


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

# PRIMARY SCHOOL
# ABRIDGED CURRICULUM
# FOR UGANDA

**ENGLISH**
**MATHEMATICS**
**INTEGRATED SCIENCE**
**SOCIAL STUDIES**
**CHRISTIAN RELIGIOUS EDUCATION**
**ISLAMIC RELIGIOUS EDUCATION**

## PRIMARY 6



NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

# PRIMARY SCHOOL
# ABRIDGED CURRICULUM
# FOR UGANDA

**ENGLISH**
**MATHEMATICS**
**INTEGRATED SCIENCE**
**SOCIAL STUDIES**
**CHRISTIAN RELIGIOUS EDUCATION**
**ISLAMIC RELIGIOUS EDUCATION**

# PRIMARY 6

NATIONAL CURRICULUM DEVELOPMENT CENTRE

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

**National Curriculum Development Centre**
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

**ISBN: 978-9970-898-25-1**

All rights reserve: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder.

# Content

Foreword ..... v
Acknowledgement ..... vi
ENGLISH ..... 1
ENGLISH: TERM 2 ..... 2
ENGLISH: TERM 2 ..... 7
ENGLISH: TERM 3 ..... 16
MATHEMATICS ..... 21
MATHEMATICS: TERM 1 ..... 22
MATHEMATICS: TERM 2 ..... 28
MATHEMATICS: TERM 3 ..... 35
INTERGRATED SCIENCE ..... 41
SCIENCE: TERM 1 ..... 42
SCIENCE: TERM 2 ..... 46
SCIENCE: TERM 3 ..... 56
SOCIAL STUDIES ..... 73
SOCIAL STUDIES: TERM 1 ..... 74
SOCIAL STUDIES: TERM 2 ..... 78
SOCIAL STUDIES: TERM 3 ..... 83
Christian Religious Education ..... 89
C.R.E: TERM 1 ..... 90
C.R.E: TERM 2 ..... 97
C.R.E: TERM 3 ..... 103
ISLAMIC RELIGIOUS EDUCATION ..... 107

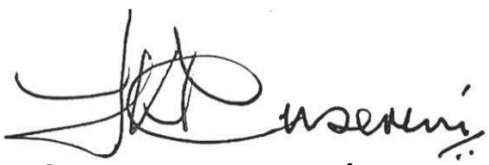
# Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



**HON. Janet K. Museveni**
First Lady and Minister for Education and Sports

# Acknowledgement

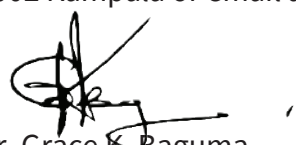
National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma

**DIRECTOR,**

**NATIONAL CURRICULUM DEVELOPMENT CENTRE**

# ENGLISH

# ENGLISH: TERM 2

## TOPIC 1: Safety on the road

**Overview:**

The learners use the road every day and so they need to have knowledge and skills to enable them use the roads safely. This topic will enable the learner to develop language related to safety on the road. It builds on what was covered in P1 and P2 under the themes "**Accidents and Safety**" and "**Transport in Our Community**". The topic is intended to ensure that the learner is safe on the road.

- Before you teach Vocabulary, begin by teaching the tenses that are covered in Primary Five. The content is included under Grammar.

**Sub-topic 1A: Safety on the Road**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner<br>• uses the language related to safety on the road.<br>• narrates/signs stories related to safety on the road.<br>• reads/ signs texts related to safety on the road.<br>•rewrites/signs texts/stories | Vocabulary<br>Zebra crossing, pedestrians, traffic, cyclist, motorist, signal, right, left, traffic jam, taxi, bus, cross, signpost, heavy, light, police, rail crossing, black spot, seat belt, helmet<br>- Language Structures<br>- … should not …<br>- People should not play on the road.<br>- Mustn't … unless….<br>- You mustn't cross the road unless it is | guiding learners to pronounce/sign words<br>constructing sentences using the given structure and vocabulary<br>reading texts (passages/ dialogues/poems/notices)<br>reciting /signing poems<br>acting dialogues<br>answering questions<br>playing spelling games<br>completing sentences<br>writing compositions<br>rewriting stories |

| | | |
|---|---|---|
| related to safety on the road.<br><br>Uses language related to safety on the road.<br><br>• describes how to use the road safely. | clear.<br>- Grammar<br>- Tenses: Present, Continuous, Future, Present Perfect<br>- The use of:<br>– adjectives<br>- – adverbs | |

Suggested Activities for Assessment
Constructing both oral and written sentences using the vocabulary and structures learnt
Answering comprehension questions
Reading/signing stories
Acting/signing dialogues
Reciting/signing poems/songs/chants
Completing stories/dialogues
Writing guided and free composition

**Sub-topic 1B: Traffic Dangers**

| **Competences** | **Content** | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to traffic dangers.<br>• reads/ signs texts related to traffic dangers.<br>• Writes/signs | **Vocabulary**<br><br>Crossroad, roundabout, junction, accidents, traffic lights, side path, first aid, careless, careful, island, Highway Code, road humps | |

| | | |
|---|---|---|
| texts/stories related to traffic dangers.<br><br>• applies the Highway Code to use the road safely.<br><br>• describes words related to features on the road.<br><br>• identifies causes of accidents. | **Language Structures**<br><br>• … may …<br><br>You may get an accident if you don't use a side path.<br><br>• ... should always…<br><br>We should always be aware of the Highway Code.<br><br>• First … next … then …<br><br>First look left, next look right, then left again before you cross the road.<br><br>**Grammar**<br><br>• Nouns<br>• Adjectives<br>• Adverbs | |

**Suggested Activities for Assessment**

Constructing both oral and written sentences using the vocabulary and structures learnt
Reading/signing stories
Answering comprehension questions
Describing how to cross the road
Composing poems
Completing stories/dialogues

Writing guided and free compositions
Explaining/signing Highway Code

## TOPIC 2: Debating

**Overview:**

Debating helps learners to acquire skills and techniques of sustaining an argument effectively. This topic provides the learner with an opportunity to argue out points on different issues that affect their communities. It equips the learner with the skill of arguing in a healthy way while respecting other people's views, especially those with divergent opinions in the real world. They will also gain vocabulary to be used to argue out issues fluently, confidently and convincingly.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to debate.<br>• reads/ signs texts related to debate.<br>• rewrites/signs texts/stories related to debate.<br><br>• responds to arguments appropriately.<br><br>• reads and interprets given motions.<br><br>• writes arguments based on given | Vocabulary<br><br>Speakers, motion, opposer, proposer, point of order, point of information, point of inquiry, audience, points, argue, argument, chairperson, secretary, timekeeper, roles, opinion, conclude, previous, current, views<br><br>Language Structures<br><br>• … even though …<br><br>Even though the previous speaker said Father buys clothes, Mother loves me more.<br><br>• … although …<br><br>She argued out her points although people did not accept | - guiding learners to pronounce/sign words<br><br>- constructing sentences using the given structure and vocabulary<br><br>- reading texts (passages/ dialogues/poems/notices)<br><br>- reciting /signing poems<br><br>- acting dialogues<br><br>- answering questions<br><br>- playing spelling games<br><br>- completing sentences<br><br>- writing compositions |

| | | |
|---|---|---|
| motions.<br><br>• makes notes during a debate. | them.<br><br>• … if …were…<br><br>If I were the chairperson, I would chase Zika from the debate for misbehaviour.<br><br>Grammar<br><br>The use of direct and indirect speech | - rewriting stories |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing text
- Answering comprehension questions
- Writing arguments on given motions
- Acting/signing dialogues
- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

NATIONAL CURRICULUM DEVELOPMENT CENTRE

# ENGLISH: TERM 2

## TOPIC 3: FAMILY RELATIONSHIPS

**Overview:**

This topic builds on what was covered in Primary One and it will enable the learner to describe family relationship in depth. The learner will appreciate the need to have good family relationships and benefits of planned and manageable families. The learner will also acquire new words related to family relationships which they can use to effectively communicate in their daily life.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to family relationships.<br>• Reads/signs texts related to family relationships.<br>• describes family relationships appropriately.<br>• interprets family trees.<br>• defines the merits and demerits of families that are | Vocabulary<br>Grandparent, stepmother, stepfather, auntie, brother-in-law,<br>sister-in-law, uncle, cousin, mother-in-law, father-in-law,<br>nephew, niece, half-brother, half-sister, step brother, step sister, twins, triplets, quadruplets, young, old, elder, eldest, populated, scarcely, densely, marry, give birth to, incest, tribe<br>Language Structures<br>• …. rather … than<br>I would rather have twins | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passage/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions |

| | | |
|---|---|---|
| over or scarcely<br><br>Populated.<br><br>• writes texts on family relationships. | than have triplets.<br><br>• …. too … to<br><br>Your niece is too young to get married.<br><br>• … just …<br><br>My aunt has just given birth to her twelfth baby.<br><br>• … such … that<br><br>My cousin was such a beautiful girl that many men wanted to marry her.<br><br>• … is … but … is<br><br>Hawa is my niece but her brother is my nephew.<br><br>Grammar<br><br>The use of:<br><br>– prepositions<br><br>– adverbs ('just' and 'already')<br><br>– verbs<br><br>– adjectives (young, old) | - rewriting stories |

**Suggested Activities for Assessment**

Constructing both oral and written sentences using the vocabulary and structures learnt

Answering comprehension questions
Acting dialogues
Reciting poems/songs/chants
Completing stories/dialogues
Writing guided and free compositions

## TOPIC 4: Occupations

**Overview:**
A learner at this level needs to be well acquainted with the world of work. This topic, therefore, enables the learner to acquire vocabulary related to different occupations, and at the same time, enables him/her to appreciate the different professions. It focuses on *Carpentry*, *Tailoring*, *Baking*, and *Keeping Animals*, but you are encouraged to discuss other occupations like teaching, medicine and law in order to inspire the learner to choose appropriate careers in future.

**Sub-topic 4A: Carpentry**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to carpentry.<br>• Reads/signs texts related to carpentry.<br>• rewrites/signs texts/stories related to carpentry. | **Vocabulary**<br>Wood, saw, plane, carpenter, bench, drill, hammer, nails, plank, wood glue, tools, furniture, sandpaper, polish, screwdriver, timber, varnish, fix, sawdust<br>**Language Structures**<br>• … Used for ….<br>A saw is used for cutting wood.<br>• First … next … then… | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions |

| | | |
|---|---|---|
| • identifies tools used in carpentry.<br><br>• describes the processes of making wooden objects. | First you plane the wood, next you cut it into pieces, then you use wood glue to fix them together.<br><br>• … besides …<br><br>The carpenter made a chair besides a table.<br><br>• Though …<br><br>Though John is not a trained carpenter, he makes good chairs.<br><br>• … though …<br>John makes good chairs though he is not a trained carpenter.<br><br>• Changing sentences from the active to passive voice and vice versa.<br>Angela makes good chairs. (active)<br><br>Good chairs are made by Angela. (passive)<br><br>**Grammar**<br><br>The use of:<br><br>- passive (the Present Simple, Continuous and Perfect tense) | - playing spelling games<br><br>- completing sentences<br><br>- writing compositions<br><br>- rewriting stories. |

**Suggested Activities for Assessment**

Constructing both oral and written sentences using the vocabulary and structures learnt

Answering comprehension questions

Acting dialogues
Reciting poems/songs/chants
Completing stories/dialogues
Writing guided and free compositions.

**Sub-topic 4B: Tailoring**

| **Competences** | **Content** | **Suggested teaching and learning activities** |
|---|---|---|
| The learner:<br>• reads/ signs texts related to tailoring.<br>• rewrites/signs texts/stories related to tailoring.<br>• writes texts related to tailoring.<br>• describes the processes of making different tailoring products. | **Vocabulary**<br>Tailor, garment, bobbin, material, tape measure, button, stitch, texture, cloth, needle, design, seam, article, sew, mend, weave, hemming, button hole, thread, tailoring, scissors, sewing machine, zip, patch, thimble, knitting, seamstress<br>**Structures**<br>• Be careful when …<br>Be careful when stitching a cloth because you may hurt your finger.<br>What is/ are… used for?<br>What is a pair of scissors used for? | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions<br>- rewriting stories |

| | | |
|---|---|---|
| | What are nails used for?<br>• … immediately …<br>Musa patched his pair of shorts immediately it got torn.<br>• Immediately …<br>Immediately I took my piece of cloth to the tailor, he started measuring it.<br>**Grammar**<br>The use of:<br>- verbs (Perfect tense)<br>- adverbs | |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Asking and answering comprehension questions
- Acting/signing dialogues
- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

**Sub-topic 4 C: Baking**

**Overview:**

| **Competences** | **Content** | **Suggested teaching and learning activities** |
|---|---|---|

| | | |
|---|---|---|
| The learner:<br>• reads/signs texts related to baking.<br>• rewrites/signs texts/stories related to baking.<br>• identifies bakery products.<br>• describes processes involved in baking.<br>• interprets baking recipes. | **Vocabulary**<br>Oven, butter, baking tin, cookie cutter, icing sugar, food colour, yeast, bake, turn off, slice, bun, cake, bread, biscuit, cookies, taste, mix, loaf, pinch, tier, bakery, sprinkle, knead, roll out, sieve, baker, wedding cake, dough, baking flour, pinch of, margarine, ingredients, recipes, flavour<br>**Language Structures**<br>• 'to' infinitive<br>Don't forget to shut the oven.<br>• … used to …<br>I used to bake cakes when I was young.<br>**Grammar**<br>The use of nouns (formation of nouns) | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions<br>- rewriting stories |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions

- Acting/signing dialogues
- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

**Sub-topic 4D: Keeping Animals**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to keeping animals.<br>• reads/signs texts related to keeping animals.<br>• Writes/signs texts/stories related to keeping animals.<br>• identifies good practices of caring for animals. | **Vocabulary**<br>Dock, pet, animal, sounds, misery, comfort, discomfort, welfare, anxious, anxiety, cruelty, stray, sorrow, cruel, body signs, torture, husbandry, dip, slaughter, veterinary, mistreatment, tether<br>**Structures**<br>•Not only … but also….<br>Not only should you feed animals but also treat them when they are sick.<br>• … need not …<br>We need not be cruel to animals because they are our friends.<br>• If …. would …<br>If animals were people, they would complain about being tortured.<br>**Grammar** | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions<br>- rewriting stories |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

| | | |
|---|---|---|
| | - If 2 conditional clauses<br>- Adjectives<br>- Nouns | |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing stories
- Answering comprehension questions
- Acting dialogues
- Reciting poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

# ENGLISH: TERM 3

## TOPIC 5: HOTELS

**Overview:**
In a previous topic, the learner was introduced to banking as an occupation and in this topic, they will be introduced to hotel services. The learner should get acquainted to vocabulary related to hotels and restaurants for effective communication if they happen to visit these places.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to hotels.<br>• Reads/signs texts related to hotels.<br>• uses language appropriate to hotel services.<br>• reads and interprets menus.<br>• writes simple menus. | Vocabulary<br>Waiter, waitress, chef, menu, receipt, counter, table, meal, breakfast, lunch, supper, dinner, bill, cutlery, customer, dessert, soup, sauce, salad, pudding, jelly, fruit, reception, serviette, napkin, sauna, gym, lounge, conference room, shower, balcony, fan, bar, washrooms, restrooms, air conditioner, book, check in, check out, serve, order, restaurant, pub, dining room, tooth pick, swimming pool, booking, table mat, table manners | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions<br>- rewriting stories |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

| | | |
|---|---|---|
| | Language Structures<br><br>May I …?<br><br>May I have the menu, please?<br><br>• …. May ….<br><br>Amuria Primary School may hold their end of year party in the hotel conference room.<br><br>• No sooner ….<br><br>No sooner had the boss paid for his breakfast than the driver came for him.<br><br>• Could you ….?<br><br>Could you bring the bill, please?<br><br>Grammar<br><br>Adverbs of time<br><br>Auxiliary verbs | |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary and structures learnt
- Reading/signing texts
- Answering comprehension questions
- Acting dialogues
- Reciting poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions.

## TOPIC 6: USING A DICTIONARY

**Overview:**

A dictionary is a major reference book which gives the meaning, spelling and pronunciation of words. The learners need to know how to use it, especially how to locate words to find their meanings. In this topic, the learner will learn how to use a dictionary and a thesaurus correctly.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br><br>• narrates/signs stories related to a dictionary.<br>• reads/ signs texts related to a dictionary.<br>• completes texts/stories related to a dictionary.<br><br>• looks for the meaning of<br><br>Words in a dictionary.<br><br>• uses words with alternative | Vocabulary<br><br>Alphabet, dictionary, meaning, pronounce, spelling, abbreviations, sounds, labels, foreign words, arrange, stress, look up, refer, check, reference, index, guide, word, thesaurus, acronym<br><br>**Structures**<br><br>•…. not only….<br><br>The dictionary does not only give meanings of words but also their pronunciations.<br><br>•Whenever…<br><br>Whenever you find difficult words, you should refer to the | - guiding learners to pronounce/sign words<br><br>- constructing sentences using the given structure and vocabulary<br><br>- reading texts (passages/ dialogues/poems/notices)<br><br>- reciting /signing poems<br><br>- acting dialogues<br><br>- answering questions<br><br>- playing spelling games<br><br>- completing sentences<br><br>- writing compositions<br><br>- rewriting stories |

| | | |
|---|---|---|
| Dictionary meanings from a thesaurus correctly.<br><br>• uses a dictionary correctly. | dictionary.<br><br>• …. Whenever....<br><br>You should refer to the dictionary whenever you find difficult words.<br><br>•…. as … as ...<br><br>A dictionary is as important as a thesaurus.<br><br>**Grammar**<br><br>- question tags<br><br>- opposites | |

**Suggested Activities for Assessment**

Constructing both oral and written sentences using the vocabulary and structures learnt

Reading/signing stories
Answering comprehension questions
Completing stories/dialogues

- Writing guided and free compositions

# MATHEMATICS

# MATHEMATICS: TERM 1

## Topic 1: Set Concepts

Duration: 6 Periods

### Introduction

This is not a new topic since it has been explored in the previous classes. However, due to the lockdown, you are advised to revise work covered on sets in previous classes within the lessons. At this level, learners will be introduced to some new concepts. You should know that during lockdown learners have been engaging in different activities, so you need to use real life experiences and examples when teaching this topic. Emphasise practical work and give learners opportunity to get actively involved in their learning. Equivalent, equal and empty sets have been left out since these have been covered in previous classes. However, revise and carry out remedial lessons on set concepts covered in previous classes.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner:<br>i) explains:<br>- complement of sets.<br>- universal sets.<br>ii) finds the number of subsets<br>iii) displays information on a Venn diagram.<br>iv) finds probability | •<br>a. Union and intersection of sets.<br>b. Complement sets<br>c. Subsets<br>d. Venn diagrams<br>e. Probability | •<br>i) Forming and naming sets<br>ii) Drawing Venn diagrams<br>iii) Forming subsets from a given set<br>iv) Finding the relationship between a subset and a universal set<br>v) Finding the complement of a set<br>vi) Representing information on a Venn diagram<br>vii) Calculating simple |

| | | |
|---|---|---|
| of simple sets. | | probabilities using Venn diagrams |

**Suggested Assessment Strategies**
Let the learner

a) display and read information using Venn diagrams.
b) form subsets from a given set.
c) find the relationship between a subset and a universal set.
d) calculate probabilities using information displayed on a Venn diagrams.

## Topic 2: Whole Numbers

Duration: 6 Periods

### Introduction

This topic runs from primary one up to primary seven where the number of digits keeps increasing according to respective classes. In this class, learners are provided with the opportunity to further their numeracy skills. Engage learners in practical activities such as number puzzles, games and quiz. Give learners opportunity to read, count and write the numbers correctly. Draw real life examples relating to numbers to help the learners make connections between what is new and what is known especially when they are dealing with seven digit numerals. Give adequate, relevant and varied mental work. Rounding off to the nearest whole number is drawn from the previous class.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner:<br>i) revises whole numbers up to 6 digits.<br>ii) identifies place values.<br>iii) writes/ braille numbers | •<br>a. Place values up to millions.<br>b. Numbers in words and figures. | •<br>i) Drawing abaci with place values up to 9 million<br>ii) Identifying place values and values of digits |

| | | |
|---|---|---|
| in words and figures up to 9,999,999.<br>iv) rounds off whole numbers to the nearest ten thousand.<br>v) reads and writes numbers using Roman numerals up to M. | c. Roman Numerals up to M.<br>d. Real life application of Roman Numerals. | iii) Rounding off whole numbers<br>iv) Writing/ braille numbers in words up to 9,999,999<br>v) Giving examples where Roman numerals are used<br>• |

**Suggested Assessment Strategies**

Let the learner

a) identify place values and values of digits.
b) write/ braille Hindu-Arabic numerals up to 9,999,999 in figures and words.
c) round off whole numbers.
d) write/ braille and reads/ signs Roman numerals up to M.

## Topic 3: Operations on Whole Numbers

Duration: 8 Periods

### Introduction

Multiplication and division are basic operations in Mathematics and are inversely related. These are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. Undoubtedly, their importance extends to real life situations. You should encourage learners to use every day experiences when they are carrying out multiplication and division. Addition and Subtraction have been left out because they were covered in all the previous classes and there is need to decongest the syllabus. However, you should revise these operations within the lessons to prepare the learners for the application of the four operations. It will be of advantage to the learners if mental math is emphasised in this topic; this can be done in groups or as individuals. Since addition and subtraction have

been covered since Primary One, we found it necessary to concentrate on multiplication and division in Primary Six and Seven.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) multiplies whole numbers whose product does not exceed 9,999,999.<br>ii) divides whole numbers by 2-digit numbers with or without remainders.<br>iii) solves problems involving mixed operations on whole numbers (APPLY BODMAS). | •<br>a. Multiplication of whole numbers whose product doesn't exceed 9,999,999<br>b. Division of 5 digit whole numbers by 2 digit numbers<br>c. Mixed operations | i) Multiplying whole numbers with product not exceeding 9,999,999.<br>ii) Dividing 5-digit numbers by 2-digit numbers.<br>iii) Solving problems involving mixed operations |

**Suggested Assessment Strategies**

Let the learner

a) multiply whole numbers whose product does not exceed 9,999,999.
b) divide whole numbers by 2-digit numbers with or without remainders.
c) solve problems involving mixed operations.

## Topic 4: Patterns and Sequences

Duration: 6 Periods

### Introduction

In this topic, learners will meet new terms like divisibility, square numbers, prime factorization and square roots. You should explain these terms to the learner properly so that he/she understands them. Learners should revise the types of numbers covered in the previous classes because this will enhance the understanding of prime factorisation. Give the learners examples of various patterns and sequences to consolidate what they already know. Prime

factorisation has been drawn from Primary Seven as this will be applied when finding square roots of whole numbers.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) Finds LCM and GCF<br>ii) identifies numbers divisible by 2, 3 and 5.<br>iii) lists/ brailles types of numbers.<br>iv) prime factorises whole numbers.<br>v) identifies square numbers and finds square roots.<br>vi) forms patterns and sequences of numbers. | •<br>a. LCM and GCF<br>b. Tests for divisibility of 2, 3 and 5<br>c. Square numbers<br>d. Prime factors<br>e. Square roots of numbers<br>f. Patterns and sequences<br>• | •<br>i) Finding multiples of 2, 3 and 5<br>ii) Identifying numbers divisible by 2, 3 and 5<br>iii) Prime factorising whole numbers<br>iv) Calculating squares of numbers.<br>v) Finding square roots of whole numbers<br>vi) Completing patterns and sequences |

**Suggested Assessment Strategies**

Let the learner

a) identifies numbers divisible by 2, 3 and 5.
b) calculates squares of numbers.
c) prime factorises whole numbers.
d) finds the square roots of numbers.
e) completes patterns and sequences.

# MATHEMATICS: TERM 2

## Topic 5: Fractions

Duration: 17 Periods

### Introduction

Fractions, percentages, decimals, ratio and proportion are closely related. Despite their strong relationship, we must determine when to use one type of fraction. Mastering the concept of fractions, will help learners to solve their day to day challenges for example fuel consumption, understanding results from a survey, measuring area of land and proportions of food items at home. Learners have been at free range due to lock down so there should be emphasis on practical work when teaching fractions. Learners should work in groups to help each other to interpret and solve word problems involving fractions, percentages, decimals and proportion.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) finds place values of decimal digits.<br>ii) converts decimals to fractions and vice versa.<br>iii) compares decimals on a number line.<br>iv) adds decimals up to hundredths.<br>v) subtracts decimals up to hundredths.<br>vi) adds fractions with different | •<br>a. Place value of decimals up to hundredths<br>b. Decimals on number lines<br>c. Conversion of decimals to fractions and vice versa<br>d. Addition and subtraction up to hundredths<br>e. Multiplication of fractions by | •<br>i) Finding place values and values of decimal numbers<br>ii) Converting decimal numbers to fractions and vice versa<br>iii) Adding and subtracting decimals up to hundredths<br>iv) Adding and subtracting fractions with different denominators<br>v) Multiplying fractions by fractions |

| | | |
|---|---|---|
| denominators.<br>vii) subtracts fractions with different denominators.<br>viii) multiplies fractions.<br>ix) divides fractions.<br>x) applies BODMAS.<br>xi) identifies the relationship between ratio and proportion.<br>xii) converts fractions into percentage and vice versa.<br>xiii) solves problems involving, percentage, ratio and proportions.<br>solves problems involving simple interest. | fractions<br>f. Division of fractions<br>g. Mixed operations on fractions<br>h. Ratios and proportions<br>i. Percentages<br>j. Simple interest | vi) Dividing fractions<br>vii) Applying the knowledge of BODMAS<br>viii) Solving problems involving fractions<br>ix) Describing ratios, proportions, and interest<br>x) Solving problems involving ratio and proportion<br>xi) Solving problems involving percentages<br>xii) Solving problems involving simple interest |

**Suggested Assessment**

Let the learner

a) finds place value and values of digits in decimal numbers.
b) converts decimals to fractions and vice versa.
c) adds decimal fractions.
d) subtracts decimal fractions.
e) works out operations on vulgar fractions.
f) solves word problems involving fractions, percentages, ratio and proportion using real life experience.
g) calculates word problems involving interest.

# Topic 6: Data Handling

Duration: 14 Periods

## Introduction

Data handling is an essential activity in which we engage in our everyday life. We are frequently presented with data in various contexts which we need to analyse and interpret. Data can be presented using bar charts, pictograms, line graphs or pie charts. Learning data handling will become interesting to learners of all ages when the teacher involves them practically all the time.
Teachers should therefore engage learners in collecting and presenting data on various graphs with emphasis on the pie charts. Learners should work in groups to help each other to interpret and solve word problems involving graphs. Give them a chance to share their findings to the whole class. Probability appears both in Primary Six and Primary Seven. It has been retained in both classes to help new entrants in the class and some competences shifted to primary 6 to form an introduction.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) draws bar graphs.<br>ii) displays and interprets data on bar graphs.<br>iii) draws on line graphs.<br>iv) displays and interprets data on line graphs.<br>v) collects and presents data in tables.<br>vi) presents and interprets data on a pie chart.<br>vii) calculates simple statistics. | •<br>a. Bar graphs<br>b. Line graphs<br>c. Collection of data<br>d. Presentation of data in tables and pie charts<br>e. Simple statistics<br>f. Probability<br>• | i) Collecting and presenting data in table form.<br>ii) Drawing bar graphs.<br>iii) Displaying and interpreting data on bar graphs<br>iv) Drawing on line graphs<br>v) displaying and interpreting data on line graphs<br>vi) Presenting data on pie charts.<br>vii) Calculating simple |

| | | |
|---|---|---|
| viii) calculates probabilities of simple events. | | statistics.<br>viii) Calculating probabilities of simple events. |

**Suggested Assessment Strategies**

Let the leaner

a) collects data and presents it in tables.
b) reads/ signs and interprets data presented on tables and pie charts.
c) calculates simple statistics.
d) solves problems involving probabilities. of simple events.

## Topic 7: Money

Duration: 9 Periods

### Introduction

Learners already have some background about money. In this class, learners are introduced to conversion of money. You should explain to the learner the various currencies used by various countries starting with the immediate neighbouring countries. Use real money when naming and identifying Uganda currency. You may use play money when dealing with foreign currency. Let learners read exchange rates from newspapers in order to appreciate the importance of using current exchange rates. This can be effectively done through guided discovery and discussion.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) solves practical problems related to buying and selling using Uganda currency - shopping bills | •<br>a. Buying and selling<br>b. Profit, loss and discount<br>c. Exchange rates<br>Conversion of | •<br>i) Completing table of bills<br>ii) Calculating shopping bills<br>iii) Reading/ signing exchange rates from newspapers<br>iv) Naming/ signing various |

| | | |
|---|---|---|
| - completing bill tables<br>ii) calculates profit, loss, change and discount.<br>iii) finds selling price, buying price, profit and loss.<br>iv) names/ signs money/ currencies for different countries.<br>v) converts Uganda money/ currency to another currency and vice versa. | currency<br>• | currencies for different countries<br>v) Reading/ signing exchange rate tables<br>vi) Converting Uganda currency to another currency and vice versa (use currencies of East Africa, Britain and USA)<br>•<br>vii) Working profit, loss, change and discount |

**Suggested Assessment Strategies**

Let the learner

a) work out problems involving buying and selling using Uganda currency.
b) work out profit, loss, change and discount.
c) read/ sign exchange rates.
d) converts Uganda currency to another currency and vice versa.
e) solves problems involving exchange rates.

## Topic 8: Time

Duration: 12 Periods

### Introduction

In primary six, this topic is named as *Distance, Time and Speed.* However, all the other classes have it as *Time*. The concept of Distance, Speed and Time is introduced in Primary Five under the topic *Time*. It is therefore important and helpful to build on what the learners already know. You should involve learners in activities that help them to understand the relationship between distance, time and speed. Let the learners discuss what happens when the speed is

reduced, does time increase or reduce? Encourage the learners to derive the formula themselves because it will not only stick in their brain, but they will be able to use it appropriately when faced with such problems. Let learners distinguish between arrival and departure, point of time and duration and the correct way of writing time. It is of utmost value to use examples which bring out relevancy in relation to everyday experiences.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) uses am and pm to tell/ sign time.<br>ii) finds duration.<br>iii) applies formulae to find time, distance and speed and solves related problems.<br>iv) converts metres per second to kilometres per hour and vice-versa.<br>v) interprets distance-time graph<br>vi) plots distance - time graphs (avoids plotting return journeys and bodies moving in opposite directions). | •<br>a. Time on the 12-hour clock<br>b. Duration<br>c. Time<br>d. Distance<br>e. Speed<br>f. Km/h to m/s and vice versa<br>g. Distance – time graphs<br>•<br>• | •<br>i) Using am and pm to tell/ sign time<br>ii) Solving problems involving time, speed and distance<br>iii) Plotting and interpreting distance – time graphs<br>iv) Working out average speed<br>v) Applying the formula relating to distance, time and speed<br>vi) Drawing lines to join points on a graph<br>vii) Converting m/s to km/h and vice versa<br>• |

**Suggested Assessment Strategies**

Let the learner

a) reads/ sign information from a distance – time graph.
b) solve problems related to distance, speed and time.
c) plot distance – time graphs.

# MATHEMATICS: TERM 3

## Topic 9: Length, Mass and Capacity

Duration: 14 Periods

### Introduction

Measuring and understanding length, mass and capacity is of utmost importance. Undoubtedly, you have experienced the measurement of length, mass and capacity many times, such as in sports and in the field of medicine. In this topic, let the learners find length, mass and capacity using a more practical approach. Expose the learners to various manipulatives so as to grasp the intended competences. Emphasise the use of correct units in this topic and use examples from the learner's experience in order to bring out the relevancy as related to the real world. Revise perimeter and area of triangles, squares and rectangles including combined shapes.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) converts metres to centimetres and vice versa.<br>ii) changes grams to kilogrammes and vice versa.<br>iii) converts litres to millilitres and vice versa.<br>iv) calculates circumference of circles.<br>v) calculates volume of solid figures (cubes and cuboids).<br>vi) applies the use of formulae for area, circumference, volume and capacity in real life situations. | •<br>a. Conversion of metres to centimetres<br>b. Conversion of kilogrammes to grams and vice versa.<br>c. Conversion of litres to millilitres and vice versa<br>d. Circumference<br>e. Area of a circle<br>f. Volume<br>g. Capacity<br>•<br>• | •<br>i) Converting metres to centimetres<br>ii) Changing kilogrammes to grams and vice versa<br>iii) Converting litres to millilitres and vice versa<br>iv) Measuring the length of a straight string<br>v) Making a circle with the same string and measuring the circumference<br>vi) Using standard containers to find the capacity of a given figure |

| | | |
|---|---|---|
| | | vii) Comparing the number of small containers poured in a bigger container |

**Suggested Assessment Strategies**

Let the learner

a) convert metres to centimetres and vice versa.
b) solve problems involving perimeter, circumference, area, capacity and volume in real life.

## Topic 10: Lines, Angles and Geometric Figures

Duration: 14 Periods

### Introduction

There is evidence of geometry everywhere. Measurement and geometry arise frequently in many fields such as architecture, engineering, carpentry and others. Being able to understand the basic properties of 2-D and 3-D shapes, to draw shapes and to create your own patterns, whether symmetrical or not, will help the learners appreciate better the world they live in and will probably help them in their future career should they wish to become engineers, doctors, scientists, designers or mechanics. As such, the learners must be given enough practice to acquire the intended skills. It is important that a practical approach is used as much as possible in order for the learners to conceive the ideas within this topic. Encourage learners to recognise and find lines of folding symmetry using practical approaches.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) describes lines of symmetry<br>ii) draws and measures angles.<br>iii) identifies, draws and constructs parallel and perpendicular lines.<br>iv) construct circles and regular hexagon.<br>v) constructs angles $60^0$, $30^0$, $120^0$, $90^0$, $45^0$ .<br>vi) Constructs right-angled triangles.<br>vii) applies Pythagoras theorem to find the length of a right-angled triangle.<br>viii) states/ signs the properties of a prism.<br>ix) identifies quadrilaterals and their classifications. | •<br>a. Simple lines of folding symmetry<br>b. Angles<br>c. Parallel and perpendicular lines<br>d. Circles and regular hexagons<br>e. Construction of angles<br>f. Pythagoras theorem and its application<br>g. Simple properties of prisms<br>h. Quadrilaterals and their properties and angle properties<br>• | •<br>i) Constructing parallel and perpendicular lines<br>ii) Drawing and measuring angles<br>iii) Constructing angles, circles and regular hexagons<br>iv) Practicing folding to form lines of symmetry<br>v) Constructing right angled triangles<br>vi) Constructing right-angled triangles and using small squares to derive Pythagoras theorem<br>vii) Stating/ signing the properties of prisms<br>viii) Stating/ signing the properties and angle properties of quadrilaterals<br>• |

**Suggested Assessment**
**Let the learner**

a) practice folding to form lines of symmetry.
b) construct angles, circles and regular hexagons using geometric instruments.
c) work out problems involving angles.
d) derive Pythagoras theorem by constructing right angled triangles and using small squares.

# Topic 11: Integers

Duration: 6 Periods

## Introduction

This topic is found in Primary Five curriculum under the same theme numeracy. Since some learners might have missed studying it in Primary Five, it will be covered in Primary Six. Relate integers to daily life experiences like in sports: positive may mean win and negative may mean loss. It is very important to carry out the topic practically. Number lines can be drawn either in the classroom or outside the classroom. Give learners ample time to demonstrate addition and subtraction of integers using a number line to explain forward and backward movement.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) identifies/ signs positive and negative integers.<br>ii) orders / arranges integers using number line.<br>iii) adds integers.<br>iv) subtracts integers.<br>v) draws number lines.<br>vi) arranges integers.<br>vii) uses <, > or = to compare integers.<br>viii) solves word problems involving integers. | •<br>a. Addition of integers<br>b. Subtraction of integers<br>c. Integers on a number line<br>d. Application of integers<br>e. Drawing number lines<br>f. Ordering integers<br>g. Comparing integers | •<br>i) Drawing number lines<br>ii) Adding and subtracting integers on a number line using forward and backward movement<br>iii) Adding and subtracting integers without number lines<br>iv) Ordering and comparing integers<br>v) Solving integers<br>• |

**Suggested Assessment Strategies**

Let the learner

a) draw number lines showing integers.
b) order and compares integers

c) add and subtracts integers.
d) solve problems involving integers.

## Topic 12: Algebra

Duration: 14 Periods

### Introduction

Learners were already introduced to using letters in algebraic expressions and the task was to find the value of the letter. Encourage mental work so that the learners can find the unknown with ease during steps which require addition, subtraction, multiplication and division. Emphasize the importance of using the correct inequality symbols. It is important to use application at the beginning of the topic as it will further learners' understanding of algebra.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) collects like terms.<br>ii) forms algebraic expressions.<br>iii) substitutes values for the unknown.<br>iv) solves simple equations. | • a. Like terms<br>b. Algebraic expressions<br>c. Substitution<br>d. Simple equations<br>• | • i) Collecting like terms<br>ii) Forming algebraic expressions<br>iii) Substituting values for the unknown<br>iv) Solving simple equations |

**Suggested Assessment Strategies**
Let the learner
a) collects like terms.
b) simplifies algebraic expressions.
c) substitutes value for the unknown.
d) solves equations.

# INTERGRATED SCIENCE

# SCIENCE: TERM 1

**THEME: THE WORLD OF LIVING THINGS**

## TOPIC 1: BACTERIA AND FUNGI (20 PERIODS)

**introduction**

This is a topic for P.5 Term 2 in the standard curriculum. It has been shifted to P.6 in the abridged curriculum because it had not been covered by the time schools closed due to the COVID 19 lockdown. The learners will be guided to understand that bacteria and fungi are germs but there are some which are harmful and others which are useful. The learners should be guided to demonstrate how to prevent, control and treat diseases caused by bacteria and fungi. Use videos where possible when teaching this topic.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • The learner:<br>• Describes bacteria, where they are found and where they breed.<br>• Describes characteristics of bacteria.<br>• Discusses ways of preventing, controlling and treating bacterial diseases.<br>• Describes bacteria and fungi as harmless and harmful organisms. | • **Bacteria**<br>- What they are.<br>- Where they are found<br>- Where they breed<br>- Harmful<br>- Harmless/ useful<br>- Prevention, control and treatment of bacterial diseases<br>• **Fungi**<br>- What they are<br>- Where they are found<br>- Examples of<br>- Harmful<br>- Harmless/ useful<br>- Uses of fungi (mushroom for food, moulds for penicillin drug, in brewing).<br>- Dangers of | • Describing bacteria and fungi, where they are found and breed.<br>• Identifying harmful and harmless bacteria and fungi.<br>• Discussing ways of preventing, controlling and treating bacterial and fungal diseases.<br>• Carry out field visits to rubbish pits and other dirty places where bacteria can breed from. |

| | | |
|---|---|---|
| • Discusses ways of preventing and controlling bacterial and fungal diseases. | - Prevention and control of diseases causes caused by fungi. | • Use dramatization to demonstrate prevention and control of bacterial and fungal diseases. |

**Assessment guidelines**

Assess individual learner's ability to;

- Name forms of bacteria and fungi.
- State the uses of bacteria and fungi.
- Describe ways of preventing, controlling and treating bacterial and fungal diseases.
- Demonstrate good practices for prevention and control of bacterial and fungal disease.

**THEME: THE WORLD OF LIVING THINGS**

## TOPIC 2: CLASSIFICATION OF ANIMALS (17 PERIODS)

**introduction**

This is Topic 1, Term 1 in the P.6 standard curriculum and it has been maintained. This Topic is meant to help learners to differentiate between animals which are vertebrates and invertebrates. The learners will classify the animals using their characteristics. The Topic should be taught using child centred approaches like carrying out observations in the environment and naming the animals therein. The competences on "Caring and Protecting animals" have been left out because it is part of environmental protection.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner;<br>• Gives examples of vertebrates and invertebrates<br>• Describes different classes of vertebrates and invertebrates .<br>• Describes mode of reproduction in vertebrates and invertebrates . | • Classification of vertebrates and invertebrates;<br>• Vertebrates; warm blooded (mammals and birds) and cold blooded (reptiles, fish and amphibians)<br>• Invertebrates; arthropods (insects, arachnids, myriapods, crustaceans), molluscs and worms (flat worms, segmented worms and round worms).<br>• Description of the different classes of vertebrates and invertebrates according to their characteristics. For each class focus on characteristics, examples and importance.<br>• For mammals, specify the following groups; flying mammals, egg laying mammals, gnawing mammals, flesh eating mammals, hoofed mammals, sea mammals, primates. Specify their importance and don't teach the scientific names.<br>• For birds focus on the following groups; birds of prey, swimming birds, perching (especially grain eaters), scavengers, nectar feeders, wading birds.<br>• Mode of reproduction in different classes of vertebrates and invertebrates. | • Carry out field visits to help learners observe different vertebrates and invertebrates in the environment and let them record their findings.<br>• Use group work to let learners classify different vertebrates and invertebrates according to their characteristics.<br>• Using whole class discussion, let learners discuss how the different classes of vertebrates and invertebrates reproduce. |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

**Assessment Guidelines**

**Assess individual learner's ability to;**

- Differentiate between vertebrates and invertebrates.
- Classify different animals according to their characteristics.
- Mention examples of animals under the different classes of invertebrates.Describe the mode of reproduction in the different classes of vertebrates and invertebrate
-

# SCIENCE: TERM 2

**THEME: THE WORLD OF LIVING THINGS**

## TOPIC 3: CLASSIFICATION OF PLANTS (20 PERIODS)

**Overview**

This is Topic 1, Term 2 in the standard P.6 curriculum and it has been maintained. In this Topic, learners will be guided to classify plants from their immediate environment according to their characteristics. The content on flowering plants i.e. legumes and cereals was left out because it was handled in P.4.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• Describes characteristics of flowering and non-flowering plants.<br>• Classifies plants into flowering and non-flowering.<br>• Names examples of non-flowering plants and flowering plants.<br>• Labels parts of the non-flowering plants and flowering.<br>• Describes the mechanisms of seed dispersal.<br>• Describes plant propagation. | • Non-flowering plants<br>-spores bearing plants (mosses, ferns, lichens)<br>-conifers<br>-Algae<br>• Seed dispersal<br>-mechanism<br>-agents<br>-importance.<br>• Plant propagation<br>•-Seeds<br>•-suckers<br>•-cuttings<br>•-leaves<br>•-budding<br>•-layering<br>•-Marcotting<br>•-bulbs | • Conduct a nature walk and classify plants into flowering and non-flowering plants.<br>• Identifying non-flowering and flowering plants<br>• As individuals, learners draw and label flowering and non-flowering plants.<br>• In small groups, learners describe the mechanisms of seed dispersal.<br>• Describing plant propagation for different plants. |

**Assessment guidelines**

- Assess individual learner's competence in using characteristics to classify flowering and non-flowering plants.
- Assess individual learner's competence in describing seed dispersal mechanisms.
- Assess individual learner's ability to demonstrate some of the different propagation methods.

**THEME: THE ENVIRONMENT**

## TOPIC 4: RESOURCES IN THE ENVIRONMENT (15 PERIODS)

**introduction**

This is Topic 3, Term 2 in the standard curriculum and it has been maintained. The Topic provides an understanding of the resources in the environment. This is intended to create awareness of how valuable these resources are to living things so that the learners can appreciate them, take care of them, and use them sparingly for future generations to benefit as well.

| COMPETENCES | CONTENT | Suggested Activities |
|---|---|---|
| The learner:<br>• identifies resources from living and non-living things<br>• Groups examples of resources under living and nonliving things.<br>• Describes ways of harvesting | • Non-Livings as Resources e.g. soil, minerals, fuel, sun, water and air.<br>• Living things as resources e.g.<br>-plants: fibres, wood, food and medicine.<br>-animals: meat, skins/hides, horns, milk, | • Through filed tour, learners identify resources from living and non-living things.<br>• In groups of four members, learners state examples of resources under living and non-living things, describe |

| | | |
|---|---|---|
| resources.<br>• Participates in campaigns for sustainable use of available resources in the environment.<br>• Describes renewable and non-renewable resources.<br>• Participates in different ways of conserving resources.<br>• Explains ways of caring for animals as resources. | honey, and medicine.<br>• Harvesting resources.<br>• How people make use of available resources.<br>• Renewable resources e.g. wind, water, sunshine and non-renewable resources(minerals)<br>• Caring for and conserving of animal resources | ways of harvesting resources.<br>• Using music, dance and drama, learners participate in a campaign for sustainable use of available resources in the environment.<br>• Using brainstorming, learners describe renewable and non-renewable resources and explain ways of caring for animals as resources.<br>• Practically, learners participate in different ways of conserving resources. |

**Assessment guidelines**

1) Assess each learner's ability to identify resources from living and non-living things.
2) Assess each learner's ability to describe renewable and non-renewable resources and explain ways of caring for animals as resources.
3) Assess each learner's ability to participate in the campaign of conservation of resources.

**THEME: MANAGING CHANGES IN THE ENVIRONMENT**

## TOPIC 5: TYPES OF CHANGES – BIOLOGICAL, PHYSICAL AND CHEMICAL **CHANGES (10 PERIODS)**

introduction

This is Topic 1, Term 3 in the standard P.5 curriculum. It has been shifted to P.6 Term 2 in this abridged curriculum because it had not been taught by the time schools closed due to COVID 19 lockdown. In this Topic, learners will be guided to understand the different changes in their environment. The learners will be guided to classify the changes under; Biological, Physical and Chemical. The learners will be encouraged to perform simple experiments on changes of matter.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• Describes how changes take place in the environment.<br>• Describes the different changes in the environment.<br>• Describes | • Types of Changes in the environment<br>Biological changes (these are changes that take place in living things)<br>• What they are<br>• Growth in plants and animals.<br>• Physical changes in plants and animals<br>• Managing body changes<br>-body care<br>-guidance<br>Chemical changes<br>What they are | • Naming the different types of changes in the environment using outdoor activities.<br>• In small groups, learners classify the changes under biological, |

| | | |
|---|---|---|
| the different effects/ consequences of various changes in the environment. | -rusting<br>-fermentation<br>-respiration<br>-rotting and decaying<br>• Physical changes<br>• What they are<br>• Changes in weather<br>• Changes in the<br>• states of matter<br>• -land slides<br>• -earthquakes<br>• Placement faulting/volcanic actions<br>• Characteristics of physical and biological changes<br>• in the environment<br>• Consequences of various types of changes to people, animals and plants<br>• Increases in size<br>• Increases in temperature<br>• Mountain formation<br>• Rain formation<br>• Change of state<br>• New things are formed<br>• Placement of things | physical and chemical.<br>• Carrying out experiments on changes in states of matter. |

**Assessment guidelines**

- Assess individual learner's competence in naming different changes that happen to living things.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

- Assess each learner's competence in categorising the changes in the environment under:
    i. Biological
    ii. Physical
    iii. Chemical
- Assess individual learner's ability to describe ways of managing different changes that happen in our environment.
- Assess each learner's ability to describe the effects of various changes in the environment.

**THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**

## TOPIC 6: OCCUPATIONS IN OUR COMMUNITY: CROP GROWING (17 PERIODS)

**introduction**

This is Topic 3, Term 2 in the standard P.5 curriculum. It has been shifted to P.6 in this abridged curriculum because it had not been completed when schools closed due to COVID 19 lockdown. In this topic the learners will be guided on how to grow and care for common tuber crops in the community. Most of the activities should be done practically to enhance understanding and development of the intended knowledge, skills, and values.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • The learner:<br>• Identifies the characteristics of common tuber crops.<br>• Discusses ways of growing and caring for tuber crops.<br>• Identifies pests | • Common tuber crops<br>- Root tubers e.g.<br>•-Sweet potatoes<br>•-Carrots<br>• -Cassava<br>- Stem tubers e.g. | • A field visit to the nearest market to observe the common tuber crops sold in the market.<br>• Identifying the common tuber crops.<br>• Grouping tuber |

| | | |
|---|---|---|
| and diseases of tuber crops.<br>• Discusses methods of controlling pests and diseases of tuber crops.<br>• **Describes ways of harvesting, processing and** storing tuber crops.<br>• Practices growing tuber crops (project by the Young Farmer's Club). | • -Irish potatoes<br>• - yams<br>• Growing and caring for tuber crops<br>• Common pests and diseases of tuber crops<br>• Effects of pests and diseases on tuber crops:<br>• -Rotting of tubers<br>• -Holes on tubers and leaves<br>• -Leaf yellowing<br>• -Leaf curling<br>• Methods of controlling pests and diseases of tuber crops.<br>• Harvesting, processing and storage of tuber crops<br>• Science oriented clubs<br>• -Young farmers club | crops as root tubers and stem tubers.<br>• Discussing the ways of growing and caring for tuber crops.<br>• Trapping and observing some of the common pests of tuber crops.<br>• Describing the characteristics of common tuber crop pests.<br>• Discussing the effects of pests and diseases on tuber crops.<br>• Demonstrating methods of controlling pests and diseases of tuber crops.<br>• Describing ways of harvesting, processing and storing tuber crops.<br>• Practicing growing tuber crops as a project. |

**Assessment guidelines**

1) Assess individual learner's competence in naming the different types of tuber crops.
2) Assess each learner's ability in describing the ways of growing and caring for tuber crops.
3) Assess learners' ability in discussing the ways of harvesting, processing and storing tuber crops.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

**THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**

## TOPIC 7: KEEPING GOATS, SHEEP AND PIGS (20 PERIODS)

**introduction**

This is Topic 2, Term 3 in the standard P.5 curriculum. It has been shifted to P.6, Term 2 in this abridged curriculum because it had not yet been covered by the time schools closed due to COVID 19 lockdown. The learners will be guided to use scientific knowledge and skills in keeping goats, sheep and pigs as a source of livelihood. The learners should be taken to visit nearby animal farms to observe the skills of keeping goats, sheep and pigs practically.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• Identifies names of external parts of goats, pigs and sheep.<br>• Describes uses of goats, sheep and pigs.<br>• Discusses the causes, signs, symptoms, prevention and control measures of diseases in goats, sheep and pigs. | Goats, sheep and pigs keeping<br>• External parts of goats, sheep and pigs.<br>• Housing and management of goats, sheep and pigs.<br>• Products from goats, sheep and pigs:<br>- Meat<br>- Skins<br>- Wool<br>- Milk<br>• Diseases and parasites of goats, sheep and pigs<br>- Causes<br>- Signs and symptoms<br>- Prevention and | • Use field visits for learners to observe different farm animals.<br>• Make learners to draw and label external parts of goats, sheep and pigs.<br>• In small groups let learners identify products got from goats, sheep and pigs.<br>Using whole class discussion, let learners describe housing and management of goats, sheep and pigs.<br>Let learners make research on how to control parasites and diseases of goats, sheep and pigs.<br>Use videos to show different |

| | | |
|---|---|---|
| | control. | animal rearing practices. |

**Assessment guidelines**

Assess individual learner's ability to;

- Describe the uses of a goat, a sheep and a pig.
- Identify the products got from goats, sheep and pigs.
- Discuss how to control the parasites and diseases of goats, sheep and pigs.

**THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**

## TOPIC 8: KEEPING CATTLE (20 PERIODS)

**introduction**

This is Topic 2 Term 2 in the standard P.6 curriculum. In this abridged curriculum, some of the competences have been left out or merged with others to cover for the lost time of learning. In this Topic, learners will be guided to build on the knowledge and skills which they already have on how to keep goats, sheep and pigs. Learners will be guided to keep cattle for commercial purposes, care for the cattle well to prevent pests and diseases. Learners will identify the products got from cattle and the products got from milk. Teachers are advised to take learners to nearby cattle farms or invite resource persons to talk to learners to consolidate the concept of keeping cattle.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>▪ Identifies the different types of cattle<br>▪ Identifies the different breeds of cattle | ▪ External parts of cattle<br>▪ Types off cattle, e.g.<br>▪ Dairy<br>▪ Beef<br>▪ Dual purpose | ▪ Conduct field visits for learners to observe and identify different types of cattle in the community.<br>▪ In groups, learners |

| | | |
|---|---|---|
| ▪ Mentions ways of grazing, watering and housing cattle<br>▪ Describes milking process in a farm<br>▪ Names milk products<br>▪ Identifies common pests and diseases in cattle; the causes, spread, signs, symptoms, prevention, control and treatment of cattle pests and diseases. | ▪ Work type<br>▪ Breeds of cattle: Indigenous and exotic<br>▪ Caring for cattle<br>▪ Grazing and watering cattle<br>▪ Feeding cattle<br>▪ Housing cattle<br>▪ Milking and milk products, e.g., butter, cheese, ghee, yoghurt, whey.<br>▪ Cattle pests and diseases:<br>▪ Causes, spread, signs/symptoms, prevention, control and treatment. | discuss the different breeds of cattle.<br>▪ Demonstrating grazing, watering, feeding and housing cattle.<br>▪ Using Think pair share, learners describe the milking process and the products of milk.<br>▪ Using whole class discussion, learners identify common cattle pests and diseases, their causes, spread, signs and symptoms, prevention, control, and treatment. |

**Assessment guidelines**

Assess individual learner's competence on;

- Naming the types of cattle
- Identifying the common breeds of cattle in the community.
- Describing different ways of grazing cattle.
- Naming milk products.
- Assess each learner's ability to explain how to manage common cattle pests and diseases.

# SCIENCE: TERM 3

**THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**

## TOPIC 9: SCIENCE AT HOME AND IN OUR COMMUNITY (PERIODS 15)

This is Topic 2, Term 3 in the standard P.6 curriculum and it has been maintained. Learners should be guided to discuss activities that might benefit them and help to solve common problems. To remain healthy, we need clean and safe water for drinking and washing. Guide learners on how to prepare clean and safe water for drinking and washing. Use practical demonstrations in class to make learning meaningful, real and interesting. Making use of resource persons will be of great importance.

| COMPETENCES | CONTENT | Suggested activities |
|---|---|---|
| The learner.<br>• Describes ways of preparing clean and safe water for drinking and washing.<br>• Discusses ways of cleaning clothes in a home.<br>• Participates in preparing clean and safe water **for** drinking and washing.<br>• Constructs a | • Preparation of Clean and Safe Water for Drinking and Washing:<br>– boiling<br>– filtering<br>– treating<br>– distilling<br>– decanting<br>Water impurities<br>• – human wastes<br>• – animal wastes<br>• – pollutants from farm chemical<br>• – silt from erosion | • Carrying out experiments on different ways of preparing clean and safe water for drinking and washing.<br>• Discussing ways of cleaning clothes in a home.<br>• Preparing clean and safe water for drinking and washing.<br>• Discuss what makes water unsafe<br>• Words and sentences about getting local salt from ash.<br>• Preparing clean and safe water for drinking.<br>• Constructing a simple water purifying system. |

| | | |
|---|---|---|
| simple water purifying system | Cleaning Clothes in a Home<br>– sorting<br>– soaking<br>– washing<br>– rinsing<br>-wringing<br>– drying<br>– ironing | |

**Assessment guidelines**

Assess individual pupil's ability to:

- Describe what safe drinking water is.
- Outline ways of preparing clean and safe water for drinking and washing.
- Describe the steps people should follow to clean clothes in a home.
- Carry out an activity on preparation of clean and safe water during science show/fair.

**THEME: HUMAN HEALTH**

## TOPIC 10: PRIMARY HEALTH CARE (PHC) (15 PERIODS)

introduction

This is the last Topic in the standard P.5 curriculum. In this abridged curriculum, it has been shifted to P.6 Term 3 because it had not been taught by the time of the lockdown due to COVID 19. In this Topic, the learners will be guided to carry out activities which aim at improving community hygiene and health of the people. The content on 'People with special care and how to care for them' has been left out because it has been shifted to be covered under the Topic "Food and Nutrition".

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• Describes what PHC is, its elements and principles.<br>• Demonstrates activities of PHC in promotion of community hygiene.<br>• Explains the responsibilities of individuals, families and the community in health promotion. | • Primary Health Care<br>• What it is<br>• Elements and principles of PHC<br>• Activities in PHC in promotion of community hygiene e.g.<br>• Rubbish and excreta disposal<br>• protecting water sources<br>• Responsibility of individuals, family and community in health promotion.<br>• Suitable lifestyles and good health practices. | • Making a visit to a health Centre to observe the PHC elements of immunization, treatment of diseases, family planning, and health education among others.<br>• Learners identifying the PHC practices in the health Centre – these are also referred to as Elements.<br>• Using the field observations to define PHC – affordable, effective, socially acceptable, with community participation<br>• Describing PHC, its elements and principles.<br>• Practicing activities of PHC in the school.<br>• Demonstrating the responsibilities of individuals, families and community in health promotion. |

**Assessment guidelines**

1) Using a written test, assess learners' ability to explain the concept of PHC and discuss the responsibilities of individuals, families and community in the provision of PHC.
2) Using the project method, observe and assess learners' competence in establishing PHC projects in the school.

3) Assess individual learners' ability to prepare messages that promote PHC in schools.

**THEME: HUMAN HEALTH**

## TOPIC 11: FOOD AND NUTRITION (20 PERIODS)

introduction

This is Topic 3, Term 3 in the standard P.5 curriculum. It has been shifted to P.6, Term 1 in this abridged curriculum because it had not yet been covered by the time schools closed due to COVID 19 lockdown. The content under this Topic is intended to support learners' understanding of advantages and disadvantages of breastfeeding, bottle feeding, traditional customs and taboos. Learners will be guided to determine the importance of giving a balanced diet to vulnerable groups of people and people with different needs.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• The learner explains what breastfeeding is, its advantages and disadvantages.<br>• Explains what bottle-feeding is, its advantages | • Breastfeeding<br>What it is<br>Advantages and disadvantages to:<br>-Mother<br>-Baby<br>-Family<br>• Bottle-feeding<br>What it is<br>Advantages and disadvantages to:<br>-Mother | • Sharing their experiences on breastfeeding (their own or children they have observed breastfeeding).<br>• Telling folk stories related to breastfeeding.<br>• Telling myths about breastfeeding.<br>• Brainstorming on the advantages and disadvantages of breastfeeding to; mother, baby and family. |

| | | |
|---|---|---|
| and disadvantages.<br>• Identifies vulnerable groups of people.<br>• Explains traditional customs and their advantages to the community. | -Baby<br>-Family<br>• The vulnerable groups and people who need special care.<br>-Weaning babies<br>-Sick<br>-Elderly<br>-Convalescents<br>-Breastfeeding<br>-Pregnant mothers and their unborn children.<br>• Food for the vulnerable and people who need special care<br>- Soft drinks<br>- Soft foods<br>- Balanced diet<br>• Traditional customs and food taboos in communities<br>-Examples of food taboos; women should not eat chicken, eggs and so on.<br>-Effects of food taboos in nutrition. | • Explaining instances in their community when bottle feeding may be necessary.<br>• Listing different vulnerable groups of people and the food they need.<br>• Sharing their experiences of caring for vulnerable persons in their communities – identifying the specific challenges in caring for them.<br>• Debating on the customs and food taboos in their community. |

**Assessment guidelines**

- In small groups, assess learners' ability to demonstrate how to prepare foods for specific groups of vulnerable persons

NATIONAL CURRICULUM DEVELOPMENT CENTRE

- In form of written tests, assess learners understanding of the concept of vulnerable persons and foods for each group; advantages and disadvantages of Breast feeding and Bottle feeding
- Organize a debate and assess learners ability of effective communication on a topic about food taboos in their community (e.g. “women should not eat chicken”)

**THEME: HUMAN HEALTH**

## TOPIC 12: SANITATION ((15 PERIODS)

introduction

This is Topic 3, Term 3 in the standard P.6 curriculum and has been maintained. The Topic provides learners with an understanding of the whole concept of sanitation with an intention to equip learners with skills to take care of their environment, and maintain its cleanliness to avert possible disease outbreaks such as cholera, diarrhoea, dysentery and many others.

| COMPETENCES | CONTENT | Suggested Activities |
|---|---|---|
| The learner:<br>• Identifies toilets, latrines and potty.<br>• Name types of latrines.<br>• Describes the importance of using a latrine /toilet correctly.<br>• Demonstrates proper use of latrines and toilets.<br>• Draws the | • Toilets and Latrines:<br>• -what they are<br>• The VIP latrine and Ecosan<br>• Conventional (ordinary) Latrine and Potty<br>- characteristics and differences<br>• The water closet /borne toilets<br>• Proper use and maintenance of toilets and latrines. | • In groups of four members, learners identify and explain different toilets and latrines.<br>• Teacher asks a volunteer to demonstrate proper use of latrines and toilets.<br>• Using guided questions, learners brainstorm on the importance of using a toilet or a latrine. |

| | | |
|---|---|---|
| different types of latrines.<br>• Uses local resources to make tools for cleaning latrines and toilets.<br>• Participates in maintaining the cleanliness of latrines and toilets. | | • Referring to a chart or a textbook, the learner draws the different types of toilets.<br>• In pairs, learners use locally available resources to make cleaning tools such as brooms, scrubbing brushes, cobweb remover and others.<br>• In turns, each learner gets an opportunity to clean the toilet during the term. |

**Assessment guidelines**

1) Assess each learner's competence in identifying toilets and latrines and describing their proper use.
2) Assess each learner's ability to maintain the toilet/latrine clean.
3) Assess each learner's practical ability to make cleaning tools.

**THEME: HUMAN HEALTH**

## TOPIC 13: ACCIDENTS AND FIRST AID (20 PERIODS)

**introduction**

This is Topic 2, Term 3 of standard P.6 curriculum and it has been maintained. This Topic is intended to create awareness of the accidents that happen in day today situations and their respective first aid. The Topic aims at promoting safety in schools, homes, on the roads and other means of transport and generally everywhere. It promotes vigilance and ensures health.

| COMPETENCES | CONTENT | Suggested Activities |
|---|---|---|
| The learner:<br>• Describes burns and scalds.<br>• Describes near-drowning.<br>• Describes causes of fainting, and how to give first aid.<br>• Mentions causes, prevention and first aid for near-drowning.<br>• Identifies foreign bodies in the passages.<br>• Participates in activities which prevent accidents.<br>• Gives effective first aid to burns, fevers, fainting and removal of foreign body | • Burns and scald<br>• Fever and convulsions:<br>-what they are<br>-causes, prevention and first aid<br>• Near-drowning:<br>-what it is<br>-causes, prevention and first aid.<br>• Fainting:<br>• -causes, conditions and first aid.<br>• Foreign bodies in passages (mouth, nose, ears, anus, eyes, throat and vagina):<br>• -first aid | • Working in groups, learners describe what burns and scalds are.<br>• Using case scenarios/ storytelling, the teacher guide learner into telling their own stories about near drowning, fainting, and how first aid can be offered in either situation.<br>• Using brainstorming, the learners state the causes, prevention and first aid for near-drowning and fainting.<br>• Using pictorial / image interpretation, the learners in groups of four members identify foreign bodies in various passages.<br>• Learners dramatize how to prevent accidents.<br>• Using demonstration, learners pair up with members of the same sex to give effective first aid to burns, fevers, fainting and removal of foreign body |

**Assessment guidelines**

1) Assess each learner's ability to describe different forms of accidents, and their causes.
2) Assess each learner's competence to offer effective first aid in case of fainting or near drowning.

**HUMAN HEALTH**

## TOPIC 14: ALCOHOL, SMOKING AND DRUGS IN SOCIETY (20 PERIODS)

This is the last Topic of Term 1 in the standard P.6 curriculum, and it has been maintained. In this Topic, learners should be guided to explore the dangers of smoking, alcoholism, and drug dependence. You are advised to use examples in the society to guide learning.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • The learner.<br>• Describes alcohol and alcoholism.<br>• Discusses factors that lead to alcoholism, smoking, drug abuse and misuse.<br>• States the effects of alcoholism to an individual, family and community.<br>• Describes smoking.<br>• Mentions effects of smoking to an individual, family and community.<br>• Discusses the effects of drugs | • Alcohol and Alcoholism:<br>- What they are.<br>- How alcohol is made.<br>- Factors that lead to alcoholism.<br>• Effects of alcoholism to an individual, family and community.<br>Smoking:<br>– what it is.<br>– Factors that lead to smoking.<br>– Effects of smoking to an individual, family and community.<br>Carry out experiments on how alcohol is made.<br>• Dramatizing causes and effects of factors like alcoholism, smoking, drug abuse and misuse.<br>• Describing smoking.<br>• Mentioning effects of smoking to an | • Carry out experiments on how alcohol is made.<br>• Dramatizing causes and effects of factors alcoholism, smoking, drug abuse and misuse.<br>• Using Think pair share, learners describe smoking.<br>• Using brain storming, learners mention effects of smoking to an individual, family and community.<br>• Using Individualized learning, learners discuss the effects of drugs to an individual, family and community.<br>• Identifying essential drugs.<br>• Mentioning ways of storing drugs.<br>• States life skills to safe guard against alcoholism, smoking and drug dependency.<br>• Participating in campaigns against alcohol, smoking and drugs.<br>• Writing words, sentences and stories about drugs, drug |

| | | |
|---|---|---|
| to an individual, family and community. Identifies essential drugs.<br>• Mentions ways of storing drugs.<br>• States life skills to safe guard against alcoholism, smoking and drug dependency.<br>• Participates in campaigns against alcohol, smoking and drugs | individual, family and community<br>• Drugs:<br>– What they are.<br>– essential drugs:<br>– What they are.<br>• –storage of drugs.<br>• –Characteristics (uses) of essential drugs.<br>• Drug Abuse, Misuse and Dependency<br>– Factors that lead to drug abuse/ misuse and dependency<br>– Effects of drug abuse to an individual, family and community.<br>• Life Skills to Safeguard against Alcoholism, Smoking and Drug Dependence | abuse and misuse.<br>• Acting out a dialogue about life skills to safeguard against alcoholism, smoking and drug dependence.<br>• Writing effective campaign messages against alcohol, smoking and drugs.<br>• Describing drug abuse, misuse and dependence.<br>• Discussing the effects of drugs to an individual, family and community.<br>• Identifying essential drugs. Mentioning ways of storing drugs.<br>• Stating life skills to safeguard against alcoholism, smoking and drug dependence.<br>• Writing and sharing campaign messages against these bad habits. |

**Assessment guidelines**

**1.** Assess individual learner's ability to:

- List the effects of smoking and alcoholism to an individual, family and community.
- Explain how essential drugs can be stored.
- Describe the life skills to safeguard against alcoholism, smoking and drug dependence.

2. Assess individual learner's competence in writing and displaying campaign messages against smoking, alcohol and drugs.

**THEME: THE HUMAN BODY**

## TOPIC 15: THE CIRCULATORY SYSTEM (20 PERIODS)

introduction

This is Topic 3, Term 1 in the standard P.6 curriculum. In this Topic, learners will be guided to explain how blood flows in the body, the functions of blood and importance of blood circulation. The learners will also identify the functions of the heart and blood vessel involved in blood circulation. Learners will be guided by use of models of the heart and blood vessel to avoid abstract learning. Content and competence about "Increasing amount of blood in circulation" and "HIV/AIDS and blood" have been merged with describing ways of preventing and managing diseases and disorders of the circulatory system.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| ● The learner:<br>▪ Describes blood circulation.<br>▪ Describes the structure and functions of the heart.<br>▪ Identifies blood vessels.<br>▪ Describes composition of blood.<br>▪ Describes ways of preventing and managing diseases and disorders of the circulatory system. | ▪ Blood circulation<br>●-what it is.<br>▪ Structure and functions of the heart<br>-parts of the heart.<br>-functions of the parts of the heart.<br>▪ Blood vessels:<br>-veins and arteries attached to the heart<br>-capillaries<br>▪ Composition and functions of blood:<br>-Plasma.<br>●-Red blood cells | ▪ Describing blood circulation.<br>▪ Drawing and labelling the heart.<br>▪ Stating functions of the parts of the heart.<br>▪ Naming the blood vessels.<br>▪ Describing composition of blood.<br>▪ Describing how to prevent and manage diseases and disorders of the circulatory system. |

| | | |
|---|---|---|
| | ●-White blood cells<br>●-Platelets.<br>▪ Diseases and disorders of the circulatory system. | |

**Assessment guidelines**

Assess individual learner's competence in,
Drawing and labelling the heart.
Stating functions of the parts of the heart.
Naming the blood vessels.
Describing composition of blood.
Assess individual learner's ability to describe how to prevent and manage diseases and disorders of the circulatory system.

**THEME: THE HUMAN BODY**

## TOPIC 16: RESPIRATORY SYSTEM (15 PERIODS)

### introduction

This is Topic 4, Term 2 in the standard P.6 curriculum and it has been maintained. The content under this Topic gives an understanding of the respiratory system, diseases and disorders of the system and the learner's role in preventing such disorders. It is significant for them to have such knowledge to appreciate the role of the respiratory system in their bodies, be able to avoid risky behaviour that compromises the health of the respiratory system and take part in the campaigns to promote awareness on such risky behaviour hence prevent diseases and promote health.

| COMPETENCES | CONTENT | Suggested Activities |
|---|---|---|
| The learner:<br><br>Identifies respiratory organs.<br><br>Describes lungs and | Respiration<br><br>What is it | In groups of four members, learners identify the parts of the respiratory system and describe |

| | | |
|---|---|---|
| breathing.<br><br>Demonstrates an experiment on human respiration.<br><br>Identifies diseases and disorders of the respiratory system.<br><br>Participates in campaigns to keep the system in a healthy working condition.<br><br>Draws the respiratory organs | Respiratory organs<br><br>Lungs and breathing<br><br>Respiration in relation to food and oxygen<br><br>Diseases and disorders of the system<br><br>Keeping the system in a healthy working condition | lungs and breathing.<br><br>Guided by the teacher, learners demonstrate an experiment on human respiration.<br><br>Using brainstorming, learners identify diseases and disorders of the respiratory system.<br><br>Using megaphones, learners participate in campaigns to keep the system in a healthy working condition.<br><br>Referring to a chart, learners draw the respiratory organs. |

**Assessment guidelines**

1. Assess each learner's competence to identify the respiratory organs and describe the lungs and the breathing process.
2. Assess each learner's competence to demonstrate an experiment on human respiration.
3. Assess each learner's competence to identify diseases and disorders of the respiratory system and actively engage in the campaign to create awareness.
4. Assess each learner's ability to draw and label the respiratory organs.

**THEME: HUMAN BODY**

## TOPIC 17: REPRODUCTIVE SYSTEM (20 PERIOD)

introduction

This is the last Topic in the standard P.6 curriculum and it has been maintained. Content under this Topic provides an understanding of the reproductive

system, reproduction, primary and secondary sexual characteristics, and issues of teenage pregnancy and how they can be prevented. This Topic is critical as it addresses the process of procreation, growth and development, and socio-cultural challenges such as teenage pregnancy. It provides awareness of sexuality, respect for one another, reproductive health rights and promotes freedom from sexual violence.

| COMPETENCES | CONTENT | Suggested activities |
|---|---|---|
| The learner:<br>▪ Describes growth and development in human beings<br>▪ Identifies primary and secondary sex characteristics<br>▪ Describes social and emotional changes<br>▪ Describes reproductive organs and cells in human males and females<br>▪ Discusses fertilisation, conception and pregnancy in humans<br>▪ Prepares effective messages on reproductive health<br>▪ Mentions problems in pregnancy<br>▪ Discusses consequences of | • Growth and Development in human beings<br>• Puberty and Adolescence<br>• -what they are<br>• Primary and secondary sex characteristics<br>• Social and emotional changes<br>• Reproductive organs and cells (male and female)<br>• Fertilisation, conception and pregnancy<br>• Reproductive health<br>• -problems in pregnancy<br>• -teenage pregnancy: meaning and consequences.<br>• Care for | ▪ In groups, learners describe the process of growth and development in human, identify primary and secondary sexual characteristics and<br>▪ Describe social and emotional changes in relation to sexuality.<br>▪ Learners watch a video (where available) on reproductive organs and cells in human males and females, after watching, learners get into manageable groups to<br>• discuss the process of fertilisation, conception and pregnancy in humans.<br>▪ In pairs, learners prepare effective messages on reproductive health; they discuss the challenges of teenage pregnancy as well as the consequences.<br>▪ Teacher works with the |

| | | |
|---|---|---|
| teenage pregnancy<br>▪ Mentions and demonstrates proper ways of caring for reproductive organs<br>▪ Identifies diseases and disorders of the system<br>▪ Describes the importance of family planning, uses, methods and family spacing<br>▪ Discusses myths and misconceptions about family planning<br>▪ Draws the reproductive organs | reproductive organs<br>• Common diseases and disorders of system (STI's)<br>• Family planning<br>• -Importance, methods (natural and artificial), myths and misconceptions about family planning<br>• -Child spacing<br>• -PIASCY (messages about reproductive health) | school nurse/ senior woman and senior man to demonstrate proper ways of caring for reproductive organs.<br>▪ Through brainstorming, learners identify diseases and disorders of the system, describes the importance of family planning, uses, methods and family spacing, discuss the myths and misconceptions about family planning<br>• Draws the reproductive systems for both males and females |

**Assessment guidelines**

Assess each learner's competence to describe the process of growth and development in humans, identify primary and secondary sexual characteristics and describe social and emotional changes in relation to sexuality.
Assess the ability of each learner to describe the reproductive organs and cells in human males and females.
Assess the ability of each learner to describe the process of fertilisation, conception and pregnancy in humans.
Assess the ability of each learner to prepare an effective message on reproductive health.
Assess the ability of each learner to explain the challenges of teenage pregnancy as well as the consequences.

**THEME: MATTER AND ENERGY-(20 Periods)**

## TOPIC 18: SOUND ENERGY

This is Topic 2 Term 1 in the standard P.6 curriculum and has been maintained. Learners should be guided to explore about the different sounds in their environment and how sound is produced. Learners should be practically involved with hands on activities to produce and experiment with sound. Use of resource persons in musical instruments would be ideal for this topic.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| **The learner:**<br>• Experiments on sound as a form of energy<br>• Identifies the sources of sound.<br>• Describes how sound travels in different materials<br>• States the different ways through which sound is produced, stored and reproduced.<br>• Carries out experiments on behaviour of sound with different materials. | • Sound energy<br>• -what it is<br>• Sources of sound:<br>-natural and artificial,<br>– musical instruments e.g.<br>– -Percussion<br>– -Wind<br>– -String<br>• Pitch, frequency and volume of sound.<br>• How sound travels<br>• Echo:<br>• -what it is and its importance.<br>• How sound is produced, | • Learners carry out experiments on sound as a form of energy.<br>• Individually, learners identify different sources of sound.<br>• Using class discussion, learners describe the movement of sound in different materials.<br>• In groups, learners discuss different ways of producing, storing and reproducing sound.<br>• With help of a resource person, learners experiment production of sound with different materials in the environment.<br>• Individually learners draw and label the structure of the human ear.<br>• Using think-pair-share |

| | | |
|---|---|---|
| • Names the different parts of the human ear.<br>• Draws and labels the structure of a human ear.<br>• States the functions of the human ear.<br>• Names diseases and disorders of the human ear.<br>• Compares the human ear with organs of hearing in other animals. | stored and reproduced.<br>• The human ear (the structure and functions).<br>• Ways of caring for the human ear. | learners state the functions of the human ear.<br>• Learners are tasked to carry out their own research on diseases and disorders of the human ear.<br>• Through brain storming, learners discuss ways of caring for the human ear.<br>• Using class discussion, teacher guides learners to compare the human ear with organs of hearing in other animals.<br>• Teacher guides learners in making a model of the human ear (individually). |

**Assessment guidelines**

Assess each learner's competence in identifying different sources of sound.
Assess each learner's competence in storing and reproducing sound.
Assess each learner's competence to demonstrate how to care for the human ear.
Assess learner's ability to demonstrate the variations of pitch in different classes of musical instruments.
Assess learners' ability to make functional musical instruments.

# SOCIAL STUDIES

# SOCIAL STUDIES: TERM 1

## TOPIC: 1 THE EAST AFRICAN COMMUNITY

**INTRODUCTION**

The outbreak of COVID-19, abruptly shut down schools across the country and caused disruptions of schooling. Even though government deployed distance education programs to ensure continuity in learning still the impact was limited therefore, as a mitigation measure to recover loss of learning, the curriculum has been adapted and reorganised to allow for flexible promotion of learners who missed school because of the Covid-19 pandemic or illness. The curriculum content has been reorganised by teasing out the critical concepts and competences that should not be left out at a given level. This has been done by identifying key concepts under each theme/topic that need to be covered as essential for progression to the next class. The adaptation of the content has been based on consideration of what is critical to be covered at the current level as a foundation for building on at the subsequent levels. The curriculum and teaching methods have been adapted to suit learners' ability and reflects gender and inclusive perspectives

Learning assessments and examinations serve different but critical functions. Learning assessments aim to gather information on what learners know, understand, and can do, whereas examinations are used to certify or select learners in a given grade or age for further schooling, training or work. In particular, national examinations can determine learners' ability to progress further in their education and inform decisions on tracking learners. Therefore, examinations are not recommended during this period of schooling. We shall focus on formative assessment only.

**Remediation:**

As a result of lower levels of learning during school closures, many children are at risk of returning to school without having properly assimilated the course content required of their grade. In these cases, remedial instruction will be

NATIONAL CURRICULUM DEVELOPMENT CENTRE

required to get children back on track. During the first two weeks of school opening, remedial lessons will be conducted. In remediation, teachers will try to correct a deficit rather than teach learners to cope with the deficit. Through remediation activities or lessons, teachers will help learners improve their skills through direct instruction. Remedial instruction will be focused on the specific concepts which were covered at the time when learners were at school. Remediation strategies include reteaching, using alternative instructional strategies, task analysis, additional practice and one-on-one tutoring. This will be the springboard to prepare learners for new content and awaken their memories which Covid-19 has greatly disrupted. The following content will be considered for remediation;

The learner will be exposed to the concept of population census and its importance to the Government as well as the people.

**Learning Outcomes:** The learner should be able to develop an appreciation of the importance of the East African Community and apply the acquired knowledge in everyday living, describe the ethnic groups and the cradle of human race and appreciate the contributions of the religions brought to East Africa, and develop an understanding of the factors which influence population growth, distribution and how they affect planning for the people in East Africa.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Analyses the historical background of the EAC (1967 to 1977)<br>• Discusses the objectives and benefits of the EAC since 1967<br>• Outline and explains the | • Historical Background of the East African Community (1967-1977)<br>• Countries that formed the East African Community (EAC) and their location<br>• Main characters | • Ask the Learners to:<br>- Use a map of East Africa to name the countries that formed the EAC long ago.<br>- Describe the position of East Africa using latitudes and longitudes.<br>- Nameg the presidents and personalities |

| | | |
|---|---|---|
| services provided by the EAC (1967 =19 77)<br>• Locates the East African countries on the map of Africa.<br>• Identifies the factors that led to the collapse of the EAC<br>• Explains the revival and expansion of the EAC<br>• Describes the roles played by different heads of state<br>• Discusses the objectives, benefits of the new formed East African cooperation<br>• Identifies the symbols of the countries of the present EAC<br>• Draws a map of East Africa showing archaeological sites<br>• Discusses the importance of | involved in the formation of EAC i.e., Obote, Nyerere and Kenyatta<br>• Objectives and benefits of the following corporations:<br>**a.** East African Development Bank<br>**b.** East African Post and Telecommunicati on<br>**c.** Disintegration/ Collapse of the EAC<br>• Reasons for disintegration<br>• Effects of disintegration<br>• Revival of the East African Community (2001)<br>• Countries that formed East Africa (2000)<br>• Location of former East African countries.<br>• Presidents of the present EAC countries.<br>• Benefits to the individuals, the country, the EAC and | involved in forming the East African Community in 1967.<br>- Discuss the reasons why the EAC was formed in l967.<br>- Explain the reasons that caused the fall of the EAC.<br>- Discuss the challenges of the corporation.<br>- Draw an accurate map of East Africa showing sister countries.<br>- Explain the reasons that led to the disintegration and the effects of the disintegration. • Role-playing the heads of state's contribution to the collapse of the East African Community.<br>- Use atlases to study and identifying the countries of the EAC.<br>- Write the description of the position of East Africa showing latitudes and longitudes.<br>- Discuss in small groups the reasons for the revival and expansion of the East African Community. |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

| | | |
|---|---|---|
| historical sites<br>- Discusses the people of East Africa<br>- | beyond. – National symbols of East African countries<br>• Peoples of East Africa<br>• The cradle land of human race in East Africa - Archaeological sites in the EAC<br>• Importance of archaeological sites | - Discuss the personalities involved, the benefits and how they contribute to the harmony of the EAC.<br>- Discuss the sources of history, archaeological sites and ethnic tribes in East Africa. |

**Competences for Assessment**

- describes and explains the historical background of the EAC.
- locates countries that formed the EAC on a map of East Africa
- explains the personalities that were involved in the formation of the EAC.
- explains the benefits of the EAC to the people of East Africa.
- describes the factors that led to the collapse of the EAC.
- describes countries that form the current EAC and personalities involved in its revival.
- describes the objectives of the formation of the EAC.
- explains the benefits of the EAC to the people of East Africa.
- describes and explain the national symbols of countries of the present EAC.
- explains symbols of the present EAC.
- describes the cradle/origin of the peoples of East Africa.
- describes the various ethnic groups of East Africa.
- describes the organisational structure i.e., centralised and decentralised.
-

# SOCIAL STUDIES: TERM 2

## TOPIC 1: Natural Resources

**INTRODUCTION**

In this topic, the learner will be introduced to the types of resources available in the East African countries. These resources have been grouped into the following land, water, minerals and air. The topic highlights the resources available in the East African region, their location and impact on the lives of the people. When handling this topic, begin by explaining the new terminologies, so as to enable the learners appreciate the resources around them.

**Learning Outcome:** The learner develops an understanding and appreciates the resources found in East Africa, and demonstrates how the communities benefit from them.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Locate major forests, game parks, lakes and rivers, and crops on the map of East Africa<br>• Explain the uses of minerals to the people of East Africa<br>• Discuss problems faced in the | • Land<br>- Plants (crops, forests)<br>- Cultivation (traditional and current cash crops)<br>- Animals (domestic and wild)<br>- Tourism<br>- Location of forests, game parks, and cash crops in East Africa<br>- Problems related to Land and their Solutions: | • Ask the learners to:<br>- Visit the nearby environment to identify different resources.<br>- Discuss how plants contribute to the economic status of the EAC.<br>- Use an Atlas to study the map of East Africa showing natural vegetation.<br>- Identify and locating the major forests, game parks and cash crops on the map of East Africa.<br>- Discuss methods of |

| | | |
|---|---|---|
| mining of minerals in East Africa and suggests solutions.<br>• Locate and draws lakes on the map of East Africa<br>• Explain the importance of fish to the people of East Africa<br>• Discuss problems and suggests solutions related to fishing in East Africa | • Minerals<br>- Types of minerals in East Africa<br>- Specimens of minerals<br>- Types of mining (traditional and modern)<br>- Location of minerals on the map of East Africa<br>- Minerals as source of income in East Africa<br>- Problems of mining in East Africa<br>- Solutions to the problems<br>• Water<br>- Drainage in East Africa (lakes, rivers, oceans and swamps)<br>- Uses of water in East Africa<br>• Fishing<br>- Fishing methods (traditional and modern)<br>- Fish preservation (traditional and modern) | farming and the crops grown in East Africa.<br>- Discuss problems and suggesting solutions about forests, domestic and wild life and cultivation.<br>- Discuss ways of mining (traditional and modern) methods of mining.<br>- Discuss the uses of different minerals.<br>- Identifying minerals in the present East African countries.<br>- Explain how minerals benefit the EAC.<br>- Draw the map of East Africa showing where minerals are located e.g., oil, diamonds, copper, etc.<br>- Collect samples of any available minerals in the locality.<br>- Discuss problems of mining in East Africa and suggest solutions<br>- Discuss uses of lakes, rivers, oceans to the people of East Africa.<br>- Name/sign types of fish caught in East Africa.<br>- Describe both traditional and modern methods of |

| | | |
|---|---|---|
| | - Importance of fishing to the people of East Africa. – Problems and solutions to the fishing industry | fishing.<br>- Explain the importance of fishing in East Africa.<br>- Discuss problems and suggesting solutions related to fishing in East Africa. |

**Competences for Assessment**

- names/signs the different types of resources available in East Africa. (These should include subsistence and cash resources).
- distinguishes between export and non-export resources.
- identifies the tourist attractions found in the natural scenery and those that are human made in East Africa and discusses their importance.
- draws a map of East Africa and shows the resources distribution.
- speaks/signs and relates ideas while debating on natural resources.
- Suggests ways of caring for natural resources.

## TOPIC 2: Transport and communication in East Africa

**INTRODUCTION**

Introducing the learners to the traditional methods of transport and communication will give them an insight of the genesis of the different systems and how they have continued to improve over time. The improvement today is more sophisticated and faster. This improvement, however, also has some negative effects, some of which are health related e.g., air pollution and lack of exercises for the users, etc.

**Learning Outcome:** The learner understands the transport and communication systems that were used in the past and those used in the modern times and applies the knowledge acquired to everyday life.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Discuss the uses of the modern communication gadgets<br>• Analyse the advantages & disadvantages of the various communication systems today<br>• Identify the importance of the different means of transport in East Africa.<br>- | • 1. Communication<br>- Definition of communication – Traditional means of communication (drums, alarms, horns, smoke, specialised messengers, rock pictures/ signs, trumpets, whistles)<br>- Challenges of traditional communication<br>- Modern means of communication (post office, telegrams, mails; telephones<br>- mobile, landline; radio calls; the internet; notice boards/ billboards; neon signs; e-mails; faxes; television).<br>- Challenges in communication<br>- Solutions to overcome some of the challenges<br>• 2. Transport - Types of transport<br>(a) Traditional means:<br>i. water | i. Ask the Learners to:<br>- Brainstorm on the meaning of communication.<br>- Research from the elders on the types of communication used long ago.<br>- Sensitise the community around the school through role play on modern means of communication e.g., responsible use of mobile phones, the internet, faxes, television, etc.<br>- Discuss the advantages and disadvantages of the different means of communication.<br>- Collect pictures of gadgets of the various means of communication.<br>- Make models of the different communication gadgets.<br>- Create a communication corner and display different types of communication gadgets.<br>- Draw and locating the major transport network systems i.e., roads, |

| | | |
|---|---|---|
| | ii. canoe, rafts, dhows<br>iii. Foot<br>iv. Animals<br>v. Ropes<br>vi. Legs<br>vii. stepping stones<br>viii. bridges<br>(b) Modern means:<br>- Road<br>- Railway<br>- Air<br>- Water<br>- Pipeline<br>(c) 3. Advantages and disadvantages of various forms of transport<br>(d) 4. Solutions to transport problems in East Africa e.g., traffic rules, etc. | railways, airports and ports on the map of East Africa.<br>- Discuss the means of transport used long ago and today.<br>- Identify the different goods and services transported by the various means of transport.<br>- Document the major products being transported in their area, and by what means.<br>- Present the findings on charts and displaying them in the class.<br>- Discuss dangers and solutions related to the different means of transport in East Africa |

**Competences for Assessment**

- Defines the modes of communication and transport.
- locates the major transport systems on a map of East Africa.
- documents and categorises different goods and how they are transported.
- analyses the advantages and disadvantages of the various means of communication

NATIONAL CURRICULUM DEVELOPMENT CENTRE

# SOCIAL STUDIES: TERM 3

## TOPIC 1: The road to Independence in East Africa

**INTRODUCTION**

It is important to note that some people from other lands came to East Africa with different aims and interests. In this topic, the learner will learn about foreigners who came to East Africa and their impact to the people of East Africa. The topic will also bring out how the people of East Africa respond to the coming of foreigners.

**Learning Outcome:** The learner develops an appreciation for the coming of foreigners to East Africa, and states the rights of a citizen and applies the democratic process in selecting leaders.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Demonstrate positive contributions of explorers, colonialists & missionaries<br>• Draw maps showing journeys of foreigners in East Africa<br>• Identify the benefits from the struggle against foreign rule in East Africa<br>• Analyse the achievements of | • 1. Colonial Period<br>- Explorers: who they were, when they arrived and where, how they came, purpose of coming<br>- Missionaries: positive and negative contributions of missionaries in East Africa.<br>- Challenges faced by missionaries in | • Ask the learners to:<br>- Identify different foreigners who came to East Africa.<br>- Explaining the purpose of their coming to East Africa.<br>- Debate the contributions of the explorers, colonialists and missionaries to the development of East Africa.<br>- Discuss the effects of the coming of foreigners on the East African's culture. |

| | | |
|---|---|---|
| post independent East African Countries<br>• Explain the importance of democratic rule in East Africa<br>• Identify the role of the electoral commission in democracy<br>• Describe ways in which one can be a citizen of a country<br>- | East Africa.<br>- Achievements, settlements and mode of administration<br>- The challenges of colonial rule<br>- Impact of colonialists to the people of East Africa:<br>- positive<br>- negative<br>• 2. Post-Independence in East Africa<br>- Leaders of the independent East African countries<br>- East African countries<br>- Current political parties of the East African countries<br>- Challenges of post independent East African countries<br>• 3. Democratic | - Discuss and developing a chart showing positive contributions of the missionaries and explorers which should be upheld in our society.<br>- Draw maps showing journeys of different foreigners in East Africa.<br>- Write a guided composition on the achievements and challenges met by the foreigners in East Africa<br>- **Formation of** republics in the Discussing the causes and effects of rebellions in East Africa.<br>- Explain the process of colonial rule in East Africa.<br>- Identify the key personalities who led the struggle for independence for the East African countries and the means used.<br>- Identify achievements as a result of the struggle and their effect on the people.<br>- Identify presidents who led from independence to date and their roles. |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

| | | |
|---|---|---|
| | Rule in the East African Countries<br>- 4. Definition of democracy<br>- Democratic processes<br>- Political and civic education<br>- Citizenship<br>- Basic rights of citizens<br>- Electoral process<br>- Challenges of the electoral process – Solutions to the challenges | - Discuss how the countries of East Africa became republics.<br>- Identify different current political parties in East Africa.<br>- Discuss the challenges being faced and how to overcome them.<br>- Define democracy.<br>- Describe ways in which one can be a citizen of a country (e.g., by birth, decent, registration, adoption).<br>- Discuss the democratic process of governance in a country.<br>- Identify the role of the Electoral Commission in democracy.<br>- Debate the rights and responsibilities of citizens.<br>- Write articles on democracy.<br>- Write a composition about the basic rights.<br>- Draw posters showing the democratic process.<br>- Discuss the importance of political stability in |

| | | |
|---|---|---|
| | | East African countries.<br>- Role-play democratic ways of choosing a class monitor. |

**Competences for Assessment**

- exhibits good morals.
- writes on the good and bad effects of the post-independence East African countries.
- writes on the meaning of the key terms used e.g., citizenship
- draws meaningful posters of the electoral process.
- gives the importance of political stability in East Africa

## TOPIC 2: RESPONSIBLE LIVING IN EAST AFRICA

**Overview**

In this topic, introduce the learners to environmental issues, especially on sustainable use of the environment. Proper ways of disposing waste should be emphasised, highlighting on the littering of the environment with rubbish e.g., empty bottles, polythene bags, and paper and other unacceptable behaviour in the use of the environment.

**Learning Outcome:** The learner appreciates and demonstrates good practices of environmental management

| COMPETENCES | •CONTENT | •SUGGESTED ACTIVITIES |
|---|---|---|
| • Outline the positive and negative environment | • 1. Environmental protection<br>- Sustainable use of the environment e.g., | • Ask the Learners to:<br>- Discuss the uses of the environment in East Africa. |

| | | |
|---|---|---|
| al practices<br>• Demonstrate proper uses of the environment<br>• Demonstrate responsible living in the environment<br>• Explain the means of managing waste in the community<br>- | afforestation, proper methods of farming, alternative energy use, conservation of the environment.<br>- Waste management e.g., proper disposals, recycling of waste, sewage.<br>- National Environmental Management Authority (NEMA)<br>• 2. Climate change<br>- Consequences of irresponsible living in the environment: floods; mud/ landslides; desertification; pollution of land, water and air; diseases; resource depletion, over production of children.<br>- Solutions to environmental problems | - Brainstorm on the positive and negative environment practices.<br>- Visit the community and identifying good and bad environmental practices.<br>- Carry out intervention projects in the community.<br>- Compose a poem/a song on environmental protection.<br>- Generate topics for debate on causes of climate change.<br>- Simulate newspaper articles on consequences of irresponsible behaviour.<br>- Devise means of managing waste in the community |

**Competences for Assessment**

- cares for the environment.
- designs regulations that would enable the protection, care and conservation of the environment at the school and in the community.
- Participates in a project of tree planting in their homes, school and community

# Christian Religious Education

# C.R.E: TERM 1

## Preamble

Christian Religious Education is a subject that emphasises culture, morals, skills and values, it is very easy for the learner to understand the concepts without the teacher's struggle in the class because topics are sequenced clearly. In bridging P6 CRE, some topics have been merged, brought backward or pushed forward. This has been done to topics with related competences**.** As a you teach these topics, you should use the methodology which will help the learner develop values like; respect, love, honesty, responsibility, trustworthy, patience, cooperation, concern, appreciation, forgiveness, humility, obedience and confidence. The values will be observed and assessed as the learner actively participates in the activity. This will help the learner to develop into a transformed Godly fearing person.

The assessment guidelines of other competences which are not observed have been provided at the end of the lesson.

## What was changed /merged and the justification

| | CRITICAL CHANGES | JUSTIFICATION |
|---|---|---|
| P.6 | Topics "Witness", "Discipleship and rewards "and "Relationship with God" were extracted from primary five curriculum. | These should be handled as review topics as well as helping the learner to begin from known to unknown. |
| | Topics: 5 "Christ's gift for the journey", 6 "How to behave on the way" and 7 "People on the way" have been merged. | These topics were merged because they have related content. |

| | | |
|---|---|---|
| | "Friends on the way" is topic 8 in the curriculum of primary six. | The content in this topic is condensed because the content in the previous topic: 7 "People on the way" covers most of the work. Therefore in topic "friends on way" picked the important competences that cannot be left out. |

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Explains how Jesus is the light of the world and how the light can be seen in us.<br><br>- Describes different ways of witnessing for Christ.<br>- Demonstrates the Christian service to the Community as a witness to Christ | - Christ the light.<br>- How Christ is the light.<br>- John 8:12-20<br>- How Christ's light can be seen in us.<br>- Luke 18:35-43.<br>- Luke1:10-17.<br>- John 11:33-36.<br>• Mark 10:13-16.<br>• Witnessing for Christ.<br>- Concept of witness.<br>- Living as a witness for Christ.<br>• Matthew 5:14-16.<br>• Spreading the word.<br>• Mathew 28:19-20.<br>• Ephesian 4:11-12<br>- How to reflect the light of Christ to other people.<br>- Values that demonstrate good behavior.<br>- Avoiding moral degeneration in society.<br>- The role of returning officer, presiding officer, polling assistant, polling constable. | - Singing/signing songs about sharing the light of Christ.<br>- Discussing/signing ways in which Christ is seen as the light in us and in the world.<br>•<br>•<br>•<br>•<br>- Discussing/signing ways of witnessing for Christ.<br><br>•<br><br>- Discussing/signing the values that promote good behavior. |

**Assessment guidelines.**

**Let the learner**

- Read the Bible story about Jesus as the light.
- Tell the different ways of witnessing for Christ.
- Mention the values that promote good behavior.

## TOPIC: Discipleship and its reward.

introduction

This is Topic: 8 in primary five curriculum. This topic presents to the learners the idea of discipleship as well as Jesus' teaching about discipleship. It gives knowledge to the learner about the qualities and examples of discipleship. It brings out examples of famous Christians who emulated the discipleship as understood and taught by Jesus.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Describes discipleship<br>- Explains Jesus' teaching on discipleship.<br>- Lists some famous Christians who lived a life of discipleship | - Discipleship<br>- Describe discipleship<br>- Jesus teaching on discipleship.<br>• Mark 1:16-20<br>• Mathew 4:23-25.<br>• Examples of discipleship.<br>• Spiritual uprightness.<br>• Comfort in sorrow.<br>• Being humble.<br>• Being pure in heart.<br>• Working for peace.<br>• Courage in persecution. | - Brain storming on Jesus' teaching on discipleship.<br>- Discussing what Jesus taught on discipleship. |

| | | |
|---|---|---|
| | • Mathew 5:1-10.<br>• Luke12:29-31.<br>• Some famous Christians who lived a life of discipleship.<br>• St. Francis of Assisi<br>• St. Clare.<br>• St. Augustine | - Identifying different examples of discipleship. |

**Assessment on guidelines:**

**Let the learner**

Tell the meaning of discipleship.

Read the Bible text on discipleship.

Identify some examples of discipleship.

Mention some examples of Jesus teaching on discipleship

## TOPIC: Relationship with God.

introduction

This is topic 9 extracted from primary five curriculum. It will help leaners for their revision. This topic helps the learner to explore the concept of the Trinity: the "three persons in one God". This helps the learner to identify the role 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.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Describes the three persons of the Trinity.<br>•<br>- Identifies the | **-Trinity.**<br>- God the father.<br>- 1 John 3:1 | - Memorizing the Bible verses on Trinity.<br>- Discovering of the role of each person. |

| | | |
|---|---|---|
| three persons who make the Trinity and the role of each person.<br>- Identifies the two great Commandment Jesus taught.<br>- Explains the Old Testament teaching about the hope that God gives.<br>• Describes how people were prepared for the coming of the Messiah. | - Luke 12:29-30<br>- 1John 4:8-10.<br>• God the son.<br>• John 15:9-10<br>• John 8:19.<br>• God the Holy Spirit.<br>• Romans 5:5, 8:9-17.<br>• Concept of the trinity.<br>• Mathew 3:16-17.<br>• Mathew 2, 28:19.<br>• 1Peter 1:2.<br>- **Two great commandments.**<br>- Jesus' teaching<br>• John 15:9-12.<br>• Mathew 7:12.<br>• Mathew 5:43-44.<br>- **Old Testament teaching about hope.**<br>- Hope in trouble.<br>• Jeremiah 6:22-28.<br>• 23:5-6, 31:1-5, 31:31-34.<br>• Hope for the Messiah.<br>• Isaiah 11:1-10.<br>- **Coming of the Messiah**<br>• Zechariah's vision.<br>• Luke 1:5-25.<br>• Preparation Luke 1:25-38.<br>- The Messiah is born Luke 1:39-45.<br>- Wise men welcome the Messiah 2:1-11. | - Singing/signing songs of the Trinity.<br>- Studying the Bible verses and discovering the role of God the Father, God the son and God the Holy Spirit.<br>- Memorizing the two great commandments Jesus taught.<br>- Role-playing on how to cope with teenage pregnancy and other forms of trouble.<br>- Reading/signing and discussing the Bible text.<br>- Role-playing Jesus' birth.<br>•<br>- Singing/signing songs about Jesus' birth. |

**Assessment guidelines:**

**Let the learner;**

- Tell the concept of the Trinity.
- Mention the role of each person in the Trinity.
- Memorize the two great commandments.
- Roleplay Jesus' birth and tell what it means in his/her life.
- Make the Christmas cards.

## TOPIC: God created me.

introduction

It's topic 1 in the curriculum of primary six. This topic put emphasis on the uniqueness of an individual, his development, talent, sexuality, weaknesses and strength. The learner will be introduced to cross-cutting issues like adolescent development and its challenges and responsible behavior for the young people.

| Competences | Content | Suggested Activities |
|---|---|---|
| - Describes his/her own uniqueness.<br>- Identifies his/her own talent, weaknesses, and strength.<br>- Develops responsible attitude and behaviors.<br>- Mentions ways of relating with others.<br>- Uses his/ her God-given talents to work responsibly | - Understanding and appreciating myself as a unique person Psalm 139:13-16.<br>- The unique talents, weaknesses and strengths of each individual.<br>- Adolescent growth and development (physical, social, emotional, intellectual).<br>- Define the characteristics of an adolescent.<br>- How to relate with others with consideration of and respect at: family, school, and community level.<br>- Definition of work and value of work.<br>- How to work responsibly using God-given talents. Mathew 25:14-20. | - Guided Bible readings.<br>- Sharing/signing of experiences.<br>- Discussion<br>- Debate.<br>- Creative writing.<br>- Singing.<br>- Story telling. |

**Assessment guidelines:**

**Let the learner;**

- Read the Bible verses and tell how God created him/her as a unique being.
- Identify the different talents each has in the class.
- Share experiences of life how he/she can relate with others.
- Tell a story how she/he respects the people at different levels.
- Describe ones' weaknesses towards work.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

# C.R.E: TERM 2

## TOPIC: Evil and suffering.(12 periods)

introduction

This is topic 2 in the curriculum of primary six, it will clearly bring out the view that evil is the main cause of suffering. The different forms of suffering will be brought out strongly and a point in focus will be how suffering affects people. The learners have to put this in mind that people suffer differently according to what they have done

| Competences | Content | Suggested activities. |
|---|---|---|
| - Explains the meaning the forms, and causes of suffering.<br>- Describes how the fall of man caused suffering.<br>- Explains how personal irresponsibility can lead to suffering.<br>- Describes how Jesus shared in people's suffering.<br>•<br>- Describes the importance of acting responsibly in times of suffering. | - Suffering.<br>- Forms of suffering, causes and effects Gen 3<br>- HIV/AIDS as a form and cause of suffering.<br>- Election malpractices as cause of suffering.<br>- Teenage pregnancy as a cause of suffering.<br>- Jesus' example as sharing in suffering with others. John8:1-11,<br>- John 18:10-11.<br>- How to share in the suffering of others.<br>- Our response to suffering. Job 2, 3.<br>- Caring for the suffering in our community. | - Story telling a person who went through suffering.<br>- Bible reading Gen3.<br>- Sharing/signing experiences about a person who was affected by HIV/AIDS and suffers.<br>- Brain storming about how irresponsibility leads to suffering.<br>- Bible reading about stories which reflect Jesus sharing in the suffering of others.<br>- Group discussions about how people can avoid situations |

| | | |
|---|---|---|
| | - Planning and prepare a project for the suffering. | that can lead to suffering. |

**Assessment guidelines:**

**Let the learner;**

- Explain the forms and causes of suffering.
- Describe how the fall of man caused suffering.
- Describe how Jesus shared in peoples' suffering.
- Tell how personal irresponsibility can lead to suffering.

## TOPIC: God calls his people.

introduction

This topic shows to the learner the message that there is need for a redeemer who would bring light to the world. The topic endeavors to bring out specific Bible Characters who carried messages to people as a way of mending the broken relationship between humanity and God.

| Competences | Content | Suggested Activities |
|---|---|---|
| - Explains passages in the Bible that tell the need for a redeemer.<br>- Describes the broken relationship between God and man.<br>- Differentiates between the message and messengers.<br>- Explains the message of John the Baptist.<br>- Describes the message to Mary. | - Broken relationship.<br>- Restoration of broken relationship.<br>- The need for a redeemer Genesis 3:1-3, 4:1-10. 1John3:11-12.<br>- Bible character who received message from God.<br>- Messages from God and how people respond to the message.<br>- Genesis 12:1-9, Exd3:1- | - Bible reading about the need for redeemer.<br>- Role-playing John the Baptist and his message.<br>- Storytelling about the message given to Mary by Angel Gabriel.<br>- Singing/signing songs about messages from God.<br>- Dramatization of |

| | | |
|---|---|---|
| - Explains the Christian response in God's message | 2, 13, 6:8-9. Jeremiah 1:1-9.<br>- The promise of salvation.<br>- Message Mary received Luke1:26-38.<br>- Message from John the Baptist- Luke 3:3-16.<br>- God's message for his people today. | various Bible stories.<br>- Discussion on how Christians can respond to Gods message. |

**Assessment guidelines:**

**Let the learner**

- Describe the broken relationship between God and man.
- Explains the need for a redeemer.
- Explains the message of John the Baptist.
- Describe the message Mary received and her response.
- Mention the Christian response to God's message.

## TOPIC: Christ is the answer.

introduction

This topic is equipping a learner with the knowledge and attitudes necessary to deal with people who are in need. It brings out the values of repentance and forgiveness as a way of creating good relationship with others. The need to pray is also an important aspect that helps a learner to grasp in their daily life.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Explains Christ's concern for different people.<br>- Describes different | - Christ's care for others.<br>- Christ's concern for other people.<br>- Mark 1:29-45.<br>- Concern for the one in need. Mark 2:1-12.<br>- Jesus's concern for the sinners- | - Bible reading about Christ's concern for other people.<br>- Sharing of experience about the importance of |

| | | |
|---|---|---|
| incidences where Jesus showed concern for others.<br>- Explains the meaning of prayer.<br>- Tells the importance of prayer<br>Explains the meaning of forgiveness and its importance | Matthew 9:9-13, Luke 6:27-35, John 18:19-23.<br>- prayer<br>- Meaning of prayer.<br>- Types of prayer.<br>- Importance of prayer.<br>- Matthew 26:40-41.<br>- Jesus as an example of a prayerful person.<br>- Forgiveness.<br>- Meaning and importance of forgiveness.<br>- Effects of un forgiveness.<br>- Peters experience.<br>- Matthew 18:21-24, Luke22:54-64, John 21:15-19. | prayer.<br>- Discussion of the Bible readings.<br>- Creative writing about the importance of prayer.<br>- Story telling about forgiveness and repentance. |

**Assessment guidelines:**

**Let the learner.**

- Explain Christ's concern for different people.
- Describe the different incidences where Jesus showed concern for others.
- Share experiences about the importance of prayer to their classmates.
- Explain the meaning of forgiveness and its importance.

## Topic: Christ's gift for the journey.

introduction

Topic 5 in primary six curriculum was merged with topic 6 "how to behave on the way" and topic 7 "people on the way". It talks about the journey which everyone must walk, in this journey a lot is found along the way, for example different people we meet, animals, plants, the basic needs in life and all these things differ from each other. Here the learner should learn that Jesus gives gifts both spiritual and material for people to use and they should use them in consideration of others in order to have a strong community.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Describes the meaning and importance of baptism, and Holy Communion.<br><br>- Explains how the Holy Spirit teaches, encourages and guides one to overcome temptations.<br><br>- Explains how St. Francis of Assisi showed God's creation care.<br>- Explains the meaning of justice and relate it to daily life.<br>•<br>- Discovers the advantages of interacting with others. | - Sacraments.<br>- Meaning, need and importance of baptism.<br>- Meaning, need and importance of Holy Communion.<br>- The institution of the Sacrament of baptism and Holy Communion.<br>- Jesus as a way to God.<br>- John 14: 16-26,<br>- Holy Spirit.<br>- Pentecost- Acts 2:1-13.<br>- The work of the Holy Spirit.<br>- Importance of the Holy Spirit.<br>- Case study of St. Francis of Assissi.<br>- Project on taking care of the environment.<br>- Selfishness and its results Gen 4.<br>- Unselfishness and its benefits.<br>- Justice and injustices in the community.<br>- Proverbs 21:6-15, 22:22-23.<br>- The people we meet.<br>- Contribution of people we meet.<br>- The value of diversity.<br>- 1corinthians 11:12-21.<br>- International diversity.<br>- Galatians 3:26-28<br>- Benefits of diversity.<br>- Good communication as a way of relating with others.<br>- Need and desires of the people | Discussion on the Sacrament of baptism and Holy Communion.<br>Debate about forgiveness and revenge.<br>Bible reading.<br>Sharing/signing of experiences<br>About sacraments<br>Designing of posters indicating Christian journey.<br>Dramatizing a baptism ceremony.<br>Role-playing on confession and forgiveness.<br>Roleplaying about cases of unselfishness and its benefits.<br>Bible readings about the various aspects.<br>Project work done by learners reflecting taking care of environment.<br>Sharing of experiences about interacting with others.<br>Debate about the advantages and |

| | | |
|---|---|---|
| | we meet. Mark 6:31-44, 1:29-34.<br>- Our response to the different needs.<br>- Value and good relationship | disadvantages of interacting with others<br>Creative writing. |

**Assessment guidelines:**

**Let the learner;**

Explain the meaning and importance of baptism.
Tell the meaning and importance of Holy Communion.
Describe how Jesus is the way to God.
Mention the gifts of the Holy Spirit.
Explain the importance of the Holy Spirit.
Describe how St. Francis of Assissi cared for God's creation.
Write Christian principles about justice.
Identify the different people we meet.
Describe the value of diversity.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

# C.R.E: TERM 3

## Topic: Friends on the way.(8 periods)

introduction:

As you handle this topic you will find that not everything is here. A few topics have been got, which will help this learner as he/she grows. This topic helps the learner to discover what true friendship is all about. It further enables the learner distinguish between good and bad friends. The topic is important to the learner because he/she is growing towards adolescence and teenage when relationships are being formed.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Explains the meaning of friendship and its importance.<br>- Describes how Jesus showed friendship to the Apostles and other people.<br>- Mentions the qualities of a good friend.<br>- Describes the qualities of a marriage partner | - Friendship.<br>- Meaning and importance of friendship.<br>- Jesus's example of friendship.<br>- John 15:12-15.<br>- Qualities of a good friend.<br>- Importance of advice 2Samuel 12, Mathew 19:16-22.<br>- Good and bad advice.<br>- Qualities of people look for in marriage partners.<br>- Marriage is a bond of friendship for life 1 Corintian13:4-7.<br>- Marriage vows | - Group work discussion about the meaning of friendship.<br>- Bible readings and discussions about friendship.<br>- Role-playing about how Jesus showed friendship to people.<br>- Creative writing about qualities of good friendship.<br>- Brain storming about good friendship. |

**Assessment guidelines:**

- Discuss the meaning and importance of friendship.
- Explain the qualities of people look for in marriage.

Roleplay how Jesus showed to people.

## Topic: Christian Involvement in the World.

introduction

Christian should not leave world affairs to non-Christians alone. They have a duty to participate in the affairs of the world at all times. This includes religious, social, economic and political affairs. They thus have to make a contribution in the world they live in. This can make the world a better place for people to live in. the role of science and technology is discussed and how it has developed and affected the world. The topic further brings out the role of Christian organizations in developing the world.

| Competences | Content | Suggested Activities. |
|---|---|---|
| - Describes the talent she/ he possess and how he can use it to improve the world.<br>- Explains the role of Christian organization in development.<br>- Explains how science and technology contributes to the development of education.<br>- Participates in an electoral process.<br>- Mentions qualities of a good citizen | - Our talents.<br>- Meaning of talents.<br>- Using God given talents to improve the world we live in Matthew 25:14-30.<br>- Using talents in cooperation with others.<br>- 1Corinthians 3:5-10, Genesis 2:15.<br>- The role of Christians in development.<br>- The role of science and technology, education development, Christian and the law. Deuteronomy 5:16-21, Mark 12: 13-17.<br>- Participating in an electoral process:<br>- Voting<br>- Rights and freedoms of voters.<br>- Duties of the electoral commission.<br>- Demonstrating good citizenship. | - Discussing about talents. Bible reading, texts which reflect talents.<br>- Debating.<br>- Role- playing about God given talents.<br>- Bible reading and discussions.<br>• Discussing about participating in an electoral process.<br>• Role-playing about good citizenship.<br>• |

**Assessment guidelines:**

**Let the learner**;

- Identify his/her God-given talents by mentioning them and how they apply in his/her life.
- Discuss about the importance of talents and how they are useful in developing the community.
- Debate about the role of science and technology in development.

## Topic: Happiness on the way to arrival.

introduction

This topic brings out the aspect of happiness and the different ways in which we can achieve it. Giving and receiving are also presented as a source of happiness. It further brings out to the learner the Biblical aspect and understanding of the life hereafter and the concept of Heaven. The topic continues to discuss suffering and the skills needed to endure and persevere in order to achieve happiness.

| Competence | content | Suggested Activities. |
|---|---|---|
| - Explains how God is the source of happiness.<br>- Describes giving and receiving as a source of happiness.<br>- Describes what Christians believe about heaven.<br>- Mentions the causes of suffering | • Relationship with God.<br>- Developing relationship with God<br>- Meaning of happiness.<br>• Giving and receiving as a source of happiness- John 13:14-14.<br>- Good relationship with God as a source of | - Discussing ways through which God brings happiness to men.<br>- Debating.<br>- Sharing of experiences about cases where they received and become happy.<br>- Bible reading of cases of happiness in the Bible.<br>- Group discussions about life and death.<br>- Discussing about the causes and endurance during suffering. |

| | | |
|---|---|---|
| | happiness.<br>- Biblical teachings on heaven.<br>- A life of purity as a way to heaven<br>• Psalm 1:1-3.<br>• Psalm 112:4-7.<br>• Life and death.<br>• John 11:1-44<br>• The biblical teachings about death 1Corinthians 15:55-57.<br>• Suffering: causes and how to endure Matthew 26:39-42 | |

**Assessment guidelines:**

**Let the learner;**

- Explain how God is the source of happiness.
- Describe how giving and receiving can bring happiness.
- Explain Jesus' teaching about death.

Tell a story of Christian belief about heaven.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

# ISLAMIC RELIGIOUS EDUCATION

# Primary 6

## ABRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

General background

Islamic Religious Education is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach IRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop a high level of discipline, hence improve their academic performance and live peacefully in society.

There are many instructional strategies used in teaching and learning process. The following are suggested; recitation, explanation, interpretation, Identification, Relationship to real life experience but you are free to use any other Strategy of your choice which you find practical and appropriate to deliver the content.

Islamic Religious Education Assessment strategy

In Religious Education, learners' reflection on what they have learnt is very important. It enables them to learn from religion and not merely about religion.

Learning from religion involves evaluating religious beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. All assessment strategies must be designed to assess attitude development. Emphasis should not be put on cognitive competences. Values should be attached to the way of life.

Islamic Religious Education is an essential subject that learners cannot do without.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Therefore leaving a topic without teaching it, may cause loss to the learner. Due to the time lost during Covid period, the IRE curriculum has been abridged by merging Topics and considering the most essential competences.

| SN | CRITICAL CHANGES | JUSTIFICATION |
|---|---|---|
| 1 | Topic: Tells lessons learnt from the surah Al- Kauthar P5 Term2 taught together with Surat Al- Fiil. P6 term1 | Both are taught using the same methodology /same step. Therefor a teacher could review surah Al- Kauthar so that a learner gets some lessons on it. |
| 3 | Topic; Zakat P5 term3 was merged with recipients of Zakat P6 Term2, ration of Zakat P6 Term3 and difference between Zakat and Sadaqah P6 Term 1 | The contents are similar and can be taught in a lesson to enable learners have enough time to cover other topics |
| 5 | Topic: sin in P5 term3 is taught together with road usage and enjoining others to do well in P6 term 1. | Poor use of the road is a sinful act. Therefore, the two topics can be taught in a lesson in P6 term 1 |
| 6 | Topic: Hygiene in P6 term 2 merged with Upholding good health in P7 term 1 | There is a strong connectivity between the two topics and the can be taught in a lesson of P6. |
| 7 | Topic: Introduction of Islam in Uganda P6 Term1, Islam in Buganda P6 term 3, Spread of Islam outside Buganda P6 term2, Important Muslim personalities in Uganda P7 term2 have been merged and be taught in P6 term1 | The content is related then it can be taught together in two lessons. |

# Topic: Surat Al-Fiil (6 periods)

## Introduction

The topic explores the event that happened in the year 570AD of the birth of prophet Muhammad (P.B.U.H). Abraha who was intoxicated with power invaded Makkah. This topic warns transgressors against their mischiefs and assuring them that those who have trust in Allah will always protect them as he saved the holy city from Abraha. Therefore, the learner through this topic will know and maintain the life skill of maintaining security in society. The teacher is expected to assist learners recite the chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing with the learners' events that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance. The teacher is expected to teach each sub-topic in each lesson (40 minutes). Note that the first competence (Tells/ signs lessons learnt from the Surat Al- Alaq) previews lessons in P.5 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Tells/ signs lessons learnt from the Surat Al-Alaq<br>• Recites/ signs Surat Al- Fiil.<br>• Gives/ signs the meaning of the Surat, | Alam tara kayfa fa-ala rabbuka biaswihaabil fiil.<br>Alam yaj-al qay-dahum fii tadh-liil<br>Wa-arsala alaihim tway-ran abaabiil<br>Tar-miihim bihijaaratin min-sijjiil<br>Fajaalahum kaas-fin maakuul.<br>بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمُ<br>أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ | • Using the learners prior knowledge of Qur'an recitation to have them recite/sign the Qur'an.<br>• Rehearsing the recitation to ensure proper |

| | | |
|---|---|---|
| • Explains/ signs how Allah dealt with Abraha and his army,<br>• Gives/ signs the lessons learnt from the Surat, | الْفِيْلِ ۝<br>أَلَمْ يَجْعَلْ كَيْدَهُمْ فِى تَضْلِيْلٍ ۝<br>وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيْلَ ۝<br>تَرْمِيْهِمْ بِحِجَارَةٍ مِنْ سِجِّيْلٍ ۝<br>فَجَعَلَهُمْ كَعَصْفٍ مَّأْكُوْلٍ ۝<br>In the name of Allah the most gracious, the most merciful.<br>1) Have you not seen how your lord punished the elephant owners that came from Yemen under the command of Abraha that wanted to destroy the Kaaba at Makkah?<br>2) Did he not make their plot/plan fail?<br>3) 3: He sent against them birds in flocks (group of birds)<br>4) Striking (throwing on them) stones of Sijiil (baked clay)<br>5) He made them like chewed grass by cattle.<br>Abraha owned the elephants. Abraha was the king of Yemen who wanted to destroy the ka-abah (holy house of Allah found in Makkah). However, Allah disorganized his plan and his army by sending flights of birds<br>The birds threw stones from hell fire by Allah's power. So the birds killed the big and strong army of Abraha and his | pronunciation of the verses.<br>• Brainstorming on the meaning of the Surat<br>• Learners copying the meaning of the Surat in their notebooks.<br>• Ensuring that learners copy the write meaning.<br>• Helping learners to tell the story of Abraha.<br>• Using the meaning of the Surat to show how it relates to the learners' daily life. |

| | | |
|---|---|---|
| | elephants. Therefore,<br><br>lesson,<br><br>The people of Makkah could not protect the ka-abah from Abraha who had the strong army, but only Allah had the powers to stop him with the smallest stones from hell thrown by the flight of birds.<br><br>Looking at the world today, Corona virus is something very small that we can't even see by our eyes, but it has killed thousands of lives and it has no cure yet. It's only Allah who will end it by His power when He wishes. Therefore, we need to have trust in Allah. He will protect us from all | |

**Guidance on Assessment**

- Assess the learners appreciates as he/she tells/ signs lessons learnt from the Surat Al- Alaq.
- Assess the learner's logical reasoning as he/she explains/ signs how Allah dealt with Abraha and his army.
- Listen and assess the learner's articulation as he/she recites/ signs Surat Al-Fiil.
- Assess the learner's choice making as he/she matches the meaning of Surat Al- Fiil with Arabic texts.
- Listen and assess the learner's appreciation as he/she gives/ signs lessons learnt from the Surat.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

## Topic: Power of God (6 periods)

Introduction

This topic introduces to the learners that whatever befalls man is from Allah whether good or bad. Therefore the learner will have knowledge of being thankful to Allah for anything good he gets by saying "al- hamdullillah"(praise be to Allah) and for anything bad he/she says "Inna lillaahi wa inna ilay-hi raajiuuna" (Belong to Allah and to Him is our destination)

| Competences | Content | Suggested Activities |
|---|---|---|
| • Explains/ signs the power of God<br>• Explains/ signs the way the topic is related to daily life<br>• Explains/ signs divine decree and predestination | • God's power and control of the universe<br>• God's mastery over creatures.<br>• Belief in the divine decree and predestination.<br>• Relevance of the belief in the divine decree and predestination to daily life. | • Using the token to elicit an appropriate response from learners by reciting/signing an appropriate phrase i.e. thank you.<br>• Reciting/ signing an appropriate Islamic phrase for accident and unfavorable events.<br>• Reciting/ signing an appropriate Islamic phrase for favorable events. |

**Guidance on Assessment**

- Assess the learner's logical reasoning as he/she tells/ signs what shows that Allah is powerful basing on earthly creatures.
- Assess the learner's critical thinking as he/she explains/ signs the divine decree and predestination.
- Listen and assess the learner's appreciation as he/she explains/ signs how the topic is related to daily life.

## Topic: Difference between Zakah and Sadaqah (6 periods)

Introduction

This topic introduces to the learners the fourth pillar of Islam which is Zakah. There are some favours called Sadaqah. These are negligible by people but are rewarded by Allah. Zakah is obligatory on those who can afford it and Sadaqah is optional. Remember that each of the competences is taught in lesson of 40 minutes,

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs the importance of zakat<br>• Gives/ signs differences between zakat and Sadaqah<br>• Gives/ signs the items from which zakat is given | • Zakat is a pillar of Islam supposed to be given by able Muslims, while Sadaqah is anything good done, pleasing Allah and extended to another person.<br>• Zakat can be given from the following items;<br>• Money (cash or in bank)<br>• Domestic animals. Could name those you have at home.<br>• Agricultural products; plants like fruits, maize, beans etc..<br>• Minerals like gold, silver, diamond, salt, sand, stones. | • Identifying differences between Zakah and Sadaqah.<br>• Mentioning any good thing they have ever done to help those in need.<br>• Mentioning voluntary activities, they have participated in at school.<br>Membership to wild life:<br>• Scout and guild<br>• Environmental alert.<br>• Mentioning the importance of zakat to the society.<br>• Drawing good pictures or diagrams of items from which zakat is got. |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

**Guidance on Assessment**

- Assess the learner's appreciation as he/she gives/ signs the importance of zakat
- Assess the learner's critical thinking as he/she explains/ signs the differences between zakat and Sadaqah
- Listen and assess the learner's choice making as he/she mentions/ signs items from which zakat is given.

## Topic: Road usage and counselling (6 periods)

Introduction

This topic explains/ signs the way people ought to behave while on the road. It spells out very clearly guidelines for all road users. Telling others to do good is a duty of every Muslim. This topic is intended to help learners develop life skills for associating with the other people amicably. The teacher is expected to teach each sub-topic in each lesson (40 minutes). Note that the first competence (Describes/ signs a Qur'an quotation prohibiting sexual abuse.) previews lessons in P.5 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Describes/ signs a Qur'an quotation prohibiting sexual abuse.<br>• Recites/ signs the hadith on road usage | Hadith<br>• Prophet Muhammad ((6 periods) P.B.U.H) said: "avoid sitting on the road junctions" .The companions of the prophet said, "Oh prophet of Allah, they are our meeting points for conversations." The prophet said; "If you have insisted, then give the road its rights." The companions said "oh prophet of | • Asking learners about the road signs they know and their usefulness.<br>• Learners telling their experience while on the road.<br>• Narrating/ signing the prophetic tradition/ Hadith.<br>• Guiding the learners to |

| Competences | Content | Suggested Activities |
|---|---|---|
| and enjoining others to do well.<br>• Gives/ signs the meaning of the hadith<br>• Uses the message contained in the hadith and apply it in your daily life. | Allah, what are the rights of road?" the prophet said "lower your gazes, remove harmful objects from the road, answer the greetings ( salaam), enjoin others to good and forbid evil."<br>• These are the road rights the prophet said;<br>Lowering you gaze<br>Removing harmful objects<br>Answer greetings<br>Enjoin others to do good<br>Forbid others from doing evil<br>Be ready to guide those who ask you.<br>Be ready to help those who need help.<br>reasons for lowering the gaze,<br>reduces temptations<br>It brings self-control.<br>It avoids one from committing offence | discover the importance of the Hadith,<br>• Guiding the learners to compose or recite a poem on road usage.<br>• Telling the meaning of the Hadith.<br>• Individual learners telling how they help others to do good while on the road. |

**Guidance on Assessment**

- Assess the learner's logical reasoning as he/she describes/ signs the Qur'an quotation prohibiting sexual abuse.

- Assess the learner's articulation as he/she recite/ signs the hadith on road usage and enjoining others to do well.
- Listen and assess the learner's logical reasoning as he/she gives/ signs the meaning of the hadith.
- Assess the learner's appreciation as he/she explains/ signs how the message contained in the hadith is applied in the daily life.

## Topic: Introduction of Islam in Uganda(3periods)

Introduction

This topic presents the period when Islam was introduced by traders. Gives/ signs reasons why Arab Traders came to Uganda and role of King Ssuna11 in the development of Islam in Uganda. The topic is beneficial to learners in that they will know the history of Islamic religion in Uganda. Remember that each of the competences is taught in lesson of 40 minutes,

| Competences | Content | Suggested Activities |
|---|---|---|
| • Explains/ signs how Islam was introduced in Uganda<br>• Gives/ signs the effects of Islam to Ugandan culture (both positive and negative)<br>• Appreciates the importance of Islam to Ugandan culture | • Islam was introduced to Uganda by the Arabs. The Arabs originate from the Middle East. Middle East is found in Asia. The countries of Middle East include; Saudi Arabia, Yemen, Iraq, Iran, Jordan, Syria, Kuwait, United Arab Emirates and others.<br>• Effects of Islam to Ugandan Culture<br>• Introduction of the Muslim dress/ Kanzu<br>• Circumcision<br>• Food i.e. rice.<br>• Arabic language.<br>• Religion | • Learners giving// signing their experience on Migration.<br>• Identifying the causes of migration.<br>• Discussing/ signing the outcome of the interaction between Arab settlers and the local people.<br>Trade.<br>• New religion (Islam)<br>• Discussing/ signing how Islam changed the life of his/ her community |

**Guidance on Assessment**

- Assess the learner's logical reasoning as he/she explains/ signs how Islam was introduced in Uganda
- Assess as the learner gives/ signs the effects of Islam to Ugandan culture (both positive and negative)
- Listen and assess as the learner appreciates the importance of Islam to Ugandan culture.

## Topic: Unity of God (3 periods)

Introduction

This topic provides wonderful examples concerning diversity in nature. It is intended to prepare us for the laws regulating daily routine and ordinances to follow. The learner develops an understanding and appreciation for the message contained in the verse, Demonstrates/ signs ability and readiness to adhere to Allah's Ordinances. Remember that each of the competences is taught in lesson of 40 minutes.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Recites/ signs selected verses<br>• Explains/ signs the meaning of the selected verses<br>• Explains/ signs the way they relate to daily life. | • Recitation of the verse surat Al-Baqarah 163 -164<br>• Recitation of the verse surat Al-Baqarah 255 -258<br>• Meaning of the selected verses | • Telling learners to read after you.<br>• Supervising learners reciting alone<br>• Allow each individual recite and correct their mistake.<br>• Guiding learners to discover the meaning of selected verse.<br>• Guiding learners to tell how the message is beneficial to their daily life. |

**Guidance on Assessment**

- Assess the learner's audibility as he/she recites/ signs selected verses
- Assess the learner's logical reasoning as he/she explains/ signs the meaning of the selected verses
- Listen and assess the learner's appreciation as he/she relates/ signs lessons learnt from the verses to the daily life situation.

## Topic: Kufr and Shirk (3 periods)

Introduction

This topic clearly Explains/ signs the difference between Kufr and a sin. If a person fails to observe any religious duty because of temptation or negligence rather than rejection, he has committed a sin. But he rejects to do a religious duty then that is Kufr. Shirk is associating God with other creatures or the belief in false gods. If this is taught to a learner grows up as a model and a morally upright person who obeys Allah's command.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Tells/ signs the background of kufr and shirk<br>• Explains/ signs types of kufr and shirk and their origin<br>• Relates the topic with the daily life. | Kufr and Shirk<br>Origin of Shirk<br>Types of Shirk.<br>Major shirk<br>Minor shirk<br>• Shirk acts in our daily life:<br>I. If it was not James I would have died.<br>II. I will not travel because of a rat I met early in the morning<br>III. She is my everything in life. | • Identifying the types of authorities i.e., school authority, religious authority.<br>• Guiding learners tell the types of shirk as individuals.<br>• Sharing on how shirk is affecting the community in which they live. |

NATIONAL CURRICULUM DEVELOPMENT CENTRE

**Guidance on Assessment**

- Assess the learner's articulation as he/she tells/ signs the background of Kufr and Shirk.
- Assess the learner's logical reasoning as he/she explains/ signs types of Kufr, shirk and their origin.
- Listen and assess the learner's appreciation as he/she relates/ signs the topic with the daily life.

## Topic: Recipients of Zakah (3periods)

**Introduction**

This topic presents the purposeful and logical categorization of recipients of Zakah. This is done to reduce economic inequalities in the world. The learner is expected to know eight categories of people supposed to receive Zakah. This is important to learners because they acquire the knowledge of helping the needy.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Names/ signs the rightful recipients of zakat | • Rightful people to give zakat to/ recipients of zakat;<br>The poor<br>The needy<br>The traveler for the sake of Allah<br>A person with a debt<br>The zakat collector | • Using real life situation to introduce the topic i.e. needy people like street boys<br>• Identifying those who deserve Zakah.<br>• Discussing/ signing reasons why the eight categories deserve Zakah. |

**Guidance on Assessment**

- Assess the learner's logical reasoning as he/she uses/ signs real life situation to explain the meaning of Zakah.
- Assess the learner's choice making as he/she identifies those people who deserve to be given Zakah.
- Listen and assess the learner's critical thinking as he/she discusses/signs reasons why the eight categories deserve Zakah.

## Topic: Hygiene (6 periods)

Introduction

This topic encourages hygiene in all activities of life. Many Islamic rituals have hygiene components e.g., circumcision, ablution and toilet manners. Hygiene is the study and practice of preventing illness or stopping it from spreading by keeping things clean. This Topic assists a learner to appreciate Islamic teaching on hygiene and can demonstrate good hygienic practices.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Recites/ signs hadith on hygiene<br>• Gives/ signs the meaning of hadith on hygiene<br>• Describes/ signs the effects of poor personal hygiene<br>• Mentions ways of keeping our community clean | • -A hadith on hygiene.<br>• The prophet said" cleanliness is part of faith"<br>• Meaning of a hadith.<br>• Public and personal hygiene.<br>• Material needed for personal hygiene.<br>I. Brush.<br>II. Tooth paste.<br>III. Laundry shop. | • Writing/ brailling list of school requirements that are needed for personal hygiene e.g. personal hygiene, sanitary towels etc.<br>• Mentioning/ signing hygienic activities they carry out e.g. bathing, ablution and etc.<br>• Reciting/signing a hadith on hygiene.<br>• Describing/ signing the effects of poor hygiene through brain storming. |

**Guidance on Assessment**

- Assess the learner's articulation as he/she recites/ signs hadith on hygiene
- Assess the learner's care for others as he/she gives/ signs the meaning of hadith on hygiene,
- Listen and assess the learner's cooperation as he/she describes/signs the effects of poor personal hygiene.
- Assess the learner's cooperation as he/she mentions/signs ways of keeping our community clean.

## Topic: Spread of Islam outside Buganda (6 periods)

**Introduction**

This topic clearly introduces how Islam reached Uganda through trade between the Acholi and the Sudanese. The Nubian soldiers also spread Islam to people they come into contact especially around their military barracks. This assists learners to know how Islam entered in Uganda and challenges Islam faced that slowed down its spread.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Defines and Describes/ signs the nature of prophet Muhammad (P.B.U.H)'s miracles<br>• Explains/ signs the spread of Islam outside | • Nature of prophet Muhammad (P.B.U.H)'s miracles<br>• Spread of Islam outside Buganda.<br>• Colonial policy towards Islam.<br>• Impact of Islam on Ugandan culture.<br>• Arabic words in local | • Mentioning the nature of prophet Muhammad (P.B.U.H)'s miracles<br>• Helping learners to discover methods through which Islam spread outside Buganda.<br>• Identifying the problems between |

| | | |
|---|---|---|
| Buganda.<br>• Explains/ signs the colonial<br>• policy towards Islam.<br>• Explains/ signs the impact of Islam on Ugandan culture. | languages.<br>• Circumcision<br>• Introduction of new style of dressing<br>• New food i.e. rice. | colonialists and Muslims.<br>• Discussing with learners the impact of Islam on Ugandan culture e.g Arabic words in local languages. |

**Guidance on Assessment**

- Assess the learner's confidence as he/she describes/ signs the nature of Prophet Muhammad's (P.B.U.H) miracles.
- Assess the learner's articulation as he/she discusses/ signs the spread of Islam outside Buganda.
- Listen and assess the learner's critical thinking as he/she explains/ signs the colonial policy towards Islam.
- Assess the learner's appreciation as he/she gives/ signs the impact of Islam on Ugandan culture.
-

## Topic: Surat Al- Kafiruun (6 periods)

Introduction

The topic deals with Surat Al- Kafiruun and brings out its meaning and importance. The teacher is expected to assist learners recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing with the learners events that led to its revelation.

The learner gets to know that tolerance should be exercised. In matters of truth, Muslims should make no compromise. The topic is divided into sub-

topics; - recitation of the Surat, meaning of the Surat and its importance. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

| Competences | Content | Suggested Activities |
|---|---|---|
| • Recites/ signs Surat Al-Kaafirun,<br>• Gives/ signs the meaning of the Surat,<br>• Explains/ signs why Allah revealed this Surat<br>• Gives/ signs the lessons learnt from the Surat, | • Recites/ signs Surat Al-Kaafirun,<br>• Meaning of the Surat.<br>• The relevance of the Surat<br>• Lessons learnt from the Surat | • Using learners experience to introduce the new topic.<br>• Reciting Surat Al- Kafiruni (recitation in small groups)<br>• Guiding learners to give the meaning of the Surat.<br>• Explaining the circumstances to why the Surat was revealed.<br>• Giving the lessons learnt in comparison to what happens in their daily life. |

**Guidance on Assessment**

- Assess the learner's articulation as he/she recites/ signs Surat Al-Kaafirun.
- Assess the learner's logical reasoning as he/she gives/ signs the meaning of the Surat.
- Listen and assess the learner's critical thinking as he/she explains/ signs why Allah revealed this Surat.
- Assess the learner's appreciation as he/she gives/ signs the lessons learnt from the Surat.

## Topic: Worship (3 periods)

**Introduction**

This topic orients a learner to know what relates man to Allah. Allah is a master and a man is a servant. Man acknowledges the superiority of Allah by

worshiping Him. Man depends on Allah. The learner will learn that whatever man does should be done in the name of Allah the Almighty.

| *Suggested Activities* | *Content* | |
|---|---|---|
| • Explains/ signs forms of worship<br>• Appreciates forms of worship | • Definition of worship.<br>• Forms of worship.<br>• Islam as a complete way of life.<br>• Relevancy of the topic to the daily life, | • Using the learners experience on worship to introduce the Topic<br>• Identifying different forms of worship e.g ritual, work, recreation etc.<br>• Discovering reasons why Islam is said to a complete way.<br>• Identifying activities in life that fall under worship. |

Guidance on Assessment

- Assess the learner's logical reasoning as he/she explains/ signs forms of worship.
- Assess the learner's appreciation as he/she tells// signs forms of worship by explaining how the belief in Allah benefits people.
- Listen and assess the learner's critical thinking as he/she discusses/signs reasons why Islam is said to be a complete way of life.

## Topic: Ratio of Zakah (6 periods)

**Introduction**

This topic Explains/ signs the concepts related to Zakah like Nisaab, recipients of zakah and Items from which Zakah should be given. This topic will assist a learner to ably answer questions like; how much should one pay who is in

possession of Nisaab (minimum quantity) of the given item? Also, a learner develops skills of calculating the ratio of Zakah for different items.

<table>
<tr><th>Competences</th><th>Content</th><th>Suggested Activities</th></tr>
<tr>
<td>
<ul>
<li>Mentions/ signs the required amount for one to give zakat</li>
<li>Compares Zakat percentage 0f 2.5 with that of pay as you earn.</li>
</ul>
</td>
<td>
<ul>
<li>Zakat out of money is paid once a year. The starting payment ratio is Shs: 100. The percentage is 2.5%</li>
<li>Therefore Shs:100= 2.5% of 100=2.5</li>
<li>Domestic animals;</li>
<li>Ratio of zakat on cattle</li>
<li>The table guides on how much you are supposed to pay.</li>
</ul>
<table>
<tr><th>No. of cattle</th><th>Ratio of zakat</th></tr>
<tr><td>30</td><td>One year old calf</td></tr>
<tr><td>40</td><td>One female calf of two years old</td></tr>
<tr><td>60</td><td>Two calves of one year old</td></tr>
<tr><td>70</td><td>One year old and one female calf</td></tr>
<tr><td>80</td><td>Two calves of two year old</td></tr>
<tr><td>90</td><td>Three calves of one year old</td></tr>
</table>
Ratio of zakat on sheep and goats;
</td>
<td>
<ul>
<li>Calculating percentages of 2.5 for different figures i.e. 50000. 1000, 50.</li>
<li>Comparing Nisab with the pass mark.</li>
<li>Mentioning/signing the required amount for one to give Zakah from different items.</li>
<li>Discovering the logic behind Nisab and ratios</li>
</ul>
</td>
</tr>
</table>

<table>
<tr><th>Competences</th><th>Content</th><th>Suggested Activities</th></tr>
<tr><td></td><td>39 and below no zakat is supposed to be given.<br><br><table><tr><th>No. of goats and sheep</th><th>Ratio of zakat</th></tr><tr><td>40-120</td><td>1 goat or 1 sheep</td></tr><tr><td>121-200</td><td>2 goats or 2 sheep</td></tr><tr><td>201-300</td><td>3 goats or 3 sheep</td></tr><tr><td>301 and above</td><td>1 goat or sheep for every 100 animals</td></tr></table><br>Ratio of Camels;<br><br>5 camels/ 1 sheep or goat<br><br>Ratio of zakat on agricultural products;<br><br>Zakat out of plants is given after harvesting.no zakat on agricultural products until they are above 500kgs. If the crops grew on rainfall, the ratio is 10%. If the grew on irrigation the ratio is 5%.<br><br>Ratio of zakat on minerals;<br><br>When minerals are got, 2.5% per year of the current market values is subtracted.</td><td></td></tr>
</table>

**Guidance on Assessment**

- Assess the learner's logical reasoning as he/she mentions/ signs the required amount for one to give zakat.
- Assess the learner's critical thinking as he/she Compares Zakat percentage 0f 2.5 with that of income tax.
- Listen and assess the learner's concern as he/she explains/ signs why Nisaab is a fair percentage or unfair for Zakah.

## Topic: Uprightness and Adolescence (6 periods)

Introduction

In this topic the prophetic tradition has been cited to provide learners with information about the importance of uprightness and danger of moral decay. The topic will avail a learner with skills of living in harmony within society. The topic is divided into sub-topics; qualities of an upright person, problems of adolescence and relationship with their parents and other elders. The teacher is expected to teach each sub-topic in each lesson (40 minutes).

| Competences | Content | Suggested Activities |
|---|---|---|
| • Describes/ signs the qualities of an upright person<br>• Mentions/ signs problems of adolescence<br>• Shows how he can guide an adolescent to become an upright person | • Hadith concerning uprightness and adolescence<br>• problems of adolescence<br>• Meaning of the Hadith.<br>• The relevance of the Hadith to daily life. | • Describing/signing the upright person.<br>• Identifying the problems of adolescence<br>• Describing/signing learners' relationship with their parents and other elders<br>• Describing/signing their relationship with their peers. |

**Guidance on Assessment**

- Assess the learner's appreciation as he/she describes/ signs the qualities of an upright person.

- Assess the learner's critical thinking as he/she mentions/ signs problems of adolescence.
- Listen and assess the learner's care for others as he/she shows how he can guide an adolescent to become an upright person.

## Topic: Islam in Buganda (6 periods)

Introduction

This topic shows how Islam in Buganda is associated with the struggle for power in the palace politics. During the reign of King Ssuna 11 Islam has been a palace religion, therefore, whatever took place in the palace affected Islam in a significant way. This topic assists the learner to know the role of Mutesa1 in the development of Islam and knowing the causes of religious wars and their effects.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Describes/ signs the role of Kabaka Mutesa 1 in the spread of Islam.<br>• Gives/ signs an account of the causes of religious war in Buganda.<br>• Explains/ signs the effects of religious wars in Buganda. | • Role of Mutesa I<br>• Golden age of Islam.<br>• Causes of religious wars in Buganda<br>• Effects of religious wars | • Asking learners what they know about Kabaka Mutesa 1<br>• Developing the lesson basing on what learners know.<br>• Helping the learners discover why the time of Kabaka Mutesa 1 is considered the golden age of Islam in Uganda.<br>• Discussing/ signing the effect of religious wars. |

Guidance on Assessment

- Assess the learner's critical thinking as he/she describes/ signs the role of Kabaka Mutesa 1 in the spread of Islam.
- Assess the learner's articulation as he/she gives/ signs an account of the causes of religious wars in Buganda.
- Listen and assess the learner's concern as he/she explains/ signs the effects of religious wars in Buganda.

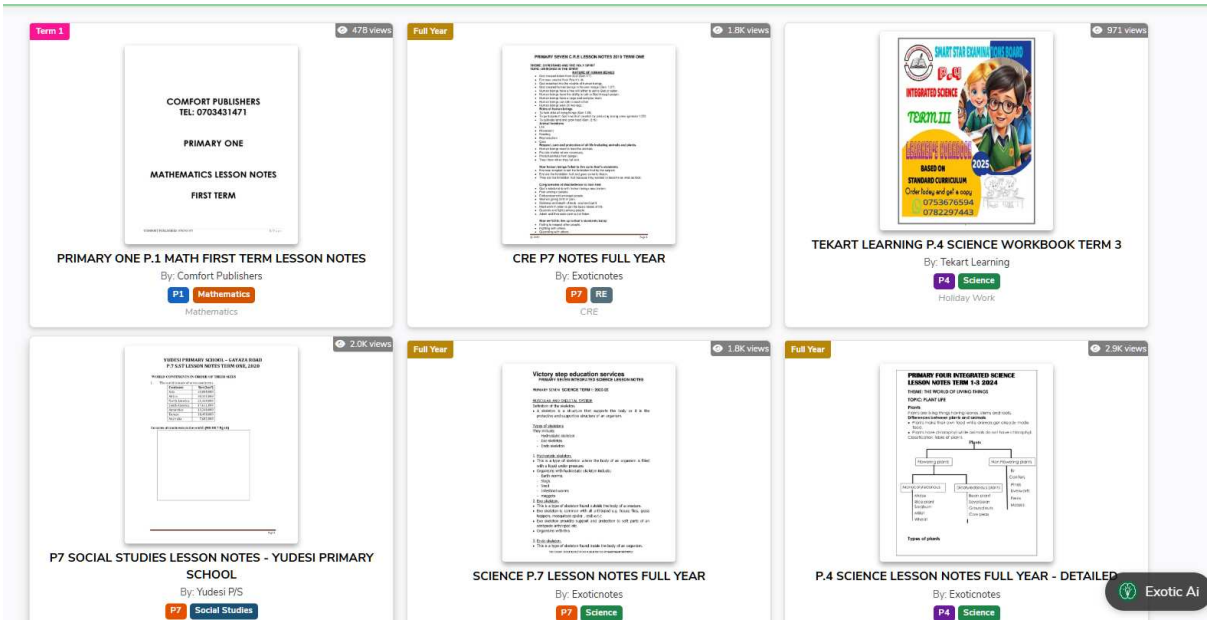


NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

National Curriculum Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug

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




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

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

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

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

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