**40**	**40**	**40**

5.4 Primary Five Sample Time-table

Each lesson/period in P5 shall take a duration of 40 minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills.

Day	8.00-8.30	8.30-9.10	9.10–9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	*MTC*	*ENG*	*CAPE$_2$*	**BREAK**	*ENG*		*LIB*	**LUNCH BREAK**	*RE*	*CAPE$_1$*	**GAMES**	**EVENING ASSEMBLY**
Tue		*RE*	*MTC*	*SST*		*ENG*	*CAPE$_3$*			*SST*	*LL*		
Wed		*ENG*	*SCE*	*CAPE$_2$*		*SST*	*LIB*	*LL*		*CAPE$_1$*	*ENG*		
Thur		*MTC*	*SST*	*MTC*		*LL*	*SCE*	*RE*		*SCE*			
Fri		*SCE*		*CAPE$_2$*		*MATHS*		*SST*		*CAPE$_3$*			

CAPE *Creative Arts & Physical Education*
SCE *Integrated Science*
RE *Religious Education*
LIB *Library*
ENG *English*
SST *Social Studies*
MTC *Maths*
LL *Local Language*

6.0 General Methodology

The P5 pupils are expected to have developed sufficient basic literacy skills both in local languages and English. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. The teacher is expected to enhance learning through the most effective learner-centred activities. The teacher will be expected to facilitate learning as the learners do the activity based learning.

In each subject, the methods a teacher chooses to use should be those which contribute towards the achievements of the competences, learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Five the methods used should prepare learners for effective participation in further study of the topics in upper classes and eventually in secondary level.

7.0 Assessment Guidelines

In principle, continuous assessment is recommended in each subject. The assessment shall be based on the summarized competences suggested in each subject. The teacher is expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, the guidelines have been provided in each subject to guide the teacher carry out, manage, keep records and utilize assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. The teacher is encouraged to record those innovative products of learners that may not have been planned but are indicators of positive progress of a learner. The teacher is reminded that learners of P5 are already anxious about PLE and therefore need to be prepared for it. There should be regulator pen and paper assessments reflecting what is similar to PLE situations.

English

Background

English language has been, and still is, an important subject on the primary school curriculum. Children are expected to be fluent in this language by the end of the primary school.

In P.4, English language was used as a medium of instruction you were allowed. The English syllabus for P.5 has been prepared to provide the learner with opportunities to fully utilize the vocabulary and structures learnt in previous classes.

Unlike in P.4, which was a bilingual class, P.5 teaching will fully be carried out in English. The topics suggested here will consolidate on what has so far life situation. This provides an opportunity for the leaner to practice what is leant in class.

Rationale

Uganda is a multilingual society where over thirty indigenous languages are spoken. Until recently, when Kiswahili was declared to be the second official language, English has been and will continue to be the first official language. For this reason, English is a subject taught from the primary to secondary levels to enable learners communicate and access information which is in English.

General outcomes of teaching English in primary schools
By the end of Primary Five learners will have:

- Acquired effective use of the four basic language skills, that is, listening, speaking, reading and writing.
- Developed the confidence to use English in both oral and written forms.
- Acquired the appropriate language to use in a variety of situations.

Organization of the Syllabus

This P.5 syllabus has been arranged in matrix. The scope and sequence has been organized around eight topics. Some of the topics have sub-topics. Competences to be developed have been suggested with activities related to the content. As you may be aware, in the English language subject, the only new content taught is vocabulary and structures. This content is consolidated dialogues, composition, reading comprehension, rhymes, poems and language games.
You should therefore, ensure that each week, some vocabulary, (at least four but not more than five) is taught, with one structure. Several periods for each topic have also been provided in the syllabus.

Methodology

Effective language teaching calls for active participation of learners. Learners should therefore be given adequate opportunity to practice the vocabulary and structures learnt. Oral practice should always be given before written practice. The teacher should always use generic methods such as demonstration, discovery, role-play, research, group work, creative writing, drawing and reporting.

Teaching procedure

It is suggested that English in P5 could be taught using the following steps.

1. vocabulary

Step 1: Revise any related learnt vocabulary.
Step 2: Teach the new vocabulary using real objects, pictures or demonstration.
Step 3: Encourage learners to practice the pronunciation of the new vocabulary in groups, pairs and individually.
Step 4: Guide learners to use the new vocabulary using the structures(s) previously learnt.
Step 5: Ask learners to make sentences in groups and them in pairs.
Step 6: Let learners write sentences in their books. You can also ask them to draw pictures relating to the vocabulary.

2. Structures

Step 1: Revise the vocabulary taught in the previous lesson.
Step 2: Present the new structures using demonstration.
Step 3: Guide learners to orally practice the structures in groups, pairs and individually.
Step 4: Let learners do a written practice using the structures.
Note: Remember, one structure should be taught in a given lesson.

3. Reading Comprehension

Step 1: Revise the structures and vocabulary previously learnt
Step 2: Discuss the text using pictures or stories.
Step 3: Set guiding questions and let the learners silently read the text. Put emphasis on the correct reading habits.
Step 4: Using guiding questions, discuss the text in a plenary.
Step 5: Let the learners in groups, discuss the comprehension question about the text.
Step 6: Let the learners write the answers in their note books. Encourage them to write full sentences. You may also ask the learners to summarize the text through drawings or paraphrasing.

Handling writing and spelling

Although learners are now in the upper primary, the issue of handwriting should still be emphasized. Learners with poor handwritings should be helped. For spelling, this should be done every day and whenever errors are made.

Instructional Materials

No successful teaching can be attained without use of appropriate instructional materials. The teacher is therefore encouraged to use instructional materials appropriate to the content. The teacher can use real objects, pictures, story books, reading cards, newspaper cutting, and many others.

Assessment

Continuous assessment is strongly recommended. This is because it enables the teacher to assess the progress of the learner so as to provide assistance where it may be required. The syllabus suggests competences to assessed at the end of each topic.

The teacher should always keep records of the performance of each of the learners. Progression to a new topic or language area should always be done after the learner has shown the readiness to move on.

TERM I

TOPIC 1: VEHICLE REPAIR AND MAINTENANCE 23 periods

General background

This topic will enable learners to develop knowledge of crucial vehicle parts and identify tools required in vehicle repair and maintenance. Through this topic, learners will also be helped to develop appropriate language related to vehicle repair and maintenance. It is hoped that through the various suggested activities, learners will appreciate the need to have well maintained vehicles which may in turn reduce accidents caused by vehicles in dangerous mechanical condition.

Learning outcome

The learner is able to use appropriate vocabulary related to vehicle repair and maintenance.

Life skills and indicators

- Problem-solving
  - Taking a decision
  - Making a choice

- **Negotiation**
  - Using persuasive language
  - Making requests

- **Decision-making**
  - Making a choice
  - Asking questions

- **Values**
  - Appreciation
  - Trust
  - Patience

Sub-topic 1A: Parts of a Vehicle

Competences	Content	Suggested Activities
The leaner: • Uses the given vocabulary to construct oral sentences with proper pronunciation. • Uses the present perfect tense to make sentences. • Constructs sentences using “must” and ‘mustn’t; “has” and “have”.	**Vocabulary** Engine, tyre, steering, wheel, windscreen, driving mirror, boot, seat belt, seats, wiper, head lamp, indicators, spokes, chain, mud guard, carrier, saddle, reflector, brakes, bell, peddle, handle bar. **Grammar** Use of present perfect tense. Use ‘**has’** and ‘**have’** Use of **‘must’** and **mustn’t.** **Structures** …must … e.g: You must repair your vehicle. …mustn’t drive … e.g: You mustn’t drive with flat tyres. … has … e.g: Ogule has bought new tyres for his car. … have … e.g. The children have broken the wind screen of Mr. Kasozi’s car.	• Identifying common parts of a vehicle. • Describing parts of a vehicle. • Constructs sentences about parts of a vehicle. • Creating stories about parts of a vehicle. • Using vocabulary and structures. • Reading and writing texts about parts of a vehicle. • Drawing and labelling pictures to illustrate parts of a vehicle. • Spelling words correctly.

Sub-topic 1B: Equipment used in vehicle Repair

Competences	Content	Suggested Activities
The learner: • Makes sentences using the vocabulary related to vehicle repair and maintenance. • Uses conditionals "if" and structures to construct sentences with conditionals. • Completes the given vocabulary and structures. • Constructs their own structures using conditionals "if" and "in order".	**Vocabulary** Tool box, spanner, screw driver, pliers, hammer, file, car jack, saw, grease, oil, sand paper, tester, wire. **Grammar** Conditionals (if) **Structures** If … e.g. If I want to remove a tyre, I will use a car jack. … if … e.g. I will buy a spanner tomorrow if I go to town. … in order to … Kirya used a pair of pliers in order to cut the wire. Review this sentence. Not the best, e.g. could try e.g.: In order to get the job done well, you may have to use pliers to cut the wire…..	• Reading and writing text on equipment used in vehicle repair and maintenance. • Identifying and describing equipment used in vehicle repair and maintenance. • Conducting conversations on equipment used in vehicle repair and maintenance. • Asking and answering questions about equipment used in vehicle repair and maintenance. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Uses vocabulary related to vehicle repair and maintenance orally.
- Reads texts and answers questions on vehicle repair and maintenance.
- Writes texts about vehicle repair and maintenance.

TOPIC 2: PRINT MEDIA

16 PERIODS

General Background

This topic is intended to provide learners with adequate language to deal with all forms of print media. It will equip them with adequate knowledge and skills to read newspapers, magazines, pamphlets, brochures, and so on.

Learning Outcomes

The learner is able to use adequate vocabulary used in the print media and shows the desire to read and write articles in the print media.

Life Skills and Indicators

- **Effective communication**
  - Fluency
  - Confidence
  - Accuracy

- **Critical thinking**
  - Responding to questions appropriately.
  - Analysing statements.
  - Making the best use of the information you have.

- **Creative thinking**
  - Initiating new ideas
  - Logical reasoning
  - Finding different ways of doing things.

- **Values**
  - Responsibility
  - Co-operation
  - Sharing
  - Appreciation

Competences	Content	Suggested Activities
The learner: • Uses the given vocabulary in sentences. • Constructs sentences using the appropriate structures. Uses articles, relative pronouns and appropriate tenses in constructing sentences.	**Vocabulary** Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article, editorial, columnist, editor, journalist, column, crossword, media, brochure, pullout, newsletter. **Grammar** Use of articles: a, the, an. Relative pronouns. Tenses: past, simple, future. **Structures** The … which … e.g. The article which appeared in the newspaper last week was sad. … an… e.g: The journalist wrote an interesting story about elections. … a… e.g. Mpung is a good columnist. … will … e.g: The advertisement on games and sports will be in the newspapers next week.	• Talking about different items related to print media. • Reading different texts related to print media. • Writing articles, adverts and stories. • Asking and answering questions in past simple and future tense. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and makes oral comments about the print media.
- Reads and reports on various print media.
- Writes articles on various issues.

TOPIC 3: TRAVELLING 15 periods

General Background

This topic is intended to make learners use language related to travelling. It will enable learners build on knowledge acquired in P.4 under the topic "**Giving Direction"**. Learners will develop vocabulary, structures and skills related to travelling.

Learning Outcome

The learner is able to use a range of vocabulary and appropriate grammatical structures related to travelling.

Life skills and Indicators

- Effective communication
  - Articulation
  - Audibility
  - Confidence

- Assertiveness
  - Being open
  - Expressing ones point of view
  - Standing in for one's right

- Decision-making
  - Making choice
  - Telling consequences of their choices

- Values
  - Responsibility
  - Keeping time
  - Respect

Competences	Content	Suggested Activities
The learner: • Describes different means of travel using the given vocabulary. • Uses the vocabulary and grammar given to construct sentences using proper adverts and tenses. Constructs own structures using the given grammar.	**Vocabulary** Further, about, fare, conductor, ticket, seat, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by. **Grammar** • Adverbs. • Past continuous tense. • Past simple tense. **Structures** … while … e.g. The conductor collected the fare while the taxi was moving. While … e.g. While we were travelling, one of the children started crying. … often … e.g. I often travel by bus to town.	• Acting dialogues on travelling. • Reading texts on travelling. • Asking and answering questions on travel charts. • Writing imaginative compositions on travelling. • Spelling words correctly.

Suggested Competences for Assessment

The learner:

- Listens to and comments about various travel reports.
- Confidently, talks about various means of travelling.
- Reads texts and answers questions on travelling.
- Writes simple texts on travelling.

TERM II

TOPIC 4: LETTER WRITING 10 periods

General Background

This topic will enable learners to develop knowledge and skills of writing personal letters. It builds on what was handled in the previous topic **print media.** It lays a foundation for formal writing which is to be handled in P.7.

Learning Outcome

The learner is able to write a variety of personal letters such as seasonal greetings and invitations.

Life skills and Indicators

- Effective communication
  - Logical presentation of ideas
  - Accuracy

- Creative thinking
  - Logical reasoning
  - Innovativeness

- Critical thinking
  - Selecting and evaluating information.
  - Making best use of the information you have.
  - Analyzing statements.

- Values
  - Love
  - Appreciation
  - Friendliness

Competences	Content	Suggested Activities
The learner: • Identifies components of a personal letter using the given vocabulary. • Completes sentences using the given structures. • Writes letters using the acceptable grammar rules.	**Vocabulary** Invite, letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender, receiver, writer, friend, reply. **Grammar** • Interjections. • Punctuation. • Personal pronouns. **Structure** E.g. Hullo, my friend. … would … E.g. He would come to our party if we invited him. Would...? E.g. Would you write a letter to your mother if she was sick? … could… E.g. Maria could write a letter inviting Maggy to a birthday party. Could …? e.g: Could he reply that letter immediately?	• Asking and answering questions on personal letters. • Reading personal letters. • Writing personal letters. • Spelling words correctly. • Reading texts related to letter writing. • Writing personal letters.

Suggested Competences for Assessment

The learner:

- Uses oral expressions connected to letter writing.
- Reads and answers questions on letters.
- Write personal letters using appropriate language.

TOPIC 5: COMMUNICATION 74 periods

General Background
This topic will enable learners to develop the knowledge and skills of giving and receiving information in order to enable them interact or communicate with others freely. The topic also consolidates knowledge and skills acquired in the previous topics.

Learning Outcome
The learner is able to apply knowledge and skills acquired to communicate effectively using the post office, telephone and email.

Life Skills and Indicators
- Effective communication
  - Clarity
  - Accuracy
  - Logically

- Critical thinking
  - Responding to questions appropriately.
  - Taking decisions.
  - Making best use of the available information.

- Values
  - Co-operation
  - Appreciation
  - Friendliness
  - Care

Sub-Topic 5A: The Post Office

Competences	Content	Suggested Activities
The learner: • Uses given vocabulary in sentence construction. • Writes sentences using the future tense and conjunctions appropriately. • Constructs own sentences using the given structures as examples. • Completes the given structures.	**Vocabulary** Post, stamp, letter box, directory,, package, money order, private box, parcel, telegram, mail, aerogram, post office, box, box rental, letter slot, post office, registered letter. **Grammar** • Future tense. • Conjunctions. **Structures** … either … or … E.g. Sarah will either send a letter or send a telegram. … might … e.g. She might receive her parcel this evening. … unless … e.g. Your letter will not be posted unless you fix a postage stamp. Unless …. e.g. Unless you pay for your box rental, it will be closed.	• Role playing posting and receiving mail. • Reading texts related to post office. • Writing compositions on post office. • Spelling words correctly.

Sub-Topic 5B: The Telephone

Competences	Content	Suggested Activities
The learner: • Uses the given vocabulary in constructing sentences. • Constructs sentences using the appropriate tenses. • Completes the given structures. • Constructs own sentences basing on the given structures.	**Vocabulary** Telephone, mobile telephone, teleface, airtime, landline, fixed line, receiver, handset, network mast, toxins, telephone directory, dial, airtime, airtime card, call, subscriber's identification module (sim) card, load. **Grammar** • Past simple tense. • Present simple tense. **Structures** … enough … to e.g. She did not enough have airtime to make a call. … need to … E.g: You need to fix a landline at home. … needn't to … E.g. You needn't own two telephones.	• Role playing telephone activities • Demonstrating how to use a telephone. • Reading texts about using a telephone. • Asking and answering questions on telephone. • Writing texts related to telephone. • Spelling words correctly.

Sub-topic 5C: The Internet

Competences	Content	Suggested Activities
The learner: • Uses the given vocabulary in sentences. • Uses the past simple and appropriate conjunctions, and interrogatives in sentences. • Completes the given structures.	**Vocabulary** E. mail, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explore, search engine. **Grammar** • Past simple. • Conjunctions. • Interrogative, pronoun (who, what, which). **Structures** … too.. to … e.g The internet café was too congested to sit in. … in order to … e.g I opened the website in order to access my e- mail. … so as … e.g He logged onto yahoo so as to surf news.	• Acting dialogues and conversations on using the internet. • Reading e-mail messages. • Asking and answering questions • Writing e-mail messages • Spelling words correctly

Suggested Competences for Assessment

The learner:

- Listens and responds to various expressions on communication.
- Reads texts related to the forms of communication.
- Writes texts using language related to communication.

TOPIC 6: CULTURE 29 periods

General Background

This topic will build on what was covered in **P.3 (Theme 9: Culture and Gender in Our Sub County).** It will provide learners with an opportunity to learn and appreciate other people's cultures. It will also enable the learners develop vocabulary and structures related to culture.

Learning Outcome

The learner is able to develop knowledge on and be able to appreciate, different cultures.

Life Skills and Indicators

- **Self- awareness.**
  - Self-identification
  - Talking about one's culture

- **Friendship formation**
  - Use of polite language
  - Working in groups

- **Assertiveness**
  - Being open
  - Giving reasons for action
  - Listening and valuing others

- **Values**
  - Respect
  - Love
  - Co-operation

Sub-topic 6A: Nationalities

Competences	Content	Suggested Activities
The learner: • Uses the vocabulary in sentences. • • Uses adjectives and prepositions in constructing sentences. • • Constructs own sentences using the given grammar.	**Vocabulary** Ugandan, Tanzanian, Kenyan, Rwandese, Sudanese, German, French, English, Scottish, American, Brazilian, Chinese, Indian, Japanese. **Grammar** Adjectives. Prepositions. **Structure** I am a … e.g. I am a Chinese. … not a … but … e.g. He is not a Ugandan but a Kenyan. e.g. Egyptians come from Egypt. …….come from……. e.g. Egyptians come from Egypt.	• Acting situational games related to nationalities • Reading and answering questions on nationalities. • Writing guided composition on nationalities. • Completing sentences on nationalities. • Spelling words correctly.

Sub-topic 6B: Languages

Competences	Content	Suggested Activities
The learner: • Uses the vocabulary appropriately in sentences. • Uses nouns, the passive voice and conditionals (if 2) in sentence construction.	**Vocabulary** Luganda, Lumasaba, Runyankitura, Luo, Iteso, Kiswahili, French, English, German, Latin, Chinese, Ibo, lingala, Kinyanwanda.	• Acting dialogues and conversations related to languages. • Asks and answers questions related to languages. • Reading different texts related to

• Constructs own sentences using the given grammar.	**Grammar** • Nouns. • Passive voice. • Conditionals (if 2). **Structures** … because … e.g. She speaks Lugishu because she comes from Bugishu. Sentence transformation e.g. People in England speak English. English is spoken in England. If … would … If I were a Nigerian, I would be rich. … would … if Muyyobo would speak Spanish if she was from Spain. … as … e.g. Kinyarwanda is for Rwandese as Linganla is for Congolese.	languages • Writing imaginative composition. • Writing sentence transformations. • Spelling words correctly. • Competing the structures.

Suggested Competences for Assessment

- Listens and responds to various cultural expressions.
- Reads and reacts on various articles about culture.
- Writes various texts on nationalities and languages.

TERM III

TOPIC 7: PEACE AND SECURITY 15 periods

General background

This topic will enable learners to develop vocabulary related to peace and security. It will enable them acquire appropriate language necessary for harmonious living.

Learning outcome

The learner is able to use the vocabulary and structures related to security and peace in real life situations.

Life skills and indicators

- **Non – violent conflict resolution.**
  - Resolving issues peacefully.
  - Using appropriate language.
  - Accepting defeat.
  - Assisting others to come to an understanding.
  - Reporting bad acts.

- **Negotiation**
  - Temper control.
  - Using persuasive language.
  - Apologizing.
  - Requesting.
  - Thanking.

- **Interpersonal relationships**
  - Forgiving others.
  - Interacting freely.

- **Values**
  - Appreciation
  - Care
  - Love
  - Respect

Competences	Content	Suggested Activities
The learner: • Constructs sentences using the given vocabulary. • Uses conjunctions and the given tenses appropriately. • Uses the given structures in sentence construction. • Constructs own structures using the given grammar.	**Vocabulary** Peace, security, judge, magistrate, report, statement, offense, offend, handcuff, crime, cell, arrest, court, police station, police post, army, barracks, case, court, witness, defense, gun, arrows. **Grammar** • Conjunctions. • Past tense (simple). Present perfect tense. **Structures** … so … that … e.g.: The village has so many thieves that there is no peace. … and … e.g. The policeman arrested the murderer and took him to court. … has/have … e.g. Okumu has given his statement to the police … about … e.g.: The witnesses have given their statements about the case.	• Acting conversations and dialogues. • Reading stories. • Telling and retelling stories. • Asking and answering questions. • Writing guided compositions. • Drawing scenes related to peace and security. • Spelling words correctly.

Suggested Competences for Assessment

- Listens and reads stories about peace and security.
- Reads texts about peace and security.
- Writes/draws scenes about peace and security.

TOPIC 8: SERVICES (BANKING) 16 periods

General Background

This topic will build on what was covered in P.3 (Theme 7 under **Managing Resources).** It will enable learners develop the basic language and skills related to banking which will be used in real life situations.

Learning Outcome

The learner is able to apply the knowledge and skills acquired in real life situations.

Life Skills and Indicators

- **Decision making**
  - Making choices
  - Asking questions
  - Giving instructions
  - Coping with stress
  - Being patient
  - Accepting advice
- **Negotiation**
  - Requesting
  - Thanking
- **Values**
  - Appreciation.
  - Patient.
  - Endurance.
  - Responsibility.

Competences	Content	Suggested Activities
The learner: • Uses the given vocabulary in sentences. • Uses conjunctions and the given tenses in sentences.	**Vocabulary** Bank, bank manager, Pass-book, bank-book, teller deposit withdraw, credit, save, safe, balance, account, bank statement, bounce, cheque forge, cashier, withdraw, form, deposit	• Describing process of banking • Role playing banking situations. • Acting dialogues and conversations on banking.

• Completes sentences using the given structures. • Constructs own sentences using the given grammar.	form, ATM card, machine, cheque book, savings, account, money. **Grammar** • Conjunctions. • Past simple tense. • Future tense. • Present simple tense. **Structures** Neither … nor … e.g. Neither is he a Manager nor a cashier at that bank … neither … nor … Wafula will neither withdraw nor deposit money to day. … as soon as … E.g. The cashier gave Akello money as soon as she presented the withdraw form. As soon as … E.g. As soon as Apio gave in the account number, the bank manager told him his balance.	• Reading and interpreting information related to banking. • Writing and completing texts spelling words correctly.

Suggested Competences for Assessment

The learner:

- Uses vocabulary related to banking.
- Reads and answers questions related to banking.
- Writes texts related to banking.

Integrated Science

Background

This is Primary Five Science Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the Science related competences are covered under the literacy strands of the Thematic Curriculum. In Primary Four learning was based on subjects and the Science Syllabus outlined learning outcomes, content and language competences.

Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English only as a medium of instruction. The teacher is required to check from time to time if learners understand the concepts correctly and are able to consolidate what was acquired in earlier classes.

The instructional process will follow what was in the old syllabus and teachers will be required to use the old instructional materials.

Rationale

This revised Primary Five (P5) Science syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum and the transition year. It is also intended to provide the learner with knowledge on basic science, health, agriculture and environmental knowledge, skills, attitudes, practice and values important to prepare learners for upper classes.

The main changes which have been made in this Primary Five syllabus are:

- Topic overflows from P4 e.g. the Digestive Systems and measurements have been included. Topics like Primary Health Care, part of Digestive System from has been simplified and is presented for P5. These are shown in the matrix below on topic shifts.
- Contents in some topics have been reduced in order to keep the learning experience light and simple. The more complex content has been shifted to upper classes while others have been redesigned to suit P5 learners' level.
- The scope and sequencing of content has been based on progression of outcomes and competences.
- Literacy skills and Language competences have been included in each topic to clarify concepts.
- Possible life skills which can be developed have been suggested in each topic.
- Subject competences and language competences have been included to replace objectives. These are arranged in order of cognitive levels namely knowledge, comprehension and application.
- Language competences have been included especially to reinforce literacy skills and to help clarify concepts.
- General outcomes instead of aims and objectives have been provided for each topic.
- The background for each topic has been given together with other necessary guidance to the teacher on how to handle the topic.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Integrated Science is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents on the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the science syllabus. At Primary Four the topics introduced and content covered should pave way for further study of the topics in upper classes. Primary four class will be useful in preparing learners for effective participating in P5-7.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment.
- Use characteristics to compare and classify animals, plants and other objects in the environment.
- Identify the features and describe the functions of different parts of the human body.
- Take care of the different parts of their bodies and practice good health habits.
- Keep safe and avoid accidents.
- Understand the conditions for proper growth of living things.
- Apply correct scientific processes in investigations of various phenomena.
- Show knowledge of and take care of the environment for its sustainable use.

P5 Integrated Science Topic Outline

Themes or Unit	Topic
1. The Environment	Components of the environment: The Soil
2. Human Health	Immunization
	Food and Nutrition
	Primary Health Care and Family Care
3. The World of Living Things	Bacterial and Fungi
4. The Human Body	The Digestive System
5. Matter and Energy	Measurement
	Heat Energy
6. Managing changes in the Environment	Types of Change
7. Science in Human activities and occupation	Keeping goats, sheep and pigs
	Occupation in our community: Crop growing
	Keeping Poultry and Bees
8. Community Population and Family Life	Community Health and Social Problems among young people

TERM I

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Keeping Poultry and Bees

General Background

Keeping poultry and bees is a very important topic which helps learners to develop interest and basic skills for managing simple projects like poultry and bee keeping for self-reliance. It is important to note that this topic will help learners to appreciate poultry and bee farming as a business. This topic has been retained from the old syllabus.

Learning Outcome

- The learner is able to know and use basic scientific knowledge and skills in the management of poultry and bees.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies different types of poultry. • Describes the external parts of a domestic fowl. • Identifies the different types of chicken. • Describes the breeds of chicken. • Explains the uses of poultry. • Describes the systems of keeping poultry: chicken. • Explains how to manage a poultry farm.	• Names the different types of poultry. • Labels with correct spelling a diagram showing the external parts of a domestic fowl. • Correctly reads words and sentences on poultry. • Listens to stories about poultry farming as a business. • Recites rhymes about poultry farming.	• Types of poultry (chicken, turkey, guinea fowls, ducks, pigeons). • External features of a domestic fowl (male and female) - comb, beak, wing, legs, feathers, claws, wattle, scales • Types of chicken - broilers - layers • Breeds of chicken • Systems of keeping poultry (chicken)	• Naming types of poultry. • Describing the different types of poultry. • Drawing the external structure of a hen. • Labelling the different parts of a hen. • Naming different types of chicken. • Describing breeds of chicken. • Explaining uses of poultry farming. • Describing the systems of keeping poultry: chicken.

Subject Competences	Language Competences	Content	Suggested Activities
	• Writes words, sentences and stories about keeping chicken.	- Free range, deep litter, fold pen, battery • Management of poultry: chicken • Proper feeding, housing, pest and disease control and treatment e.g. spraying and vaccination.	• Explaining how to manage a poultry farm
• Describes the life history of bees • States the different types of bees. • States the importance of bees. • Explains the condition and reasons for swarming. • Identifies the types of bee hives.	• Spells the words correctly. • Reads stories and poems about the importance of bee farming. • Writes stories about bee farming. • Draws and labels the life cycle of bees.	• Types of bees - drones, workers, queen. • Importance of bees to plants and people. - pollination, honey, bee wax, propolis. • Conditions and reasons for swarming - leakage in the hive, excessive heat, attack by enemies, bad smell, noise, looking for a new hive. • Types of hives - Traditional bee hive e.g. Kigezi, dug out log, tin, - Modern bee hives e.g. box hive, top bar hive.	• Naming different types of bees. • Describing the life history of bees. • Drawing and labelling the life cycle of bees. • Stating the importance of bees. • Discussing the conditions and reasons for swarming. • Identifying the types of bee hives. • Describing the different methods of harvesting honey. • Spelling, reading and writing words, sentences and stories about bee farming.

Subject Competences	Language Competences	Content	Suggested Activities
• Describes the different methods of harvesting honey. • Explains the importance of bee farming as a business.		• Harvesting honey - - Traditional and modern methods • Bee farming as a business0. • -Money, food, candles, plastics, employment.	

Life Skills	Values	Assessment Activities
• Effective communication. • Critical thinking. • Creative thinking. • Problem-solving. • Decision making.	• Responsibility • Care • Concern • Appreciation • Love • Patience • Fluency	• Name the different types of poultry. • Describe the conditions and reasons for bee swarming. • Explain the importance of poultry and bee farming as a business.

THEME: MATTER AND ENERGY

Topic: Measurement

General Background

This topic should be used for increasing the learner's skills of taking accurate measurements with the correct units and using different instruments and apparatus. The teacher should show the relationship between mass and weight between capacity and volume. The language of measuring must be used correctly with demonstrations to explain the meanings; as well as such as heavy and light, big and small, floating and sinking. The topic is a preparation for the future lessons on energy and so should be carefully taught with learners doing experiments. The teacher should relate this topic with what is taught in Mathematics. This topic is an overflow from P4 Term Two.

Learning Outcome

The learner is able to know standard units for measuring mass, weight and volume and use correct instruments to measure mass, weight and volume.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • States the different measurements of objects. • Explains the need for standard measures of mass, weight and volume. • Uses the correct instruments and apparatus to take measurements.	• Talks about measuring different objects and uses the correct English words to compare measurements. • Spells the words correctly. • Reads and writes scientific units used for measuring correctly.	1. Measuring - Mass and weight. - Capacity and volume. 2. Behavior of objects with water - Floating and sinking - Displacement methods 3. Finding density of different objects in relation to mass and volume.	• Comparing different objects by mass, weight and volume. • Carrying out experiments on floating and sinking. • Measuring mass, weight and volume using standard measures and correct instruments. • Using the correct units of measure in different situations. • Finding densities of different objects.

Life Skills	Values	Assessment Activities
• Effective communication. • Critical thinking. • Decision-making. • Coping with emotions. • Coping with stress. • Problem-solving.	• Fluency • Confidence • Responsibility • Taking decisions • Logic • Endurance • Prediction • Sympathy • Care	1. Name the different units used when measuring various objects. 2. Explain why objects float or sink in water. 3. Measure mass, weight and volume of different objects.

THEME: HUMAN HEALTH

Topic: Immunisation

General background

Many children's lives have perished due to diseases we could easily avoid. Learners should be made aware of the ways of preventing the deadly childhood diseases. Immunization is an important and most effective means of protecting the young from the killer diseases. The learners should therefore be vigilantly made to appreciate and take part in the immunization activities. This topic has been retained but taken from Term Two to Term One.

Learning outcome

The learner is able to develop more knowledge on immunization, appreciate the importance of immunizations and actively take part in the immunization activities.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the different types of immunity. • Explain the importance of immunity. • Identifies different vaccines and relates them to the immunisable diseases.	• Talks about different types of immunity. • Spells the relevant words correctly. • Sings songs about immunization. • Reads and writes words and sentences and stories about immunization. • Recites poems about immunization.	• Immunity - What it is - Types of immunity o Natural o Acquired • Importance of immunity • Immunisable childhood diseases - Polio - Tuberculosis - Diphtheria - Measles - Whooping cough - Tetanus - Hepatitis B - Hemophilia influenza	• Naming different vaccines. • Identifying different immunisable diseases. • Matching disease to vaccines. • Describing treatment and preventive measures. • Identifies different ways of administering vaccines. • Discussing signs and causes.

Subject Competences	Language Competences	Content	Suggested Activities
• Identifies signs and symptoms of different immunisable diseases. • Identifies other immunisable diseases. • Relates the vaccines to diseases. • Identifies immunization centres in the area. • Describes treatment for immunisable diseases.		• Causes, spread, signs and symptoms and effects. • Vaccines - What they are. - Storage • Types of vaccines - Measles vaccine - Polio vaccine - DPT - BCG, Hep B, Heb • Administration of vaccines - Orally - By injection. • Other immunisable diseases - Cholera - Yellow fever - Meningitis - Signs and symptoms and effects of other immunisable diseases.	

Life Skills	Values	Assessment Activities
• Problem-solving. • Critical thinking. • Effective communication. • Self-awareness. • Empathy. • Decision-making.	• Responsibility • Care • Taking decisions • Fluency • Concern • Confidence • Sympathy	1. Name the childhood immunisable diseases. 2. Describe the signs and symptoms of the childhood immunisable diseases. 3. Explain the importance of immunization.

THEME: HUMAN BODY

Topic: The Digestive System

General background

Learners now know the major organs of the body and their locations. The teacher should make sure that learners understand that the digestive system consists of different organs with different functions. You should relate digestive diseases with diarrhoea diseases learnt in Primary Four. This topic should be used for increasing skills of good feeding habits in order to have a healthy digestive system. This topic is an overflow from P4 term 3 and also taken from P7 Term 1 and merged.

Learning outcome

- The learner acquires knowledge about the organs of the digestive system and what happens to food within the system.
- Appreciate the importance of the digestive organs of the human body.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Explains what the digestive system is. • Identifies parts of the digestive system. • Describes the functions of the different parts of the digestive system. • Describes the signs and symptoms of diseases and disorders of the digestive system.	• Names the different parts of the digestive system. • Spells the words correctly. • Recites rhymes about the different parts of the system. • Reads words, sentences and stories about the digestive system. • Draws and labels the different parts of the digestive system.	• Digestive system - What it is. • Parts of the digestive system - The alimentary canal (mouth, aesophagus, stomach, small and large intestines). • Functions of the different parts of the digestive system. • Diseases and disorders of the digestive system. - Causes - Signs and symptoms.	• Naming the different parts of the digestive system. • Spelling the words correctly. • Reciting rhymes about parts of the digestive system. • Reading words, sentences and stories about the parts of the digestive system.

Subject Competences	Language Competences	Content	Suggested Activities
• Demonstrates behaviours and habits of maintaining the efficiency of the digestive system.		• Prevention and management of diseases and disorders of the digestive system. • Behavior and habits of maintaining the efficiency of the system.	• Drawing and labeling the different parts of the digestive system. • Discussing ways of prevention and management of diseases and disorders of the digestive system.

Life Skills	Values	Assessment Activities
• Critical thinking. • Self-awareness. • Problem-solving. • Decision-making. • Empathy.	• Logic • Responsibility • Taking decisions • Concern • Care	• Name the different parts of the digestive system. • Describe the functions of the different parts of the digestive system. • Draw and label the different parts of the digestive system.

TERM II

THEME: THE ENVIRONMENT

Topic: Components of the Environment "Soil"

General background

The environment is not a new theme. At this level learners should be guided to study soil which is a major component of the environment. Soil is composed of many living and non-living substances which makes things to co-exist. The learners should be helped to find out how soil helps people to survive and its relationship with other components of the environment. Experiments should be carried out to find the components of soil. This topic existed here and has been retained.

Learning outcome

The learner is able to:

- Recognize causes of soil degradation.
- Demonstrate good practices of conserving and protecting soil.
- Appreciate the importance of soil in nature.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the different types of soil. • Describes the different ways soil is formed. • Investigates to show properties of different soils.	• Names the types of soil. • Describes the components of soil. • Recites poems and rhymes about soil. • Sings songs about soil. • Reads words, sentences and stories about soil.	*1.* Soil - What it is - Types of soil ○ Loam ○ Clay ○ Sand *2.* Soil formation - Weathering of rock - Decomposition of matter *3.* Components of soil - Rock / soil particles (mineral) - Air	• Identifying types of soil. • Describing the different types of soil. • Experimenting to show the properties of the soil. • Describing the components of soil.

Subject Competences	Language Competences	Content	Suggested Activities
• Analyses the importance of soil. • Describes the types and causes of soil erosion. • States the effects of harmful materials on soil. • Demonstrates methods of soil conservation. Discusses ways of improving soil fertility.	• Writes words, sentences and stories about soil.	- Water - Humus / organic matter - Living things (e.g. bacteria, fungi) *4.* Importance of soil - Plant growth - Construction - Pottery - Home for animals - Source of minerals *5.* Soil erosion - What it is - Types of erosion - Causes of erosion - Agents of erosion *6.* Effects of harmful materials on soil - Broken glasses / tins - Plastics - Polythene - Chemicals / oils *7.* Soil conservation - What it is - Methods of soil conservation *8.* Soil fertility • What it is	• Discussing the importance of soil. • Describing the types and causes of soil erosion. • Stating the effects of harmful materials on soil. • Practicing methods of soil conservation. • Discussing ways of improving soil fertility. • Investigating the advantages and disadvantages of artificial fertilizers and manure. • Making compost manure. • Describing the various components of soil.

Subject Competences	Language Competences	Content	Suggested Activities

• Investigates the advantages and disadvantages of artificial fertilizers and manure.
 	
• Demonstrates best ways of making compost manure.
		- Ways of improving soil fertility.
		- Artificial fertilizers (in-organic).
		- Natural fertilizers (organic) e.g.
		  ○ Compost manure
		  ○ Farm yard manure
		  ○ Green manure
		  ○ Organic mulches
		
		9. Advantages and disadvantages of artificial and natural fertilizers (manure).
		
		10. Making compost manure (project).
			• Discussing the importance of soil.
			• Participating in making compost manure.

Life Skills	Values	Assessment Activities
• Decision-making. • Effective communication. • Critical thinking. • Problem-solving.	• Logic • Care • Responsibility • Taking decisions • Appreciation	• Name the different types of soil. • Describe the components of soil. • Discuss the methods of conserving soil.

THEME: MATTER AND ENERGY

Topic: Heat Energy

General Background

Learners have been introduced to matter and energy in Term I. They learnt terms like mass, volume and density. You should build on what they learnt to introduce states of matter and forms of energy. Guide learners to identify the difference between types and forms of energy. Heat is a very essential form of energy in our day to day life. It provides optimum warmth for plant and animal growth. Many changes essential for the survival of the ecosystem. Learners should practically be exposed to the effects of heat in matter. This will enhance the understanding of their own environment and get ways of manipulating it and hence improving their lives. This topic existed in Term … but has been taken to Term Two.

Learning Outcome

The learner is able to use basic scientific knowledge on effects of heat on things in the environment and demonstrate skills of investigating effects of heat on matter.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Analyses what matter is. • Investigates the three states of matter. • Differentiates between	• Describes matter and its characteristics. • Role plays on transfer of heat. • Spells the words correctly. • Reads words, sentences and stories about heat energy. • Writes short stories on forms of energy.	1. Matter • What it is • Weight / mass • Properties of matter (experiments) - Has weight/mass - Occupies space - Exerts pressure 2. States of matter • Solid • Liquids • Gases	• Naming different sates of matter. • Experimenting mixing and separating mixtures. • Describing types and forms of energy. • Carrying out activities / experiments that show effects of heat on matter. • Drawing and labeling

Subject Competences	Language Competences	Content	Suggested Activities
solutes and solvents. • Identifies the differences between types and forms of energy. • Identifies different sources of heat. • Describes the effects of heat on matter. Investigates methods of heat transfer.	• Draws and labels the different types of thermometers.	*3.* Solutes, solvents and solutions. *4.* Energy • What it is. • Types of energy - Kinetic energy - Potential energy *5.* Forms of energy e.g. heat, sound, electric, magnetism, light (no details of each needed) • Characteristics of forms of energy (make work possible, transformation). *6.* Heat energy • What it is • Sources of heat e.g. sun, food, candle light; hot flat iron, hot charcoal, burning wood or coal, etc. • Uses of heat e.g. cook, dry food, dry clothes, warm things. *7.* Effects of heat gain and loss • Change of size / length • Expansion (experiments on the expansion) • Contraction (experiments on contraction)	thermometers. • Measuring temperatures. • Mixing and separating mixtures. • Working out sums that involve conversions in ºC and ºF. • Disusing what energy is (the concept of energy). • Drawing and labelling different thermometers. • Discussing the effects of heat on matter. • Explaining of heat in our everyday experiences. • Practicing measuring temperature correctly. • Drawing the different thermometers correctly.

Subject Competences	Language Competences	Content	Suggested Activities
• States the difference between heat energy and temperature. • Relates heat to temperature. • Explains the types and uses of the thermometer.		• Change of state e.g. melting, evaporation, freezing, condensation, sublimation. • Increase in temperature • Heat transfer (how heat travels) • Conduction in solids • Convection in liquids and gases • Radiation in vacuum *8.* Uses of different methods of heat transfer in our surrounding e.g. • The thermos flask • The charcoal stove *9.* Heat and temperature • What temperature is *10.* Thermometers and measure of temperature • Types and uses of thermometers • Celsius scale • Fahrenheit scale • Six's (Minimum and Maximum) • The clinical thermometer	

Subject Competences	Language Competences	Content	Suggested Activities
Converts degrees appropriately.		• Differences between different thermometers. • 11. Conversion from degree Celsius to Fahrenheit and vice versa.	

Life Skills	Values	Assessment Activities
• Effective communication. • Problem-solving. • Critical thinking. • Decision-making. • Creative thinking.	• Responsibility • Care • Cooperation • Confidence • Logic • Taking decisions • Making right choices	• Describe the characteristics of different states of matter. • Explain how heat energy affects the environment. • Draw and label the different types of thermometers.

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic: Occupations in Our Community: Crop Growing

General background

Learners already have the basic knowledge and skills about the growing of crops in general. In this topic the teacher is required to guide the learners on how to grow and care for the common tuber crops in their locality and select one for a sample study.

It is important to note that exposing learners to seeing, feeling, smelling and other practical activities enhances understanding and development of the concepts and skills you intend to develop in learners. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to show knowledge about common tuber crops, demonstrate growing tuber crops and appreciate the importance of proper harvesting, processing and storing tuber crops0.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the characteristics of common tuber crops. • Discusses ways of growing and caring for tuber crops. • Identifies pests and diseases of tuber crops. • Describes the characteristics of common tuber crop pests and their effects on crops. • Discusses methods of controlling pests and diseases of tuber crops.	• Names the common tuber crops. • Describes ways of caring for tuber crops. • Recites rhymes about the growing and caring for tuber crops. • Reads words, sentences and stories about the growing and caring for tuber crops. • Writes words, sentences and stories about the growing and caring for tuber crops.	1. Common tuber crops • Root tubers - sweet potatoes - carrots - turnips - cassava • Stem tubers - Irish potatoes and yams 2. Growing and caring for tuber crops. 3. Common pests and diseases of tuber crops. • Characteristics of common tuber crop pests. • Effects of pests and diseases on tuber crops: - Rotting of tubers - Holes on tubers and leaves - Leaf yellowing - Leaf curling, etc.	• Identifying the common tuber crops. • Naming tuber crops. • Discussing the ways of growing and caring for tuber crops. • Describing the characteristics of common tuber crop pests. • Discussing the effects of pests and diseases on tuber crops. • Discussing methods of controlling pests and diseases of tuber crops. • Describing ways of harvesting, processing and storing of tuber crops. • Practicing the growing of tuber crops as a project.

Subject Competences	Language Competences	Content	Suggested Activities
• Describes ways of harvesting, processing and storing tuber crops. • Practices the growing of tuber crops (project by the Young Farmer's Club).		• Methods of controlling pests and diseases of tuber crops. • Harvesting, processing and storage of tuber crops. • Science oriented clubs • - Young Farmers' Club	• Discussing the effects of pests and diseases on tuber crops.

Life Skills	Values	Assessment Activities
• Effective communication • Creative thinking. • Decision-making. • Problem-solving.	• Fluency • Confidence • Responsibility • Appreciation • Making right choices • Taking decisions • Care	1. Name the different types of tuber crops. 2. Describe the ways of growing and caring for tuber crops. 3. Discuss the ways of harvesting, processing and storing tuber crops.

THEME: THE WORLD OF LIVING THINGS

Topic: Bacteria and Fungi

General background

Learners are already aware of germs as disease agents. In this topic, the teacher is supported to create awareness in learners about bacteria and fungi as disease agents. It is also important to note that some bacteria and fungi are useful to our day-to-day life experiences. Practical opportunity if possible should be availed to the learners to observe samples of bacteria and fungi under the microscope. This topic existed in Term Three but has been brought to Term Two.

Learning outcome

The learner is able to use scientific knowledge and skills about bacteria and fungi as disease agents and how they can be used to solve problems of everyday experiences.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Describes bacteria, where they are found and where they breed. • Describes characteristics of bacteria. • Discusses ways of preventing, controlling and treating bacterial diseases. • Describes fungi as harmless and harmful organisms.	• Describes bacteria / fungi, where they are found and where they breed. • Acts a dialogue on useful and harmful bacteria / fungi. • Reads words, sentences and stories about bacteria and fungi. • Writes words, sentences and stories about bacteria and fungi.	*1.* Bacteria • What they are. • Where they are found. • Where they breed. *2.* Nature of bacteria • Harmful • Useful / harmless *3.* Prevention, control and treatment of bacterial diseases. *4.* Fungi • What they are. • Where they are found	• Describing bacteria and fungi, where they are found and where they breed. • Describing bacterial and fungi as harmful and harmless organisms. • Discussing ways of preventing, controlling and treating bacteria and fungal diseases. • Comparing bacteria to fungi.

Subject Competences	Language Competences	Content	Suggested Activities
• Identifies dangers of fungi. • Discusses ways of preventing and controlling bacteria and fungal diseases.		○ Examples of fungi ▪ Harmful ▪ Harmless / useful ○ Uses of fungi (mushroom for food, mould for penicillin drug, in brewing). *5.* Dangers of fungi. *6.* Prevention and control of diseases caused by fungi. *7.* Facts about bacteria and fungi.	•

Life Skills	Values	Assessment Activities
• Critical thinking. • Creative thinking. • Decision-making. • Coping with emotions. • Coping with stress. • Effective communication.	• Sympathy • Care • Taking decisions • Logic • Concern • Fluency • Responsibility	*1.* Name the forms of bacteria and fungi. *2.* State the uses of bacteria and fungi. *3.* Describe ways of preventing, controlling and treating bacteria and fungal diseases.

TERM III

THEME 5: MANAGING CHANGES IN THE ENVIRONMENT

Topic 1: Types of Changes – Biological, Physical and Chemical Changes

General background

There are many changes that happen to living organisms as they grow. Changes also happen to other things in the environment and the atmosphere.

In P4 the learners learnt about changes in the water cycle. They also learnt about changes caused by heat to different things in the environment. You build on what has been learnt to guide learners to understand the different changes like those they may experience. Child growth and monitoring cards should be used to develop an understanding of biological changes. Note that physical and chemical changes happen in our environment now and then. You should focus on daily experiences which are familiar and which the learners can easily learn from. This topic has been retained but taken to Term Three.

Learning outcome

The learner is able to demonstrate basic knowledge and simple skills for managing changes in the environment.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Describes how changes take place in the environment.	• Names agents of change. • Recites poems. • Role plays. • Reads words and sentences about the types of changes. • Writes words and sentences about the environmental changes.	*1.* Changes in the environment *a)* Biological changes • What they are. • Growth in plants and animals. • Physical changes in plants and animals. • Managing body changes - Body care - Guidance	• Naming different changes in the environment. • Classifying changes under biological, physical and chemicals. • Writing and singing songs about. environmental changes. • Experimenting on physical changes of states of water.

Subject Competences	Language Competences	Content	Suggested Activities
• Identifies the different changes in the environment. • Describes the different changes in the environment. • Describes the different effects / consequences of various changes in the environment.		*b)* Chemical changes • What they are - Rusting - Fermentation - Respiration - Rotting and decaying *c)* Physical changes • What they are. • Changes in weather. • Changes in the states of matter. - Land slides - Earth quakes • Placement faulting / volcanic actions. *2.* Characteristics of various types of changes in the environment. *3.* Consequences of various types of changes to: people, animals and plants • Increases in size. • Increases in temperature. • Mountain formation. • Rain formation. • Change of state.	

Subject Competences	Language Competences	Content	Suggested Activities
•		• New things are formed. • Placement of things.	

Life Skills	Values	Assessment Activities
• Critical thinking. • Creative thinking. • Effective communication. • Problem-solving. • Self-esteem. • Empathy.	• Responsibility • Sharing • Care • Concern • Logic • Confident • Acceptance	1. Name different changes that happen to living things. 2. List changes in the environment under *a)* Biological *b)* Physical *c)* Chemical 3. Describe ways of managing different changes that happen in our environment.

THEME 5:SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

Topic 2: Keeping Goats, Sheep and Pigs

General background

Learners have already learnt about the keeping of rabbits in P4. In this topic, the teacher should build on that scientific knowledge to guide learners to keep other bigger animals like goats, sheep and pigs.

It is important to arrange field visits to nearby animal farms to emphasize the importance and skills of keeping goats, sheep and pigs. This topic existed in term one but has been taken to Term Three.

Learning outcome

The learner is able to demonstrate scientific knowledge and skills necessary for keeping bigger animals as well as start and manage animal keeping projects.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies names of external parts of goats, pigs and sheep. • Describes different breeds of goats and sheep. • Describes uses of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of diseases of goats and sheep. • Discusses the causes, signs, symptoms, prevention and control measures of parasites and diseases of pigs.	• Names the external parts of goats, sheep and pigs. • Recites a rhyme about products of goats, sheep and pigs. • Reads words, sentences, stories on goats, sheep and pigs. • Writes words, sentences and stories of goats, sheep and pigs. Draws and labels external parts of goats, sheep and pigs.	*1.* Keeping goats and sheep • External parts of goats and sheep ○ Uses ○ Breeds *2.* Housing and management of goats and sheep. *3.* Products from goats and sheep e.g. • Meat • Skins • Wool • Milk *4.* Diseases of goats and sheep • Causes • Signs and symptoms • Prevention and control. *5.* Keeping pigs • External parts of a pig. • Breeds of pigs. • Proper housing and management of pigs. • Common parasites and diseases of pigs.	• Listing external parts of goats, sheep and pigs. • Naming different breeds of goats sheep and pigs. • Listing products of goats, pigs and sheep. • Discussing how to control parasites and diseases of goats, sheep and pigs. • Drawing and labeling the external parts of goats, sheep and pigs. • Caring for goats, sheep and pigs (a project). • Draws and labels external parts of goats and sheep. • Lists products from goats and sheep. • Identifies breeds of pigs. • Describes ways of housing and managing pigs. • names common parasites and diseases of pigs

Subject Competences	Language Competences	Content	Suggested Activities
• Designs a work plan for and starts an animal keeping project.		• Causes, signs and symptoms, prevention, control and treatment of pig diseases and worm infestations. *6.* Starting pigs, goats and sheep project and record keeping of activities carried out.	

Life Skills	Values	Assessment Activities
• Effective communication. • Decision-making. • Critical thinking.	• Responsibility • Care • Logic • Concern	*1.* Name the different breeds of goats, sheep and pigs. *2.* Identify the diseases and parasites of goats, sheep and pigs. *3.* Draw and label the external parts of goats, sheep and pigs.

THEME 5: HUMAN HEALTH

Topic 3: Food and Nutrition

General Background

Food and Nutrition is a primary aspect of life for both plants and animals. Food is important for growth and development of living things. In P4 the learners learnt the need for food and classified available foodstuffs under classes of carbohydrates, proteins, vitamins and minerals. Learners will now learn the advantages and disadvantages of breast feeding, bottle feeding, traditional customs and food taboos.

You should guide the learners to tell the importance of feeding the vulnerable groups of people well. Lead learners to discuss appropriate and prevailing views on the right use of the staple foods in the community. This will enable them increase their knowledge on proper food and nutrition and acquire skills for feeding people with different needs in the community. This topic existed in Term Two but has been taken to Term Three.

Learning Outcome

The learner is able to use scientific knowledge and skills necessary for keeping bigger animals and become able to start and manage animal keeping projects.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Explains what breast feeding is, its advantages and disadvantages. • Explains what bottle feeding is, its advantages and disadvantages.	• Names food for different communities. • Recites poems and sings songs on breastfeeding. • Writing food diets for the vulnerable people. • Explains some dishes for the vulnerable.	1. Breast feeding • What it is • Advantages and disadvantages to: - mother - baby - family 2. Bottle feeding • What it is.	• Writing advantages and disadvantages of breast feeding to: • Mother • Baby • Care family • Explaining the instances when bottle feeding is necessary. • Listing different vulnerable groups of people.

Subject Competences	Language Competences	Content	Suggested Activities
• Identifies the vulnerable groups of people. • Explains traditional customs and their advantages and disadvantages to the community. • Identifies different food patterns for different communities.		• Advantages and disadvantages to: - mother - baby - family *3.* The vulnerable groups • Who they are? - weaning babies - the sick - the elderly • convalescents - breast feeding - pregnant mothers and their unborn children. • Food for the vulnerable - soft drinks - soft foods - balanced diet • Traditional customs and food taboos in communities. - what taboos are e.g. women should not eat chicken, eggs, etc. - effects of food taboos in nutrition. *4.* Food consumption patterns in the community. • Staple foods of different communities. • Other foods of different communities.	• • Explaining why vulnerable people need special feeding? • Discussing the customs and food taboos in your society? Writing advantages and disadvantages of food taboos. • Identifying different food consumption patterns in a community. • Describing food for the vulnerable. • Differentiates bottle feeding.

Life Skills	Values	Assessment Activities
• Effective communication. • Self-awareness. • Creative thinking. • Self-esteem.	• Responsibility • Care • Love • Appreciation	1. Write advantages and disadvantages of: *a)* Breast feeding *b)* Bottle feeding *c)* Food taboos. • List five groups of vulnerable people in the community.

THEME: HUMAN HEALTH

Topic 4: Primary Health Care (PHC)

General Background

In this topic, learners should be involved in activities which enable them to carry out health activities that use the knowledge they have so far gained in health education theories. Community hygiene activities at this level should mainly be confined to school keeping the compound clean disposing rubbish, latrine, hygiene, etc to be an example to the community. This topic was merged from P5 Term Three, P6 Term two and P7 Term one.

Learning Outcome

The learner is able to apply knowledge of the elements and principles of Primary Health Care for improved quality of life.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Describes what PHC is, its elements and principles. • Demonstrates activities of PHC in promotion of community hygiene. • Explains the responsibilities of individuals, families and the community in health promotion. • Identifies the different types of people with special needs in the community and how to care for them.	• Describes what PHC is, its elements and principles. • Listens to stories about PHC activities in the community. • Sings songs about PHC promotion in the community. • Reads words, sentences and stories about PHC activities in the community. • Writes words, sentences and stories about PHC activities in the community.	*1.* Primary Health Care • What it is. • Elements and Principles of PHC. *2.* Activities in PHC in promotion of community hygiene e.g. • Rubbish and excreta disposal. • Protecting water sources. Responsibility of individuals, family and community in health promotion. *4.* Suitable lifestyles and good health practices. *5.* People with special needs in the community e.g. • the sick • the elderly • the disabled • the young *6.* Care for people with special needs e.g. - protection • medication	• Describing PHC, its elements and principles. • Practicing activities of PHC in the community. • Demonstrating the responsibilities of individuals, families and community in health promotion. • Naming people with special needs in the community. • Discussing how to care for people with special needs.

Life Skills	Values	Assessment Activities
• Self-awareness. • Self-esteem. • Empathy. • Problem-solving. • Decision making. • Critical thinking.	• Sympathy • Confidence • Responsibility • Care • Logic • Concern • Acceptance • Love • Sharing • Appreciation	1. List the activities of PHC in promotion of community hygiene. 2. Describe the responsibilities of individuals, family and the community in health promotion. 3. Discuss how to care for people with special needs in the community.

Word List

Poultry Keeping

- poultry
- external
- functions
- systems
- beak
- claws
- wattle
- scales
- broilers
- layers
- free range
- deep litter
- fold pen
- fowl

Bee Keeping

- swarming
- drones
- pollination
- wax
- propolis
- leakage
- dug out log
- top bar hive
- excessive heat

Measurement

- mass
- weight
- volume
- capacity
- floating
- sinking
- displacement
- density (ies)
- instruments

Immunization

- immunity
- vaccine(s)
- immunisable
- symptoms
- diphtheria
- meningitis
- hemophilia influenza
- Hepatitis B
- whooping cough
- Tuberculosis
- Tetanus
- Yellow fever

Digestive System

- digestion
- aesophagus
- rectum
- salivary glands
- pancreas
- disorder(s)
- efficiency
- ulcers
- intestinal obstruction
- constipation
- vomiting
- digestive system
- habit
- maintain(ing)

Components of the Environment: Soil

- fertilizers
- artificial
- mulches
- properties
- harmful
- components
- erosion
- agent(s)
- conservation
- compost
- loam
- clay
- bacteria
- fungi
- chemicals
- fertility
- manure
- humus
- green manure
- organic manure
- habitat
- mining
- polythene
- mineral

Heat Energy

- solutes
- solvents
- characteristics
- transfer
- expansion
- evaporation
- sublimation
- conduction
- Fahrenheit scale
- conversion
- dissolving
- mixtures
- forms
- kinetic energy
- gases
- contraction
- freezing
- radiation
- convection
- clinical thermometer
- potential energy
- exerts
- pressure
- solid
- magnetism
- melting
- condensation
- vacuum
- Celsius scale

Occupations in our Community: Crop Growing

- tuber crops
- tubers
- pests
- cassava mosaic
- rotting
- spraying
- crop rotation
- rogging
- storage
- potato blight

Bacteria and Fungi

- organisms
- agent(s)
- bacterial diseases
- harmless
- fungal diseases

Types of Changes – Biological, Physical and Chemical Changes

- biological
- chemical
- adolescents
- melting
- rusting
- fermentation
- respiration
- decaying
- freezing
- placement faults

Keeping Goats, Sheep and Pigs

- parasite(s)
- swine flue
- flock

Food and Nutrition

- proteins
- carbohydrates
- vitamins
- staple food(s)
- minerals
- vulnerable
- weaning
- consumption
- convalescents
- nutrition
- balanced diet

Primary Health Care (PHC)

- elements
- principles
- hygiene
- excreta
- disposal
- suitable
- practices

Local Language

Background

This is a primary Five Local Language Syllabus. Local Language means the language of the locality where the school is situated. In some cases, such as army schools which are bound to use Kiswahili, it may be a language decided on for convenience. Local Language teaching at Primary Five will focus on language in use plus some grammar. Culture and life skills will also be taught.

Rationale

One of the National Aims of Education as stipulated in the Government White Paper is to "promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence". Patriotism for one's country can only be achieved if learners are taught to respect and love their heritage, languages, communities, districts and eventually pride in being a Ugandan. Learning the grammar of a familiar language will give the learner a background to learning other languages in future.

General Aims of Teaching a Local language

When the learners go through this Syllabus, they will be able to:

1. Demonstrate permanent functional literacy.
2. Communicate effectively in Local Language.
3. Listen attentively and respond accurately and appropriately to instructions / directions.
4. Use correct language pattern / system in writing.
5. Explain the significance of cultural practices and rituals.
6. Create original stories around given situations.
7. Read a given text fluently with high level of comprehension.
8. Write stories, texts, reports or letters with correct use of orthography, structures and punctuation.
9. Develop a sense of pride for his/her language and culture and respect for other people's culture.

General Methodology

It is strongly advisable that learners are taught using participatory methods. Local Language like any other language should be taught to the learners focusing on the four basic language skills: listening, speaking, reading and writing.
In every topic the aspects of culture related to that topic should be taught for example proverbs or taboos.

Methodology for Specific language aspects

a) Orthography:
Though this was handled in Primary Three and Four, there is need to continue reminding learners of the rules of orthography whenever grammar is being taught.

b) Comprehension:
Learners should be availed with a number of reading texts. These will not only be used for comprehension but also for teaching punctuation, tenses, prepositions, and other aspects of grammar.

c) Oral Literature forms:
These are: proverbs, similes, metaphors and idioms. These should be taught in relation to the topic at hand, for example, a topic on environment can be used to teach proverbs or taboos related to environment.

d) Culture:
Language and culture are inseparable. The morals, values, responsibilities are taught through culture. Aspects of culture should be taught as various topics, for example, if you teach about meetings you can teach about sayings referring to meetings.

e) Penmanship:
Language teaching aims at making learners functionally literate. They learn to communicate effectively both orally and in writing. Whenever there is a writing activity, the learner should be helped and reminded to write legibly.

f) Punctuation:
This is an important aspect of writing but should be taught using texts where the punctuation marks have been used.

Hints to the Teacher
The teacher needs to develop certain interests and engage in certain activities in order to manage the teaching and learning process properly, for example, by:

a) Collecting materials and information about culture of that community (where the school is) such as names of people, places, objects, landmarks, their origin and meaning.
Practices of the people, child rearing, dressing habits, religious beliefs, cures for common illnesses, beliefs about certain diseases, occupations and implements social behaviour e.g. greetings and values, historical data on the villages in the neighbourhood.

b) Visiting places of cultural interest in that area and find out what those people cherish.
c) Assessing your culture objectively and find ways to add to or improve on that culture.
d) Treating other people's cultures with understanding and teach learners to do the same.

NB:
For the topics which are not language related like Human Rights, Child Labour, HIV and AIDS and so on. You are expected to concentrate more on the grammar, vocabulary and the structures used. The learners, however, will learn the content of the text through comprehension.

Materials to be used
These include charts, books, news captions, concrete materials, art facts books. These could be prepared by the teacher, photocopied, bought or borrowed.

Assessment:
Assessment is a very important part of the learning process, as it indicates where the strength and weaknesses in the learning and teaching process are.

You are expected to determine the learners' achievement through:
a) Observation (of behaviour and life skills).
b) Continuous assessment (of topic, unit or week)
c) Examinations (for instance at the end of the term or year)

Besides continuous assessment and end of term, there should be end of year examinations but must have a bearing on the records kept every term.

Topic Outline

Term I

TOPIC	SUB-TOPIC	PERIODS
1. Language used in different public places	• Names of public places • Language used • Directions • Behaviour • Workers and tools used	14
2. Meetings	• Cultural meetings • Political meetings	10
3. Human Rights and Responsibilities	• A text on Human Rights • Children's Rights • Children's Responsibilities • Compound sentences	12

Term II

TOPIC	SUB-TOPIC	PERIODS
1. Making use of reading materials	• Types of reading materials • Content in reading materials • Purposes for reading	12
2. Modern communication	• Types of items • How the items are used	10
3. Advanced Creative language	• Text on environmental conservation • Compound sentences • Paragraphing • Oral Literature	14

Term III

TOPIC	SUB-TOPIC	PERIODS
1. Child Labour	• A Text on Child Labour • Present simple Tense • Future Tense	8
2. HIV/AIDS	• A Text on HIV/AIDS • Guided Compositions • Oral Literature	6
3. Letter Writing	• Informal Letters • Tenses • Text on Peace Education • Composition • Oral Literature	12

TERM 1

TOPIC 1: LANGUAGE USED IN DIFFERENT PUBLIC PLACES

RATIONALE

The learner at this stage is beginning to be exposed to several public places, such as churches, schools and markets among others. It is therefore important for the learner to learn the appropriate language and behaviour expected of him/her while in those places.

BACKGROUND TO THE TOPIC

At this level, there is a lot of communication among learners both at school and at the community level where they stay. They therefore need to be conversant with different salutations and the appropriate language used in public places. It is important that you gather as much vocabulary as possible to cover the titles of different people, their roles and the appropriate language for effective communication.

LEARNING OUTCOME

The learner is able to communicate effectively in different public places to deliver accurate messages appropriately and effectively.

LIFE SKILLS

- Effective communication
- Make sure the learners' responses are well structured in correct full sentences.
- Interpersonal relationships
- Supervise the learners when working in groups.

Subject Competences	Content	Suggested Activities
The learner: • Identifies public places and the activities that go on in those places. • Creates stories about different places.	• Names of public places. • Stories	• Identifying the different public places. • Describing public places mentioned. • Writing descriptive stories about the named places. • Completing/copying proverbs related to the public places. • Reading stories about named places. • Answering questions on stories read.

Subject Competences	Content	Suggested Activities
• Uses polite phrases and vocabulary appropriately. • Demonstrates how to ask for direction to reach a destination.	• Polite language used in public places e.g. - Thank you. - Excuse me. - I am sorry. - May I help you please …? • Directions - asking for direction. - giving direction.	• Conversing about common events using appropriate language. • Borrowing items using appropriate phrases. • Role playing behaviours e.g. apologizing. • Using appropriate language in public. • Greeting other people appropriately. • Giving directions and instructions. • Reading a dialogue about showing the way. • Writing a dialogue reflecting polite language.
Demonstrates how to behave in public places.	• Behaviour in public - desirable. - non-desirable.	• Apologizing to others when in error using correct phrases • Observing others role playing for the correct actions. • Asking others for advice. • Choosing the right language to use. • Showing concern for children, the elderly and the disabled. • Reading/ acting a dialogue between workers and visitors. • Role playing behaviours and work in public places. • Participating or watching a role play on how to behave in public places.
• Identifies workers in a given place by title and roles. • Describes things used. • Constructs correct sentences about places, workers, tools or their roles.	• Workers in a given place. - titles - duties • Tools used by the workers.	• Talking about workers by title. • Talking about the roles of the workers. • Drawing and labeling the tools and objects used. • Making sentences referring to workers and their roles.

GUIDANCE TO THE TEACHER

- Through question and answer, ask learners to name public places they know in their community like: market or worship buildings.
- Divide the class into small groups and ask them to list activities that take place in those public places. This gives learners a chance to make friends and learn how to work with others.
- Make a table on the chalkboard with headings in two columns: Places and Activities and ask learners to match them.
- Discuss with the learners different situations in which polite language is required. Give learners a chance to share their experience, about what they know.
- Organize short activities of role-play depicting how people interact in those public places. Give learners a chance to volunteer for the role play. This will develop a skill of self-awareness.
- Let learners with Special Education Needs (SEN) be actively involved in all class activities. Encourage their peers to assist them.

TOPIC 2: MEETINGS

RATIONALE

Meetings can be cultural, political or official. This topic will focus on cultural and political meetings. The learner will be exposed to special vocabulary and structures used in such meetings. This will prepare them to participate in such meetings effectively in future.

BACKGROUND

This topic will cover knowledge, vocabulary and procedure of conducting cultural and political meetings. You are therefore expected to make enough research about the two types of meetings. Make research on cultural meetings and campaign speeches in order to have the required content to teach.

LEARNING OUTCOMES

The learner is able to acquire vocabulary, knowledge, skills and procedures of conducting cultural and political meetings and demonstrate how a campaign speech is delivered.

LIFE SKILLS

- Self-awareness

  The learner will be asked to talk about rituals in his/her respective culture.

- Effective communication
  The learner will be encouraged to speak up fluently when giving contributions.

- Critical thinking
  The learner will evaluate rituals in groups.

Subject Competences	Content	Suggested Activities
The learner: • Identifies different types of cultural meetings / rituals, and the way they are conducted.	• **Cultural meetings** - Type - Participants/roles - Process	• Discussing different types of cultural / ritual meeting ceremonies/rituals. • Describing how and where meetings or ceremonies are performed. • Identifying participants for meetings and their roles. • Brainstorming on how and where particular meetings/ceremonies are performed.
• Describes different cultural objects used during meetings / ceremonies/ rituals. • Explains the significance of certain objects and symbols used in cultural meetings.	• Cultural objects and symbols. • Importance of objects and symbols used.	• Drawing different cultural objects used during meetings/ ceremonies / rituals. • Talking about cultural symbols. • Drawing objects used in cultural meeting and labelling them.
• Explains the purpose of carrying out the ceremony and rituals. • Narrates the beliefs related to the procedure of the ritual.	• Significance of different ceremonies and rituals e.g. - initiation - baby naming - engagement in marriage. • Procedures of cultural beliefs related to rituals.	• Identifying different ceremonies and rituals. • Describing ceremonies and rituals. • Explaining the purpose of given ceremonies and rituals. • Analysing any beliefs related to the ritual. • Discussing procedures of certain rituals.

Subject Competences	Content	Suggested Activities
• Explains some of the beliefs and practices related to ceremonies and rituals.	• Beliefs and practices of cultural rituals as expressed in - proverbs / sayings - taboos - idioms - similes - stories	• Completing proverbs. • Making sentences using idioms. • Writing sentences containing idioms. • Explaining taboos related to ceremonies. • Making sentences that contain similes. • Completing proverbs related to ceremonies in sentences. • Using idioms related to ceremonies in sentences. • Making sentences using similes. • Discussing different beliefs and practices.
• Explains the importance of a village meeting. • Names participants in a village meeting. • Describes procedures of a village meeting. • Demonstrates how to carry out political meetings / rallies.	• Village meeting. • Meeting procedures. • Political meetings - Local council - Rallies	• Writing an agenda for a village meeting. • Writing a speech to mobilize for an activity. • Naming participants in a village meeting. • Describing procedures of a village meeting. • Discussing participants in cultural meetings and their roles. • Making a mock political rally.

GUIDANCE TO THE TEACHER

- Ask learners to name different cultural rituals / ceremonies and their venues. List them on the chalkboard as they are generated. This helps the learners to be proud of what they are hence boosting their self-esteem.
- Divide the class into small groups and let each draw a table showing different, participants in such meeting and their roles.
- After group presentations, lead a general discussion to ensure consistence across the groups.
- Ask learners individually to name and describe objects used and what they are used for.
- In small groups, let learners discuss how common rituals affect the candidates who undergo the activities performed. Help learners to critically evaluate the ritual hence develop critical thinking.
- Allow groups to report to the rest of the class. Allow comments from other groups.
- Ask groups to plan and role play the easiest ceremonies / rituals which can be performed by pupils in class.
- Start a proverb about rituals and ask learners to complete it, and then allow them to produce similar proverbs.

- Give a taboo related to a ceremony or a ritual and ask learners to give more taboos. Discuss each of the taboos briefly.
- Ask learners to describe political meetings they have ever attended.
- Give chance to shy and slow learners and those with different problems like speech to also participate fully in all class work. (Give them extra- time or any required help).
- Group learners and ask each group to produce an agenda for a meeting.
- Let each group present to the class as you comment on their presentations.
- Lead learners to describe the procedures.

TOPIC 3: HUMAN RIGHTS AND RESPONSIBILITIES

RATIONALE

The Human Rights Charter was written in English and translated into other international languages. What learners have met are a few interpretations of that charter. They need to have a more informed discussion of those rights that concern them and those that concern their parents. This will help them to respect the rights of their parents as they negotiate for observance of their own.

BACKGROUND

Get a list of human rights, analyze them and compare them with children's rights. Find out from the community which children's rights are violated most. Research about the responsibilities of learners to self, parents, and communities.

LEARNING OUTCOME

Learners will construct sentences using conjunctions and plurals of nouns about human rights.

LIFE SKILLS

- Self-awareness
  The learners will be taught one's position and responsibility.

- Problem-solving
  Learners will evaluate facts about human rights.

- Effective communication
  Learners will talk freely about instances when their rights had been violated.

- Critical thinking

Learners will respond to questions appropriately.

Competences	Content	Suggested Activities
The learner: • Reads a text on Human Rights • Identifies the importance of human rights. • Explains instances which violate Human rights. • Describes children's responsibilities.	• A text on Human rights e.g. - Identity - Nationality - Life/live • Violation of rights • Children's rights e.g. - education - shelter - security • Children's responsibilities. • Compound sentence. • Conjunctions.	• Identifying a number of human rights. • Discussing human rights. • Discussing children's rights. • Describing instances of violations of human rights. • Giving examples of learners' rights. • Explaining children's responsibilities: - to parents - to teachers - to community • Constructing compound sentences using conjunctions. • Generating conjunctions. • Listing examples of countable nouns. • Listing examples of uncountable nouns. • Giving plurals of countable nouns. • Changing sentences from singular to plural. • Using countable and uncountable nouns in sentences. • Nouns - countable - uncountable • plurals of countable nouns

GUIDANCE TO THE TEACHER

- In small groups, let learners list the children's rights they have heard about.
- Ask the groups to read what they have written as you make a general list of their rights on the chalkboard. (See appendix at the end of this syllabus).
- Help them to fill the gaps of what they have not spelt out properly and what is totally missing by comparing with the list you prepared.
- Explain to the learners what violation of rights is.
- In a general discussion of question and answer, ask them to describe instances where they think their rights were violated.
- Go through the preceding steps again to discuss general human rights.
- Compare and discuss the relationship between human rights and children's rights.
- Make two short related statements and ask learners to combine them into one.
- Ask them what words were used to join the sentences.
- Explain the role of conjunctions and ask them to construct similar sentences.
- Revise the meaning of nouns and ask for plurals.
- Help learners to notice how some nouns keep the same form when in plural as that of singular.
- Use examples to introduce the idea of countable and uncountable nouns.
- Identify the gifted learners in your class and let them take charge in assisting their peers in groups.
- Give extra time to the slow learners who will not grasp the new concepts in the expected time.
- Take time to identify other learners with particular exceptional behaviours like giving complaints and those who do not see or hear properly and allow them to sit in front.
- Do not punish those who always sleep in class, but talk to them. Find out their problems and counsel or guide them.

TERM II

TOPIC 1: MAKING USE OF READING MATERIALS

RATIONALE

Globally, information is mostly accessed through reading and researching on different topics / reading materials. In order to have the learners cope with this global experience, they should be guided in getting acquainted with various reading materials and how to use them.

BACKGROUND

By now, the learner is able to read but needs skills in categorizing the reading materials such as for interest. Learners are to be helped to acquire knowledge on the types of books like, novels, dictionaries and text books. They will also discuss the styles of reading according to one's intention of reading. You are therefore expected to provide the learners with a good variety of reading materials and to explain fully the materials, the content and how they are used depending on their intention.

LEARNING OUTCOME

The learner is able to identify different reading materials according to content and demonstrate the right style of reading with comprehension.

LIFE SKILLS

- Critical thinking
  Learners will be helped to make the best use of the information availed.

- Effective communication
  Learners will ask and answer questions.

- Problem-solving
  Learners will identify different reading materials.

- Creative thinking
  Learners will choose from the different styles of reading

Competences	Content	Suggested Activities
The learner: • Differentiates the types of reading materials and their importance and style of reading. • Explains the purpose for each style.	• Types of reading materials e.g. - News papers - Novels - Religious books and - Text books. • Purpose of different reading materials. • Style of reading.	• Identifying different types of reading materials according to content. • Explaining different purpose of reading. • Listening, asking and answering questions about the definition of skimming, scanning and reading for comprehension. • Scanning a text and answering comprehension questions. • Skimming a newspaper and answering questions. • Reading a text and answering comprehension questions. • Discussing the purpose for each style. • Answering questions on a text read.
Describes the content presented in different reading materials	• Content in different reading materials e.g. novel, stories, dictionaries- meaning of the words, text book content and exercises.	• Studying materials by the help of the teacher. • In groups, describing the main items in the reading materials. • Comparing reading materials according to content. • Explaining using examples of the differences between reading materials.
• Analyses the purposes for reading different types of materials.	• Purpose for reading e.g. for leisure (novels) or information (Religious books). - Comprehension • Poems, rhymes, songs	• Identifying what to read. • Explaining uses of reading. • Scanning through a given document and answering question on it. • Concentrating on the reading. (for comprehension) • Reading poems or songs. • Answering questions on poems. • Discussing purposes for reading. • Reading a given text for comprehension.

GUIDANCE TO THE TEACHER

The guidelines here below may not be the only ones to follow but use your own experience depending on your environment and situation to enable the learner achieve the intended life skills and competences.

- Lead learners to name the reading materials they know as you list them on the chalkboard.
- Discuss the difference between the learning materials in terms of content and use.
- Demonstrate different types of reading using different materials as learners watch.
- Guide learners to practice different styles of reading.
- Give out a text which they can read for comprehension.
- Guide the learners to identify the main aspects in a reading material.
- Give out different materials and ask learners to identify and describe those main aspects of a reading material.
- Lead learners to compare reading materials according to content.
- Guide learners to brainstorm about the purpose of reading.
- Record and complement the responses.
- Ask the learners to write types of various texts about reading materials, purposes of reading and style of reading.
- Provide rhymes and poems for learners to read and give them oral questions.

TOPIC 2: MODERN COMMUNICATION

RATIONALE

Many learners have used some gadgets for modern communication like radio and telephone, although they may not be in a position to classify them. They are used in a similar role of communicating among human beings. In P.4, these learners discussed local media. Now there is need to teach them about modern means of receiving and sending information. The topic will enable them to match with global advanced information communication technology. They will also learn that apart from receiving, they can also search for information.

BACKGROUND

The learners already practise modern communication both at home, in the communities and at school. In P4 they learnt about the different types of local media on which they can now build the modern means of communication, thus from known to the unknown. Give learners as much exposure as possible as some of them may not easily comprehend what they have never seen.

LEARNING OUTCOME

The learner is able to identify the different types/items of modern communication, explain how they work and demonstrate appropriate skills and language when using different gadgets.

LIFE SKILLS

- Effective communication
  Reading the text related to communication.
- Negotiation skills
  Using the appropriate language depending on the media.
- Decision making
  Making choice on the type of gadget to use. Asking and answering questions on phone.

Competences	Content	Activities
The learner; • Identifies the different types of items / gadgets used in modern communication. • Explains how different types of gadgets are used in communication.	• Types of items / gadgets used in modern communication. • Different ways each type of communication gadgets works. • Types of messages communicated by different kinds of communication gadgets.	• Identifying different communication gadgets. • Observing the available communication gadgets. • Discussing different messages communicated by the different types of the communication gadgets. • Reading texts related to modern communication. • Writing different compositions on how different communication gadgets work. • Identifying types of messages communicated. • Writing a composition on how communication gadgets work.

GUIDANCE TO THE TEACHER

- Bring a radio to class and use it to start your lesson.
- Discuss with the class how a radio works, for example, what we get from it and who sends that information on the air waves.
- Talk about other gadgets which they are familiar with, start with those they have heard about and inform them about new ones.
- As you discuss, show the real objects or pictures of those gadgets.
- Remember to ask learners to name what sense we use to receive the communication from each gadget; (the eye/the ear)

- Guide composition writing about the use of one type of communication gadget they are familiar with such as radio or phone.
- Help learners to construct questions hence demonstrate the use of question marks.
- Teach about the comma, demonstrate its use.
- Give a written exercise on the use of a question mark and a comma.
- Construct compound sentences and teach learners how to insert commas for easy reading.

TOPIC 3: ADVANCED CREATIVE LANGUAGE

RATIONALE

Since the learners have been using the language in speech, reading and writing, they have acquired some level of competence. Using advanced creative language, learners will be exposed to texts that have information to be discussed. This will add to the variety of vocabulary and structures they already have in use.

BACKGROUND

This topic will cover reading a text on cultural and modern environmental conservation. These will initiate comprehension, debate, use of compound sentences and a comma. For practice and preparation for advanced creative language, you need to guide learners to practice writing paragraphs. You also need to prepare the text on environmental conservation ahead of time, which they will read for vocationary, structures, punctuation and comprehension.

LEARNING OUTCOME

The learner is able to demonstrate the ability to read and comprehend a given text and use the most appropriate language to write on a given topic using correct grammar.

LIFE SKILLS

- Decision-making
  Choosing methods of protecting the environment.

- Effective communication
  - Writing a composition.
  - Composing a text on objects.

- Critical thinking
  - Friendship formation.
  - Working in groups.

Competences	Content	Suggested Activities
The learner: • Constructs sentences related to environmental conservation methods. • Differentiates between modern and cultural environmental conservation. • Constructs compound sentences correctly.	• Environmental conservation methods - Cultural - Modern • Compound sentence and uses of a comma - breaking a sentence - naming things - titles e.g. Mrs, Mr. - on address - before quotation marks.	• Identifying environmental conservation methods, cultural or modern. • Reading a text on conservation. • Reading a text on environmental protection. • Answering questions in writing about the text on the modern and cultural environmental conservation. • Discussing the similarities and differences between modern and cultural methods of environmental conservation. • Constructing compound sentences. • Constructing sentences with a comma. • Describing and giving examples on the use of a comma.
• Explains the principles of paragraphing . • Writes a composition (free creative text).	• Paragraphing. • Composition writing.	• Discussing the principles of paragraphing. • Writing the objects to be talked about in a story (plot). • Writing a guided composition on a topic. • Choosing a topic to write on. • Writing the plot of the composition.
• Reads, recites and acts poems with fluency.	• Poems related to particular objects • Songs related to particular events.	• Reading poems following rhythm. • Singing songs related to common events. • Answering comprehension questions from poems. Discussing themes that are suitable for writing poems. • Writing poems on a selected theme.

GUIDANCE TO THE TEACHER

- Guide learners to identify environmental conservation methods they know and group the methods in their respective categories.
- Note the good points on the blackboard.
- Give them a text on environmental concern to read for comprehension. Ask oral and written questions.
- Using examples, guide learners to select an object to write on.
- Demonstrate / work with them to produce a plot for the chosen topic.
- Let them practice writing a plot of a given topic in groups.
- Guide the groups to report as you comment.
- Present prepared poems to learners either on a chart or photocopies.
- Demonstrate several times how a poem is read as learners listen.
- Ask learners to practice reading a poem. Guide them as they read.
- Ask them to answer comprehension questions on the poem.

Note: Use text on environmental conservation and a poem on environmental concern.

TERM III

TOPIC 1: CHILD LABOUR

RATIONALE

Child labour is one form of child abuse and one of the things that have affected children's education and livelihood in general. This topic is intended to give learners awareness about effects and dangers of child labour so that they can make informed decisions when faced with certain conditions.

BACKGROUND

In this topic, learners will be exposed to a text on child labour which will highlight the definition, forms of child labour, its causes and consequences. You need to research on literature about child labour from KURET, International Rescue Committee, Naggulu or the Library so that you teach from an informed point of view.

LEARNING OUTCOME

The learner is able to demonstrate awareness of the information presented on child labour and use the text to practice grammar aspects in use.

LIFE SKILLS

- Assertiveness
  Standing for one's right.

- Self esteem
  Expressing likes and dislikes.

- Negotiation skills Responding appropriately.

- Peer resistance
  Standing by one's principles.

Subject Competences	Content	Suggested Activities
The learner: • Reads a text on child labour. • Discusses the forms of child labour. • Answers questions on text. • Constructs correct sentences in present simple tense. • Constructs correct sentences in future tense.	• Text on child labour focusing on: - Forms - Child work - Causes - Consequences. • Comprehension • Present simple tense. • Future tense.	• Reading a text on child labour. • Answering questions on child labour text. • Discussing forms of child labour. • Making sentences in present tense. • Reading sentences in present tense. • Making sentences in future tense. • Writing sentences in future and present tense. • Acting a dialogue on child labour. • Writing messages against child labour.

GUIDANCE TO THE TEACHER

- Ask learners to brainstorm on what they understand by child labour. Complement by giving the definition.
- Guide a discussion by giving a few examples of forms of child labour to set the pace.
- Record the good responses on the chalkboard.
- Lead the discussion on the differences between child labour and child work.
- Record the differences given, then ask learners to copy them.
- Give two sentences in present simple tense and ask learners to give similar ones.
- Guide the presentation as you record the good ones.
- Tell the learners that those sentences are in present simple tense.
- Give two sentences in future tense.
- Ask learners to give similar sentences in future tense.
- Record the good responses.
- Let the learners read the sentences recorded.
- Let the learners copy the sentences in present and future tenses as examples and formulate their own in their books.
- Give an exercise in which learners change sentences from one tense to another.

Note: Brief notes on child labour have been provided at the end of this syllabus

TOPIC 2: HIV / AIDS

RATIONALE
HIV/AIDS is one of the most harmful infections commonly talked about in this era. It is a common belief in Uganda that every body knows what HIV/AIDS is, it's causes, its effect, and the way it spreads. Unfortunately it is not true because whenever HIV/AIDS is talked about, there is something new learnt. Learners at this age need to get information on HIV/AIDS for awareness, prevention and knowledge to help them avoid the epidemic. Much of the information available is in English, and in many of our cultures, talking about such topics has been a taboo. Bringing it up now in local language will enhance awareness.

BACKGROUND
In this topic, it is intended that you use a text on HIV/AIDS which spells out the causes, effects, spread, misconceptions and prevention measures. You are expected to prepare the text or to photocopy captions which have the facts before you teach the lesson. You are also expected to have read widely about HIV/AIDS so that you are informed. The text could also be used to teach comprehension, verbs, prepositions, tenses and even punctuation.
Using group discussion, learners can be guided to come up with a guided composition.

LEARNING OUTCOME
The learner is able to demonstrate knowledge and skills of dealing with HIV/AIDS and use the right grammar to write a composition about it.

LIFE SKILLS
- Self-awareness
  Self-evaluation

- Coping with emotions
  Being sensitive about other people's emotions.

- Critical thinking
  Making the best use of the information you have.

Subject Competences	Content	Suggested Activities
The learner: • Reads a text on HIV/AIDS. • Discusses a text on HIV/AIDS. • Writes a composition on HIV/AIDS. • Reads a poem on HIV/AIDS.	• A text on HIV/AIDS focusing on: - What it is. - Ways it spreads. - Prevention. - Misconceptions. • Composition • A Poem	• Reading a text on HIV/AIDS • Talking about the spread of HIV/AIDS. • Asking and answering questions. • Discussing the misconception held on HIV/AIDS. • Copying salient issues on HIV/AIDS e.g. what causes its transmission and prevention. • Writing a guided composition on HIV/AIDS. • Reciting a poem. • Reading a poem. • Discussing the messages in the poem. • Answering questions on the read poem. • Copies a poem on HIV/AIDS. • Answers written questions.
• Constructs sentences using the present tense. • Writes legibly.	Guided composition using present simple tense.	• Talking about the choice of a topic. • Constructing sentences in the present tense. • Writing a composition.

GUIDANCE TO THE TEACHER

- Make research about HIV/AIDS and either prepare or photocopy a text with facts on AIDS.
- Hold a discussion with learners to gauge how much they know about HIV/AIDS in terms of definition, spread, prevention and effects.
- As the discussion progresses, record important points on the blackboard.
- Give a brief introduction on the text, and group the learners in preparation for reading the text, set the learners to read with a purpose.
- When the learners are through with the text, give oral questions about the text.
- Give written questions to be answered in writing individually.

- Demonstrate the correct use of present simple tense and ask learners to make similar sentences.
- Lead the learners to discuss the topics in line with HIV/AIDS.
- Remind the learners about the principles of writing a composition and set them to write individually.
- Either put up a chart with a poem on HIV/AIDS, or on any other disease or proverbs referring to HIV/AIDS or its effects. Guide the learners to read it several times.
- Lead the learners to answer questions on the poem.
- Summaries the important points on HIV/ AIDS and let learners copy them in their books.

TOPIC 3: LETTER WRITING

RATIONALE

Letter writing is a way of conveying an intended message to another person in written form. In this topic, learners will acquire knowledge and skills of writing informal letters. This will facilitate their communications with friends and the society they live in at large.

BACKGROUND

In this topic, you are expected to give learners plenty of practice in writing informal letters and compositions. There should be more emphasis put on the use of future tense and conditional sentences that is the 'if' clause. The skills expected to be acquired will help learners to communicate effectively.

LEARNING OUTCOME

The learner is able to write informal letters and compositions legibly and chronologically using the correct punctuations and tenses.

LIFE SKILLS

- Effective communication
  Writing meaningful letters

- Assertiveness
  Expressing one's point of view

- Coping with stress
  Talking about personal problems

Subject Competences	Content	Suggested Activities
The learner: • Explains what an informal letter is. • Identifies parts of an informal letter. • Writes an informal letter with punctuation marks and proper tenses.	• Informal letters • Parts of an informal letter • Punctuation marks • Tenses	• Reading samples of informal letters. • Writing a letter to a friend. • Organizing ideas chronologically. • Writing legibly. • Using punctuation marks correctly. • Using tenses correctly.
Reads and comprehends a text on peace education.	A text on peace education	• Reading a text on peace. • Answering written questions. • Completing sentences. • Completing sentences using given word / words correctly.
• Discusses parts of a composition and writes about peace education.	Composition on peace education	• Reading a sample composition. • Writing a composition on a given topic. • Identifies a topic to write on. • Organizes the plot for the story. • Uses correct tenses.
• Interprets proverbs. • Reads proverbs.	Oral literature (proverbs)	• Reading proverbs. • Completing proverbs. • Copying proverbs.

GUIDANCE TO THE TEACHER

- Hold a brain storming session to find out how much learners know about informal letters.
- Use the sample letters you have to explain the reasons for writing and the presentation.
- Emphasize salient issues like addresses, punctuation, date, chronological presentation of ideas, being brief, margins and grammar.

- Have sample letters, a text on peace education and a story on a chart for learners to read and identify salient parts of a letter. Have a collection of proverbs.
- Use conditional sentences (if) and future simple tense as you present each item.
- Encourage learners to use punctuation marks correctly as they read and write.
- Emphasize legibility as they write.
- Guide learners to practice writing informal letters either in groups or individually.
- Present the text on peace education and explain briefly what it is about.
- Group learners and instruct them to read silently as you supervise.
- Organize for the answering of questions either orally or in writing or a filling in exercise.
- Guide a discussion on things that can cause or disrupt peace.

Note: These will give clues to aspects which can be used as titles.

- Guide a discussion to revise the parts of a composition and use one of the topics you have on the blackboard.
- As a class, let learners generate the plot of the composition through questions and answers.
- Demonstrate how this plot can be used when writing a composition.
- Use that sample to revise the major parts of a composition.
- Ask learners to write a composition on a peace-related topic.
- Provide proverbs and ask learners to generate more proverbs.
- Guide learners to copy the proverbs generated with proper spelling and punctuation.

Note: Your chart containing proverbs could be pinned up in class for further reading.

APPENDIX I: ON HUMAN RIGHTS

HUMAN RIGHTS (SAMPLE)

1. All persons are equal before the law.
2. A person should not be discriminated against on grounds of sex, race, colour, ethnic origin, tribe, birth, creed, religion, socio-economic standing, political opinion or disability.
3. Only courts of law can pass a valid death sentence.
4. The life of an unborn child may not be terminated except as authorized by law.
5. No person shall be deprived of his personal liberty unless he has committed an offence and has been proved guilty by court of competent jurisdiction.
6. Nobody shall be subjected to any form of torture.
7. Slavery is prohibited.
8. Unlawful search of a person, his/ her home or other property is prohibited.
9. A person is presumed innocent until proved guilty or unless he / she plead guilty.
10. Women shall be accorded full and equal dignity with men.
11. Laws and traditions that undermine the status and rights of women are prohibited.
12. The state is under the obligation to support disabled persons in development.
13. Minorities have a right to participate in decision-making in order to articulate their interest.
14. Every person has the right to practice his/her profession and to carry out any lawful trade or business.
15. Union has a right to unionize for the protection and advancement of their interest.

Mathematics

Introduction

This mathematics syllabus has been divided into six themes and twelve topics.
The Themes are: Sets, Numeracy, Interpretation of Graphs and Data, Measurements, Geometry and Algebra.

The topics include:

- **Set concepts**
- **Whole numbers**
- **Operations on whole numbers**
- **Patterns and sequences**
- **Fractions.**
- **Data handling**
- **Money**
- **Time**
- **Length, Mass and Capacity**
- **Lines, Angles and Geometric figures.**
- **Integers**
- **Algebra**

The scope and sequence has been designed in such a way that the topics have been further broken down into manageable teachable sub-topics. The material in this mathematics syllabus differs markedly from the traditional Mathematics in that it is more directly concerned with application of mathematics in everyday life. A brief background has been made for each topic, which lays a firm foundation for the concept to be developed.

Mathematics has been allocated six (6) lessons per week. Some of the exercises are supposed to be done outside the allocated time. Encourage the learners to always do maths in their time.

Rationale

The constant use of the mathematical approach to situations and formation of important concepts are the main aims of this syllabus. Often familiar facts are emphasized to illustrate a mathematical idea so that a concept can be firmly established before being used to discover new facts.

Throughout the primary school, emphasis should be laid on recording, reporting and discussing investigations carried out.

Mental mathematics and its integration into other subjects must be encouraged. This will in turn make the learning of mathematics much easier and interesting. Remember the learner may know much more than you expect him/her to know. Practical work will therefore play a big role in consolidating what the learner already knows before new ideas are brought in.

A four step plan is one of the strategies a mathematics teacher and learner may use to solve a problem. Understanding the problem is the first step to solving it.

UNDERSTAND	• Read and understand the problem. • Know what is given and what you have to find.
PLAN	• Make a plan. • Choose a problem-solving strategy.
WORK	• Carry out the plan. • Use the strategy and do any necessary calculations.
ANSWER	• Check any calculations and answer the problem. • Interpret the answer if necessary.

This syllabus if well implemented will go a long way in providing a foundation to a dynamic society.

SCOPE AND SEQUENCE

THEME 1:SETS

TOPIC: Set Concepts

In the previous classes, the learner was introduced to the concept of sets. This continues with the work on sets that has already been covered. The task for the teacher is to help learners draw examples from everyday life related to sets. As you introduce them to Venn diagrams and some notation in sets, they need enough practical work to master correct use of symbols and language used in set concepts.

Learning Outcome

The learner is able to demonstrate the knowledge of sets to solve problems in real life situations.

Life Skills: Critical thinking, creative thinking, effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Forms sets. • Identifies the union and intersection of sets using Venn diagrams.	• Names and describes the sets. • Distinguishes equal sets from equivalent sets.	• Sets - Equivalent - Empty - Equal - Union of sets - Intersection of sets • Venn diagrams.	• Forming and drawing the sets. • Drawing Venn diagrams. • Identifying members of the union and intersection of sets on the Venn diagram. • Drawing Venn diagrams and using them.

Teacher's Notes

- Let the learners form different sets of objects of different colours, shapes and different numbers.
- The learners should pick two sets and compare the number of members of each set to find out whether the sets are equal or equivalent.
- The learners should identify the common members of the sets being compared.
- Guide the learners to draw Venn diagrams.
- Introduce different shapes of Venn diagrams to the learners.

Assessment Competences

The learner is able to**:**

1. Form sets
2. Draw Venn diagrams to show union and intersection of sets.
3. Write down the union and intersection of sets from given sets.

THEME 2: NUMERACY

TOPIC: 1 Whole Numbers

This topic provides the basis for learners to develop the attitude of determination to solve problems in real life by calculation. It is when the learner can properly count, read and write whole numbers that he/she can eventually be introduced to operations on numbers. Let the learner use examples of real objects, such as cows, goats, chairs, etc.

Learning Outcome

The learner is able to appreciate the need of counting in everyday life and work with whole numbers up to 999,999.

Life Skills

- Critical thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies place value of each digit in 6-digit numbers. • Finds values of digits. • Expands six-digit numbers. • Rounds off whole numbers to the nearest ten thousands. • Reads and writes Roman numerals.	• Names place values up to millions. • Reads numbers in expanded form. • Writes expanded numbers in words. • Reads and writes Roman numerals up to fifty in words.	• Numbers - Place value - Value up to 999,999. - Natural numbers up to 999,999. - Rounding off whole numbers to nearest 10,000. - Roman numerals.	• Identifying place values up to 6 digits. • Working out values of digits. • Rounding off whole numbers. • Reading and writes Roman numerals. • Converting Hindu – Arabic numerals to Roman and vice versa.

Teacher's Notes

- Let the learners make abaci. The abacus should be used in naming and identifying place values.
- Help the learners to round off the numbers using abacus. The meaning of placing a small Roman numeral on the left or right hand side of the bigger Roman numeral should be emphasized to the learners.

Assessment Competences

The learner is able to:

1. Name place values up to hundred thousand's.
2. Read and writes whole numbers up to 999,999.

TOPIC: 2 Operations on whole numbers

This topic should not be handled in isolation. The learner should be helped to realize that everyday they add something to another. For instance they add sugar to tea, salt to soup, welcome other members to ourfamilies, etc.

Always relate these operations to real life and bring out other words that will consolidate the concepts further, for example increase, decrease, reduce, more, less.

Learning Outcome

The learner is able to use the four basic operations to solve problems.

Life Skills: Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Adds whole numbers up to 6 digits with or without regrouping. - Solves word problems.	• Describing the meaning of addition verbally. • Reading word problems aloud.	• Addition of whole numbers.	• Computing problems involving addition. • Solving simple word problems in real life situations.
- Subtracts whole numbers up to 6 digits with or without regrouping. - Solves simple word problems.	• Using other terms correctly for subtraction such as decrease, take away, minus, less than in English sentences. • Reading word problems verbally.	• Subtraction of whole numbers.	• Computing problems involving subtraction. • Reading and solving simple word problems in real life situations.

Subject Competences	Language Competences	Content	Suggested Activities
- Multiplies numbers up to 4 digits by 2 digit natural numbers. - Interprets and solves word problems.	• Using correct mathematical terms for multiplication in sentences. • Playing games involving multiplication tables.	• Multiplication by 2 digit natural numbers.	• Multiplying up to 4 digit numbers by 2 digit numbers. • Reading and solving simple word problems in real life situations.
- Divides whole numbers by 2 digit numbers with or without remainders. - Solves simple word problems.	• Correctly using mathematical terms for division e.g. divided by, share, quotient, dividend in sentences. • Interpreting word problems.	• Division of whole numbers by 2 digit numbers.	• Working out division sums describing each step. • Reading and solving word problems in real life situations.
- Uses the operations of addition, subtraction, multiplication and division to solve problems in real life situations.	• Interpreting problems involving the four basic operations.	• Mixed operations	• Reading and solving real life problems.
- - Counts, adds and subtracts numbers in Base Five.	• Counts numbers in Base Five.	• Numbers in Base Five.	• Counting numbers in Base Five. • Computing problems involving addition and subtraction of numbers in Base Five.

Teacher's notes

- Learners should be encouraged to use concrete objects when they are carrying out operations on numbers.
- Encourage your learners to always read aloud the mathematical problems to the whole class.
- Learners should always be reminded of the place values while carrying out operations on numbers.

Assessment Competences

The learner is able to:

- Add numbers up to 6 digits.
- Subtract numbers up to 6 digits.
- Multiply numbers up to 4 digits by 2 digit numbers.
- Divide whole numbers by 2 digit numbers.
- Use the four operations on whole numbers in word problems.
- Add and subtract numbers in Base Five.

TOPIC 3: Patterns and Sequences

New ideas like Lowest Common Multiple, Highest Common Factor, increasing and decreasing progression must be introduced gradually.

Use of mental work may be helpful in stimulating the learners' computation skills.

Learners will need a variety of patterns and sequence in order to discover the difference between the two and how one leads to the other.

Learning Outcome

The learner is able to relate and apply simple computation skills involving patterns and sequence in real life situations.

Life Skills

- Critical thinking.
- Creative thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Forms patterns using increasing and decreasing progression. - Identifies triangular, square and composite numbers. - Prime numbers - Works out the L.C.M and G.C.F	• Names and sequences types of numbers. • Describes what LCM and GCF are.	• Types of numbers • Factors and multiples of whole numbers. • LCM and GCF.	• Identifying and listing the types of numbers. • Listing factors and multiples of numbers. • Finding the LCM and GCF.
- Uses types of numbers to form number patterns and sequences. - Describes and solves number patterns and sequences.	• Names types of numbers to form number patterns.	• Number patterns. • Types of numbers	• Using the types of numbers to form and solve number patterns.

Teacher's Notes

Various patterns and sequences should be introduced to learners. Avoid giving examples only based on the common patterns and sequences. Let the learners form their own patterns and sequences and ask their colleagues to solve them.

Assessment Competences

The learner is able to:

1. Recognize types of numbers.
2. Read and write patterns and sequences of the different types of numbers.
3. Calculate the LCM and GCF.

TOPIC 4: Fractions

The idea of LCM and GCF will practically help the learner in working out the operations of addition and subtraction. Slowly, help them to use the idea of equivalent fractions, then L.C.M in adding and subtracting fractions. Emphasize to the learners concepts of reading and writing fractions correctly.

Learning Outcome
The learner is able to solve problems involving fractions and relating them to real life situations.

Life Skills:
Effective communication.
Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
• Adds and subtracts fractions with different denominators.	• Reading and solving problems involving fractions with different denominators.	• Addition and subtraction of fractions with different denominators.	• Adding fractions with different denominators. • Subtracting fractions with different denominators.
• Multiplies fractions by proper fractions. • Multiplies fractions by natural numbers.	• Reading and solving • problems involving multiplication of fractions.	• Multiplication of • fractions.	• Multiplying fractions by fractions. • Multiplying fractions by natural numbers.
• Divides proper fractions by proper fractions. • Divides fractions by natural numbers and vice versa. • Interprets and solves problems in real life situations.	• Reading and solving problems involving division of fractions.	• Division of fractions.	• Dividing proper fractions by proper fractions. • Dividing fractions by natural numbers.

Teacher's Notes

- Bring out the concept of fractions with different denominators clearly by letting the learners cut parts of a whole object. The parts should be of different sizes.
- Let the learners name the parts they have cut as fractions of the whole object.
- The fractions named will have different denominators.
- Now let two or more learners put together (add) their parts.
- Ask them to name the new parts formed as a fraction of the original object.
- Revise the multiples of numbers and equivalent fractions.
- Learners should be helped to realize that to add or subtract fractions with different denominators, the knowledge of equivalent fractions and multiples is applied.

Assessment Competences

The learner is able to:

- Carry out the four fundamental operations on fractions.
- Solve real life problems related to fractions.

TERM II

THEME 2: NUMERACY

TOPIC 1: Fractions

Learners can be helped to read words like tenths and hundredths correctly. They must distinguish between the two and a number line will be of great help, if properly used. Then introduce to them addition and subtraction. There is also need to emphasize place value in order to add or subtract decimals.

Learning Outcome

The learner is able to solve problems involving decimals related to real life situations.

Life skills

Effective communication.
Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies place values of each digit up to hundredths. • Finds the values of digits in decimals. • Compares decimals on a number line. • Converts decimals to fractions and vice versa. • Adds and subtracts decimals up to hundredths. • Solves word problems.	• Names the place values. • Reads and writes values of decimals in words. • Reads aloud and solves problems involving decimals. • Reads and interprets word problems.	• Place value of decimals up to hundredths. • Decimals on number lines. • Conversion of decimals to fractions and vice versa. • Addition and subtraction of decimals up to hundredths.	• Finding place value and values of digits of numbers. • Ordering decimals using a number line. • Converting decimals to fractions and vice versa. • Adding and subtracting decimals up to hundredths.

Teacher's Notes
Revise a number line of whole numbers. Put decimal numbers on a number line.
Lead the learners to understand that the place values for decimals start from tenth to hundredth and so on but they are to read from left to right and the value decrease from left to the right.

Assessment Competences
The learner is able to:

1. Use place value of digits to find values.
2. Arrange decimal fractions in order of size.
3. Convert decimal to vulgar fractions.
4. Add decimal fractions.
5. Subtract decimal fractions.
6. Solve simple word problems involving decimals.

THEME 3:GEOMETRY

TOPIC: Lines, Angles and Geometrical figures

The concept of geometry is intended to seek opportunities for drawing mathematical experience out of a wide range of activities and this includes identification and recognition of geometric figures like circles and regular polygons. Measurement and symmetry arise frequently in Art and Technology and many patterns have some geometric basis. It is therefore important that the practical approach be used as much as possible in order for the learner to conceive these ideas.

Learning Outcome
The learner is able to recognize and constructs various geometric figures and relates them to other fields such as architectural drawings.

Life Skills
- Creative thinking.
- Effective communication.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
- Draws and identifies parallel and perpendicular lines. - Draws and measures angles. - Constructs circles and regular hexagons. • Describes lines of symmetry.	• Identifies parallel and perpendicular lines. • Labels angles. • Reads and writes English sentences about the angles. • Describes in English the parts of circles.	• Parallel and perpendicular. • Angles. • Circles and regular hexagons. • Simple lines of folding symmetry - rectangle - square • special triangles.	• Constructs parallel lines. • Gives examples of parallel lines in their environment. • Uses geometric instruments to construct angles, circles and regular hexagons. • Practically folds various models to recognize and identify lines of folding symmetry. • Folding to form lines of symmetry.
- Draws diagrams to show rotations and revolutions.	• Names examples of rotations. • Follows instructions to draw rotations and revolutions.	• Rotations and revolutions.	• Constructs rotations using their toes, pegs.

Teacher's Notes

- Learners should identify objects in the classroom which have parallel and perpendicular sides.
- Encourage learners to have their own geometry sets.
- Guide the learners in drawing parallel and perpendicular lines.
- Practically, help the learners to construct a hexagon as you observe them carry out construction.
- Learners fold square, rectangular, triangular papers from lines of symmetry. After the practice, learners can describe what a line of symmetry is.

Assessment Competences
The learner is able to:

1. Construct parallel lines.
2. Use geometric instruments to construct angles, circles and regular hexagons.
3. Identify lines of folding symmetry.
4. Construct rotations and revolutions.

THEME 4: INTERPRETATION OF GRAPHS AND DATA

TOPIC 3: Data handling

Graphs are being used more and more in our daily life to present information in an interesting form. It is therefore important that learners be trained to read them. Learners should also be given enough practice in drawing them to ensure that they can apply the knowledge they have gained. Let them discover how information can be summarized into graphs.

Learners will easily acquire the intended skills if you make this topic fun and involve them in teams especially in the case of large classes. Let them discover how information can be summarized into graphs.

Learning outcome
The learner is able to interpret and solve problems involving graphs.

Life skills
Effective communication. Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Draws and recognizes scales on the horizontal and vertical axes.	• Reads scales on the horizontal and vertical axes.	• Scales on the horizontal and vertical axes.	• Drawing graphs. • Representing and interpreting data on graphs.

Subject Competences	Language Competences	Content	Suggested Activities
• Represents and interprets data on bar and line graphs. • Determines and uses the average of the bar and line graphs.	• Reads and interprets information on bar and line graphs.	• Bar graphs. • Line graphs. Average.	• Working out average of given data.

Teacher's Notes

This topic should be practical, for example, learners can be tasked to find out how they scored in the previous term. Let them record the marks scored and find the number of learners who scored those marks.

Let them record their findings in a table. Let the learners plot the number of learners on the Y-axis and marks scored on the X-axis. Guide them to draw graphs.

Assessment Competences

The learner is able to:

1. Draw graphs.
2. Represent and interpret graphs.
3. Work out average of data.

TOPIC 4: Time

This topic must at all cost be practical. It is through this that the learner will be able to read and write time correctly. Real clock faces will be a source of emphasizing phrases such as minutes to or minutes past.

Finding duration must be introduced gradually because it sometimes involves conversion of units of time.

Learning Outcome

The learner is able to appreciate and apply the knowledge of time in real life situations.

Life Skills:

- Effective communication.
- Decision-making.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
- Tells time on the 12 hour clock. - Recognizes minutes and seconds. - Finds duration. • Solves problems related to time, distance and speed.	• Reads and tells time verbally on the 12 hour clock. • Constructs sentences involving phrases of time.	• Time on the 12 hour clock. • Duration. Time, distance and speed.	• Reading and telling time up to the second. • Working out duration, given two points of time. • Calculating speed, distance and time using simple word problems.

Teacher's Notes

- Bring a physical (real) clock for the learners to see.
- Identify an hour, a minute and a second.
- Let the learners practice how to write time.
- Guide learners on how the phrases a.m. and p.m. are used.
- Introduce duration by using time in the same phase i.e. starting and ending time is either a.m. or p.m.
- Lead the learners in finding the relationship between speed, time and distance.

Assessment Competences

The learner is able to:

1. Tell time on the 12 hour clock.
2. Convert hours to minutes and vice versa.
3. Find duration.
4. Solve word problem involving time, distance and speed.

TERM III

THEME: MEASUREMENTS

Topic 1: Money

Since the learner has some background about money, refer to that as a foundation. In this class, insist on solving practical problems related to utilization of Uganda currency in everyday life situations. Use practical approaches as much as possible.

Learning Outcome

The learner is able to solve practical problems related to utilization of Uganda currency in everyday life.

Life Skills Problem-solving. Logical thinking.
Effective communication.

Subject Competences	Language Competences	Content	Suggested Activities
• Solves practical problems related to buying and selling using Uganda currency. • Costs and prices. • Computes simple profit and loss.	• Role plays buying and selling using Uganda currency. • Uses practical examples to describe simple profit and loss.	• Money. • Buying and selling. • Profit and loss. Costs and prices.	• Role playing buying and selling. • Computing and solving problems related to profit and loss.

Teacher's Notes

- Use question and answer approach.
- Let the learners role play the buying and selling.
- Learners should orally discuss the profit and loss and identify which condition leads to profit or loss.
- Let them relate buying, selling, profit and loss.

Assessment Competence
The learner is able to solve problems involving money.

TOPIC 2: Length, Mass and Capacity

This topic was explored in the previous classes. At this level, let the learners practice using standard instruments to measure length, mass and capacity accurately. Let them get involved in the practical measurement of length, mass and capacity before they can work out area, perimeter and problems involving mass and capacity. Do also encourage guided co-operative learning.

Learning Outcome
The learner is able to recognize and use standard instruments and units for measuring length, mass and capacity.

Life Skills
Critical thinking, Effective communication Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Converts mm to cm and vice versa. • Calculates area and perimeter.	• Constructs sentences using cm, mm, perimeter.	• Lengths in m, cm and mm. • Perimeters in cm and mm. Areas in m^2 and cm^2.	• Calculating perimeter and area of plane shapes like rectangles, squares and triangles.
• Solves mathematical problems that involve mass. • Converts kg to g and vice versa.	• Reads and interprets word problems involving mass.	• Mass in kg and g.	• Working out problems involving mass.
• Solves problems with the measurement of capacity. • Converts litres to m and vice versa.	• Reads and interprets word problems involving capacity.	• Capacity in litres and ml.	• Working out problems involving capacity.

Teacher's Notes

- Using a meter rule, let the learners find out how many centimetre are in metre. Guide them on how converting from metre to centimetre and vice versa is done.
- Get different containers marked with litres (l) and others marked milliliters (ml). Let the learners tell how many ml containers were used to fill the container marked l. Lead them in how to convert from litres to milliliters and vice versa.
- Let the learners recall how many grams are in one kilograms. Guide them on how to convert from kg to g and vice versa.

Assessment competences:

The learner is able to:

1. Calculate area and perimeter of plane figures.
2. Solve word problems involving length, mass and capacity.

THEME 2:NUMERACY

Topic 3: Integers

This is a new topic. Introduce it using the idea of the number line and do enough practical work with the learners.

Then introduce operations without a number line but give learners practical examples and allow them to give many more similar examples. By so doing, learners will slowly master the concept of integers.

Learning Outcome

The learner is able to use the number line to properly work out problems related to integers.

Life Skills

- Problem-solving.
- Critical thinking.

Subject Competences	Language Competences	Content	Suggested Activities
- Draws number lines. - Identifies positive and negative integers.	• Describes positive and negative integers on number lines orally.	• Positive and negative integers.	• Using number lines to describe positive and negative integers.
- Arranges integers.	• Describes what "ordering integers" is.	• Ordering integers.	• Writing integers in ascending or descending order.
- Uses symbols =, <, >, to compare integers.	• Explains phrases like less than, greater than or equal to, to compare integers.	• Comparison of integers.	• Comparing integers using symbols.
- Adds integers. - Subtracts integers.	• Describes addition and subtraction of integers.	• Addition and subtraction of integers.	• Adding and subtracting integers.
- Solves simple word problems involving integers.	• Reads word problems involving integers.	• Simple word problems.	• Solving simple word problems involving integers.

Teacher's Notes

- Introduce integers using number line which has both positive and negative numbers. Starting from the point marked 0 (zero), describe forward movement as positive movement and backward movement as negative movement.
- Positive movement is represented by positive numbers and negative movement by negative numbers.
- Let the learners relate positive and negative numbers to profit and loss respectively and other daily life experiences.

Assessment Competences

The learner is able to:

1. Draw number lines.
2. Add integers.
3. Subtract integers.
4. Use symbols to compare integers.
5. Solve simple word problems involving integers.

THEME 6:ALGEBRA

Topic 4: Algebra

This is not a new topic since it has already been explored in the previous classes. However, at this level, learners must get actively involved in solving of algebra problems. Use examples that learners are familiar with to get them into forming algebraic expressions.

Learning Outcome

The learner is able to solve mathematical problems and puzzles using the knowledge of algebra.

Life Skills

- Critical thinking.
- Problem-solving.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Solves simple equations. - Collects like terms. - Forms algebraic expressions. - Solves simple word problems involving algebra.	• Reads mathematical statements. • Uses words like simplify in sentences. • Reads algebraic expressions. • Reads word problems involving algebra.	• True mathematical statements. • Like terms. • Expressions in algebra. • Simple word problems involving algebra.	• Solving simple equations of one variable. • Collecting simple like terms. • Forming algebraic expressions. • Solving simple word problems involving algebra.

Teacher's Notes

- Introduce this topic by using a lot of mental work. Write the problem on the blackboard with numbers missing. Let the learners solve the missing number. Refer to the missing number as the unknown. Use the alphabet letters to represent the unknown.
- Introduce the term "like terms", guide the learners on how mathematical operations are carried out on "like terms" and finally solve for the unknown.
- Give many numbers to learners to solve on their own.

Assessment Competences

The learner is able to:

- Solve equations.
- Simplify algebraic expressions.

RELIGIOUS EDUCATION

(A) Christian Religious Education Syllabus

RELIGIOUS EDUCATION

Background

This is Primary Five Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

There have been changes made including reducing the content to keep the learning experience light and simple for the learners.

- Language competences have been included in order to enforce literacy skills.
- Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- General learning outcomes instead of general objective are also stipulated for each topic.
- A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
- Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When learners go through this syllabus, they will be able to:

- Develop appreciation for faith and its importance to an individual.
- Explore the facts about Islam, appreciate its existence and articulate behaviours that build good relationships.
- Explain the fulfilment of God's promise to save mankind.
- Show knowledge of and take care of the people in need.
- Express appreciation for the fact that God is the source of all Hope.

TERM I

THEME 1: CHRISTIANITY AND GOD'S WORD

TOPIC 1: FAITH

Background to the Topic

This topic presents the concept of faith. Faith is exemplified by some Bible characters in the personalities of Abraham, Moses and Daniel. It goes further to give examples of famous Christians who emulated the examples of some of the Bible characters to live faithful lives.

To live a life of faith, we need examples to emulate and use guidance from God's word. But the learner should also be helped to appreciate that the life of faith has challenges. The challenges can be overcome by perseverance. Help the learner to understand that we also need faith in authority like the constitution, Electoral Commission and the electoral process, just as we have faith in the Bible. Assist the learner to define and identify types of values.

Learning Outcome

- The learner is able to understand and appreciate that faith is important in his/her life.

Life Skills

- Critical thinking.
- Decision-making.
- Effective communication.

Values

- Faith
- Perseverance
- Co-operation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
The learner: • Explains the concept of faith and its values. • Explains how Bible Characters Expressed their faith. • Explains how some famous Christians expressed their faith.	The learner: • Writes in his own words the meaning of faith/values. • Writes short notes on Bible characters. • Talks in simple language about how some famous Christians expressed their faith.	**Meaning of faith and values** Bible characters • Abraham – Gen. 12: 1 – 5, 17:5 • Moses – Exodus 1:15 – 22, 2:1-10 • Daniel 6:1 – 28. Saints and Martyrs – learning from their experience of faith. • Stephen – Acts 7:54 – 8:1 • Acts 9:1 – 31 • St. Perpetual • Mbaga Tuzinde	• Reading the Bible text. • Sharing experiences about faith. • Dramatizing the Bible characters like Daniel in a den of lions. • Answering questions about the text. • Group discussion on how some famous Christians expressed their faith.	• Bible • Profiles of st Perpetual and Mbaga Tuzinde and other Uganda Matyrs.
• Describes how we can express faith in authority.	• Answers questions about authority.	**Faith in authority** • Constitution as an authority. • Electoral Commission as body that should express faith in authority. • Electoral process and the learners.	• Identifying different types of authority. • Explaining how having faith in authority benefits the community.	• The Uganda Constitution. • Voter Education Manual.
• Tells how one can grow in faith.	• Tells stories on how one can grow in faith.	**Faith and perseverance** • Relating life of faith to a race in which perseverance is needed in order to win. 1Tim 6: 12 2Tim 2: 9 –10 Heb 10:23	• Sharing experiences on how one grows in faith. • Reading and studying the Bible text. • Answering questions about the Bible text. • Discussing different types of values.	• Bible. • Piascy materials .

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
• Identifies types of values.	• Writes down some values that help one in life.	• Armed to face problems – shield. Ephesians 6:10 – 16 Psalm: 91: 1-6 Prov. 30:5 • Types of values people need today • Personal Family	• Dramatic Bible reading. • Guided discussion and sharing of experiences by the learners.	

TOPIC 2: Christianity and Islam

Background to the Topic

This topic is a comparative study of a few facts about Islam and Christianity. It is meant to help the learner appreciate the fact that people seek God in different ways. The differences in seeking God should help pupils to live with others in a community based on respect and love having known that we are all creatures and seekers of God.

This topic presents facts about Islamic and Christian beliefs in the principles of democracy. It also presents the learners with some knowledge of how to relate with others and how to sustain good relationships. When handling this topic, the teacher should use story telling, brainstorming and question and answer and field visits (Mosque/Church). It is also important to use resource persons from the Islamic community.

Learning Outcome

The learner is able to explore the facts about Islam, appreciate its existence, and articulate behaviours that build or destroy good relationships.

Life skills

- Decision-making.
- Friendship formation.
- Self awareness.

Values

- Love
- Tolerance
- Appreciation

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
The learner: • Mentions the reasons for worshiping God. • Explains the history of Islam.	The learner • Talks about the reasons for worshiping God. • Writes in short sentences on the history of Islam	**Facts about Islam** • Why we worship God • Allah • Mohammed **History of Islam** - Life of Mohammed - Beginning of Islam as a religion	• Asking and answering questions. • Studying the information about the life of Mohammed. Sharing what they know of the beliefs of Islam.	• Interpreted Qur'an. Simple books on Islam.
• Identifies the similarities and differences between Islam and Christianity. • Explains Christian and Islamic beliefs and principles of democracy.	• Writes how they can show respect for people of different beliefs without losing their own.	**Muslims beliefs and practices** • Reading the Qur'an. • Pillars of Islam. • Similarities and differences with Christianity. • Islamic and Christian beliefs and principles of democracy.	• Identifying the similarities and differences between Islam and Christianity. • Discussing the pillars of Islam. • Drawing the diagram of the five pillars of Islam.	• Copy of Qur'an. • Voter Education Manual. • News spirit • Piacy materials. • Ms Uganda materials on Democracy

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
• Identifies aspects from Christianity and Islam that develop good relationships.	Writes a poem about good relationships.	• Practices of democracy in Uganda. **Relationships** - Behaviour that can build or destroy relationships. Sustaining good relationships.	• Sharing views on the meaning of democracy and how it is practiced in Uganda. • Discussing about democracy and how it is practiced. Brainstorming on activities that promote good relationships..	

TOPIC 3: God's Word for Us

Background to the Topic

This topic presents to the learners God's word: the Bible. It is meant to help the learner understand the uniqueness of the Bible.
It is important in that the learner understands that the Old Testament contains books which were written before the coming of Christ. They explain God's intervention in the history of mankind and His promise to send a saviour. The New Testament is written after the coming of Jesus which is the fulfillment of God's promise.

Help the learner to understand the centrality of the Bible in the life of a Christian. The Bible teaches guides and corrects people.

Help the learner to appreciate that as the Bible guides our way of life, the constitution does the same work of guidance to our lives. It is important to help learners to understand how to respond to the sources of guidance, that is the Bible and Constitution.

Learning Outcome

The learner is able to understand that the Bible presents God's self-evaluation to man with the purpose of setting him/her free from trouble.

Life skills

- Critical thinking.
- Self awareness.
- Effective communication.

Values

- Co-operation
- Appreciation
- Obedience

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
The learner: • Identifies the Bible structures. • Identifies the different types of books in the Bible. • Explains why the Bible is a unique book.	The learner: • Writes different books of the Bible. • Reads the Bible texts.	**The Bible** • Unique book - Is. 40: 7-8, Psalm 11:1-5, - Prov. 3: 1-2, Rom. 15:4 - Matt. 11:28 • Two parts; - Old Testament and New Testament • Types of books - History and law books - History books - Poetry and wisdom books - Prophets - Jesus Biography - Letters Revelation	• Drawing the structure of the Bible. • Discussing the common characteristics of books. • Naming the different books in the Old and New Testament.	Bible

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
• Lists different ways God inspired people to write his word.	• Writes different ways God inspired people to write his word.	**Different ways of teaching the truth** • Psalms; 118: 1 – 4 25: 4 – 5 51: 1 – 2 61: 1 – 2 Proverbs 11:25 12:17-18 23:13-14	• Discussing different ways of learning about the word of God. • Interpreting the messages to the learners. Relating the messages to their daily life.	Bible
• Identifies ways in which God's word can be applied in his/her life.	The learner: • Writes ways in which God's word can be applied in his/her life.	**The Bible in our life** • The Bible as out guide. - Matt 4:1 – 11 - Eph. 6:12 – 13, 17 • It corrects out ways - Psalms 119: 105 - 2 Timothy 3:15-17	• Discussing different ways in which God's word can be applied in his/her life.	Bible
• Discusses how the Bible is relevant to our lives. • Explains how the constitution serves as guidance to the people.	• Reads Bible verses • Recites the Bible verses.	**Our response to the Bible** • Reading the Bible - Deut 17:18-20 - Acts 8:27 – 30 - Revelation. 1:1-3 • Listening to the Bible Constitution as a source of guidance to our daily lives.	• Group discussion on how the Bible changed people's lives. • Learners discuss what they have heard. - Mark 4: 1-9 - Mark 4:13 -20 - James 1:22 • Sharing what they understand by constitution.	• Bible. • News print The Uganda Constituti on

			• Discussing the constitution of Uganda and how it guides people. • Jesus and the children. - Children discuss what Jesus said about children. • Reading of the verses about children in the Bible.	

TERM II

TOPIC 4: GOD'S WORD FOR US: JESUS

Background to the Topic

This topic helps learners to see the Old Testament prophecies/promises of the Saviour fulfilled when Jesus Christ came to earth.
It also shows/presents to the learner the exemplary teaching of Jesus and the need for repentance. You should stress in this topic the care which should be accorded to the sick especially those suffering from HIV/AIDS.

It teaches the message of the Holy Week to help the learner appreciate the passion, death and resurrection of Jesus. While teaching this topic, use dramatization, story telling and role play.

Learning Outcome

The learner is able to understand and explain the fulfilment of God's promise to save mankind.

Life skills

- Problem-solving.
- Critical thinking.
- Effective communication.

Value

- Forgiveness
- Care
- Love

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Relates some Old Testament prophecies to	The learner: • Reads Bible texts. • Writes simple stories about a	**Fulfillment of prophecies** • Old Testament Is 7:14, 53:4-9 Zech. 9:9	• Reading the Old Testament prophesies about Jesus and writing	

Topic competence	Language Competence	Content	Suggested activities	Resources
• the work of Jesus.	promise that was fulfilled.	Micah 5:2 • New Testament Matt. 3:13-17, Matt 21: 1 -10 Matt 12: 18-21	what each Prophet foretold about Jesus.	• Picture of Good News Bible New Testament pg. 119. • Bible
• Describes some of Jesus' teachings.	Reads some texts in the Bible.	**Jesus teaching** • Need for repentance - Luke 15:11-24 • Love for enemies Mat. 5:43 – 45 Luke 6:27-31 • Receiving God's word Luke 10:8 – 16 Mark 6: 1-6 • Caring for the sick/needy Luke 4:18-19 John 11: 25 - 26	• Discussing situations where repentance and forgiveness are needed. • Dramatizing the story of the lost son. • Answering questions about the texts read. Discussing PIACY how to care for materials people with HIV/AIDS, etc	
• Explains the importance of Jesus' life, death and resurrection.	• Talks about the importance of Jesus in his/her life.	**Message of Holy Week** • Welcoming the King - John 12: 12- 19 • Respecting God's house - Luke 19: 45 – 48 - John 2:13-17	• Dramatizing the events of the Last Supper. • Studying the Biblical texts. • Dramatic Bible reading of the texts.	• Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
		• Remembering Jesus' death. - Mark 14:22-25 - 1Corinthians 11:23-26 • Faith in Jesus • Love of God - 1John 4:7-21 - 1Corinthians 13:4-8 • Power of God Luke24:1-12 24:36-43	• Dramatization of cleansing of the temple • Discussion of the Bible texts. • Writing of short prayers thanking Jesus for dying for our sins. • Singing an Easter song.	

TOPIC 5: We are the New People of God in the Spirit

Background to the Topic

This topic presents the coming of the Holy Spirit as promised by Christ after his resurrection, on the day of "Pentecost". The learner is expected to be exposed to the work of the Holy Spirit, the gifts and the fruits that are bestowed on the followers of Christ.

Help the learner to know/understand that symbols are used to represent the Holy Spirit since the spirit is invisible. It is also important to make children aware that since the founding of the church, the Holy Spirit has been actively at work. It is this same spirit that helped the Apostles Peter, John and Philip in their work of evangelization.

Use story telling, brainstorming and discussion and role playing. Allow children to exchange ideas to enable them grasp the concept.

Learning Outcome

The learner

ii) Able to understand and narrate the work of the Holy Spirit in the church.

Life skills

- Critical thinking
- Problem-solving

Values

- Faith
- Voluntarism
- Co-operation
- Helping

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Explains the promise of the Holy Spirit. • Describes the fulfillment of the promise of the Holy Spirit.	The learner: • Tells the promise of the Holy Spirit. • Reads the text on the promise of the Holy Spirit.	**Coming of the Holy Sprit** • Promise for the Holy Spirit John 16:5-15 - Acts 1:8 • Fulfillment - Acts 2:1 – 13 - John 1: 1 - 3	• Discussing the importance of keeping the promise.	• Bible
• Identifies the gifts and fruits of the Holy Spirit.	• Reads the Bible text about gifts and fruits of the Holy Spirit.	**The work of the Holy Spirit** • Seven gifts of the Holy Spirit. -1 Corinthians 12:4-11 • Fruits of the Holy Spirit - Gal 5: 22 - 23	• Studying Acts 2: 1-3 and telling how the Holy Spirit came at Pentecost.	

Topic competence	Language Competence	Content	Suggested activities	Resources
• Explains some symbols of the Holy Spirit.	• Writes the symbols of the Holy Spirit.	**Symbols of the Holy Spirit** • Dove • Wind • Fire John1:32 John 3:7-8 John 20:21-22 Acts 2:3-4	• Discussing the meaning of symbols of the Holy Spirit. • Drawing the symbols of the Holy Spirit.	• Bible
• Identifies work of the Holy Spirit in lives of some individuals in the early church. • Gives the aspects of the work of the Holy Spirit in the Church today.	• Reads and writes simple sentences about Stephen, Philip, Peter and John. • Writes short sentences about roles of men and women in church.	**The Holy Spirit in the Church** • Stephen - Acts 6:8-15, 7:1-60 • Philip - Acts 8:26-40 - Luke 12:11-12 • Peter and John - Acts 3: 1 -10 • Gender roles and equality in the church. - Role of women in the church. - Gender equality .	• Role playing situations when one may be unable to do a task and needs help. • Studying stories of Stephen, Philip, Peter and John and identifying how they were changed by the Holy Spirit. • Doing an exercise about gender roles in the church.	• Bible • News print • PIACY materials.

TOPIC 6: We are the Church

Background to the Topic

In this Topic, learners are exposed to the concept of the church not only as a building or a group believers in Christ, but also as a Body of Christ.

Learners get knowledge of the responsibilities of church members. This topic, also teaches learners about how a person becomes a member of the church. Once someone becomes a member of the church, he is given instructions. Those instructions are contained in Apostle's creed. The learners need to understand that the church is a community of believers who have activities to do together.

You can use story telling, question and answer and group discussions while teaching this topic.

Learning Outcome

The learner is able to explore and document, appreciate and explain the importance being a church member and the responsibilities he/she has to accomplish for the church.

Life skills

- Self -awareness
- Decision -making

Values

- Faith

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
The learner: • Identifies the characteristics and nature of the church as the body of Christ.	The learner: • Reads the Bible references.	**Nature of the church** • Characteristics of the church; the body of Christ. - 1Corithians 12:12 - Romans 12: 4-5 - Colossians 1:17 -18	• Discussing the characteristics of the church members.	Bible

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
• Describes the duties of church members.	• Writes in short sentences the duties of church members.	Responsibilities of church members	• Brainstorming on responsibilities of church members.	Bible
• Explains how one becomes a member of the church. • Explains the terms "Baptism and Conformation. • Describes what is meant by the world wide Communion of Saints.	• Writes what he/she will do as a member of the church. • "Reads the Apostles Creed. • Crams and recites the Apostle's creed.	**Becoming a member of the church.** • Baptism - Acts 2:38 • Confirmation **The Apostles Creed** • World wide church Gal 3:27 • Communion Saints - Revelations. 7:8-10 Revelations 8:1 - 4	• Reading and memorizing the Baptism and Confirmation prayer. • Reciting the Apostles Creed.	
•	• Writes different church activities.	**Church activities** • Worship - Acts 2:41-47 • Service - Ephesians 6:19 • Using our gifts - 1 Thessalonians 5:16-18 - 2 Thessalonians 3:2	• Listing ways of worship and prayer from experience and the Bible.	• Bible • Copy of the Apostles Creed

Subject competences	Language competences	Content	Suggested instructional strategies	Resources
• Describes different vocations and their roles in the community.	• Talks about different vacations. • Writes roles of different vocations in the community.	**Vocations** • Examples of vocations e.g. priesthood, teachers, doctors etc. • Recognizing individual abilities and qualities.	• Role playing the roles of different vocations.	• Bible • Newsprint • Pictures reflecting different professions
• Describes Jesus' experience as a child and outside home	• Writes simple sentences about activities Jesus got involved in as a child.	**The work Jesus did as a child** • Luke 2:42 • Luke 2:51 Lessons young people learn from Jesus as a child.	• Children give examples of activities Jesus engaged in as a child. • Children discuss the work they do at home and school.	• Bible

TERM III

TOPIC 7: Witness

Background to the Topic

This topic will expose to the learners that Christ is the light of the world. Help the learner to understand how Christ's light can be seen in our daily life.

The topic presents the concept of witness and how Christians should live as witnesses for Christ in their respective vocations/ occupations/professions. The learner is to learn the roles of:

- Returning officer.
- Presiding officer.
- Polling assistants.
- Polling constables.

The topic also presents how learners should be witnesses while performing their duties.

Learning Outcome:

The learner is able to understand and appreciate that Christians are witnesses/disciples of Christ in whatever circumstances they find themselves.

Life skills

- Self-awareness.
- Effective communication.
- Problem solving.

Values

- Honesty
- Respect
- Commitment
- Patience

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Explains how Jesus is the light of the world. • Describes how Christ's light can be seen in us.	The learner: • Writes ways in which Christ is seen as a light in us and in the world.	**Christ the light** • How Christ is the light. - John 8:12 - 20 • How Christ's light can be seen in us. - Luke 18:35-43 - Luke 1:10 – 17 - John 11:33 – 36 - Mark 10: 13-16	• Singing songs about sharing the light of Christ. • Discussing ways in which Christ is seen as the light in us and in the world.	• Bible • Biographies/literature about the people mentioned. • Pictures of the people mentioned.
• Describes different ways of witnessing for Christ.	• Writes the meaning of witness and ways of witnessing for Christ	**Witnessing for Christ** • Concept of witness. • Living as a witness for Christ. - Mathew 5:14-16 • Spreading the word. - Mathew 28:19-20 - Ephesians 4:11-12 • Ways of witnessing for Christ. - Ephesians 4:7 - Kivebulaya - Mother Tereza - Nelson Mandela - Nyerere - 1Timothy 3:1 – 2 - Mathew 5:14-16	• Discussing ways of witnessing for Christ. • Discussing in groups different Christians in history who have witnessed for Christ.	

Topic competence	Language Competence	Content	Suggested activities	Resources
• Demonstrates the Christian service to the community as a witness to Christ. • Explains how to form healthy relationships.	• Talks about how to reflect the light of Christ to other people.	**How to reflect the light of Christ to other people** - Values that share good behaviour. - Avoiding moral degeneration in society. - The role of a returning officer, presiding officer, polling assistant, constable, etc.	• Discussing the values that promote good • behaviour.	• Voter Educations Manual

TOPIC 8: Discipleship and its Rewards

Background to the Topic

This topic presents the idea of discipleship to the learner as well as the teaching of Jesus about discipleship. It further gives knowledge to the learners about the qualities and examples of discipleship. It also gives examples of famous Christians who emulated the discipleship as understood and taught by Jesus.

This topic teaches learners about relationships, qualities of a good friend and Jesus as a good friend. It also gives some knowledge on the polling process as seen in the roles of election observers and election monitors. The teacher can use group discussion, explanation, question and answer, and role-play in teaching this topic.

Learning Outcome:

The learner is able to understand and explain the concept of discipleship and describe Jesus' teaching about discipleship.

Life skills

- Friendship formation.
- Critical thinking.

Values

- **Cooperation**
- **Love**
- **Respect**
- **Patience**

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Describes discipleship	The learner, • Tell Jesus teaching on Discipleship.	**Discipleship** • Describe discipleship • Jesus teaching - Mark 1:16-20 • - Mathew 4:23-25	• Brainstorming on Jesus' teachings on discipleship.	• Bible
• Explains Jesus' teaching on discipleship	• Writes some examples of discipleship	**Examples of discipleship** • Spiritual uprightness • Comfort in sorrow. • Being humble. • Being pure in heart. • Working for peace. • Courage in persecution. - Mathew 5:1 – 10 - Luke 12: 29 – 31	• Discussing what Jesus taught about discipleship. • Identifying different examples of discipleship.	
• Lists some famous Christians who lived a life of discipleship.	• Reads the lives of some famous Christians who lived a life of discipleship.	**Some famous Christians who lived a life of discipleship** - St. Francis of Assisi - St. Clare - St. Augustine		• Profiles of famous Christians like St. Francis of Assisi

TOPIC 9: RELATIONSHIP WITH GOD

Background to the Topic

This topic helps the learner to explore the concept of the Trinity: the "three persons in one". It helps the learner to explore the roles of each personality in the Trinity.

The relationship between the Trinity reflects love, it is the same love that should exist and guide the relations of God's creatures. This topic gives examples of Christians who to their best, lived and practiced love of God and love of fellow human beings. The topic challenges the learner to respond to that divine love by emulating the examples of some famous Christians.

The suggested methods will include singing, reading the Bible and discussions.

Learning Outcome

The learner is able to study and articulate the roles played by the three persons: God the **FATHER**, God the **SON** and God the **HOLY SPIRIT.**

Topic competence	Language Competence	Content	Suggested activities	Resources
• The learner: Describes the role of the three persons of the Trinity. • Identifies the three persons which make the Trinity • Explains the role of each person	The learner: • Writes the roles of the three persons of the Trinity. • Writes a simple poem about the trinity	**Trinity** • God the Father - 1 John 3:1 - Luke 12:29-30 - 1 John 4:8-10 • God the Son John 15:9-10 - John 8:19 • God the Holy Spirit - Romans 5:5, 8:9-17 • Concept of the Trinity - Mathew 3:16-17 - Mathew 2:28:19 - *1Peter* 1: 2	• Memorizing the Bible verses on the Trinity. • Discussion of the verses • Guided discovery on the roles of each person. • Singing a song of the Trinity. • Creative writing	• Bible

Topic competence	Language Competence	Content	Suggested activities	Resources
• Identifies the two great commandments Jesus taught. • Responds to God's love by obeying His commandments and loving others	• Reads the Bible verses. • Writes the two great commandments. • Talks about Christians who showed love to others. • Reciting the two great commandments.	**Two great commandments** • Jesus teaching John 15:9-12 Mathew 7:12 Mathew 5:43-44. • Examples of Christians Who loved without discrimination • Our response	• Studying Bible references and discovering the role God the Father Son and the Holy Spirit plays. • Memorizing the great commandments taught by Jesus. • Dramatizing ways they can show Gods love to others.	

TOPIC 10: HOPE

Background to the Topic

This topic aims at equipping learners with knowledge and skills that will encourage them never to give up. It explains to the learners how people waited for a Saviour right from the Old Testament times. The learners will be exposed to the messages of hope in Psalms, Jeremiah and Isaiah.

The topic of hope will also be applied in the learners' daily lives. The methods of instruction will include reading the Bible, discussion, singing, creative writing and role playing.

Learning Outcome

The learner is able to:

- Appreciate the fact that God is the source of hope in all circumstances.
- Develop skills that enable him/her to keep going on even under difficult circumstances.

Life skills

- Coping with emotions
- Decision-making

Values

- Faith
- Hope

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Explains Psalms of hope as reflected in the Bible.	The learner, • Reads Luke 2:42 • Psalms of hope. • Writes how hope in God can help him face difficulties.	**Psalms of Hope** Psalms 31:24 33:20, 33:22 34:17-18, 42:5 71:5 – 7 • God give strength. • God gives protection. • God listens. • God is with us.	• Memorizing Psalms of Hope. • Discussing of the message in the Psalms. • Writing a prayer asking God to give him hope in difficulties.	• Bible
• Explains the Old Testament teaching about the hope that God gives.	• Tells about the hope that God gives.	**Old Testament teaching about Hope** • Hope in trouble - Jeremiah 6:22-28 - 23:5-6	• Role playing on how to cope with teenage pregnancy and other forms of trouble.	• Bible. • PIACY materials.

Topic competence	Language Competence	Content	Suggested activities	Resources
		- 31:1-5 - 31:31-34 Hope for Messiah Isaiah: 11:1-10	Reading and discussing of the Bible texts.	
• Describes how people were prepared for the coming of the Messiah.	• Tells how people were prepared for the coming of the Messiah.	**Coming of the Messiah** • Zechariah vision Luke 1:5-25, • Preparation Luke 1:25 – 38 • The Messiah is born Luke 1:39-45 • Wise men welcome the Messiah. Mathew: 2:1-11.	• Memorizing the Bible verses. • Singing a song about the birth of the Messiah.	• Bible.
• Explains how God gives hope for external life.	• Talks about how God gives hope external life.	**Christian hope** • Hope of external life. 1Thess 4:13-14 1Peter 1:3-4 Personal response.	• Role playing the wise men going to see the Messiah.	

(B) Islamic Religious Education Syllabus

ISLAMIC RELIGIOUS EDUCATION

Background

This is Primary Five Islamic Religious Education Syllabus. In Primary 1 – 3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

In Primary Four learning based on subjects and the Religious Education Syllabus outlined the learning outcomes, content and language competences. Learners in Primary Five are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use only English as a medium of instruction. The teacher should take note that the concepts are clear to enable the learners consolidate what was learnt in earlier classes. The instructional process will follow what was in the old syllabus and the teachers will be required to use the old instructional materials.

Rationale

The revised Primary Five Religious Education syllabus has been designed to consolidate all the skills acquired from P.1 to P.4. It is also intended to provide the learner with knowledge on faith, other religions, hope, relationships, judgement, fasting, leadership, good neighbourliness, importance of prayer among others.

There have been changes made including reducing the content to keep the learning experience light and simple for the learners.

- Language competences have been included in order to enforce literacy skills.
- Subject competences and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- General learning outcomes instead of general objective are also stipulated for each topic.
- A background to introduce each of the topics has been provided. It further gives an overview of the whole topic and thus gives teacher an insight into the topic.
- Content on Voter Education, sexual and Reproductive Health, life planning skills and child labour has been included. The teacher has been guided on how to teach it, resources for the teacher to consult have also been provided in the syllabus Matrix.

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus. Besides the Continuous Assessment, there shall be end of term and end of year assessment carried out and records kept.

General Methodology

It is strongly suggested that the teacher uses those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit these competences.

The teacher of Religious Education is expected to use a variety of books of the old curriculum. This will not enrich teachers content but will help the teacher to prepare the correct contents of the topics. The teacher is expected to constantly help relate science to real life situations and experiences. Not all schools in Uganda may have same learning environment. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.

General learning outcomes

When the learners go through this syllabus they will be able to:

- Appreciate the values that are advanced by the Surah(s)
- Express knowledge and understanding of fasting and how it links people to the Creator.
- Practice and express good neighbourliness in the communities where they live.
- Respect both God-made-laws and man-made-laws.
- Appreciate the values of giving inform of Zakah.

TERM I

THEME 1: READING FROM THE QU'RAN (CHAPTER 99)

Topic 1: Surat Al-Zilzala

General Background

Surat Al-zilzala at is the 99th chapter in the Qur'an,

It shows that any deed done in life, even the most secret, will be brought to full light of day. The Surah was intended to guide people to do good and abandon evil. Hence this topic will help learners to know there is life after death, and that whatever a person does, good or bad, is accounted for both here and in the hereafter. The learner will therefore be able to properly choose and develop value.

Methodology

- Recitation
- Rote method
- Discussion
- Demonstration

Life skills and Values

- Effective communication.
- Creative thinking.
- Decision- making.

Learning Outcome

- The learner is able to understand and appreciate the content of the Surah, adopt and practice values advanced by the Surah and demonstrate life skills for maintaining peace in society.

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Recites Surat AL-Zilzala.	The learner: • Reads, writes, pronounces and uses the following words related to the topic correctly: - Surah - Al-zilzala Revealed	• Recitation of Surah Al-zilzala Chapter 99.	• Invite a Mullah or school Sheik to assist recite the Surah correctly. • Supervise their individual recitation and ensure memorization is done correctly. Memorization of the Surah.	• Qur'an. Resource person.
• Interprets the meaning of the Surah.		• Meaning of the Surah.	• Guide learners to tell the meaning of the Surah.	• Markers . • Chart displaying the meaning of the Surah.
• Relates the message in the Surah to his/her daily life.		• Relating the message of the Surah to real life. • Life after death. • Deed done in life, even the most secrete will be brought to the full light of day. • Do good and abandon evil. • What mankind does, good or bad, shall be accounted for. • Proper choice and development of values e.g. honesty, respect for self and others, justice, peacefulness, cleanliness, etc.	• Use brainstorming and guided discussion to get the message and lessons from the Surah. • Discuss factors that influence values e.g. family, peers, environment and how these values prepare an individual for the Day of Judgment.	• Charts showing examples of values in our society. • Qur'an.

Suggested Competences for Assessment

- Reciting Surat Al-Zilzala.
- Explaining the meaning of the Surah.
- Relating the Surah to daily life.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Settlement of Debts

General Background

A debt is something that needs to be paid off. It could be physical or not. It is recommended by Prophet Muhammad (PBUH) that when you are in debt, try to repay it in order to keep good relationship with people.

Methodology

- Brainstorming.
- Discussion.
- Poetry.
- Question and answers.

Life Skills and Indicators

- Interpersonal relationships.
- Friendship formation.
- Decision-making.

Learning Outcomes

- The learner is able to read Prophet Literature and appreciate the message therein; practices life skills and demonstrates values for settling debts.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Narrates two Hadiths concerning settlement of debts. • Interprets the meaning of the Hadith	The learner: • Reads, spells, writes, pronounces and uses the following words related to the topic correctly: - Debts. - Guarantee. - Promise. - Perform. - Borrow. - Hypocrite. - Embezzlement. Entrusted.	• Hadith concerning settlement of debts. - The prophet said: "if you will give me a guarantee on six points, I will guarantee paradise for you: when you speak, tell the truth; when you promise, perform; when you borrow, fulfill the promise …." • Hadith concerning settlement of debts. The Prophet said " The signs of a hypocrite are three: when she/he talks she/he lies, when he/she is entrusted he/she promises she/he does not fulfill"	In groups allow learners to share lessons learnt from the Hadith.	
Interprets the two prophetic traditions.		Interpretation of the meaning of the Hadiths.	• Interpret to the learner the meaning of the Hadith. • Guide the learner to recite a poem on keeping good relationships.	• Chart • Markers • Learners textbook.
Discusses the importance of Hadith.		• The importance of the Hadith.	• Telling the importance of the Hadith.	
Relates the two Hadiths to her/his daily life		• Relating the two Hadiths to his/her daily life	• Use brainstorming and guided discussion to help learners relate	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
		• Things that can build or destroy relationships e.g. sharing, breaking a promise, etc.	the message from Hadith to daily life.	

Suggested Competences for Assessment

- Narrating two prophetic traditions regarding settlement of debts.
- Interpreting the meaning of the given Hadith.
- Explaining the importance of the Hadith.
- Mentioning lessons learnt from the Hadith.
- Role playing consequences of not settling debts.
- Role playing consequences that can build or destroy relationship.

THEME 3: TAWHID (FAITH)

Topic 3: Resurrection and Judgment

General Background

Belief in the Day of Judgment is the fifth Pillar of Iman. It is very important because such a belief controls the actions of a believer. It involves the belief in the Day of Judgment and everything related to that day like death, such as after death and before resurrection.

Resurrection is when the dead will come back to life. After the second blowing of the trumpet, people will be resurrected. They will be gathered in one place where judgment will take place.

Methodology

- Guided discovery.
- Dramatization.
- Question and answer.

Life Skills and Indicators

- Decision making.
- Creative thinking.

Learning Outcome

The learner will know and tell the difference between resurrection and judgement, appreciate the events of resurrection and those that will lead to the Day of Judgement as well as demonstrate skills for living a harmonious life leading to a better abord in the here after.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Recognizes and tells the relationship between resurrection and judgement.	The learner: • Reads, pronounces, writes, spells and uses the following words related to the topic correctly; - Resurrection - Judgment - Creativeness - Accountability - Gathering	Resurrection - Blowing the trumpet. - Resurrection. - Gathering of all people. - Receiving books of records. - Accountability.	• Review the previous topic - Surat Al-Zilzala. • Guide learners in a discussion in the events of the day of resurrection. • Group learners to dramatize the resurrection day.	• Learners. textbook. • Trumpet. • Files.
• Outlines the significance of resurrection and judgement		• Significance of resurrection and judgment. • Hope in an individual. • Live well in society. • An individual lives consciously. • Carefully to choose what we do.	• Individually task learners to outline the significance of the day of judgement.	

Suggested Competences for Assessment

- Describing the events of resurrection and judgment.
- Explaining the significance of resurrection and day of judgment.

THEME 4: FIQH (PRACTICE)

Topic 4: Fasting

General Background

Fasting generally is “to abstain from doing certain things.” In Islam, it refers to abstaining from eating, drinking and sexual intercourse from dawn until sunset with the intention of fulfilling Allah’s commands. Knowledge about this topic will help learners develop measures for choosing values rightly and to practice patience and endurance life skills.

Methodology

- Discussions.
- Question and answer

Life Skills and Indicators

- Appreciation.
- Standing for one’s values and beliefs.
- Interpersonal relations.

Learning Outcomes

The Learner is able to know and understand the importance of fasting, appreciates the need for perfecting it and practices moral values linking them to his/her creator.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Defines fasting.	The learner: Writes, spells, reads, pronounces and uses the following words related to the topic correctly: - Fasting - Abstinence - Ramadhan - Dawn - Subset Exempted.	• Definition of fasting Abstaining from eating, drinking and sexual intercourse from dawn up to sunset, during the months of Ramadhan.	• Guide learners to discuss the definition of fasting. • Summarize learner's responses.	• Learners' textbooks.
• Explains reasons for fasting.		• Reasons for fasting - To thank God. - Repenting. - It is a pillar of Islam. To get rewards.	• Brainstorm about the importance of fasting.	• Learners' text books.
• Describes people who should fast and those who care exempted.		• People who should fast - Mature Muslims. - Sane Muslims. • People exempted from fasting - Young children. - Menstruating women. - Breast feeding mothers. - Sick people. - The insane. - Travelers. • Very old people.	• Help learners to mention people who should fast. • Task them further to describe those exempted from fasting.	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Explains things that spoil fasting.		• Things that spoil fasting - Menstruation. - Eating and drinking. - Playing sex during the day. Vomiting.	• Guide learners to discuss things that spoil fasting.	• Learners' textbooks.

Suggested competences for Assessment

- Defines fasting.
- Outlining the importance of fasting.
- Describing people exempted from fasting.
- Explaining things that spoil fasting.

THEME 5: HISTORY OF ISLAM

Topic 5: Prophet Muhammad at Madina (PBUH)

General Background

Prophet Muhammad (PBUH) migrated from Mecca to Madina (Hejira) in the year 622A.D. It was an order from God due to increased persecution in Mecca. Secondly, Prophet Muhammad was invited by the people of Madina to help them resolve conflicts that existed there, and to spread Islam in Madina.

Methodology

- Discussions.
- Brainstorming.
- Story telling.

Life Skills and Values

- Appreciation.
- Standing for one's values and beliefs.
- Interpersonal relations.

Learning Outcomes:

The learner is able to understand and appreciate the behaviours of Prophet Muhammad (PBUH) at Madina and is able to demonstrate those behaviours into day to day life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Describes Prophet Muhammad's leadership style in Madina (PBUH)	The learner: • Reads, writes, spells, pronounces and uses the following words related to the topic, - Tribal wars. - Constitutional Laws. - Leadership roles.	• Prophet, Muhammad (PBUH) at Madina. • His life as a leader - Unified the people under one leadership. - Stopped tribal wars in Madina. - Introduced the Madina Constitution.	• Guide learners to identify some problems that were in Madina before migration. - No unifying leader. - Tribal wars. - No laws governing the city of Madina, etc. • Guide learners to compare the Constitution of Uganda with the Qur'an. (Muslim constitution). Help learners to identify the importance of a constitution.	Holy Qu'ran Constitution of Uganda.
• Mention the name of the first Mosque built in the history of Islam	• Write and read simple story of prophet Muhammad's work in Madina	• Prophet Muhammad's life as a massager in Madina - Built a Mosque.	• Guide learners to tell various activities of Prophet Muhammad at Madina.	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Explain how Prophet Muhammad (PBUH) managed to spread the new religion of Islam	• Use simple sentences to retell activities of prophet Muhammad at Madina • Write short sentences using with empathies of the following words. - Preaching - Envoy	- Taught and preached the religion of ALLAH. - Sent his companions outside Madina. - He sent envoys to various kings and tribal leaders asking them to join the religion of Islam.	- Draw the Mosque of Madina. - Ask learners to write a story about Prophet's Muhammad's mission in Madina.	
• Identifies battles in which Prophet Muhammad (PBUH) participated.	• Read, write and spell the following new words correctly: - Battle. - Badr. - Uhud. - Khanndaq. • Write short sentences showing how they can lead an activity. • Share experiences where they participate in group activities.	• Prophet Muhammad as a commander - The battle of Badr. - The battle of Uhud. - The battle of Khandaq.	- Guide learners to mention the battles Prophet Muhammad participated in. - Help learners to discuss lessons they learn from Prophet Muhammad.	- Learners' Text book

Suggested Competences for Assessment

- Explaining Prophet Muhammad's leadership style in Madina.
- Describing how Prophet Muhammad spread the new religion of Islam.
- Identifying various wars Prophet Muhammad participated in.
- Defining a constitution.
- Explaining the importance of a constitution.
- Comparing the Ugandan constitution with the Qur'an (Muslim Constitution).

TERM II

THEME 1: READING FROM THE QUR'AN

Topic: Surat Al-Kauthar (Chapter 108)

General Background

This Surah was intended to comfort Prophet Muhammad (PBUH). He was going through very hard times as his own people had turned against him and were resisting and opposing his mission. His companions also saw no chance of success with him. Besides, the Surah foretold the destruction of his enemies. Thus, the topic is important to the learners because it gives hope for people in problems, as it equips them with life skills for patience, perseverance and keeping on work however hard the circumstances. The learner, therefore is expected to:

- Protect truthfulness and stick on it.
- Have hope in the future.
- Depend on Allah and elders in case of a problem.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.
- Role play.

Life Skills and Indicators

- Creative thinking.
- Patience.
- Decision-making.
- Perseverance.

Learning Outcomes

The learner is able to know and appreciate the life that was lived by the Prophet (PBUH) and demonstrate skills for coping with situations.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Surat Al-Kauthar (Chapter)	The learner: • Reads, writes spells pronounces and uses the following words related to the topic: - Kauthar. - Slaughter. - Barren. - Belittle.	• Recitation of Surat Al-Kauthar (Chapter 108). • Memorization of the above given Surah.	• - Recite the Surah in its original form. • Let learners listen as you make the recitation atleast thrice. • Recite the Surah and let learners repeat after you. • Divide learners into different groups. • Make a recitation of the Surah and let one of the groups recite after you while others listen. • Give each group the same opportunity.	
• Interprets the meaning of the Surah. • Relates the message in the Surah to the learner's actual life.		• Meaning of the Surah - Verse 1: Surely, we have given you a lot of good things so pray to your God and sacrifice to him. - Verse 3: He who hates you is the one cut off.	• Tell learners the English interpretation of the Surah. • Help learners to discover how the meaning of the Surah relates to their actual life.	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
		- The message in the Surah.	• Guide learners to make a drama on scenes depicting the need for turning to Allah for prayer whenever in problems • Guide learners to discuss issues in the Surah that relate to their daily life. Help learners to tell their experiences about how they solve their problems.	

Suggested Competences for Assessment

- Reciting the Surah.
- Giving the meaning of verses in the Surah.
- Telling lessons learnt from the Surah.
- Dramatizing how turning to Allah in prayer can solve people's problems.

THEME 2: HADITH: TRADITIONS OF THE PROPHET (PBUH)

Topic 2: Good Neighbourliness

General Background

Good neighbourliness in one of the values any person is asked to promote. It is intended to knit a strong, coherent and caring society. In this society, everybody is expected to enjoy care and protection which are a result of the good relations brought about. One of the social misdeeds a Muslim can ever commit it to be unkind to a neighbour. Thus, this topic will help the learner to develop life skills and values for living harmoniously in society.

Methodology

- Group discussion.
- Demonstration.
- Story telling.

Life Skills and Values

- Effective communication.
- Problem-solving.
- Negotiation.
- Empathy.
- Caring.

Learning Outcomes

The learner is able to appreciate the need for good neighbourliness, show Islamic social values and demonstrate love and care for others in the community.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Narrates two prophetic traditions concerning good neighbourliness.	The learner: • Reads, spells, pronounces, writes and uses the following words related to the topic correctly. - Neighbour - Safe. - Misdeeds. - Believer. - Obligations.	• **Hadith concerning good neighbourliness** - The Prophet said "A man whose neighbour is not safe from his misdeeds is not a believer in Islam" - The Prophet (PBUH) said: Let the believer in Allah and the Day of judgement honour his neighbour (Muslim and Bukhar). • Lady Aisha (RA) said the Prophet is Allah said: Jibreal advised me so repeatedly, to care for my neighbour that I thought my neighbour is my inheritor (Bukhar and Muslim).	• Help learners to read and write the Hadith correctly. • Supervise them as they are writing. • Let the learners define and write the definition of a neighbour.	• Textbooks. • Chart which has the Hadiths.
• Interprets the Prophetic traditions.		• The meaning of the prophetic traditions. • Even if one does all other religious obligations but does not treat his/her neigbours well, he/she may go to hell.	• Explain the prophetic traditions. • Help them to identify the meaning and allow them to write it.	

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Relates the information in the Hadith to daily life experience.		• How information in the Hadith relates to daily life. • Islam encourages sustenance of good relations through the following. - Visiting neighbours especially on occasions of death, sickness, births, weddings, etc. - Avoiding to do any ill to a neighbour. - Talking well of the neighbours. - Being generous. Extending help.	- In groups, help learners to explain why a neighbour should be treated well. - Guide them to dramatize a good and a bad neighbour. - Ask them to write what they learn from the drama.	• Charts. • Textbooks .

Suggested Competences for Assessment

- Giving two traditions on good neighbourliness.
- Explaining the meaning of the traditions.
- Dramatizing good neighbourliness.
- Outlining lessons learnt from the play.

THEME 3: TAWHID (FAITH)

Topic 3: Paradise and Hell

General Background

Description of paradise and hell are important for any person to adhere to commandments of Allah. Temporarily, life of this world is a great temptation to man and this may lead people to ruining their lives as well as the world. Knowledge about existence of paradise and hell is crucial to the learner for it will model one's life and hence guarantee them safety and harmonious living in their societies.

Methodology

- Picture description.
- Demonstration.
- Discussion.

Life Skills and Indicators

- Appreciation.
- Honesty.
- Trust worthiness.
- Co-operation.
- Obedience.

Learning Outcomes

The learner develops knowledge about the existence of Allah, appreciates the importance of life skills for succeeding both in life and in the hereafter.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: Defines paradise and hell.	The learner: • Reads, spells, pronounces, rites and uses the following words related to the topic - Paradise. - Hell. - Hot liquids. - Good doers. - Bad doers. - Jannah. - Allah/God.	• Definition of paradise and hell - Paradise (Jannah) is a house of blessing for those who do good work and believe in God (Allah) and do what God commands them to do.	• Help learners to define paradise and hell. • Allow them to write down points.	• Learners' textbook • Charts
• Interprets the Prophetic traditions.		• The meaning of the prophetic traditions: - Even if one does all other religious obligations but does not treat his/her neighbours well, he/she may go to hell.	• Explain the prophetic traditions. • Help them to identify the meaning and allow them to write it.	
• Describes paradise and hell.		• Description of paradise and Hell. - Paradise has got everything good that one may think of e.g. good rivers, good environment, neighbour neither hot nor cold, good fruits, etc. • Hell has got burning fire which does not stop, hot liquids with a bad smell, etc.	• In groups, let the learners describe paradise and hell. • Demonstrate paradise and hell.	• Charts • Qu'ran • Textbooks

Suggested competences for Assessment

- Defining hell and paradise.
- Discussing things that will be found in paradise and in hell.
- Describing the kind of people who will go to paradise and to hell.

THEME 4: FIQH (PRACTICE)

Topic 4: Tarawiih and Idd Prayers

General Background

Tarawiih and Idd are optional prayers of great significance in the life of an individual. Besides getting rewards for performing them, people meet, socialize, acquire new friends and solve their problems as a team. They signify unity of the faithful.

Methodology

- Demonstration.
- Discussion.
- Role playing method.

Life Skills and Values

- Effective communication.
- Interpersonal relationships
- Friendship formation.

Learning Outcomes

The learner is able to perform Tarawiih and Idd prayers perfectly and demonstrate life skills for ensuring peace and unity in society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Defines Tarawiih and Idd prayers.	The learner: • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: - Sunnah. - Prayers. - Tarawiih. - Idd. - Celebration. - Praise. - Unity. - Repentance. - Performance. - Dhul Hijja. - Congregation.	• Definitions - Tarawiih prayers are specific prayers offered during the month of Ramadhan. - It is Sunnah for both men and women. They are offered after the Isha prayer. - Muslims celebrate two Idd- days: el-Fitr which marks the end of the month of Ramadhan and Idd Adhuha celebrated in the month of Dhul hijja when Muslims are performing Hijja.	• Help learners to differentiate between the two Idds by defining them and Tarawiih. • By show of hands, ask them if they have ever performed any of the above prayers.	• Holy Qur'an. • Newspapers • Textbooks.
• Describes the importance of Tarawiih and Idd prayers.		• Importance of Tarawiih and Idd prayers: - Brings about unity among Muslims. - Get rewards. - Repentance. - Supplication. - Praise. Celebration.	• In groups, let learners demonstrate how Idd is performed. • Another group demonstrates Tarawiih prayers with the guidance of the teacher. • Summarise their demonstrations.	• Jesus (covering cloth) Hijab, Kanzu. • Mats. • Caps. • Stick.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
• Describes Idd and Tarawiih prayers.		• Description of Idd and Tarawiih prayers. - Both performed in a congregation (group) and led by Iman. - Tarawiih is offered in even rak'ah and every after two rak'ahs, Tahiyat is said and salam. - Idd prayer has two rak'ahs and we begin with praying and end with Khutuba (sermon). - Idd-el-fitri the sermon reflects the month of Ramadhan. Idd Adhuha the sermon reflects Prophet Ibrahim and his son Ismail.		

Suggested Competences for Assessment

- Defining Idd and Tarawiih prayers.
- Outlining the importance of the above prayers.
- Describing how the two prayers are performed.

THEME 5: HISTORY OF ISLAM

Topic 5: Last Days of Prophet Muhammad (PBUH)

General Background

Prophet Muhammad (PBUH) lived for 63 years all of which were full of lessons for us to learn. His life ended shortly after he had conquered the city of Mecca, a place he was rejected and later on chased from. One of the major and historical events thereof was the farewell pilgrimage. Hence, this topic gives an insight on this pilgrimage and some of the clauses of the sermon he delivered during that event.

The topic is important to the learner because it provides a sense of direction, more so, as provided for in clauses of the last Prophetic sermon.

Methodology

- Story telling.
- Discussion.
- Creative thinking.
- Critical thinking.

Life Skills and Values

- Appreciation.
- Love.
- Confidence.
- Self -esteem.
- Respect for others.

Learning Outcomes

The learner is able to appreciate and demonstrate the message got from the content of the last message of Prophet Muhammad (PBUH).

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Describes the farewell pilgrimage.		The learner: • Reads, spells, pronounces, writes and correctly uses the following words related to the topic: - Farewell. - Pilgrimage. - Sickness. - Burial. - Conflict resolution. - Democracy. Citizen.	• Sermon prophet last speech and guide learner to note down points. • Outline the content of the Prophet's last speech. • Give the lessons learnt from the last message. • Give the roles and responsibilities in Uganda.	
• Describes the sickness and death of the prophet.		• Lessons learnt from Prophet Muhammad's life. - Conflict resolution. - Establishment of a democratic Islamic state. - Need for democracy. - As a leader - Role of citizens in democracy. - Purposes of elections. - Types of elections. - Trustworthy. - Kindness. Patience, etc.	• Let learners use their experience to explain the sickness, death and burial of the Prophet. • Guide learners to demonstrate how one can resolve a conflict without fighting. • Let learners demonstrate the quality of being trustworthy and patient. • Summarize their demonstrations.	• Textbooks • Markers. • Constitution of Uganda. • A chart showing the blind, the aged and the lame being helped to vote.

Suggested Competences for Assessment

- Outlining the content of the Prophet's last speech.
- Explaining the lessons learnt from the speech.
- Describing the sickness and death of Prophet Muhammad.
- Outlining the lessons learnt from Prophet Muhammad's life.

THEME 1: READING FROM THE QUR'AN

Topic 1: Surah Al-Alaq (Chapter 96)

General Background

This topic introduces chapter 96 of the Holy Qur'an. This Chapter talks about the first revelation that Allah revealed to Prophet Muhammad (PBUH). It explains the importance of seeking for knowledge as it talks about the stages of creation of man.

Methodology

- Recitation.
- Rote method.
- Discussion.
- Demonstration.

Life skills and values

- Appreciation.
- Problem-solving.
- Perseverance.
- Confidence.

Learning Outcomes

The learner is able to appreciate the message contained in the Surah, adopts and practices values advanced therein and demonstrates life skills for living a humble but successful life.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Recites of the Surah.	The learner: • Reads, pronounces and writes vocabularies from the Surah - Al-Alaq. - Proclaim. - Cherisher. - Creator. Bountiful.	• Surah Al-Alag verses 1- 8 Meaning of the Surah: - Read in the name of your lord. He who created, - He created man from a clot of blood. - Read and your Lord is most Beautiful. - He taught (the use of pens) - He taught man what he did not know surely, man transgresses (the boundaries of Allah) - He looks upon him self as self sufficient. Surely, to your lord you are yet to return.	Interpreting the meaning of the Surah. Writes the interpretation of the Surah	• Learner textbook • The Qur'an
• Explain lessons learnt from the Surah.	• Mentions lessons leant from the Surah.	• Lessons learnt from the Surah.		

Suggested Competences for Assessment

- Reciting the Surah Al-Alaq.
- Explaining the meaning of the Surah Alaq.
- Reading new vocabularies from the Surah.

THEME 2: HADITH (TRADITIONS OF THE PROPHET) PBUH

Topic 2: Tarawiih and Idd Prayer

General Background:
This topic presents two important kinds of prayers i.e. Tarawiih and Idd prayers. The topic gives a clear view of what Prophet Muhammad (PBUH) said about the two prayers and encourages learners to carry on with the message contained in the Hadiths.

Methodology
- Discussion.
- Demonstration.
- Brainstorming.
- Question and answer.

Life Skills and Indicators
- Creativity.
- Problem-solving.
- Relationship with others.
- Sharing.

Learning Outcomes
The learner is able to appreciate the Prophet's traditions and practices the message contained therein, adopt values and demonstrate skills for promoting unity and build a God-fearing society.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Narrates a prophetic tradition concerning Tarawiid prayers. • Narrates a prophetic tradition concerning Idd prayers.	The learner: Pronounces, spells, writes, reads and correctly uses the following words related to the topic: - Offer. - Optional. - Previous. Night prayer.	• Two prophetic traditions concerning Tarawiid and Idd prayer. **Hadith I** The prophet said: Whoever offers optional prayers (e.g. Tarawiih prayers) throughout each night of Ramadhan believing in Allah will have his previous sins forgiven. **Hadith 2** • Lady Aisha reported: The night prayer of each prophet used to be 13 (thirteen) rak'at.	• Narrate one prophetic traditions concerning Tarawiih. Prayers. • Talk about their experiences related to Tarawiih prayer. • Tell the message derived from the Hadith. • Display a chart of people performing prayer. • Narrate one prophetic tradition concerning Idd prayers. • Discuss with learners about their experiences about Idd prayers. • Brainstorm with learners the message contained in the Hadith. • Display a chart with people after Idd prayer and are in a jovial mood.	• Learners' textbook • Charts.

THEME 3: TAWHIID (FAITH)

Topic 3: Sin

General Background
The concept of sin is central in the teaching of Islam. It refers to an individual's rejection of any of Allah's. Recognition of this concept helps an individual to repent and therefore turn into a good, faithful person whereas denial of existence commandments of sin and how it comes about leads to doom.

This topic will help learners to identify the categories of sin and its consequences. Learners, therefore, will be able to adopt values that will help them to avoid sinning.

Methodology
- Demonstration.
- Discussion.
- Picture description.

Life Skills and Values
- Problem-solving.
- Appreciation.
- Trustworthy.
- Patience.
- Respect.
- Self -esteem.

Learning Outcome
The learner is able to know, appreciate and respect both God made laws and man-made laws.

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Defines sin.	The learner: • Reads, spells, writes, pronounces and uses the following words related to the topic correctly. - Sin. - Alcohol. - Smoking. - Cheating. - Corruption. - Man slaughter, etc. • Writes simple statements describing sinful situations. • Tells ways of overcoming sinful situations. • Writes short stories about sinful situations.	• Definition of sin. - To perform an act which was forbidden by Allah. • Examples of sin - Alcohol. - Smoking. - Robbery, stealing, cheating - Corruption. - Man slaughter - Backbiting, etc. - Election malpractices/offence. - Homosexuality. Masturbation.	• Guide learners into a discussion on why sinning is bad. • Explain how various punishments for sin are administered. • Identify various punishments for different sins. • Draw various situations of punishments. • Demonstrate some punishment. for sinning.	• Learner's textbook. • Textbooks • Newspapers. • Charts showing punishments.
• Describes why sinning is bad.	• Writes short stories about sinning. • Tells various punishments for sinning.	• Why is sinning bad? - Because it was forbidden by God (ALLAH). - Hurt other people in the society.		

Topic competence	Language Competence	Content	Suggested activities	Resources
	• Writes short stories about various punishments. • Write sinful situations.	• **Various punishments for sinning** - Hell. - Prison. - Canning. - Chopping off the hand. - Stoning to death, etc.		

Suggested Competences for Assessment

- Describing the meaning of sinning.
- Identifying various sin situations.
- Explaining various punishments for sinning.
- Explaining ways how they can avoid involvement in sinful situations.
- Describing ways of avoiding corruption in society.

THEME 4: FIQH (PRACTICE)

Topic 4: Zakat

General Background

Zakat is an Arabic word meaning to increase, to purify or to bless. It is the Fourth Pillar of Islam. It is a special portion a rich Muslim pays from his/her property for distribution to specific categories of people at specific times.

Knowledge about this topic will help learners to develop life skills for proper socialization and hence grow up as good citizens in their societies.

Methodology

- Story telling.
- Discussion.
- Demonstration.

Life Skills and Values

- Empathy
- Appreciation

Learning Outcome

The learner is able to know and understand the importance of Zakah and show a will to pay Zakah as he/she grows up.

Topic competence	Language Competence	Content	Suggested activities	Resources
The learner: • Defines Zakat.	The learner: • Pronounces, spells, writes, reads and uses words as given in the topic e.g. Zakah, Nasab, mechadise etc.	• Definition of Zakah - Is a portion a rich Muslim pays from his or her property for distribution to specific people at specific times.	• Describe how Zakah is performed.	• Learner's textbook.
	• Explains in simple words the meaning of Zakah.	• Importance of Zakat: - Purifies the person from selfishness. - Zakah purifies the wealth and blessing to the payer. - Zakah payer gets rewards from Allah. Paying Zakah protects a person from Allah's punishment.	• Describe how Zakah is performed. • Explain what Zakah is. • Identify the importance of paying Zakah. • Demonstrate how Zakah is performed.	• Learners textbook.

Topic competence	Language Competence	Content	Suggested activities	Resources
• Identifies items on which Zakah is paid.	• Tells names of items on which Zakah is paid. • Reads vocabularies related to the topic. - Merchandise. - Animals. - Minerals. - Gold. - Silver.	• Items on which Zakah is paid: - Crops. - Merchandise. - Animals (domestic). - Fruits. - Minerals. Gold and silver, etc.	• Drawing different items on which Zakat is paid. • Mentioning items on which Zakah is paid. Describing items on which Zakah is paid.	• Learners textbook.

Suggested Competences for Assessment

- Describing items on which Zakah is paid.
- Identifying items on which Zakah is paid.
- Explaining the importance of paying Zakah.

THEME 5: HISTORY OF ISLAM

Topic 5: Miracles of Prophet Muhammad (PBUH)

General Background:

As a prophet, Muhammad (PBUH) performed various miracles. These were intended to prove his prophecy. The greatest miracle the Prophet performed was the “Qur’an”; he brought it in existence while he was illiterate.

The topic, therefore, explores miracles that were performed by Prophet Muhammad (PBUH). This will help learners to appreciate the teachings of Islam given the nature of the miracles performed.

Methodology

- Story telling.
- Discussion.
- Question and answer.
- Guided discovery.

Life Skills and Values

- Appreciation.
- Kindness.
- Helpless.
- Sympathy.

Learning Outcomes

The learner is able to gain in the issues that helped Prophet Muhammad (PBUH) to succeed in his mission and demonstrates life skill for upholding Islamic virtues.

Subject Competences	Language Competences	Content	Suggested Instructional Strategies	Resources
The learner: • Defines and describes the nature of Prophet Muhammad' s miracles (PBUH).	The learner: • Pronounces, spells, reads, writes and correctly uses the following words related to the topic: - Miracle. - Miraculous. - Escape. - Pour.	• Meaning of "miracle". • The nature of Prophet Muhammad's miracle (PBUH).	• Invite a resource person to introduce the topic to learners. • Let learners brainstorm on the meaning of "miracle". • Guide learners to differentiate between a "miracle" and a "wonder". Tell learners the nature of Prophet Muhammad's miracles (PBUH).	• Charts • Text books
		• Prophets miracles - The Qur'an. - Isra and miraj. - His escape during migration. - The dust he threw during the battle of Badr. - The story of Tha'alaba. • Importance of the miracles.	• Guide learners to identify miracle that were performed by Prophet Muhammad (PBUH). • Let learner narrate stories of concerning Prophet Muhammad's miracles (PBUH). • Task learners to individually list the usefulness of the knowledge of the Prophet's miracles. • Guide learners to identify relevant answers. • Guide learners to do note making.	•

Suggested Competence for Assessment

- Telling the meaning of “miracle”.
- Listing five of the miracles of Prophet Muhammad (PBUH).
- Explaining the importance of knowledge of Prophet Muhammad’s miracles.
- Differentiating between a “miracle” and “wonder”.
- Telling a story explaining one of Prophet Muhammad’s “miracles”.

Social Studies

TERM I

THEME: LIVING TOGETHER IN UGANDA

TOPIC 1: Location of Uganda on the Map of East Africa

General Background to the Topic

A learner needs to know the name of his/her country, its location and size. He/she is expected to locate his/her country in relation to the neighbouring countries. He/she must also learn how to use a compass, lines of latitudes and longitudes to locate his/her country.

The teacher should help a learner to know the elements of a map and their importance. He/she should also know the number of districts that make up Uganda.

Learning Outcome

The learner is able to demonstrate an understanding and use of map reading skills to interpret information about one's immediate and distant environment and the interactions of human and other factors.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Effective communication	• Appreciation
• Creative thinking	• Cooperation
• Recording	• Sharing
• Observation	
• Interpretation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the districts that form Uganda.	The learner: Spells, reads, and writes words, structures and	• Revision of the districts that form Uganda.	• Identifying different districts of Uganda.

Subject Competences	Language Competences	Content	Suggested Activities
	sentences connected to the location of Uganda on the map of East Africa. The new words are cardinal, semi- cardinal, and points.	• Revision of the cardinal and semi cardinal points for identification of neighbouring countries.	• Identifying neighbouring countries using cardinal and semi-cardinal points.
• Locates Uganda on the map of East Africa.	Spells, reads and writes words, structures and sentences connected to the location of Uganda on the map of East Africa. The new words are latitudes and longitudes.	• Lines of latitude These are imaginary lines running from the West to the East of the globe. • Lines of longitude These are imaginary lines running from the North Pole to the South Pole of the globe.	• Drawing the map of Uganda showing major lines of latitude and longitude. • Identifying latitudes and longitudes that go through Uganda using the atlas. • Locating Uganda on the map of East Africa using compass directions.
• Identifies Uganda's neighbours.	Spells, reads and writes words, structures and sentences connected to identifying Uganda's neighbours. The words are: directions and neighbours.	• Kenya • Tanzania • South Sudan • Democratic Republic of Congo • Rwanda	• Mentioning countries that share boundaries with Uganda. • Identifying compass directions of Uganda's neighbours. • Modeling the map of Uganda with her neighbours using clay and seeds. • Tracing the map of Uganda on hard cards and cut it out for learners.

Subject Competences	Language Competences	Content	Suggested Activities
• Describes elements of a map.	Pronounces, reads and writes words, structures and sentences related to elements of a map. The word is elements.	• Key • Scale • Compass direction • Title • Frame	• Measuring distances between different places on the map of Uganda using a ruler and record the results. • Reading any map of Uganda from the atlas, using the key to interpret the symbols.

Suggested Competence for Assessment

- Draw a map of Uganda showing the neighbouring countries.
- Which country is found in the South West of Uganda?
- List three major features of a map.

TOPIC 2: Physical Features in Uganda

General Background to the Topic

The learner is expected to explain what physical features are as well as name and locate major physical features in Uganda. He/she should discuss the formation of different types of physical features.

The learner should be:

- given the opportunity to examine any physical feature in his/her environment.
- guided to explain how different types of physical features influence people's lives and other living things.
- guided to develop the skills of caring for physical features.

Learning outcome

The learner is able to explore, understand and appreciate the value of one's immediate and distant environment for better health and harmonious living.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Description	• Caring
• Inquiry	• Appreciation
• Drawing	• Sharing
• Recording	• Cooperation
• Observation	
• Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies different physical features of Uganda.	Pronounces, reads, spells and writes words, structures related to different types of physical features. The new words are physical features and rift valley. A rift valley is a deep and wide valley that stretches for a long distance.	• Physical features of Uganda	• Locating main physical features on the map of Uganda. • Drawing the map of Uganda showing location of different physical features. • Visiting some of the different physical features in their local environment. Recording what they have observed.
• Explains how different physical features were formed.	Pronounces, reads, spells and writes words and sentences related to the formation of different physical features. The new words are volcanicity, faulting, folding, warping and depression.	• Formation of different physical features.	• Explaining the concept on formation of various physical features. • Demonstrating how these physical features are formed. • Drawing diagrams showing different formations of physical features.

Subject Competences	Language Competences	Content	Suggested Activities
• Explains the influence of different physical features on climate.	Pronounces, reads, spells and writes words, structures and sentences related to the influence of physical features on climate. The new words are temperature and rain formation.	• Influence of physical features on climate.	• Explaining the concept of physical features and their influence on climate.
• Explains the influence of different physical features on living things.	Reads, spells and writes words, structures and sentences related to the influence of different physical features on living things. The new words are living things and human activities.	• Influence of physical features on: - Vegetation. - animals and birds. - human beings.	• Identifying different ways in which physical features affect vegetation, animals, birds and people.
• Identifies the importance of different types of physical features.	Spells, reads and writes words, structures and sentences connected to different types of physical features. The new words are boundaries, settlement, tourist attraction and provision of shelter.	• Importance of different types of physical features: • Mountains and highlands. • Plateau. • Lakes and rivers. • Rift valley.	• Discussing the importance of mountains and highlands. • Listing activities that are carried out on a plateau. • Visiting different physical features in the local environment. • Naming and identifying different types of fish found in these lakes and rivers. • Locating the rift valley on the map of Uganda. (From upper Lake Albert to Kisoro).

Topic competence	Language Competence	Content	Suggested activities
			• Drawing the map of Uganda showing major physical features.
• Identifies problems associated with different types of physical features.	Reads, spells and writes words, structures and sentences connected to problems associated with different types of physical features. The new words are associated, keep dangerous animals.	• Problems associated with different types of physical features: - Mountains and highlands. - Plateau. - Lakes and rivers. - Rift valley.	• Visiting some of the physical features in their locality and identifying some problems they cause. • Writing four problems that are caused by physical features. • Identifying water borne diseases • Recording their findings. • Identifying problems brought about by lakes and rivers.
• Analyses possible solutions to problems caused by physical features.	Pronounces, spells, reads and writes words, structures and sentences related to solutions to problems caused by physical features to human activities. The new words are: sensitizing and educating people on how to solve problems associated with physical features.	• Mountains and highlands. • Lakes and rivers.	• Identifying activities done by females and males on different physical features.

Suggested Competences for Assessment

- Mention two reasons why mountains and highlands are important to Ugandans.
- Name any mountain in Uganda formed by volcanic action.
- State two ways in which lakes and rivers can cause problems to people.
- Give two ways in which females and males can protect lakes and rivers.

TOPIC 3: Climate of Uganda

General Background to the Topic

The learner should explain what climate is and locate the major climatic regions of Uganda on the map. He/she should discuss how climate influences human activities. The learner should also be able to identify the different problems associated with climate and list possible solutions to these problems.

Learning Outcome

The learner is able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observing	• Appreciation
• Inquiry	• Co-operation
• Drawing	• Sharing
• Critical thinking	• Caring
• Effective communication	
• Describing	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: Identifies and describes the major climatic regions of Uganda.	Spells, reads and writes words, structures and sentences related to climatic regions of Uganda. The new word is climate.	• Climate. • Climatic regions: - Hot regions. - Wet regions. Dry regions.	• Stating meaning of climate. • Locating major climatic regions on the map of Uganda. Tracing the map of Uganda and showing the major climatic regions.

Subject Competences	Language Competences	Content	Suggested Activities
• Describes how physical features influence climate conditions.	Reads, pronounces and writes words and sentences related to how physical features influence climate. The new words are influence and conditions.	• Influence of physical features on climate: - Highlands: relief rainfall. - Water bodies: conventional rainfall. - Plains: wet and dry climate.	• Locating physical features and their influence on climatic conditions. • In groups draw maps of Uganda showing the different physical features with their climatic conditions.
• Explains how climate influences human activities.	Reads, pronounces and writes words and sentences related to how climate influences human activities. The new words are influences and human activities.	• How climate influences human activities - Wet climate. - Dry climate.	• Locating wet areas on the map of Uganda. • Naming different crops grown in dry and wet climatic conditions. • Locating the dry areas where animals are reared. • Drawing the map of Uganda showing major agricultural and major cattle keeping areas.
• Identifies the problems associated with wet and warm areas to living things and possible solutions.	Reads, spells, pronounces and writes words, structures and sentences related to problems associated with wet and warm areas to living things. The new words are: vectors, problems and solutions.	• Problems associated with wet and warm areas to living things. • Possible solutions.	• Identifying the different pests, viruses and vectors that cause diseases to plants and animals. • Discussing two methods which are used to destroy animal and plant pests.

Suggested Competences for Assessment

- Name two problems faced by people in dry areas.
- Which two human activities are carried out in wet areas of Uganda?
- Write two activities people should do to maintain good climatic conditions.

TOPIC 4: Vegetation in Uganda

General Background to the Topic

In Primary Four, the learner was introduced to different types of vegetation in his/her district. He/she visited various types of vegetation in his/her environment and saw the way people and other living things benefit from it. The learner was encouraged to acquire skills of caring and preserving the vegetation for future use.

In Primary Five, the learner is expected to exercise his/her knowledge and skills of conserving the vegetation. In addition, the learner will understand factors that influence vegetation distribution in Uganda, its relationship with population distribution and how it meets people's demands for food and settlement.

Learning Outcome

The learner is able to show, understand and appreciate the importance and value of vegetation for better living.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Description	• Caring
• Drawing	• Appreciation
• Observation	
• Critical thinking	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies different types of vegetation	Pronounces, reads, spells and writes words, structures and sentences	• Vegetation is the general plant cover of an area.	• Studying the vegetation map of Uganda in your atlas and identifying the

Subject Competences	Language Competences	Content	Suggested Activities
	related to different types of vegetation. The new word is vegetation.	• Different types of vegetation - Natural vegetation. - Planted vegetation. Examples of natural vegetation - forests. - swamps. - shrubs. - grass. Examples of planted vegetation - forests. - grass. - flowers. - crops.	different types of vegetation.
• Identifies factors that influence vegetation distribution .	Pronounces, reads, spells and writes words, structures and sentences that are related to the factors that influence vegetation distribution. The new phrase is vegetation distribution.	• Factors that influence vegetation distribution - Rainfall. - Fertile soils. - Distance from the sea (altitude). - Land forms (mountains, plateau and valleys).	• Drawing the map of Uganda showing areas with different rainfall patterns and resultant vegetation.
• Explains different ways vegetation influences human activities.	Reads, pronounces, spells and writes words, structures and sentences that are related to different ways vegetation influences human activities	• Different ways vegetation influences human activities: - Savannah grassland. - Rain forests. - Mountain vegetation. - Swamp vegetation.	• Visiting any vegetation around the school: - Observe and record human activities which are carried out in that vegetation. • Suggesting any other activity that can be carried out in that area.

Subject Competences	Language Competences	Content	Suggested Activities
	influences human activities. The new words are savannah and rain forests.		
• Demonstrates correct ways of conserving vegetation.	Spells, pronounces, reads and writes words and sentences related to the use and conservation of vegetation. The new word is conserve.	• Uses of vegetation. • Ways of conserving vegetation.	• Visiting a nearby farm: - Observing and recording. - Listing human activities that conserve the vegetation. • Planting trees, grass and flowers in the school compound. Making footpaths and hedges to protect trees and grass in the school compound.
• Discusses human activities that affect vegetation.	Spells, pronounces, reads, and writes words, structures and sentences related to human activities that affect vegetation. The new words are pollution and dumping.	• Human activities that negatively affect vegetation.	• Visiting any possible site where the vegetation has been destroyed. • Planting trees, grasses and flowers in the school compound.
• Identifies the relationship between vegetation and population distribution.	Spells, pronounces, reads and writes words, structures and sentences related to the relationship between vegetation and population distribution. The new words are relationship and population distribution.	• Relationship between vegetation and population distribution.	• Locating areas near the school where there are many people and where there are few people. • Finding out what kind of vegetation is growing there.

Suggested Competences for Assessment

- Write any two activities you do at school or your home to look after vegetation.
- Mention two uses of trees in Uganda.
- List four types of vegetation.

TOPIC 5: Natural Resources in Uganda

General Background to the Topic

This topic introduces the learner to the natural resources in Uganda. It leads him/her to know the different types of natural resources and their location on the map of Uganda.

The learner will also learn about their value, uses and how they contribute to the economic growth. He/she will also identify problems associated with their development as well as possible ways of solving them.

Learning Outcome

The learner is able to know the natural resources in their immediate and distant environment, how people use them to earn a living and analyse bad practices that destroy natural resources.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
• Observation	• Appreciation
• Interpretation	• Sharing
• Recording	• Caring

Topic competence	Language Competence	Content	Suggested activities
The learner: • Explains what natural resources are. • Identifies different types of natural resources in Uganda.	Spells, pronounces, reads, and writes words, structures and sentences related to types of natural resources in Uganda. The new words are natural and resources.	• The concept of natural resources. • Different types of natural resources in Uganda.	• Locating the different types of natural resources in Uganda using the map of Uganda. • Tracing the map of Uganda and showing the major natural resources.
• Locating different natural resources in Uganda.	Pronounces, spells, reads and writes words, structures and sentences related to location of different natural resources in Uganda. The new words are: natural resources and minerals.	• Location of different natural resources on the map of Uganda Water: Lakes, rivers and springs. • People: Total population – men and women. • Animals: Domestic and wild. • Vegetation: Grasslands and swamps. • Climate: Sunshine and wind.	• Tracing a map of Uganda and locating the major natural resources.
• Discusses the importance of natural resources.	Spells, pronounces, reads and writes words, structures and sentences related to the importance of natural resources. The new words are: importance, products and generation of electricity.	• Importance of natural resources - Land. - Minerals. - Water. - Climate. - People. - Animals. - Plants.	• Visiting the nearest resource and finding out how it is utilized (forest, swamp, water source and mine). • Discussing how resources are used. • Discussing with any resource persons to talk to learners. about the natural resources.

Topic competence	Language Competence	Content	Suggested activities
• Identifies problems associated with the development of various natural resources.	Reads, spells, pronounces and writes words, structures and sentences connected to development of various natural resources. The new words are: development, associated and smuggling.	• Problems associated with development of various natural resources.	• Discussing problems associated with developing of various natural resources. • Debating how people misuse natural resources.
• Discusses ways of caring for natural resources.	Spells, pronounces, reads, and writes words, structures and sentences connected to ways of caring for natural resources. The new words are proper land use.	• Care for natural resources: - Proper land use. - Careful development of minerals. - Avoid pollution. - Proper health care, nutrition, education and government. - Conservation.	• Cleaning water sources. • Planting trees. • Listening to resource persons (Forest Officer). • Visiting a nearby natural resource and recording what you have seen.

Suggested Competences for Assessment

- Give three different uses of each of the following natural resources:
  (a) Lakes, rivers and streams.
  (b) Wildlife.
  (c) Minerals.
  (d) Land.
- Mention any two uses of minerals to Uganda.
- Give two reasons why lakes should not be polluted.

TERM II

TOPIC 6: The People of Pre-Colonial Uganda

General Background to the Topic

In Primary Four, the learner learnt about the people in his/her district and how they use both the physical and social environment to earn a better living.

In Primary Five, the learner should know the major ethnic groups of people, their origins and settlement in Uganda. He/she should also know the social and political organisation of these ethnic groups. Since every human being struggles to have improved living, the learner should also study the economic organisation of the pre-colonial societies in Uganda, the food and cash crops which were grown by those different ethnic groups.

Learning Outcomes

The learner is able to promote and practice desirable knowledge and values in the society and show respect for his/her culture and those of other people; demonstrate an understanding of and use map reading skills to interpret information.

Skills and Values/attitudes to be developed

• **Skills**	• **Values/attitudes**
• Effective communication	• Appreciation
• Self-awareness	• Cooperation
• Friendship formation	• Respect
	• Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the different ethnic groups of Uganda.	Pronounces, writes, spells and names the words related to the ethnic groups of Uganda.	• The concept of ethnic. • Major ethnic groups of Uganda: - Bantu. - Luo.	• Locating the areas occupied by the different ethnic groups in Uganda using the map of Uganda. • Identifying learners in class who

Subject Competences	Language Competences	Content	Suggested Activities
		- Nilo-Hamites. - Hamites.	represent various ethnic groups.
Locates the origin of the different ethnic groups.	Reads, pronounces, spells, and writes structures and sentences related to the origin of different ethnic groups.	• Different places of origin of the Bantu – Central West Africa. Luo - Bahr El Gazel (South Sudan). Nilo-Hamites – (Ethiopia). Hamites – North East Africa.	• Drawing the map of Uganda showing routes of ethnic groups. • Telling some of their legends they know from their ethnic groups.
• Explains the concept of "immigration". • Reasons for internal migrations.	Reads, pronounces, spells, and writes structures and sentences related to the causes of immigration into Uganda. The new words are migration, immigration and scarcity	• The concept of immigration. • Causes of immigration and migration: - Scarcity of water and pasture for their animals. • Scarcity of land and internal conflicts.	• Mentioning what immigration is. • Explaining the causes of immigration by different ethnic groups into Uganda.
• Discusses the settlement patterns of the various ethnic groups in Uganda.	Pronounces, spells, writes and reads words, sentences and structures related to the settlement patterns of the ethnic people. The new words are agriculturalists and cattle keepers.	• Factors affecting settlement patterns: - Land, vegetation, climate, soils and water. • Areas of settlement: - Agriculturalists (Bantu) settled around lakes, rivers and mountains. • Lakes (Victoria, Kyoga, Albert and George)	• Identifying factors that influenced the pattern of settlement of ethnic groups. • Retelling the stories of origin of ethnic groups after inquiring from parents.

Topic competence	Language Competence	Content	Suggested activities
		- Mountains (Rwenzori, Elgon and Mufumbira) where soils are suitable for agriculture. - Pastoralists settled in grassland areas of the West, North and North East.	
• Identifies the different political organisations of the ethnic groups.	Reads, spells, pronounces and writes words, sentences and structures related to the political organisation of the ethnic groups. The new words are political, organisation and centralized administration.	• Political organisation of the ethnic group. - Centralized administration - kingdoms (kings, were leaders). - Clan leadership (chiefs or clan elders). - Warriors as leaders. - Wisemen as leaders. Roles of leaders of different ethnic groups.	• Identifying different traditional rulers in various parts in Uganda.
• Explains the social organisation of ethnic groups. • Identifies various social values.	Pronounces, reads, speaks and writes words, sentences and structures related to the social organisation of ethnic groups. The new words are: language, totems, values and clans.	• Ethnic groups have their identities - Language. - Names. - Customs. - Clans – totems as a symbol. - Values. - Games – Mweso, wrestling. • Values – meaning of values: Types of values: personal, family, community values - God fearing, respect, cleanliness, honest, helpful,	• Discussing their family identities. • Stating the meaning of clan names. • Discussing with parents the areas of their ancestral location. Then report to the class. • Listing names of clan totems. Practicing social norms of ethnic groups (marriage, naming of children, enthroning cultural leaders, initiation to adulthood,

Topic competence	Language Competence	Content	Suggested activities
• Explains the importance of social norms.		law abiding, trust, value for work. • Importance of social norms. • Relationships: - Meaning of relationships – how people interact with each other. Types of relationships: blood, peer, social and marriage relationships.	responsible childhood and adulthood).
• Identifies how the ethnic groups developed economic organisations.	Reads, spells, writes and pronounces words, structures and sentences related to the economic organisation of the ethnic group. The new words are: exchange, bartering and crafts.	• Development of economic organizations. - Produced things they needed to use in their daily lives. - Trade developed on craft materials, salt, and keeping domestic animals. - Exchange of goods for goods or services for services (bartering) bark cloth, salt. - Metal tools (hoes, spears and shields). - Animals like cattle, goats and sheep. Grain food (millet and sorghum).	• Explaining how things are exchanged today.

Suggested Competences for Assessment

- Draw the map of Uganda in your exercise books showing the location of ethnic groups.
- List different ethnic groups in Uganda.
- Mention five goods which are given to girls' families during marriage ceremonies.
- List five roles and responsibilities of traditional rules in Uganda.

TOPIC 7: Foreign Influence in Uganda

General Background to the Topic

In the last topic, the learner identified the different ethnic groups and how they migrated into Uganda. In this topic, the learner will cover why the foreigners came to Uganda, their contribution and influence.

The Arab traders from Asia were the first to come to Uganda. They came with guns, cloth, carpets, cowrie shells, beads and other goods which were exchanged for slaves, ivory, gold, salt and animal skins. Later, came the Europeans who were explorers, Christian Missionaries and colonial administrators. These influenced the social, economic and political life of Ugandans.

Learning Outcomes

The learner is able to understand the importance of the interdependence among people and nations and demonstrate an understanding of and use of map reading skills to collect information.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communicatio	- Appreciation
- Creative thinking	- Co-operation
- Observation	- Respect
	- Love
	- Tolerance

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the origin of different foreigners who came into Uganda.	Spells, reads, pronounces and writes words, sentences and structures related to foreign influence in Uganda.	• The concept of foreigners. • Places of origin:	• Locating the following places on the map of East Africa (Indian Ocean, Lake Victoria, River Nile, Mombasa, Dar-es-Salaam, Zanzibar, Pemba and Bagamayo.

<table>
<tr><th>Subject Competences</th><th>Language Competences</th><th>Content</th><th>Suggested Activities</th></tr>
<tr><td></td><td>The new words are foreigners, influence, natives and contribution.</td><td><table><tr><th>Places of origin</th><th>People</th></tr><tr><td>Asia</td><td>Arabs and Indian traders.</td></tr><tr><td>Europe</td><td>Colonial administrators, Christian missionaries, explorers, traders.</td></tr><tr><td>Coastal areas</td><td>Coastal traders.</td></tr></table></td><td>• Identifying other important places.</td></tr>
<tr><td>• Explains the reasons why foreigners came into Uganda.</td><td>Pronounces, reads, spells, and writes words and uses them in structures related to foreign influence in Uganda.
The new words are trading, missionaries, administrators, explorers, raw materials and imported goods.</td><td>• Reasons why foreigners came to Uganda.</td><td>• Identifying products which were brought into Uganda by foreigners.</td></tr>
<tr><td>• Explains the influence of foreigners and contribution to Ugandans.</td><td>Pronounces, reads, spells, and writes words, sentences and structures related to the influence of foreigners on Ugandans.
The new words are: daggers, cowrie shells, beads, cloth, guns, and barter trade.</td><td>• Foreign influence and contributions.
• Change of lifestyles (building, food, leadership).</td><td>• Discussing four ways foreigners affected Ugandans.</td></tr>
</table>

Suggested competences for assessment

Ask learners to:

- List the groups of foreigners that came to Uganda.
- Name three good things foreigners brought to Uganda.

- Identify two places in your district which were started by foreigners (school, hospital, farm, etc.).
  (i) Find out in which year it started.
  (ii) The people who started it.
  (iii) Who is responsible for it today?

TOPIC 8: How Uganda Became a Nation

General Background to the Topic

In the last topic, you covered how foreigners came into Uganda, with their culture, systems of leadership and ways of trade. These led to bringing together of many kingdoms and other areas to form one country. This country is Uganda.

The learner should explain how Uganda came to be one nation under the British rule. The learner will be exposed to various agreements (Buganda, Toro, Ankole and Bunyoro) and even how the British extended their rule to the rest of the nation. The learner will be introduced to the influence of British rule on Uganda.

Learning Outcome

The learner is able to explore, understand and appreciate the value of Uganda as a nation.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Describing	- Appreciation
- Inquiry	- Sharing
- Drawing	- Co-operation
- Observation	- Respect
- Creative thinking	- Love
- Effective communication	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Explains what a nation means. • Explains how Uganda was made a nation. • Analyses how Uganda signed agreements with Britain	Spells, reads, pronounces and writes words, sentences and structures related to Uganda becoming a nation. The new words are: nation, boundaries, agreement, partitioning, colonial powers and establishment. Meaning of a nation.	• The concept of a nation. • How Uganda became a nation.	• Explaining what a nation means. • Identifying key treaties between the British and kings in Uganda. • Discussing areas apart from kingdoms that came under British in Uganda.
• Analyses the influence of British rule on Uganda.	• Spells, reads, pronounces and writes words, sentences and structures related in this topic.	• The influence of British rule on Uganda as a nation.	• Drawing a map of Uganda showing colonial districts and regions. • Identifying five schools and hospitals which were started by Europeans.
• Describes the administrative systems that existed during the British rule in Uganda.	• Spells, reads, pronounces and writes words related to British administrative systems. • The new words are: protectorate, chiefdom, direct	• The administrative systems Uganda had as a Protectorate. • The laws in place were British laws.	• Showing how people were ruled through; *(i)* direct rule. *(ii)* indirect rule. • Role playing.

Topic competence	Language Competence	Content	Suggested activities
• Explains the positive and negative effects of colonial rule in Uganda.	• Spells, reads, pronounces and writes words, structures and sentences related to effects of British colonial rule. • The new words are: development, formal trading, sectarianism, exploit, imprisonment and taxation.	- Effects of the colonial rule in Uganda. *(i)* Economic - Positive. - Negative. *(ii)* Social - Positive. - Negative. *(iii)* Political - Positive. Negative.	• Explaining the political, economic and social effects of British rule in Uganda. • Discussing how Africans reacted towards British rule in Uganda.

Suggested Competences for Assessment

- Treaties led to nation as a nation and how the British extended their rule to the rest of Uganda.
- State three ways in which colonial rule changed the life of Ugandans.
- Mention three ways in which African traditional culture was weakened by Britain.
- Explain five new things which were introduced by the British Government in Uganda.

TOPIC 9: The Road to Independence

General Background to the Topic

From the previous topic, the learner is aware that Uganda during the colonial administration experienced many political, social and economic changes. The road to independence was not a smooth move to Ugandans. There were a number of civil strives as Ugandans during that time resisted colonial rule. However, there were a number of good things which were introduced in Uganda and these are cash crops, formal education, Christianity, Islam, better medical services, taxation, laws and regulations.

In this topic, the learner will learn that the system of administration had unique characteristics. The legal system was not favouring the Africans. This forced the formation of the Legislative Council (LEGCO) which had some Africans nominated to represent people in their areas. The Africans who had fought both in the First and Second World Wars came back and joined their brothers and sisters at home to demand and fight for independence.

The Traditional Kings, chiefs and leading personalities played key roles in mobilizing people and forming the first political parties to struggle for independence.

Learning Outcomes

The learner is able to:

- Demonstrate knowledge and appreciate the African's collective responsibility in bringing order and social justice.
- Understand the structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one's country.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
- Effective communication	- Appreciation
- Creative thinking	- Tolerance
- Self-awareness	- Co-operation
	- Respect
	- Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Identifies the characteristics of colonial administrative system and its impact.	Pronounces, reads, spells, writes and uses words, structures and sentences related to the characteristics of colonial administrative system and its impact. The new words are taxation, segregation, compulsory labour, political grievances.	• The characteristics of colonial administration.	• Discussing why people hated to pay taxes. • Writing the food crops which were generally grown and the cash crops that were

Subject Competences	Language Competences	Content	Suggested Activities
• Explains why there were reactions to the colonial legal laws.	Reads, pronounces, spells, writes and uses the words, structures and sentences related to the colonial legal laws. The new words are protest, economic, policy, favour.	• Reactions to the colonial rule.	• Identifying different ways the Africans were mistreated. • Mentioning two ways Africans protested against the colonial rule.
• Identifies the factors that led to the formation of the Legislative Council 'LEGCO'.	Pronounces, reads, spells, writes and uses words, structures and sentences related to the formation of LEGCO. The new word is legislative council.	• Factors that led to the formation of LEGCO.	• Discussing how LEGCO and other associations helped in the struggle for independence.
• Discusses how the World Wars I and II helped in the struggle for independence.	Reads, pronounces, spells, writes and uses words, structures and sentences related to leaders who led the struggle for national independence and formation of political parties. The new words are race and independence.	• Struggles for independence - World War I. - World War II.	• Explaining the ways how World War I & II helped in the struggle for independence.
• Identifies groups and individuals that led the struggle for national independence.	Reads, pronounces, spells, writes and uses words, structures and sentences related to how World Wars I and II helped in the struggle for independence of Uganda. The new words are traditional leaders, struggle and national independence.	• Traditional leaders, e.g. - Kabaka Mutesa II. • Political leaders - Musaazi. - Ben Kiwanuka. - Milton Obote.	• Discussing why political parties were formed. • Listing the formed political parties and their leaders.

Suggested Competences for Assessment

1. Write down two reasons why Africans struggled for national independence.
2. Write down any two parties that joined the Democratic Party (DP) in the 1961 elections.

TERM III

TOPIC 10: Uganda as an Independent Nation

General Background to the Topic

In the previous topic, the learner covered the road to independence, the people who struggled for independence, the formation of the Legislative Council (LEGCO) and the first political parties. These events led to an independent Uganda.

The learner should explain what independence means, when Uganda got her independence, and be able to mention the symbols of the nation and their significance. The learner should explain what democracy means.

Learning Outcomes

The learner is able to explore, understand the values of an independent country, the national symbols and appreciate the principles of democracy in Uganda.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Description	- Sharing
- Inquiry	- Love
- Drawing	- Caring
- Critical thinking	- Appreciation
- Effective communication	- Respect
- Analysis	- Sympathy
- Observation	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • Explains what political independence means.	Spells, reads, pronounces and writes words, sentences and structures related to independence.	• The concept of independent Uganda.	• Explaining what independence means. • Discussing good things related to independent nations.

Subject Competences	Language Competences	Content	Suggested Activities
	The new words are political independence.		• Identifying the date when Uganda attained independence.
• Identifies national symbols and explains their significanc e.	Spells, reads, pronounces and writes words and sentences related to symbols of the nation. The new words are symbols, anthem, emblem, coat of arms, constitution and hoisted.	• The symbols of the nation: - The National Flag. - National Anthem. - Coat of Arms. - Emblem. - Language (English). - The Constitution (supreme law). • The significance of the symbols of the nation: - The Constitution (supreme law). - The National Flag. - National Anthem. - Coat of Arms. - Emblem. - Language (English).	• Explain the symbols of the nation. • Discussing the significance of symbols of the nation.
• Explains the meaning of democracy and its importance.	Spells, reads, pronounces and writes words properly. Constructs sentences using key words related to democracy and elections. The new words are challenges, election,	• Democracy - The meaning of democracy. - Importance of democracy. - Functions of democracy. - Challenges of democracy. - Roles of the citizens in practicing democracy.	• Explaining what democracy is. • Discussing and debating the importance and functions of democracy. • Naming the different elections. Role-playing elections.

Subject Competences	Language Competences	Content	Suggested Activities
	citizen, conduct, bad practices.	- Types of elections. - How elections are conducted. - Bad practices during elections: before voting. during voting. after voting. - Electoral commission, electoral officials, electoral materials and their functions. - Respect for democracy and elections.	• Discussing challenges of democracy. • Drawing different election materials. • Suggesting two things people who get the least votes should do after elections. • Role-playing voting exercise. • Discussing importance of electing leaders.

Suggested Competences for Assessment

- Identify the symbols of an independent nation.
- Explain the importance of those symbols of a nation.
- Explain the principles of democracy.

TOPIC 11: The Government of Uganda

General Background to the Topic

In the last topic, the learner learnt how Uganda became an independent nation; its symbols and their significance. The learner was also exposed to democracy and its principles.

In this topic, he/she is going to learn about the government, the three organs of government, the constitution, duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

Learning Outcomes

The learner is able to understand the organs of the government, the constitution and duties of citizens; explain the sources of revenue and expenditure by government and understand the rights and responsibilities of the citizens of Uganda.

Skills and Values/attitudes to be Developed

Skills	Values/attitudes
• Critical thinking	• Respect
• Observation	• Care
• Listening	• Cooperate
	• Love
	• Sharing
	• Sympathy

Topic competence	Language Competence	Content	Suggested activities
The learner: • Identifies the three organs of government.	Spells, reads, pronounces and writes words, sentences and structures related to organs of government. The new words are government, organs of a government, executive, legislature, judiciary.	• The role of a government (the ruling body of a country). • The organs of the government: - Executive (administer and implement decisions and programmes). - Legislature (to make laws which people must observe and respect). - Judiciary (to interpret laws made by the legislature).	• Explaining the role of the government. • Discussing the roles of organs the government and their significance. • Explaining the necessity of the separation of legislature and judiciary.
Explains the meaning of the constitution, its functions and importance.	Spells, reads, pronounces and writes words, sentences and structures related to the constitution. The new words are constitution, function,	• The constitution - Meaning of a constitution. - Functions of a constitution. - Importance of a constitution.	• Explaining the meaning of a constitution. • Discussing the importance of a constitution. • Explaining the relationship

Topic competence	Language Competence	Content	Suggested activities
	relationship.	- Relationship between a constitution and elections.	between the constitution and the elections.
• Explains the duties of the government.	Spells, reads, pronounces and writes words, sentences and structures related to duties of the government. The new words are foreign affairs, budget, sanity, election.	• Duties of the government • Communication: - meaning of communication. - types of communication. - importance of communication. - barriers of communication. • Administration/leadership. • Conduct elections. • Provide social studies. • Making a budget. • Handles foreign affairs and sanity of the nation.	• Explaining the duties of the government.
• Explains the sources of revenue and expenditure by the government.	Spells, reads, pronounces and writes words, sentences and structures related to the sources of revenue and expenditure by the government. The new words are value added tax, donation, tourism, license, loan,	Revenue is income by government □ Taxation - Income Tax - Value Added Tax (VAT) - Property Tax □ Tourism □ Licenses □ Donations and gifts	• Explaining what income is. • Discussing how government earns money.

Topic competence	Language Competence	Content	Suggested activities
	grant, bill, property. - Expenditure is how government uses or spends money.	□ Loans and grants □ Sale of government bills and properties □ Expenditure - salaries and allowances - development programmes - rent - security - social services	• Explaining the ways in which government spends its revenue.
• Explains the rights and responsibilities of citizens of Uganda.	Spells, reads, pronounces and later makes sentences using words related to rights and responsibilities of citizen of a country. The new words are right, responsibility, child labour, security, development.	• Rights What a citizen must have (life, food, shelter, education, cloth, water, medical care and security) • Responsibilities What a citizen should do to contribute to the development of Uganda. • Child Labour Education.	• Explaining the rights of citizens of Uganda. • Explaining the responsibilities of Ugandans. • Discussing causes and ways of child labour and how to stop it.

Suggested Competences for Assessment

- Explain the various organs of a nation and their significance.
- Discuss the importance of a constitution to a nation.
- Draw a chart showing how government gets revenue and spends it.

TOPIC 12: Population, Size and Distribution

General Background to the Topic

The learner has idea of numbers of learners in different classes in the school. This is called population. Every morning there is roll call and the totals are put together, this is a simple census.

In this topic, the learner will learn about the population of Uganda, its growth and the importance of a census in a country. He/she will also learn the size of the population and its settlement patterns or distribution. The high and low population densities have problems to the social, economic and political environments.

The learner therefore needs to equip him/herself with possible solutions to the problem. This topic demands the learner as a member of the young generation to develop positive attitudes of controlling population growth through family planning, and better reproductive health practices.

Learning Outcome

The learner is able to promote and practice desirable values in society and show respect for his/her own and other cultures.

Skills and Values/attitudes to be developed

Skills	Values/attitudes
- Drawing	- Love
- Interpretation of information	- Care
- Critical thinking	- Co-operation
- Observation	- Respect
- Inquiry	- Sharing
- Effective communication	- Sympathy
- Description	- Respect
- Creativity	

Subject Competences	Language Competences	Content	Suggested Activities
Learner: • Explains the importance of a census.	Reads, spells and constructs sentences using words related to the census. The new words are census, population, teenage, teenager.	• Meaning of population and census - Population is the number of people in a given demarcated area, e.g. a nation. - Census is an official count population. In this case the population of Uganda is 41.49 million (2016). - Meaning of teenagers (people between 13-19 years of age). - Figures of teenagers by 2007 is 4,823,600 (13-19 years) • Importance of census: - Know the total number of people - Plan for them (social, political and economic).	• Explaining what population and census means. • Counting the number of learners, teachers and non-teachers in the school (mini- census). • Grouping them by sex and tribes.
• Explains the influence of population growth on communities.	Reads and constructs sentences using words related to the population growth. The new words are: population, growth immigration and better health.	• Meaning of population growth: - The increase of people's numbers in the country. • The factors that influence population growth: - Climate. - Fertility rate of women. - Immigration.	• Explaining what population, size or number means. • Discussing the factors that lead to population increase. • Explaining the dangers of fast population growth.

Subject Competences	Language Competences	Content	Suggested Activities
		- Occupation. - Food. - Better health (reproductive health). - Social services. Security and peace.	Discussing how to control population growth.
• Explains what population distribution means.	Reads, spells, pronounces and writes words related to the topic. Makes sentences using those words.	• Population distribution and reasons. - The spread of people in an area and in this case Uganda. - Some districts have more people than others. - Some places like urban centres have more people than rural areas. - Some places like the plateau have more people than some mountains. - Some climatic areas have more people than others.	• Explaining what population distribution means.
• Discusses problems associated with high and low population density.	Constructs sentences using related words in the topic.	• Meaning of population density. • Meaning of high population. • Meaning of low population density. • Effects of HIV/AIDS on population and economic production.	• Discussing factors that are associated with: - high population density. - low population density. • Discussing how HIV/AIDS affects population. • Social and economic effects of HIV/AIDS on the population.

Topic competence	Language Competence	Content	Suggested activities
		• Problems of high population density. Problems associated with low population density.	
• Discusses the solutions to problems of high and low population density.	Constructs sentences using related words in the topic. The new words are population density, sensitise, export, labour.	• Solutions to high population density	• Ex` the solutions for low population. • Discussing the solution for low population.
• Explains possible ways of controlling population growth.	Constructs sentences that have words related to the topic. The new words are high population, low population and population growth.	• Control of population growth.	• Discussing ways of controlling population growth. • Debating the disadvantage of population growth.

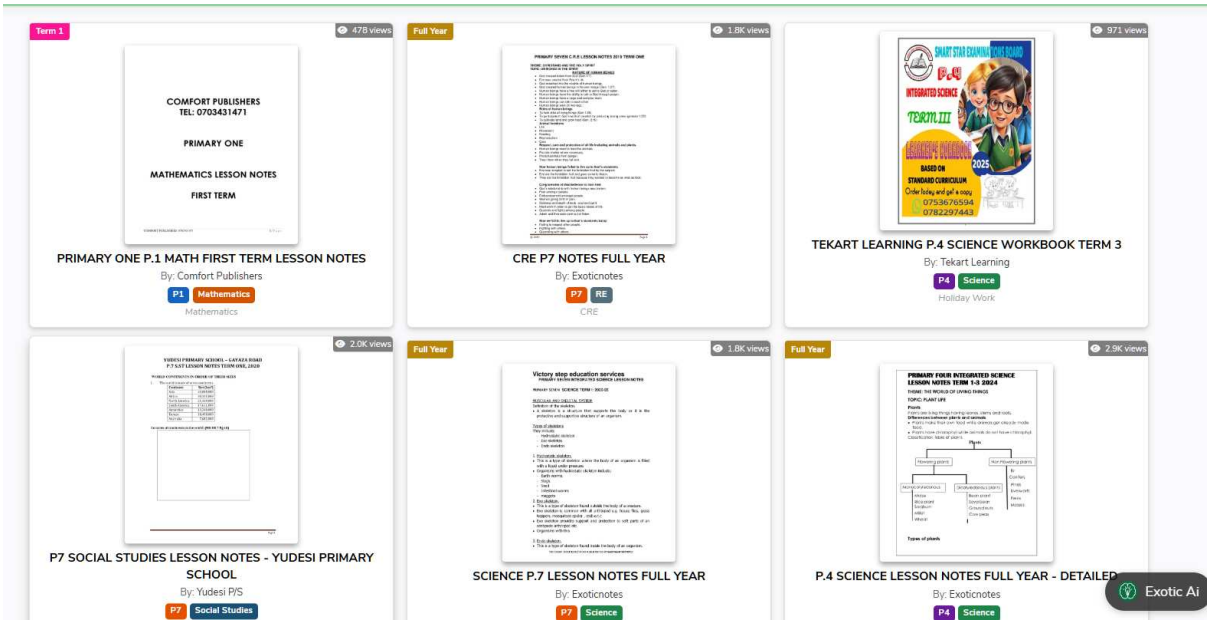
Suggested Competences for Assessment

- Write the causes of population growth.
- List the difficulties a family finds in looking after a big number of children.
- List the problems found in a crowded community such as a slum.
- Write a composition “The country I want to live in”.



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