THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary School Curriculum

Primary Six Curriculum

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



2010

National Curriculum Development Centre (NCDC) Uganda 2010
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Published by National Curriculum Development Centre

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ISBN: 978-9970-117-93-2

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Acknowledgement

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this P6 Curriculum.

Our gratitude goes to the Curriculum Task Force of the Ministry of Education and Sports for overseeing and taking timely decisions whenever necessary. The Task Force decisions have been useful in getting this work completed in time. Our thanks also go to our partners in education who provided the professional information, technical assistance and guidance to enable us come up with syllabuses in the seven subjects.

The Centre is indebted to the NCDC Academic Steering Board whose decisions and contributions helped ensure that this curriculum attains its present quality.

Our gratitude is also extended to members of the various subject panels who worked tirelessly to put together necessary facts and guidance to the teacher and to ensure the various curriculum materials are produced on time.

Lastly but not least, we would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on the various syllabuses of this set one P6 Carriculum.

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



Connie Kateeba

Director, National Curriculum Development Centre

Foreword

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews were guided by the Government Consultancy Report of 2004 which was done in light of and inspired by the measures government took earlier on:

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

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

- P1-P3 Thematic Curriculum which was rolled out in 2007-2009.
- P4 the Transition Year which was rolled out in 2010.
- P5-P7 the Upper Primary Curriculum Review with P5 rolled out in 2010.

This P6 Curriculum is part of the third stage which follows the previously rolled out P5 Curriculum.

At each level of review, there were specific focuses. P1-P3 focused on development of literacy, numeracy, life skills and values through the use of a familiar language and English as one of the learning strands. At P4, the focus was on addressing the transition and consolidating the achievements of thematic carriculum. The medium of instruction and learners' responses are expected to be in English. In Upper Primary (P5-P7), the focus was to consolidate the language development, engage learners in activity based learning processes and prepare them for post primary education.

At P6 curriculum, SST has been prepared to include contents on the new entrants(Rwanda and Burundi)in the East African Community. The medium of instruction and learner's responses continue to be in English while area language remains one of the subjects.

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

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



Dr Y. K. Nsubuga
Director Basic and Secondary Education

Introduction to Set one P6 Curriculum

This Primary Six Curriculum was developed after the P4 Transition Curriculum and P5 Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P6 Curriculum is presented in two sets. Set One comprises of English, Integrated Science, Local Language, Mathematics, Social Studies and Religious Education (Christian Religious Education and Islamic Religious Education) while Set Two comprises of Creative Arts and Physical Education with three learning areas namely: CAPE1 – Music, Dance and Drama; CAPE2 – Physical Education; and CAPE3 – Art and Technology.

This is Set One Curriculum. Like the earlier Curriculum, this P6 Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper (1992)on the Education Policy Review Commission Report:

The National Aims of Education

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence.
2. To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning.

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

Aims and Objectives of Primary Education in Uganda

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

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health.
3. To instil the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life.
5. To inculcate an understanding of and appreciation for the protection and utilisation of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations.
11. To develop discipline and good manners.

Rationale

The P6 Curriculum takes into account the fact that:

- At P1-P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.
- In P4, the Transition Year, learners were introduced to subject-based learning, using English as the medium of instruction.

- P4 learning consolidated the achievements of P1-P3 learning; guided learners to transit from thematic learning to subjects; move from use of familiar language to English as medium of instruction; and moving from using non-textbook to learner's textbooks.
- P5 Curriculum handled gaps and overflows from the P4 Curriculum content that was made lighter and simpler for both pupils and teachers.

This P6 Curriculum is meant to further consolidate the achievements of the earlier classes. Each subject has outlined topics to be covered; stated learning outcomes for each topic; provided content and language competences and prepared suggested activities. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P6 to prepare them for:

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

Some of the topics and learning activities are intended to help learners initiate investigations and make adventures at their level. This will enable them to build up their knowledge as they gain skills of learning.

Structure of the Curriculum

Subjects in P6 Curriculum

The Primary Six Curriculum consists of the following subjects:

1. English
2. Mathematics
3. Social Studies
4. Integrated Science
5. Local Language
6. CAPE1 – Music, Dance and Drama
   CAPE2 – Physical Education
   CAPE3 – Art and Technology

7. Religious Education (Christian Religious Education and Islamic Religious Education)

The Kiswahili Syllabus will be implemented later. Presently the 2 periods intended for Kiswahili have been lent to Mathematics and English each taking one additional period. When the Kiswahili Syllabus is finally ready, one period each shall be withdrawn from Mathematics and English.

Each subject syllabus is presented to cover; preliminary pages with general information to guide the teacher; topical outline; matrix of main body; and other specific guidance to the teacher on a topic or topical aspect. The details and arrangements of the various aspects contained in the syllabuses may have slight, variations but principally they have been provided for in each syllabus.

What the Review Addressed

Basically there has been minimal change of topics in all the subjects of P6 Curriculum. Therefore, you are encouraged to use the existing textbooks to enable you teach your subject. There are few topics shifted either from one term of P6 to another or from another class to P6 without much change in content apart from making content presentations simpler and lighter for learners. Different subjects have shown the adjusted topics and how they were shifted. Such indications show how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed. Language competences have been expressed in each topic of every subject. The competences cover the cognitive abilities of knowledge, comprehension and application. You will be required to pay attention to these and prepare your lessons to address them.

SST at P6 is centred on East Africa. With the rebirth of East African Community, Rwanda and Burundi have joined East Africa. These two countries used not to be considered as part of East Africa. This revised P6 carriculum includes Rwanda and Burundi as part of East Africa. SST carriculum has included content on them.

Attemps have been made to present SST in an integrated manner. This is in efforts to address the weakness of the existing syllabus which tends to present the components of SST (History, Geography, Civics, Economics and Current Affairs) in separate manner.

Period Allocation

The following time allocations per week will guide you know how long (how many periods) to take with the different topics. It will guide your schemes of work on each topic in the various subjects. The number of periods suggested for each topic in the various subjects gives you an allowance of periods for remedial work and addressing any unforeseen situations.

Subject Periods	**Periods**			
	P5	P5	P6	P7
English	6	6	7	7
Mathematics	6	6	7	7
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
Local Language	3	3	2	2
CAPE 1 – MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art and Technology	4	4	3	3
Library Reading	2	2	2	2
Totals	40	40	40	40

Note that the number of periods suggested at the beginning of each topic allows for some days for you to make the necessary adjustments and cater for school interpretations.

Primary Six Sample Timetable

Each lesson/period in P6 shall last for 40 minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills. From this sample timetable you can design your class timetable which suits the learning situations of your class in your school.

Day	8.00-8.30	8.30-9.10	9.10–9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	MTC	ENG	$CAPE_2$	BREAK	ENG		LIB	LUNCH BREAK	RE	$CAPE_1$	GAMES	EVENING ASSEMBLY
Tue		RE	MTC	SST		ENG	$CAPE_3$			SST	LIB		
Wed		ENG	SCE	$CAPE_2$		SST	MTC	LL		$CAPE_1$	ENG		
Thu		MTC	SST	MTC		LL	SCE	RE		SCE			
Fri		SCE		$CAPE_2$		MTC		SST		ENG	$CAPE_3$		

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

General Methodology

Learners of P6 are expected to be more stable in basic literacy skills both in local languages and English. This will support them in learning the planned contents in English and Local Language as a subject. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. You are expected to enhance learning through the most effective learner-centred activities. You will be expected to facilitate learning as the learners do the activity-based learning of contents.

In each subject, language competences are included. You have been prepared during the teacher's orientation to guide learners through the language competence without running the risk of teaching pure language lessons during any of the subjects except in the language lessons. In case of any doubts, make reference to the Orientation Manual the school got during the Teachers' Training.

In each subject, the methods you choose to use should be those which contribute towards learner-centred activities for the achievements of the competences, learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education listed above. At Primary Six, the methods used should prepare learners for effective participation in doing simple investigations and further study of the topics in the next class

and eventually in secondary level. Such methods among others include; experimentation, discovery, play way inquiry, project, dramatisation, and discussion. Any method you decide to use will require you to give your learner adequate guidance in order to achieve the desired learning outcomes and competences.

Assessment Guidelines

In principle, continuous assessment is recommended in each subject. Continuous assessment is not new. It is what you have been doing without probably taking records. For example, you may have noted a learner with a specific challenge. You followed up the learner during lesson to ensure that the learner overcomes the challenge. When the learner overcame the challenge you recorded that and recorded the learners' achievement in that particular challenge. During practical lessons, each stage of the practical should be assessed till the final product. You have been taught that and it is continueous assessment.

The assessment shall be based on activities given to learners on the summarised competences suggested in each subject and the daily learning activities you give learners during the teching / learning process. Ensure that your assessment activities cover the three main levels of ability, that is, knowledge, comprehension and application. You are expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, guidelines have been provided in each subject to help you carry out, manage, keep records and utilise assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. The teacher is encouraged to record innovative products of learners that may not have been planned but are indicators of positive progress of a learner. You are reminded that learners of P6 are already anxious about Primary Leaving Examinations (PLE) and therefore need to be prepared for it. There should be regular pen and paper assessments reflecting what is similar to PLE situation. It is important to keep all records and give constant feedback to learners on their achievement.

English Syllabus

Introduction to the Primary Six English Language Syllabus

General Background

The teaching and learning of English language has been given a lot of emphasis since Primary One. As highlighted in the syllabuses of the previous classes, the syllabus of Primary Six promotes the development of language competences in an integrated manner, that is, by using topics from other subjects while developing all the language skills.

It is expected that at this level, learners will fully develop the ability to use English as a language in and outside the classroom at all times. The primary concern is to help learners develop the confidence to use English in a variety of situations.

Rationale

Uganda is a multilingual society where over thirty indigenous languages are spoken. Until recently when Kiswahili was declared the second official language, English has been the only official language. For this reason, English is taught at all levels of education to enable learners develop communication skills and access information written in English.

General Learning Outcomes

By the end of Primary Six, the learner will have:

- acquired effective use of the four basic language skills, namely, listening, speaking, reading and writing.
- developed the confidence to express themselves in English.
- acquired the appropriate language to use in a variety of situations.

Organisation of the Syllabus

In the process of revising the syllabus, some topics have been retained, others dropped to reduce repetition and duplications and others have been introduced while at the same time bringing on board concepts that are familiar to the learners. The purpose of this re-organisation is to ensure that the content is kept light and simple for the learners at this level. For instance, the topics 'Sanitation' 'Domestic Animals' and 'Safety at Home' have been left to Science and Social Studies because that is where they fit

best. Some new areas have been included such as 'Carpentry', 'Tailoring' and 'Caring for Animals' which are now sub-topics under 'Occupations'. Topics like 'Baking' have been shifted from P7 to P6 so that it is covered under the general topic 'Occupations'.

The topic 'At the Market', was catered for in P4 under 'Selling and Buying' while 'Traditional Stories' has been dropped because this was handled in the lower classes. Instead of 'Restaurants', there is now 'Hotel' which provides a wider range of vocabulary than what was in the previous topic. In each topic, there is a background, learning outcome, values as well as life skills and their indicators. In addition, each topic comprises content, competences, suggested teaching activities, assessment guidelines and important notes to the teacher.

Although the old syllabus had eleven topics, this new syllabus has only six topics which have been well thought out and enriched with content, aimed at developing the required competences, life skills and values appropriate for Primary Six. Content in this syllabus is presented in the form of vocabulary, grammar and structures. The content is consolidated through activities such as dialogues, compositions, reading texts, comprehension, poems, and language games.

Though there are specific periods allocated for each topic the teacher may break down content according to the abilities of the learner. This implies that the abilities of learners should determine the pace at which learning takes place.

The topics in this syllabus are meant to be used as vehicles with which to teach the aspects of the language namely vocabulary, structure, grammar and the language skills. The facts of these topics are to be handled in the different subjects on the curriculum.

Methodology

Effective language teaching calls for active participation of learners. Learners should therefore be given adequate opportunity to practice the vocabulary and structures learnt. Oral work should always be given before written practice. It is important to note that learners have acquired adequate vocabulary and structures that can enable them write English legibly or speak it fluently and therefore the teacher should provide

opportunities for them to write legibley and speak it fluently. You will need to use generic methods such as demonstration, discovery, role-play, research, group work and dramatisation.

It is important to use methods appropriate for the development of the four language skills, which are listening, speaking, reading and writing. These skills are related to each other in different ways and it is very important for a learner to develop mastery of them all.

1. Listening skills

Listening is a primary skill whose development determines the ability of the learners to develop the advanced or secondary skills (reading and writing). At this level, you should design activities that help the learners to develop the following sub-skills:

- getting specific information.
- organising ideas.
- predicting what is going to follow.

The following are suggested activities appropriate for the development of the above competences:

- listening to stories.
- dialogue
- songs
- listening to recorded information.
- listening to and repeating after you.
- listening to and completing oral sentences.
- listening to and comparing sounds.
- whispering game.
- carrying messages .

2. Speaking skills

Speaking is the second primary after listening. At this level, you should design activities that enable the learners to:

- participate in dialogues and debates.
- ask and answer questions.

- explain events orally.
- report incidences orally and in written.
- give brief oral descriptions.

Some of the suggested activities to develop the above competences include:

- repeating words and sentences with appropriate intonation.
- acting out dialogues and short plays.
- narrating stories fuently.
- reading texts loudly.
- talking about identified topics confidently.

3. Reading skill

This is one of the advanced skills whose development is based on the full development of the listening and speaking skills also known as the primary skills. At this level, you need to help the learners carry out silent reading for both intensive and extensive reading.

The sub-skills that the learners need to develop at this level include:

- proper book handling.
- recognising letters and numbers.
- recognising words, phrases and sentences.
- avoiding bad reading habits.
- extracting information stated in the passage.
- reading phrases.
- guessing the meaning of words from a context.
- reading for comprehension.
- reading for leisure.

Some of the suggested activities to develop reading skills include:

- look and say.
- look/read and do.
- read and match.
- matching questions to answers.
- read
- arranging jumbled sentences into a paragraph.

- answering questions about the story.
- choosing the correct answer from alternatives.
- note taking for summary.
- completing a table or chart.
- labelling a diagram.
- filling in the blanks.
- completing sentences.
- finding a word for a group of words.
- yes and no answers.
- true or false statements.

4. Writing skill

This is another advanced skill whose development is based on the masterly of the listening, speaking and reading skills. It is an essential part of the process of learning since the learners write what they hear, speak and read. At this level, the learners should be helped to develop the following competences:

- use of punctuation and paragraphs.
- note taking.
- summary writing.
- maintenance of tense sequence.
- logical presentation of ideas.
- re-writing as instructed without changing the meaning.
- proper use of question tags.
- proper use of contractions.
- knowledge of acronyms and abbreviations.
- ability to describe events appropriately.
- demonstrate ability to do creative writing.

The following are some of the suggested activities that could be used to develop the writing skills:

- dictation
- filling in blanks.
- completing a story.
- guided composition.
- making correct sentences from a table.

- transforming sentences.
- re-writing paragraphs/texts.
- completing word puzzles.
- creative writing.

Teaching Procedure

It is suggested that English in P6 could be taught using the following procedures which the teacher may adjust to suit particular situation;

1. Teaching vocabulary

Step 1: Revise any vocabulary learnt.

Step 2: Teach the new vocabulary using real objects, pictures or demonstration.

Step 3: The learners practice pronunciation of the new vocabulary in groups, pairs and individually.

Step 4: Guide learners to use the new vocabulary using known structure(s) in pairs and individually.

Step 5: Let the learners individually practice using the vocabulary.

Note: New vocabulary is best taught using structures already learnt and not more than six new words should be handled in a lesson.

2. Teaching structures

Step 1: Revise the vocabulary taught in the previous lesson.

Step 2: Present the new structures using demonstration.

Step 3: Guide the learners to orally practice using the structures in groups, pairs and individually.

Step 4: Let the learners do written practice using the structures.

Note: Remember, one structure should be taught in a given lesson.

3. Teaching comprehension

Step 1: Revise the structures and vocabulary previously learnt.

Step 2: Discuss the text using pictures in the text.

Step 3: Set guiding questions and let the learners read the text silently. Put emphasis on correct reading habits.

Step 4: Using guiding questions, discuss the text in plenary.

Step 5: Let the learners, in groups, discuss the comprehension questions about the text.

Step 6: Let the learners write the answers in their exercise books. Encourage them to write full sentences. You may also ask the learners to summarise the text through drawings or paraphrasing.

4. Teaching creative writing

Step 1: Revise the learnt vocabulary and structures related to what the learners are going to write about.

Step 2: Discuss the topic with the learners and write ideas from them on the board.

Step 3: If it is composition writing remind learners to have an introduction, a body and conclusion.

Step 4: Let learners draft their writing and you may randomly sample their work and provide comments.

Step 5: Let the learners write the final drafts.

Step 6: Remind the learners to always read through their work for corrections before handing in.

5. Teaching guided writing

These may include gap-filling, composition or multiple choice.

Step 1: Discuss the topic that the learners are going to write about. Only use vocabulary and structures that they have learnt.

Step 2: Remind the learners of the need to read the whole sentence before deciding on the word to fill in the gap.

Step 3: Ask learners to read through their work before handing in their work.

Note: At this level, the gaps should consist of both content words (nouns, verbs, adjectives and adverbs) and structural words (prepositions, conjunctions, articles).

6. Teaching poetry

Step 1: This should involve pre-reading activities. These are meant to prepare the learners for the poetry lesson. Such activities could include, brainstorming, pair/small/whole class

discussions. The choice of activity largely depends on the subject of the poem going to be read.

Step 2: Ask learners to read the poem silently. After a few minutes, ask them if there is anything they do not understand and explain to them.

Step 3: Read the poem aloud to the class with the correct rhythm. Then ask some of the learners to read the poem to the class.

Step 4: Ask questions about the poem.

Step 5: Ask the learners if they liked or disliked the poem with reasons.

Step 6: Guide the learners to create their own poems on the same subject and correct their work.

Handwriting and Spellings

Although learners are now in the upper primary, handwriting should still be emphasised. Learners should know that poor handwriting will affect their ability to communicate since no one will be able to read what they have written poorly. It is therefore important to remind and help them write neatly and legibly. You should aim at developing the following competences:

- proper sitting postures.
- proper handling of the writing tool.
- correct shaping of letters.
- appropriate spacing of letters and words.
- proper organisation of work.
- writing neat and tidy work.

To further encourage neat writing, a mark could be given to those whose work is neat.

For spelling, include spelling games/exercises at least every day and words wrongly spelt should be corrected.

The learners will be expected to spell words:

- written with double consonants such as carry.
- whose progressive form is written with double consonants for example, sit – sitting.

- that do not accept double consonant in the progressive form like write – writing.
- that double the middle consonant e.g. tomorrow, profession.
- that are pronounced the same but spelt differently e.g. weather and whether.
- that are compound e.g. cupboard, cardboard.

Time Allocation

Suggested time has been allocated for each topic. For topics that have sub-topics, the distribution of the time has also been suggested. You may break the time further but ensure that all the content is covered

Instructional Materials

No successful teaching can be attained without use of appropriate instructional materials. Use instructional materials appropriate to the content. Use real objects, pictures, story books, reading cards, newspaper cuttings, and many others. These materials should be identified and prepared before the lesson. Materials from other subjects can also be used during an English language lesson. This will also help to show learners the relationship between English and other subjects on the curriculum.

A dictionary is a must-have for all and the learners should be encouraged to use it as often as possible. A thesaurus is another useful reference material because it gives the learners alternative words thus enabling them to develop their vocabulary and use words creatively.

Assessment Guidelines

Continuous assessment is strongly recommended because it enables you to assess the learners' attainment of the set competences so as to provide assistance where it may be required. Continous assessment enables you know better your learners. The syllabus also suggests competences to be assessed at the end of each topic. However, summative assessment can also be carried out at the end of a specific period.

Always keep records of the performance of each of the learners as accountability for the time they are in school. Progression to a new topic or language area should always be done after the learner has shown readiness to move on.

Topic Outline

Term I

Topic	Periods
1A: Safety on the Road	18
1B: Traffic Dangers	18
2: Debating	24

Term II

3: Family Relationship	24
4: Occupations	36
4A: Carpentry	7
4B: Tailoring	9
4C: Baking	11
4D: Keeping Animals	9

Term III

5: Hotels	35
6: Using a Dictionary	25

Term I

Topic 1: Safety on the Road Periods: 36

Background

Learners use roads every day. They need to have knowledge and skills to enable them use roads safely. Therefore, this topic will enable learners develop language related to safety on the road. The topic builds on what the learners covered in P1 and P2 under the themes 'Accidents and Safety' and 'Transport in our Community'. Teaching the topic effectively can help curtail accidents.

Learning Outcome

The learner practices safe behaviour while on the road.

Life Skills and Indicators

- Effective communication
  - Clarity
  - Accuracy
  - Logical presentation of ideas
- Decision-making
  - Making choices
  - Giving and following instructions
  - Accepting advice
- Values
  - Patience
  - Endurance
  - Responsibility

Sub-topic 1A: Safety on the Road 18 Periods

Competences	Content	Suggested Activities
The learner: • uses language related to safety on the road. • describes how to use the road safely. • distinguishes between **'l'** and **'r'** sounds. • reads texts related to safety on the road. • writes texts related to safety on the road. • spells words correctly.	**Vocabulary** zebra-crossing, pedestrians, traffic, cyclist, motorist, signal, right, left, traffic jam, taxi, bus, cross, sign post, heavy, light, police, rail-crossing, black spot, seat belt, helmet **Grammar** The use of: – adjectives – adverbs **Language Structures** • … as soon as … e.g. The boy crossed the road as soon as it was clear. • … must … e.g. Drivers must signal at junctions. • … should not … e.g. Children should not play in the road. • … mustn't … unless… e.g. You mustn't cross the road unless it is clear.	• Talking about keeping safe on the road. • Pronouncing and writing words with sounds 'r' and 'l'. • Role playing safety on the road. • Reading texts related to safety on the road. • Studying pictures and describing what is happening. • Discussing the role of the traffic police. • Writing poems, stories and compositions related to safety on road. • Playing spelling games. • Acting out and writing dialogues on crossing the road.

Guidance to the Teacher

- Guide learners to practice the use of adjectives and adverbs, through engaging them in practical activities of safe road use.
- Guide learners to pronounce and write words with sounds 'l' and 'r'. This can be done by using minimal pairs like:

– light and right
– late and rate
– crowd and cloud
– bleed and breed

- This topic should be taught using a practical approach. Where there is no road, an imaginary one could be created to enhance acquisition of competences.

Sub-Topic 1B: Traffic Dangers

Competences	Content	Suggested Activities
The learner: • explains the Highway Code. • applies the Highway Code to use the road safely. • describes words related to features on the road. • identifies causes of accidents. • reads texts related to dangers. on the road. • writes texts related to dangers on the road.	**Vocabulary** cross road, roundabout, junction, accidents, traffic lights, side path, first aid, careless, careful, island, Highway Code, road humps **Grammar** The use of conjunctions such as when and because.	• Using vocabulary related to dangers on the road. • Talking about causes of accidents on the roads. • Demonstrating how to keep safe on the road. • Reading and answering questions about dangers on the road. • Writing texts related to the dangers on the road.

• spells words correctly. • … so … that … e.g. The driver was so careless that he caused the accident. • … so …… e.g. It became dark so he turned on the headlights. • … because … e.g. Trudy was knocked down by the car because she crossed the road carelessly.	**Language Structures** • … may … • You may get an accident if you don't use a side path. • ... should always… e.g. We should always be aware of the Highway Code. • First … next … then … e.g. First look left, next look right, then left again before you cross the road.	• Spelling words correctly during dictation exercises.

Guidance to the Teacher

- Encourage learners to make sentences orally and in writing using the vocabulary and structures learnt.
- Guide learners to write guided and free compositions on traffic dangers.
- You need to use a variety of instructional materials to bring out the meaning of the learnt vocabulary vocabularies and structures.
- You may also use real life situations where applicable.
- Remind learners about what they learnt in P2 and Science P4 on Road Safety.

Suggested Competences for Assessment

The learner;

- describes how to use a road safely.
- writes short stories related to safety on the road.
- read texts and answers comprehension questions on road safety.

Topic 2: Debating 24 Periods

Background

Debating helps the learners to acquire skills and techniques of sustaining an argument effectively. This topic provides an opportunity for learners to argue out points on the different issues that they stand for. The learners will also develop the value of respecting other people's views, especially those with divergent opinions.

Learning Outcome

The learner argues out issues fluently, confidently and convincingly on any given topic.

Life Skills and Indicators

- Effective communication
  - Fluency
  - Audibility
  - Articulation
  - Responding to questions
  - Confidence
- Self-esteem
  - Talking about self
  - Expressing likes and dislikes
- Assertiveness
  - Being open
  - Listening to and valuing what others say
  - Expressing one's point of view
  - Standing up for one's rights
  - Responding to questions
- Values

– Appreciation
– Respect

Competences	Content	Suggested Activities
The learner; • uses appropriate vocabulary and structures. • responds to arguments appropriately. • reads texts related to debate. • reads and interprets given motions. • writes arguments based on given motions in a debate. • makes notes during a debate. • uses appropriate language when reacting to others' views.	**Vocabulary** speakers, motion, opposer, proposer, point of order, point of information, point of inquiry, audience, points, argue, argument, chairperson, secretary, time keeper, roles, opinion, conclude, previous, current **Grammar** The use of direct and indirect speech. **Language Structures** • … even though … e.g. Even though the previous speaker said father buys clothes, mother loves me more. • … although … e.g. She argued out her points although people did not accept them. • … "if" …whereas e.g. If I were the chairperson, I would chase Zika from the debate for misbehaviour.	• Constructing sentences using the vocabulary and structures learnt. • Listening to and responding to arguments in a debate appropriately. • Reading and interpreting motions. • Writing points on given motions. • Writing notes during a debate. • Formulating motions and critiquing them before a debate.

Guidance to the Teacher

- Organise learners for debates at least once a month.
- Encourage all learners to actively participate in debates through the different responsibilities.
- (Revise 'if 1' before teaching 'if 2').
- Encourage learners to research on given motions to enable them argue out points competently.
- You need to follow up and guide learners on written notes.

Suggested Competences for Assessment

The learner;

- listens and responds to arguments using appropriate language.
- interprets given motions correctly.
- writes arguments on given motions.
- reads and answers questions on texts.

Term II

Topic 3: Family Relationships 24 Periods

Background

This topic builds on what was covered in Primary One. At this level, the topic will enable learners to describe family relationships in depth. In this topic, the learners will also appreciate the need to have good family relationships and the benefits of planned and manageable families.

Learning Outcome

The learner demonstrates knowledge of family relationships.

Life Skills and indicators

- Self-esteem
  - Appreciation of oneself
- Self-awareness
  - Self identification
  - Talking about one's culture
- Interpersonal relationships
  - Interacting with others freely
  - Forgiving others
- Effective communication
  - Accuracy
  - Responding to questions
  - Fluency
  - Articulation
- Values
  - Appreciation
  - Care
  - Love

Competences	Content	Suggested Activities
The learner; • describes family relationships appropriately. • differentiates between family members. • reads texts related to family relationships. • interprets family trees. • spells words correctly. • defines the merits and demerits of families that are over or scarcely populated. • writes texts on family relations.	**Vocabulary** grandparent, stepmother, stepfather, auntie, brother-in-law, sister-in-law, uncle, cousin, mother-in-law, father-in-law, nephew, niece, half-brother, half-sister, stepbrother, stepsister, twins, triplets, quadruplets, young, old, elder, eldest, populated, scarcely, densely, marry, give birth to, defile, rape, incest, tribe **Grammar** The use of: – prepositions – adverbs ('just' and 'already') – verbs – adjectives (young, old)	• Talking about the relationships in their families. • Explaining relationships existing among different people e.g. Marsha is Maria's sister. • Asking and answering questions related to family relationships. • Drawing and interpreting family trees. • Acting out dialogues on family relationships. • Writing guided and free compositions on family relationships. • Writing and reciting poems on family relationships. • Reading and interpreting maps, charts or graphs on population e.g. areas that are densely populated. • Completing a crossword puzzle. • Conducting debates and quizzes related to family relationships.

Competences	Content	Suggested Activities
	Language Structures • …. rather … than e.g. I would rather have twins than triplets. • ….too … to e.g. Your niece is too young to get married. • … just … e.g. My aunt has just given birth to her twelfth baby. • … such … that e.g. My cousin was such a beautiful girl that many men wanted to marry her. • … is … but … is e.g. Hawa is my niece but her brother is my nephew.	

Guidance to the Teacher

- When teaching the vocabulary and structures in this topic, you need to refer to the Christian Religious Education Topic 'Sin' in P6 to bring out the concept of family life education. Further information can be obtained from the Social Studies syllabus under the topic 'Population'.
- During the suggested activities, place more emphasis on contemporary issues like rape, defilement and incest. However, handle these with caution as some learners may already be victims.

Suggested Competences for Assessment

The learner;

- identifies and describes family relationships.
- reads stories and passages on family relationships.
- draws own family tree.
- writes a composition on family relationships.

Topic 4: Occupations 36 Periods

Background

At this level, learners need to be acquainted with the world of work. This topic enables them acquire vocabulary related to different occupations while at the same time appreciate the different professions. The topic focuses on **Carpentry, Tailoring, Baking and Keeping Animals.** You are encouraged to discuss other occupations like teaching, medicine and law as this will inspire the learners to choose appropriate careers in future.

Learning Outcome

The learner shows appreciation for different occupations and practices appropriate ways of caring for animals.

Life Skills and Indicators

- **Effective communication**
  - Fluency
  - Audibility
  - Confidence
  - Articulation
  - Logical presentation of ideas

- **Creative thinking**
  - Logical reasoning
  - Initiating new ideas

- **Critical thinking**
  - Responding to questions appropriately
  - Selecting and evaluating information
  - Giving reasons for actions taken

- **Values**
  - Appreciation
  - Love
  - Respect
  - Sympathy
  - Empathy

Sub-Topic 4A- Carpentry 7 Periods

Competences	Content	Suggested Activities
The learner; • identifies tools used in carpentry. • describes the processes of making wooden objects.	**Vocabulary** wood, saw, plane, carpenter, bench, drill, hammer, nails, plank, wood glue, tools, furniture, sandpaper, polish, screw-driver, timber, varnish, fix, saw dust **Grammar** The use of: - present tense - passive (present, simple, continuous and perfect tense) **Language Structures** • … used for … e.g. A saw is used for cutting wood. • First … next … then e.g. First you plane the wood, next you cut it into pieces then you use wood glue to fix them. • … besides … e.g. The carpenter made a chair besides a table. • Though … e.g. Though John is not a trained carpenter, he makes good chairs.	• Talking about this trade in their community. • Constructing meaningful sentences using the vocabulary learnt. • Naming and describing tools used in carpentry. • Arranging jumbled sentences to make a meaningful story. • Reading and interpreting pictures. • Acting dialogues on carpentry. • Writing and reciting poems on carpentry. • Role playing the use of different tools for specified activities. • Carrying out spelling exercises on learnt vocabulary. • Writing creative advertisements to market products from carpentry.

Competences	Content	Suggested Activities
	• … though … e.g. John makes good chairs though he is not a trained carpenter. Changing sentences from the active to passive voice and vice versa. e.g. Angela makes good chairs. (active) Good chairs are made by Angela. (passive)	

Guidance to the Teacher

- You may identify a carpentry workshop so that learners can have a practical experience or invite a carpenter to share his experience with the learners. A resource person will have a positive impact on the learners.
- You need to be practical and present the vocabulary using real objects or pictures.
- When teaching structures, you ought to use learners' experiences on carpentry.

Sub-Topic: 4B Tailoring 9 Periods

Competences	Content	Suggested Activities
The learner; • uses vocabulary related to tailoring. • reads texts related to tailoring. • writes texts related to tailoring. • describes processes of making different tailoring products.	**Vocabulary** tailor, garment, bobbin, material, tape measure, button, stitch, texture, cloth, needle, design, seam, article, sew, mend, weave, hemming, button hole, threads, tailoring, scissors, sewing machine, zip, patch, thimble, knitting, seamstress **Grammar** The use of: - verbs (perfect tense) - adverbs - conjunctions **Language Structures** • Be careful when … e.g. Be careful when stitching the cloth because you may hurt your finger. • … prefer … to … e.g. Robert prefers sewing to knitting.	• Talking about this trade in their community. • Constructing sentences using vocabulary and structures learnt. • Naming tools used in tailoring. • Acting out dialogues in relation to tailoring. • Reading and writing texts about tailoring. • Creating texts on tailoring. • Acting role plays on tailoring.

Competences	Content	Suggested Activities
	• What is/ are… used for? e.g. What is a pair of scissors used for? • ... as soon as … e.g. The seamstress ironed the dress as soon as she had finished sewing it. • As soon as … e.g. As soon as he bought a piece of cloth, he took it to the tailor. • … immediately … e.g. Musa patched his pair of shorts immediately it got torn. • Immediately … e.g. Immediately I took my piece of cloth to the tailor, she started measuring it. • … but … e.g. He had a thimble on his thumb but still cut his finger. • … and … e.g. Sarah and Peter made good designs.	

Sub-Topic: 4C Baking 11 Periods

Competences	Content	Suggested Activities
The learner; • uses vocabulary related to baking. • identifies bakery products. • describes processes involved in baking. • interprets recipes for baking.	**Vocabulary** 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 sugar, pinch of salt, margarine, ingredients, recipes, flavour **Grammar** The use of nouns (formation of nouns) **Language structures** • 'to' infinitive e.g. Don't forget to shut the oven. • … used to … e.g. I used to bake cakes when I was young. • … used for… e.g. A spoon is used for mixing butter and sugar. • … prefers … to … e.g. Musa prefers cakes to bread.	• Constructing sentences using appropriate vocabulary and structures. • Creating and acting dialogues on baking. • Writing guided and free compositions on baking. • Identifying and sorting different bakery products. • Explaining how to bake different products. • Reading texts related to recipes. •

Competences	Content	Suggested Activities
	• …. neither … nor … e.g. Neither Kadoma nor Juma eat biscuits. Inzikuru bakes neither cakes nor cookies. • … even though… e.g. The cake was not tasty even though she had used all the ingredients to bake it.	• Composing recipes and talking about their compositions. • Completing word puzzles.

Guidance to the Teacher

- Revise the structures, "First …. next … then".
- If possible, carry out a practical lesson on baking, or take learners to a bakery or call in a teacher/resource person to talk about baking.

Sub-topic: 4D Keeping Animals 9 Periods

Competences	Content	Suggested Activities
The learner; • uses vocabulary related to animal welfare. • reads and interprets information on animal care. • writes texts on animal care. • identifies good practices of caring for animals.	**Vocabulary** dock, pet, animal sounds, misery, comfort, discomfort, welfare, anxious, anxiety, cruelty, stray, sorrow, cruel, body signs, torture, husbandry, dip, slaughter, veterinary, tether, mistreatment **Grammar** - If 2 conditional clauses - Adjectives - Nouns **Language Structures** • You should … e.g. You should mind about the welfare of animals. • You should not … e.g. You should not dock dogs because it hurts them. • Not only … but also e.g. Not only should you feed animals but also treat them when they are sick.	• Talking about how to care for animals. • Acting out dialogues on animal welfare. • Reading, writing and reciting poems about animal care. • Writing free and guided compositions on animal care. • Identifying different animal sounds and their meanings. • Role playing ways of caring for animals. • Writing creative articles and messages on animal care.

Competences	Content	Suggested Activities
	• … need not … e.g. We need not be cruel to animals because they are our friends. • If …. would … e.g. If animals were people, they would complain about being tortured.	

Guidance to the Teacher

- Revise vocabulary related to animal homes.
- This sub-topic is intended to help learners develop concern and care for animals. So, you should teach the structures using vocabulary and examples on animal care.
- For special concern, this topic has been introduced so as to enable learners develop a spirit of minding animals. It is based on the concern that animals in Uganda, especially domestic ones, are not properly cared for.

Suggested Competences for Assessment

The learner;

- describes the different occupations.
- reads text related to different occupations.
- writes text related to different occupations.

Term III

Topic 5: Hotels 35 Periods

Background

In P5, learners were introduced to banking as a service. In P6, learners are being introduced to hotels as another service. This is meant to enables learners to acquire language related to services common in their community. This topic, provides learners with the opportunity to develop vocabulary related to hotels which will enable them use appropriate language during their daily life experiences. This topic embraces vocabulary for both restaurants and hotels.

Learning Outcome

The learner shows ability to use appropriate language related to hotels in oral and written forms and behaves appropriately when in hotels/ restaurants or related places.

Life Skills and Indicators

- Effective communication
  - Fluency
  - Audibility
  - Confidence
  - Logical presentation of ideas
- Critical thinking
  - Responding to questions appropriately
  - Selecting and evaluating information
  - Taking a decision
  - Making best use of the information one has
- Negotiation
  - Requesting
  - Thanking
  - Using persuasive language
  - Temper control
  - Apologising
  - Using appropriate body language

- Interpersonal relationships
  - Forgiving others
  - Interacting freely with others
- Values
  - Appreciation
  - Love
  - Care
  - Respect

Competences	Content	Suggested Activities
The learner; • uses language appropriate to hotel services. • reads and interprets menus. • writes simple menus.	**Vocabulary** 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, washrooms, restrooms, air conditioner, fan, book, check in, check out, serve, order, restaurant, pub, dining-room, tooth pick, swimming pool, booking, table mat, table manners, bar	• Constructing meaningful sentences using vocabulary and appropriate structures. • Acting out dialogues on hotels. • Writing advertisements. • Asking and answering questions related to hotels. • Writing menus according to their localities.

Competences	Content	Suggested Activities
	Grammar The use of: - adjectives (formation of adjectives) - direct speech **Language Structures** • May I …? e.g. May I have the menu, please? • …. may …. e.g. Amuria Primary School may hold their end of year party in the hotel conference room. • …. no sooner …. eg No sooner had the boss paid for his breakfast than the driver came for him. • Could you ….? e.g. Could you bring the bill, please?	• Writing guided compositions on hotels. • Creating texts on hotels.

Guidance to the Teacher

- Where possible, arrange to either take learners to a hotel or invite a resource person to talk to them about what happens in a hotel.
- It is important to note that many localities have eating places referred to as 'hotels'. You should bring this to the learners' notice by pointing out the differences between a restaurant, a hotel and eating place.

Suggested Competences for Assessment

The learner;

- uses appropriate language related to hotels.
- reads text related to hotels.
- writes text related to hotels.
- writes adverts about hotels.

Topic 6: Using a Dictionary 25 Periods

Background

A dictionary is a vital reference in the teaching and learning of English. It gives a list of words and explains their meaning. In this topic, learners will learn how to use a dictionary and a thesaurus correctly.

Learning Outcome

The learner uses a dictionary as a reference with ease.

Life Skills and indicators

- **Effective communication**
  - Accuracy
  - Logical presentation of ideas
  - Fluency
  - Articulation
  - Pronunciation
  - Audibility

- **Problem-solving**
  - Taking a decision
  - Making a choice
  - Evaluating facts
  - Finding different things

- **Creative thinking**
  - Logical reasoning
  - Innovativeness
  - Finding different ways of doing things

- **Values**
  - Appreciation

Competences	Content	Suggested Activities
The learner; • looks for the meaning of words in a dictionary. • uses words with alternative dictionary meanings from a thesaurus correctly. • uses a dictionary correctly. • identifies words with similar sounds. • pronounces words correctly.	**Vocabulary** alphabet, dictionary, meaning, pronounce, spelling, abbreviations, sounds, labels, foreign words, arrange, stress, look up, refer, check, reference, index, guide word, thesaurus, acronym **Grammar** The use of: - question tags - opposites - superlative forms **Language Structures** • … after/before e.g. Peach comes before people in the dictionary. • The word people comes after peach in the dictionary.	• Using a dictionary to find the meanings of words. • Using vocabulary and structures appropriately. • Arranging given words in alphabetical order. • Reading words with similar sounds aloud. • Writing guided/free compositions on a dictionary. • Identifying words with opposite meaning. • Using a thesaurus correctly. • Completing similes. • Playing spelling games.

Competences	Content	Suggested Activities
	• Not only .... e.g. Not only does the dictionary give the meaning of words but also their pronunciations. • …. not only.... e.g. The dictionary does not only give meaning of • words but also their pronunciations. • Whenever… e.g. Whenever you find difficult words, refer to the dictionary. • …. whenever .... e.g. Refer to the dictionary whenever you find difficult words. • …. as … as .... e.g. As important as a dictionary.	

Guidance to the Teacher

- Use guiding words to make learners come up with possible words on a given page in the dictionary.
- Encourage learners to always refer to the dictionary and a thesaurus.
- Make the learners appreciate the need to use a dictionary and a thesaurus.

Suggested Competences for Assessment

The learner;

- arranges words in alphabetical order.
- uses similes to make comparisons.
- find words with similar meaning.

Integrated Science Syllabus

Introduction to the Primary Six Integrated Science Syllabus

Background

This is the Primary Six Integrated Science Syllabus. From Primary One to Three (P1-3), learning was based on themes, learning outcomes and competences. Most of the science-related competences are covered under the literacy strands of the Thematic Curriculum. From P4-7, learning is based on subjects. The science syllabus outlines learning outcomes, content and language competences.

Learners in P6 are expected to have developed basic literacy skills in English language, therefore you are expected to use English as the medium of instruction. You are required to assess from time to time if learners understand the concepts correctly and are able to consolidate what was acquired in earlier classes. As a teacher, you need to know that some of the learners in your class are exceptional; therefore, it is your duty to arrange activities basing on each learner's needs. Accommodating all learners' individual needs should be addressed and if necessary adaptations should be made in the areas of methodology, content, environment, teaching steps and learning materials.

This Integrated Science Syllabus brings together content of Biology, Physics, Chemistry, Health, Agriculture and Environment. The scientific knowledge and skills from these aspects must be presented to the learners in a practical integrated and an interesting manner.

The instructional process will follow what was in the old syllabus and you will be required to use the old instructional materials such as textbooks, charts and so on.

Rationale

This revised P6 Integrated Science Syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum, the P4 Transition Year and P5. It will further develop learners' language competences.

It is also intended to provide learners with knowledge, skills, attitudes, practices and values on basic science, health, agriculture and environment

that are important to prepare learners for the final assessment of the primary cycle and self-reliance.

The changes that have been made in this P6 syllabus include:

- topic overflows from P5 that were moved to P.6 that is; Circulatory System and Respiratory System.
- overlaps found in P5, P6 and P7 that were merged in P6 include:

a) "Essential drugs" and "Drugs of Dependency," "Smoking and Drugs," and "Alcohol in Society";

b) "Respiration and Respiratory System"

c) "Sexually Transmitted Diseases to the Reproductive System.

- The background of each topic will remind you from which class the topic was shifted.
- by merging topics, content has been reduced in order to keep learning experiences lighter and simpler than before.

Other changes emphasised include:

- the scope and sequencing of content has been based on progression of outcomes and competences.
- literacy skills and language competences have been included in each topic to clarify concepts.
- possible life skills which can be developed have been suggested in each topic.
- subject competences and language competences have been included to replace objectives. These competences are arranged in order of cognitive levels namely knowledge, comprehension and application.
- language competences have been included especially to reinforce literacy skills and to help clarify concepts.
- general outcomes instead of aims and objectives have been provided for each topic.
- the background for each topic has been given together with other necessary guidance to the teacher.
- key words for each topic have been included in order to enrich the learner's vocabulary and mastery of concepts. A word list is given at the end of this science syllabus.

- the suggested number of periods vary because some topics have more aspects for you to cover while others are being finalised in this class.
- this syllabus provides guidance to the teacher. There is no separate teachers' guide.

General Methodology

During the teaching/learning process, you are expected to enhance learning through the most effective learner-centred methods and activities. You will be expected to facilitate learning as the learners do the activities. The active verbs used in expressing the learning competences are all directed to the learner. As a result of the teaching/learning process, the learner should exhibit these competences.

You are expected to use a variety of existing books and charts to prepare the correct content on the topics. You should use the environment as much as possible to help the learners relate science to real life situations and experiences. Often you will be required to let the learners carry out experiments, exhibitions, projects, field trips and excursions. You should encourage the learners to record and report on their findings. You should also use examples that will provide the learner with opportunities to explore, and acquire knowledge, concepts, skills, values and competences.

Your classroom should possess different, attractive, incidental reading materials in form of related science pictures, nature corner, word cards, educational charts, and many other materials that can boost learning. Use those materials that are relevant and learner-friendly.

Task analysis is another important approach, that is breaking down the available content or activity to be taught into simpler manageable steps that can be accommodated easily at the pace of every individual learner.

Assessment Guidelines

Continuous Assessment is recommended and should be based on the summarised competences provided at the end of each topic and learning competences given in the syllabus. Assessment should be included as part of each lesson activity, must be purposeful originating from a specific

learning achievement you want to observe in a learner as a result of the lesson. Therefore, it must be included as part of every lesson plan in which specific individual learners with learning challenges are being assessed. When you teach, you are teaching a class of individual learners. In order to help them learn, you need to know their weaknesses and strengths on a continuous basis. This will help you to structure any follow-up strategies and what to focus on for assessing each learner.

One of the principles of the new primary curriculum is its emphasis on developing competences. The P6 curriculum covers both subject and language competences. This aims at mastering various skills with understanding rather than memorising content.

Like it was done in P4 and P5, in P6, assessment guidelines are provided to guide you in carrying it out, managing and keeping records on each individual learner, class progress and end of term performance. You are therefore encouraged to record innovative products of the learner that may not have been planned but indicate how the learner is progressing.

Besides continuous assessment, end of term and end of year assessment shall be carried out. Records of learners' achievements in the daily learning activities should be documented to provide records of continuous assessments.

Learning Outcomes

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

- survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment.
- use characteristics to compare and classify animals, plants and other objects in the environment.
- identify the features and describe the functions of different parts of the human body.
- take care of the different parts of their bodies and practice good health habits.
- keep safe and avoid accidents.
- understand the conditions for proper growth of living things.

- apply correct scientific processes in investigations of various phenomena.
- show knowledge of and take care of the environment for its sustainable use.

Specific Competences

This Integrated Science Syllabus desires to develop a learner who:

1. identifies and distinguishes the attributes of plants, animals, other objects and conditions in the environment by making trips and excursions to:
   - observe
   - collect
   - group/classify
   - record
   - report

2. uses characteristics to compare and classify animals, plants and other objects in the environment by:
   - collecting specimens of plants and animals.
   - observing plants and animals grow.
   - grouping/classifying plants and animals (kingdoms).
   - comparing plants and animals.
   - recording observations.
   - reporting findings.
   - caring for animals and plants.

3. identifies the characteristics and functions of different parts of the human body by:
   - identifying and naming the different parts.
   - describing functions of each part.
   - caring for the different parts of the body.
   - relating the different parts of the body to human activities.

4. takes care of the different parts of the human body and practice good health habits by:
   - identifying the different parts of the body.

- naming different activities done to keep the body clean.
- caring for the different parts of the body.
- keeping healthy and practicing good health habits.
- having self-awareness, confidence and self-esteem.

5. keeps safe and avoids diseases and accidents by:
   - identifying ways of keeping safe from diseases and accidents at home and in the community.
   - identifying common accidents and first aid given for each accident injury.
   - identifying dangers in the environment and taking precautions.
   - practicing safety precautions.

6. understands the conditions for proper growth of living things by:
   - identifying the different conditions for proper growth.
   - experimenting and exploring the different conditions for proper growth.
   - recording growth progress of plants and animals.
   - reporting on findings of simple investigations

7. applies correct scientific processes in investigations of various phenomena by:
   - identifying problems.
   - designing and practicing scientific investigation processes.
   - examining the evidence useful in inferences.
   - demonstrating the skills of observation, classification, accurate measurement and recording.
   - making predictions and formulating hypothesis for evidence.
   - communicating findings accurately and honestly.
   - analysing causes and effects.
   - using a variety of sources for acquiring information.
   - recording information with reasonable accuracy.

Topic Outline for P6

Term I

Theme	Topic	Sub-topics	No. of Periods
The World of Living Things	1. Classification of Animals	Classifying Vertebrates and Invertebrates • Vertebrates a) Warm blooded animals – Mammals – Birds a) Cold blooded animals – Reptiles – Fish – Amphibians • Non-vertebrates (invertebrates) – Arthropods e.g. insects, arachnids, myriapods and crustaceans – Molluscs – Worms • Care for and Protection of Vertebrates and Invertebrates	**20**

Theme	Topic	Sub-topics	No. of Periods
Matter and Energy	2. Sound Energy	Sound Energy: Sources of Sound (natural and artificial) • Pitch, Frequency and Volume of Sound • How Sound Travels • How Sound is Produced, Stored and Reproduced • The Human Ear • Diseases and Disorders of the Human Ear • Care for the Human Ear	**20**
The Human Body	3. Circulatory System	Blood Circulation • Structure and Function of the Heart • Blood Vessels • Composition and Functions of Blood • Diseases and Disorders of the Circulatory System • HIV/AIDS and blood • Increasing the Volume of Blood in Circulation	**10**

Theme	Topic	Sub-topics	No. of Periods
Human Health	4. Alcohol, Smoking and Drugs in Society	Alcohol and Alcoholism • Effects of Alcoholism to Individual, Family, Community • Smoking – Effects of smoking to an individual and family – Passive and active smoking Drugs • Essential Drugs – Storage of drugs – Characteristic of essential drugs • Factors that Lead to Alcoholism, Smoking, Drug Abuse and Misuse – Drug abuse, misuse – Effects of drugs to individual, family and community – Drug dependence • Life Skills to Counteract Alcoholism, Smoking and Drug Dependenc	**10**

Term II

Theme	Topic	Sub-topics	No. of Periods
The World of Living Things	5. Classification of Plants	Classification of Flowering Plants – Legumes and cereals • Non-Flowering Plants – Spore bearings – Conifers – Algae • Seed Dispersal – Mechanism – Agents of seed dispersal • Plant Propagation • Economic Value of Plants to People	**20**

Theme	Topic	Sub-topics	No. of Periods
Science in Human Activities and Occupation	6. Keeping Cattle	Cattle • Types of Cattle • Breeds of Cattle • External Features of a Cow and a Bull • Caring for Cattle • Grazing and Watering Cattle • Housing Cattle • Mating, Gestation Period and Calving • Milking and Milk Products • Cattle Pests and Diseases • Practices that Harm Cattle • Starting a Livestock Farm	**20**

Theme	Topic	Sub-topics	No. of Periods
The Environment	7. Resources in the Environment	Resources • Non-living Things as Resources • Living Things as Resources • Harvesting Resources • How People Make Use of Available Resources • Renewable and Non-renewable Resources • Caring for and Conserving of Resources	**10**
	8. Respiratory System	Respiration • Respiratory Organs • Lungs and Breathing • Respiration in Relation to Food and Oxygen • Diseases and Disorders of the System • Keeping the System in a Healthy Working Condition	**10**

Term III

Theme	Topic	Sub-topics	No. of Periods
Science in Human Activities and Occupations	9. Science at Home and in Our Community	• Preparation of Clean and Safe Water for Drinking and Washing – Boiling, filtering, treating, distilling and decantating • Making Salt from Plant Materials • Cleaning Clothes in a Home	**10**
Human Health	10. Accidents and First Aid	• Burns and Scalds • Fever and Convulsions • Drowning and Near Drowning • Fainting • Foreign Bodies in Passages	**15**
Human Health	11. Sanitation	Toilets and Latrines • The VIP Latrine and Ecosan • Conventional (ordinary latrine) and Potty • The Water Closet Toilet • Importance of Using Toilet/Latrine • Proper use and Maintenance of Toilets and Latrines	**15**

Theme	Topic	Sub-topics	No. of Periods
Human Body	12. The Reproductive System	Growth and Development in Human Beings • Puberty and Adolescence • Primary and Secondary Sex Characteristics • Social and Emotional Changes • Reproductive Organs and Cells (male and female) • Fertilisation, Conception and Pregnancy • Reproductive Health • Problems in Pregnancy • Teenage Pregnancy • Care for Reproductive Organs • Common Diseases and Disorders of the System • Family Planning – Importance – Methods (natural and artificial) – Myths and misconception about family planning – Child spacing	**20**

TERM I

Theme: The World of Living Things

20 Periods

Topic 1: Classification of Animals

Background

In P5, learners classified (grouped) domestic animals according to breeds. This topic is meant to guide learners on how to differentiate between vertebrates and invertebrates. You should therefore use a practical approach with real objects where possible to avoid abstract learning. Help learners to classify animals according to their characteristics. Let the learners name, spell, read and write words denoting animals and their classification. Explain the importance of different classes of animals to the environment and people. This topic was originally in P6 Term I and has been retained. Primary Six textbooks for the old syllabus can still be used.

Learning Outcome

The learner acquires the skills of identifying the characteristics of different groups of animals and their survival features.

Life Skills

- Critical thinking
- Creative thinking
- Effective communication
- Decision-making
- Problem-solving

Values

- Accuracy
- Confidence
- Appreciation
- Making right choices
- Making decisions
- Responsibility

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • names examples of vertebrates and invertebrates. • describes different classes of vertebrates and invertebrates. • describes mode of reproduction in vertebrates and invertebrates.	The learner; • names groups of vertebrates and invertebrates. • spells words correctly. • acts out a dialogue about vertebrates and invertebrates. • reads words, sentences and stories about vertebrates and invertebrates.	• Classification of Vertebrates and Invertebrates • Vertebrates • Warm-Blooded Animals – mammals – birds • Cold blooded animals: – reptiles – fish – amphibians • Non-Vertebrates (invertebrates)	• Observing the different groups of vertebrates and invertebrates. • Spelling exercises on words related to world of living things. • Acting out a dialogue about vertebrates/ invertebrates. • Reading words, sentences and stories about invertebrates/ vertebrates.

Subject Competences	Language Competences	Content	Suggested Activities
• develops simple classification table of vertebrates and invertebrates • cares for animals. • protects animals (vertebrates & invertebrates).	• writes words, sentences and stories about vertebrates and invertebrates. • writes poems about caring for and protecting vertebrates and invertebrates.	• Arthropods i.e. insects, arachnids, myriapods and crustaceans. – Molluscs e.g. snails and slugs • Worms e.g. – flat worms – segmented worms – round worms • Care for and Protection of Vertebrates and Invertebrates	• Preparing a simple classification table. • Writing words, sentences and stories about vertebrates and invertebrates. • Writing poems about caring for and protecting vertebrates and invertebrates.

Guidance to the Teacher

- Arrange for an out door lesson to allow your learners observe and collect different animals.
- A simple example of an animal classification tree can be used.
- Let learners make notes on their observation.

Suggested Competences for Assessment

The learner;

- names classes of animals.
- differentiates between vertebrates and invertebrates warm-blooded and cold-blooded animals.
- describes the common examples of invertebrates and vertebrates.

Theme: Matter and Energy 20 Periods

Topic 2: Sound Energy

Background

In earlier classes, learners identified sounds produced by different animals. Sound is all around us. In this topic you need to guide learners on how to explore the sound we hear and how it is produced. Encourage learners to explore the environment for sounds made by animals and other objects. Use an inquiry-based approach where learners are practically involved with hands on activities to produce sound and experiment with sound. This topic was in P6 Term I and has been retained.

Learning Outcomes

The learner;

- appreciates the natural and artificial sources of sound.
- acquires scientific knowledge on how sound is produced, stored and reproduced.
- appreciates the importance of the ear as the organ of perceiving sound.

Life Skills

- Effective communication
- Critical thinking
- Decision-making
- Creative thinking
- Empathy
- Self-esteem
- Self-awareness

Values

- Concern
- Making right choices
- Making decisions
- Acceptance
- Logic
- Care
- Responsibility
- Sympathy
- Appreciation (self)

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • Experiments on sound as a form of energy. • identifies the sources of sound. • describes how sound travels in different materials. • states the different ways through which sound is produced, stored and reproduced. • carries out experiments on behaviour of sound with different materials. • names the different parts of the human ear. • draws and labels the structure of the human ear.	The learner; • describes sound energy. • correctly spells words related to sound. • reads words, sentences and stories about sound. • writes words, sentences and stories about sound energy. • names different parts of the human ear.	• Sound Energy – what it is • Sources of Sound: – natural and artificial – musical instruments e.g. ▪ percussion ▪ wind ▪ string • Pitch, Frequency and Volume of Sound • How Sound Travels • Echo: – what it is and its importance. • How Sound is Produced, Stored and Reproduced • The Human Ear (structure and functions)	• Carry out experiments on sound as a form of energy and how it is produced. • Reading words, sentences and stories about sound energy and the ear. • Experimenting sound with different materials and environment. • Writing in correct spelling and grammar words, stories and sentences about sound energy and the ear. • Making simple model of the human ear.

Subject Competences	Language Competences	Content	Suggested Activities
• states the functions of the human ear. • names diseases and disorders of the human ear. • compares the human ear with organs of hearing in other animals. • discusses ways of caring for the human ear.	• names organs of hearing in fish, snakes, insects, amphibians and birds. • Diseases and Disorders of the Human Ear • Care for the Human Ear – Compare the human ear with organs of hearing in other animals like fish, snakes, insects, amphibians and birds.		• Drawing and labelling the structure of the human ear. • Stating the functions of the human ear. • Naming diseases and disorders of the human ear. • Comparing the human ear with organs of hearing in other animals. • Discussing ways of caring for the human ear.

Guidance to the Teacher

- Learners should be helped to carryout experiments on sound as a form of energy and how sound stimulates the sense of hearing.
- Provide materials which enable your leevers carry experiments on sound with different materials and environment.
- Explain the terms such as pitch, vibrations, volume and frequency and how sound is produced, stored and reproduced.

- You should consult the teacher of music and arrange for the learners to differentiate sound produced by different musical instruments.
- Sound vibrations can be illustrated by tapping plastic materials stretched over a mug on which sand and sugar crystals have been put.

Suggested Competences for Assessment

The learner;

- lists the sources of sound.
- describes how sound travels.
- explains how to care for the human ear.
- prepares, carries out and reports on experiment on sound with different materials and conditions.

Theme: Human Body 10 Periods

Topic 3: Circulatory System

Background

Learners have classified animals as vertebrates and invertebrates. All vertebrates have blood which circulates throughout their bodies to keep life. Guide learners on how blood flows throughout the body, its functions, diseases and disorders related to the circulatory system. Use a variety of instructional materials such as models where possible in order to avoid abstract learning. Guide learners to make models of the circulatory system showing location of major blood vessels and their functions. This topic has content from P5 Term II and P6 Term III which have been merged and put to P6 Term I.

Learning Outcomes

The learner;

- appreciates the importance of blood in the body.
- develops further understanding of how blood circulates in the body.

Life Skills

- Problem solving
- Critical thinking
- Creative thinking
- Effective communication
- Self-awareness
- Empathy
- Self-esteem

Values

- Appreciation
- Making right choices
- Making decisions
- Care
- Logic
- Acceptance
- Sympathy
- Concern
- Love

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • describes blood circulation. • describes the structure and function of the heart. • identifies blood vessels.	The learner; • describes blood circulation. • write about the composition and functions of blood. • names blood vessels. • reads words, sentences and stories about composition and functions of blood.	• Blood Circulation: – what it is • Structure and Functions of the Heart: – Parts of the heart. – Structure of the left and right ventricles. – Functions of the parts of the heart • Blood Vessels – Veins and arteries attached to the heart – Capillaries	• Observing a model on blood circulation. • Studying from drawing or real heart of animal structure and functions of parts in the heart. • Drawing and labelling parts of the heart. • Naming blood vessels. • Reading words, sentences and stories about composition and functions of blood.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
• mentions the diseases and disorders of the circulatory system. • describes ways of increasing the volume of blood in circulation. • discusses the effects of HIV and AIDS on the individual, the family and community.	• writes words, sentences and stories about diseases and disorders of the circulatory system. • explains how to increase the volume of blood in circulation. • discusses the effects of HIV and AIDS.	• Composition and Functions of Blood – Plasma – Red blood cells – White blood cells – Platelets • Diseases and Disorders of the Circulatory System • HIV/AIDS and Blood • Effects of HIV and AIDS on the Individual, the Family and the Community • Increasing the Volume of Blood in Circulation	• Writing words, sentences, effective messages and stories about diseases and disorders of the heart and the circulatory system. • Explaining how to increase the volume of blood in circulation. • Making models of the human blood circulatory system. • Participating in PIASCY activities. • Writing HIV/AIDS messages for the school.

Guidance to the Teacher

- Prepare and get ready the different models for learners to observe
- You should compare how the heart works with how a pump works.
- Make a clear difference between veins and arteries and how they transport blood.
- Work with your learners to make a model of the human circulation system.

Suggested Competences for Assessment

The learner;

- names the blood vessels.
- describes the structure and function of the heart.
- describes ways of increasing blood in circulation.
- writes at least 5 PIASCY messages.
- draws and labels the parts of the heart.

Theme: Human Health 10 Periods

Topic 4: Alcohol, Smoking and Drugs in Society

Background

In our families and communities, we have people who smoke, drink alcohol and take drugs which affect their lives in many ways. In this topic, you should guide the learners on the dangers of smoking, alcoholism and drug dependence. Demonstrate delicate experiments such as distillation of alcohol as learners record their observations. Use examples within the community to guide learning. This topic has content taken from P6 Term I, Term II and merged to that of P7 Term III. Therefore, more information can be found in the relevant textbooks based on the old syllabus.

Learning Outcomes

The learner;

- appreciates that smoking and drugs contain dangerous substances that are harmful to the body.
- acquires, appropriate life skills to safe guard against smoking, alcoholism and drug abuse.

Life Skills

- Self-awareness
- Self-esteem
- Critical thinking
- Creative thinking
- Problem-solving
- Decision-making
- Peer resistance
- Coping with emotions
- Coping with stress
- Effective communication
- Empathy

Values

- Care for oneself and others
- Responsibility
- Appreciation
- Making right choices
- Logic
- Defending one's decision
- Acceptance
- Making useful decisions for self and others
- Innovativeness
- Honesty
- Sympathy
- Confidence
- Expressing likes and dislikes

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • describes alcohol and alcoholism. • discusses factors that lead to alcoholism, smoking, drug abuse and misuse. • states the effects of alcoholism to an individual, family and community. • describes smoking. • mentions effects of smoking to an individual, family and community.	The learner; • describes alcoholism. • listens to stories about effects of alcohol to individuals, family and the community. • reads words, sentences and stories about effects of alcohol, smoking and sniffing to people.	• Alcohol and Alcoholism: – what they are. – how alcohol is made. – factors that lead to alcoholism. – effects of alcoholism to an individual, family and community. • Smoking: – what it is. – Factors that lead to smoking. – Effects of smoking to an individual, family and community.	• Carry out experiments on how alcohol is made. • Dramatising causes and effects of factors alcoholism, smoking, drug abuse and misuse. • Describing smoking. • Mentioning effects of smoking to an individual, family and community.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
• discusses the effects of drugs to an individual, family and community. • identifies essential drugs. • mentions ways of storing drugs. • states life skills to safe guard against alcoholism, smoking and drug dependency. • participates in campaigns against alcohol, smoking and drugs.	• writes words, sentences and stories about drugs, drug abuse and misuse. • acts out a dialogue about life skills to safe guard against alcoholism, smoking and drug dependence. • Writes effective campaign messages against alcohol, smoking and drugs.	• Drugs: – what they are. – essential drugs: – what they are. – storage of drugs. – characteristics (uses) of essential drugs. • Drug Abuse, Misuse and Dependency – Factors that lead to drug abuse/ misuse and dependency – Effects of drug abuse to an individual, family and community. • Life Skills to Safeguard against Alcoholism, Smoking and Drug Dependency	• Describing drug abuse, misuse and dependence. • Discussing the effects of drugs to an individual, family and community. • Identifying essential drugs. • Mentioning ways of storing drugs. • Stating life skills to safe guard against alcoholism, smoking and drug dependence. • Writing and sharing campaign messages against these bad habits.

Guidance to the Teacher

- Invite resource person to talk to your class about alcohol. smoking and drugs.
- You need to point out that cigarettes contain substances such as tar and nicotine which are harmful to the body.
- Help learners to develop life skills of resisting smoking, alcoholism, drug abuse and misuse.

Suggested Competences for Assessment

The learner;

- lists the effects of smoking and alcoholism to an individual, family and community.
- explains how essential drugs can be stored.
- describes the life skills to safeguard against alcoholism, smoking and drug dependence.
- writes and displays campaign messages against smoking, alcohol and drugs.

TERM II

Theme: The World of Living Things

20 Periods

Topic 5: Classification of Plants

Background

Learners have already classified animals according to their biological characteristics. In this topic, help learners to classify plants using their biological characteristics too. In our environment, we have plants of different categories, some of them flower and others do not. Guide learners to use the environment as much as possible when classifying plants. Use real objects intensively and field study to avoid abstract learning. This topic was in P6 Term II of the old syllabus volume one and is retained.

Learning Outcomes

The learner;

- acquires scientific skills and knowledge of classifying plants.
- develops an understanding of plant propagation.
- appreciates the economic values of plants.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication

Values

- Making decisions
- Responsibility
- Logic
- Care
- Confidence

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • classifies plants into flowering and non-flowering. • names examples of flowering and non-flowering plants. • uses characteristics to prepare a simple classification for common plants. • describes the mechanism of seed dispersal.	The learner; • names the classes of plants. • describes flowering and non-flowering plants. • reads words, sentences and stories about classes of plants. • writes words about seed dispersal and plant propagation. • draws and labels flowering and non-flowering plants.	• Classification of:- • flowering plants – Legumes and cereals • non-flowering plants – spore bearing plants (mosses, ferns, lichens) – Conifers – Algae • Seed Dispersal: – mechanism – agents – importance	• Observe different plants in the environment • Describe the classes of plants. • Using characteristics to group plants • Making a simple classification table of common plants. • Carrying simple study to identify different examples in their habitat • Describing the mechanism of seed dispersal.

Subject Competences	Language Competences	Content	Suggested Activities
• describes plant propagation. • lebel parts of the flowering and non-flowering plants correctly. • participates in plant conservation activities.	• Writes simple description of some common plants.	• Plant Propagation: – seeds – suckers – cuttings – leaves – budding – layering – marcotting – grafting – bulbs • Economic Values of Plants to People	• Carrying out simple investigations on plant propagation. • Drawing and labelling flowering and non-flowering plants.

Guidance to the Teacher

- Organise simple field study for you learners to interact with different plants in their natural habitat.
- You should classify the plants based on what was learnt in P4 Plant life. The details of each part of the flowering plant were done in P4.
- Work with your learners to prepare a simple classification table which can be exhibited in a science fair.

Suggested Competences for Assessment

The learner;

- gives examples of flowering plants.
- uses characteristics to classify different plants.
- uses new words learnt.
- describes the mechanisms of seed dispersal.
- discusses the different propagation methods.

Theme: Science in Human Activities and Occupations 20 Periods

Topic 6: Keeping Cattle

Background

Learners already have basic skills and knowledge of keeping animals such as goats, sheep, pigs and rabbits. Build on that knowledge and guide learners on how to care for cattle for economic gain. Guide learners to discuss the milking process, describe milk products, identify cattle pests and diseases and how to prevent and treat them. Also help learners to describe the practices that harm domestic animals and how they can start a livestock farm. Visiting livestock farms and use of resource persons to talk to pupils will help a lot to make learning concrete. This topic was in P6 Term I but has been brought to Term II. You may use the old P6 books to obtain more information.

Learning Outcomes

The learner;

- appreciates the importance of cattle to people.
- acquires basic scientific knowledge and skills of managing cattle.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication
- Self-awareness

Values

- Making decisions
- Concern
- Articulation
- Responsibility
- Care
- Love
- Empathy

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • identifies the different types of cattle. • identifies the different breeds of cattle. • names the external features of a cow and a bull. • participate in care for cattle. • mentions ways of grazing, watering and housing cattle. • describes mating, gestation period and calving in cattle.	The learner; • names types of cattle. • names breeds of cattle. • acts out a dialogue about external features of a cow and a bull.	• Types of Cattle e.g. dairy, beef, dual purpose, work type • Breeds of Cattle: indigenous and exotic • External Features of a Cow and a Bull • Caring for Cattle • Grazing and Watering Cattle • Feeding Cattle	• Observe different types of cattle in a farm. • Discussing the different breeds of cattle and their external features. • Attending a presentation of cattle farmer on: names, breeds, care, feeding, and diseases their control.

Subject Competences	Language Competences	Content	Suggested Activities
• describes milking process in a farm. • names milk products. • identifies the pests and diseases of cattle. • describes the causes, spread, signs, symptoms, prevention, control, treatment of cattle pests and diseases. • role play practices that harm cattle and other domestic animals. • participates in starting a simple livestock keeping.	• reads words, sentences and stories about mating, the gestation period and calving in cattle. • states practices that harm cattle. • writes words, sentences and stories about diseases and how to care for cattle and milk products. • acts out a dialogue on cattle pests, diseases and how to start a livestock farm.	• Housing Cattle • Mating, Gestation Period and Calving in Cattle • Milking and Milk Products e.g. butter, cheese, ghee, yoghurt and whey • Cattle Pests and Diseases: – causes, spread, signs/ symptoms, prevention, control and treatment • Practices that Harm Cattle and other Domestic Animals (at home, in the field, in transit, in abattoir) • Starting a Livestock Farm	• Visit to a cattle farm observe the different farm practices/ activities like mating, care, milking, signs and symptoms of different cattle diseases. • Preparing a brief and simple write-up on the causes, spread, signs / symptoms, prevention, control and treatment of pests and diseases. • Carrying out activities which care for and protect domestic animals. • Discussing ways of starting a livestock farm.

Guidance to the Teacher

- Organise a class visit to a cattle farm with good examples of farm practices.
- You do not need to teach about the internal features or reproductive systems of cattle.
- For any technical aspect of this topic, you may need to work with a resource person from the veterinary department or cattle farmer in your area. The importance of animal welfare during feeding, transportation, housing, health care and slaughter, should be emphasised.

Suggested Competences for Assessment

The learner;

- names the two types of cattle.
- describes ways of grazing cattle.
- explains how to manage cattle pests and diseases.

Theme: The Environment 10 Periods

Topic 7: Resources in the Environment

Background

Within the environment we have resources of different types. Resources are things in the environment that satisfy people's needs. Guide learners to discover that some resources are living and others are not and all around us. Use real objects and field study to make learning interesting. Encourage learners to collect as many useful living and non-living things as possible. Let them identify those things according to their characteristics and point out whether they originate from living or non-living things. This topic was taken from P6 Term I and brought to Term II.

Learning Outcome

The learner;

- appreciates the importance of the environment as a resource base.
- acquires scientific knowledge and skills for harvesting and using resources in the environment.

Life Skills

- Critical thinking
- Decision-making
- Effective communication
  Creative thinking
- Problem-solving
- Self-awareness

Values

- Care
- Making decisions
- Logic
- Concern
- Responsibility
- Confidence
- Making a choice

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • identifies resources from living and non-living things. • groups examples of resources under living and non-living things. • describes ways of harvesting resources. • participates in campaigns for sustainable use available resources in the environment. • describes renewable and non-renewable resources.	The learner; • names resources. • describes living and non-living things as resources. • recites rhymes about resources. • reads words, sentences and stories about resources. • writes words and sentences about how people make use of renewable and non-renewable resources and their conservation.	• Non-Living Things as Resources e.g. soil, minerals, sun, fuel, water, and air • Living Things as Resources e.g. – plants: fibres, wood, food and medicine. – animals: meat, skins/ hides, horns, milk, honey and medicine • Harvesting Resources • How People Make use of Available Resources	• Observing things around us which are useful resources. • Discussing what different things can be useful as resource. • Participating in planning for ways of harvesting resources. • Finding out from community how people use available resources. • Discussing examples of renewable and non-renewable resources.

Subject Competences	Language Competences	Content	Suggested Activities
• participates in the different ways of conserving resources. • explains ways of caring for animals as resources.	• writes ways of caring for animals as resources.	• Renewable Resources e.g. wind, water, sunshine and non-renewable resources (minerals) • Caring for and Conserving of Animals as Resources	• Discussing ways of caring for and conserving resources. • Practical: preparing campaign messages for sustainable use of resources in the environment.

Guidance to the Teacher

- Organise a nature walk in the surrounding so that learners can get aquainted with resources available in the environment.
- Emphasise ways of caring for and conserving environmental resources (living and non-living).
- Work with your learners to participate in environmental conservation activities in the community.
- NEMA resource materials may be very useful for this topic. Try to access and read more from them.

Suggested Competences for Assessment

The learner;

- lists any three examples of resources.
- describes how people make use of resources.
- discusses ways of conserving resources.
- uses new words to write about resources in the environment and their utilisation.

Theme: The Human Body 10 Periods

Topic 8: Respiratory System

Background

Learners have already got knowledge about the different body systems. In order for our bodies to function normally, oxygen needs to be supplied through the respiratory organs. Oxygen is used to burn food in the muscles to release energy needed for growth. At this level of P6 it important to help learners focus more on names of organs of the system and how they function. The detailed information on cell respiration is for later level of learning. This topic will guide learners to acquire knowledge about the respiratory systems' operation. Guide learners to acquire the skills of keeping the system in a healthy working condition. This topic has content from P5 Term II that was merged with that from P7 Term III.

Learning outcomes

The learner;

- appreciates the importance of the respiratory system in the production of energy for life processes.
- acquires scientific knowledge and skills for maintaining the efficiency of the respiratory system.
-

Life Skills

- Problem-solving
- Critical thinking
- Decision-making
- Effective communication
- Empathy

Values

- Care
- Sympathy
- Concern
- Responsibility
- Making decisions
- Acceptance
- Confidence

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • identifies respiratory organs. • describes lungs and breathing. • demonstrates an experiment on human respiration. • identifies diseases and disorders of the respiratory system. • participates in campaigns to keep the system in a healthy working condition. • draws the respiratory organs.	The learner; • names respiratory organs. • listens to stories about breathing and respiration. • reads words, sentences and stories about diseases and disorders of the system. • writes words, sentences and stories on how to keep the system in a healthy working condition.	• Respiration: – what it is. • Respiratory Organs • Lungs and Breathing • Respiration in Relation to Food and Oxygen • Diseases and Disorders of the System • Keeping the System in a Healthy Working Condition	• Observing models of respiratory organs. • Carrying out an experiment to illustrate breathing in and out in relation to food and oxygen. • Discussing diseases and disorders of the respiratory system. • Listening talks from resource person onhow to keep the system in a healthy working condition. • Drawing the respiratory organs.

Guidance to the Teacher

- Arrange for talks by resource persons on organs of respiration and how to care for the system.
- With your learners set up an experiment to demonstrate the process of breathing.
- Use model of the system to help your learners get to know the organs.
- Guide learners to make a clear difference between breathing and respiration.
- Work with your learners to make a model of the respiratory organs for displaying during the school science day.

Suggested Competences for Assessment

The learner;

- names the respiratory organs.
- lists the diseases of the respiratory system.
- describes ways of keeping the respiratory system in a healthy working condition.
- draws and labels the respiratory system.

Term III

Theme: Science in Human Activities and Occupations 10 Periods

Topic 9: Science at Home and in Our Community

Background

Many science activities take place in our homes. Quite often we are able to notice them. Guide learners to discuss these activities that 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. This topic has been retained in P6 Term III.

Learning Outcome

The learner acquires problem solving skills in life situations of a scientific and technological nature.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Problem-solving
- Effective communication
- Empathy
- Self-awareness

Values

- Care
- Sympathy
- Responsibility
- Concern
- Making decisions
- Fluency
- Articulation

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes ways of preparing clean and safe water for drinking and washing. • discusses ways of cleaning clothes in a home. • participates in preparing clean and safe water for drinking and washing.	The learner; • names ways of preparing clean and safe water for drinking and washing. • reads words, sentences and stories about preparation of clean and safe water for drinking and washing. • recites poems about cleaning clothes in a home.	• Preparation of Clean and Safe Water for Drinking and Washing: – boiling – filtering – treating – distilling – decanting • Water inpurities – human wastes – animal wastes – pollutants from farm chemical – silt from erosion • Cleaning Clothes in a Home – sorting – soaking – washing – rinsing	• Carrying out experiments on different ways of preparing clean and safe water for drinking and washing. • Discussing ways of cleaning clothes in a home. • Preparing clean and safe water for drinking and washing. • Discuss what makes water unsafe • Words and sentences about getting local salt from ash.

Subject Competences	Language Competences	Content	Suggested Activities
• Constructs a simple water purifying system.	• reads words and sentences about getting local salt from ash. • Writes down clear steps in the process of preparing clean water for drinking and washing.	– wringing – drying – ironing	• Preparing clean and safe water for drinking. • Constructing a simple water purifying system.

Guidance to the Teacher

- Set up practical experiment to clean water from different impurities.
- With your learners set up an experiment with a water filter constructed by the class.
- You should encourage the learners to practically demonstrate the steps people should follow to clean clothes.
- Clearly outline steps that are followed when making salt from ash.

Suggested Competences for Assessment

The learner;

- describes what safe drinking water is.
- outlines ways of preparing clean and safe water for drinking and washing.
- describes the steps people should follow to clean clothes in a home.
- carries out a science oriented activity on preparation of clean and safe water during science show.

Theme: Human Health 15 Periods

Topic 10: Accidents and First Aid

Background

Learners began to learn about accidents and first aid in P4. You should build on the work they did then. In our day to day activities, we may get involved in accidents whose victims require assistance in form of first aid. Guide learners on how to administer first aid to victims of accidents. Practical demonstration is important to make learning real. Help the learners to acquire knowledge and skills that can help them to avoid accidents. This topic has been retained in the same P6 term.

Learning Outcomes

The learner;

- becomes increasingly aware of accidents in places where they live.
- develops the necessary skills and knowledge for applying first aid.

Life Skills

- Problem-solving
- Critical thinking
- Creative thinking
- Effective communication
- Decision-making
- Empathy
- Coping with stress
- Coping with emotions
- Non-violent conflict resolution
- Negotiation

Values

- Care
- Concern
- Sympathy
- Fluency
- Responsibility
- Patience
- Acceptance
- Negotiating
- Working together
- Apologising

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • describes burns and scalds • discusses the causes prevention and treatment of fever. • describes near drowning. • mentions causes, prevention and first aid for near drowning. • describes causes of fainting, and how to give first aid.	The learner; • describes different types of accidents. • reads words, sentences and stories about accidents and first aid. • writes words, sentences and stories about accidents and first aid.	• Burns and Scalds • Fever and Convulsions: – what they are – causes, prevention and first aid • Near-Drowning: – what it is – causes, prevention and first aid	• Talking from a resource person (first Aider) about the different types of accidents. • Discussing the causes, prevention and first aid for fever different types of accidents. • Discuss different safety precautions.

Subject Competences	Language Competences	Content	Suggested Activities
• identifies foreign bodies in the passages. • participates in activities which prevent accidents. • gives effective first aid to burns, fevers, fainting and removal of foreign body.	• acts out dialogues and plays about accidents and first aid. • Write down clear steps of giving first aid to victims of various accidents.	• Fainting: – causes, conditions and first aid • Foreign Bodies in Passages (mouth, nose, ears, anus, eyes, throat and vagina): – First Aid	• Describing fainting, causes and first aid. • Identifying foreign bodies in the passages. • Writing steps for first aid to different accident victims.

Guidance to the Teacher

- Arrange for a resource person to talk about various aspects of accidents injuries, first Aid, and prcautions for safety.
- Work with your learners to make practical demonstration on first aid to the different accidents. You can do this with help of a resource person.
- Help the learners to clearly differentiate between:

– causes of fainting and conditions that lead to fainting.
– burns and scalds.

Suggested Competences for Assessment

The learner;

- identifies passages where foreign bodies can get stuck.
- outlines the causes of fever and convulsions.
- describes the first aid for fainting and near drowning.
- uses the new words leant to describe how to handle the various forms of accidents.

Theme: Human Health 15 Periods

Topic 11: Sanitation

Background

Our activities and the way we live may make our environment dirty and unhealthy. Guide learners on how to keep clean and healthy where they live and how to use toilets and latrines properly. This will help to prevent the spread of diseases especially diarrhoeal diseases. You may invite a health worker to talk to the pupils about proper sanitation and hygiene of a toilet / latrine. Involve your learners to participate in the maintance of sanitation. In earlier classes learners were taught how to wash hands before eating and after visiting the latrine/toilet. Ensure that they demonstrate this as an example to younger pupils. This topic has been retained in P6, Term III.

Learning Outcome

The learner acquires scientific skills and knowledge of keeping proper sanitation for a healthy living.

Life Skills

- Critical thinking
- Creative thinking
- Decision-making
- Effective communication
- Problem-solving
- Assertiveness

Values

- Care
- Concern
- Responsibility
- Fluency
- Making decisions
- Acceptance
- Volunteering
- Being open

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • identifies toilets, latrines and potty. • names types of latrines. • describes the importance of using a latrine / toilet correctly. • demonstrates proper use of latrines and toilets. • draws the different types of latrines.	The learner; • names the types of latrines and toilets. • reads words, sentences and stories about latrines and toilets. • acts out a dialogue about latrines and toilets.	• Toilets and Latrines: – what they are • The VIP Latrine and Ecosan • Conventional (ordinary) Latrine and Potty – Characteristics and differences • The Water Closet/borne toilets	• Sanitation walk around the school to identify toilets, latrines , potty and rubish disposal in the school. • Discussing the importance of proper using the latrine/toilet correctly. • Discussing proper use and maintenance of toilets and latrines.

Subject Competences	Language Competences	Content	Suggested Activities
• uses local resources to make tools for cleaning latrines and toilets. • participates in maintaining the cleanliness of latrines and toilets.	• writes messages about importance of proper sanitation in latrines and toilets.	• Importance of Using a Latrine/Toilet Correctly • Proper use and Maintenance of Toilets and Latrines	• Drawing the different types of latrines and labelling them. • Cleaning latrines and toilets.

Guidance to the Teacher

- Ecosan refers to Ecosystem Sanitation Conveniences. This may be new to many learners. It must be thoroughly explained if it is not in your school.
- Point out to the learners that the water closet toilet is used where there is a piped sewage system.
- Organise a practical activity for your learners to participate in the proper maintenance of the school latrines and toilets.

Suggested Competences for Assessment

The learner;

- names the different types of latrines.
- describes the importance of using a latrine/toilet.
- describes how we can maintain the toilets and latrines in a good, hygienic condition.

Theme: Human Body 20 Periods

Topic 12: The Reproductive System

Background

For any species of organism to multiply, there is need to reproduce. In this topic, learners will study the structure and function of the human male and female reproductive systems and the process of reproduction. Guide learners to acquire knowledge and skills about reproductive health. For instance you may use PIASCY and Adolescence Reproductive Health information and messages to make this concept clearer. Learners need to understand the changes that take place in their bodies when they reach puberty and be able to describe primary and secondary sex characteristics.

Use a variety of models and charts to avoid abstract learning. Help learners to know that there are also problems in pregnancy including diseases and disorders of the system. The content on this topic has been taken from P6 Term II and merged to that of P7 Term II.

Learning Outcomes

The learner;

- develops further knowledge about his/her reproductive system.
- acquires scientific knowledge and life skills for improving and maintaining the efficiency of his/her reproductive system.
-

Life Skills

- Critical thinking
- Creative thinking
- Problem-solving
- Effective communication
- Decision-making
- Peer pressure resistance

Values

- Care
- Sympathy
- Responsibility
- Making decisions
- Fluency
- Logic
- Standing by one's principles.

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes growth and development in human beings. • identifies primary and secondary sex characteristics. • describes social and emotional changes. • describes reproductive organs and cells in human male and female. • discusses fertilisation, conception and pregnancy in humans.	The learner; • describes growth and development. • reads words, sentences and stories about puberty, adolescence and care for the reproductive organs. • recites rhymes about primary and secondary sex characteristics. • acts out a dialogue about problems in pregnancy.	• Growth and Development in Human Beings • Puberty and Adolescence – what they are. • Primary and Secondary Sex Characteristics • Social and Emotional Changes • Reproductive Organs and Cells (male and female) • Fertilisation, Conception and Pregnancy	• Making observation of their own to identify growth and development in human beings and primary and secondary sex characteristics. • Discussing social and emotional changes which take place in young people.. • Observing models of are productive organs and cells in males and females. • Drawing the reproductive organs.

Subject Competences	Language Competences	Content	Suggested Activities
• prepares effective messages on reproductive health. • mentions problems in pregnancy. • discusses consequences of teenage pregnancy. • demonstrates proper mentions ways of caring for reproductive organs. • identifies diseases and disorders of the system. • describes the importance of family planning, uses, methods and child spacing. • discusses myths and misconceptions about family planning. • draws the reproductive organs.	• writes stories about the consequences of teenage pregnancy. • writes words, sentences, messages and stories about the care of reproductive organs, diseases, disorders of the system and family planning. • acts out a dialogue about myths and misconceptions about family planning. • Prepares effective messages to their peers on reproductive health.	• Reproductive Health: – problems in pregnancy • Teenage Pregnancy: – meaning of teenage pregnancy – consequences of teenage pregnancy • Care for Reproductive Organs • Common Diseases and Disorders of the System (STIs) • Family Planning: – importance – methods (natural and artificial) – myths and misconceptions about family planning – child spacing. • PIASCY Messages about Adolescence Reproductive Health	• Discussing fertilisation, conception and pregnancy. • Stating problems in pregnancy. • Discussing consequences of teenage pregnancy. • Discussing PIASCY messages • Practicing the correct ways of caring for reproductive organs. • Identifying diseases and disorders of the system. • Discussing the importance of family planning methods and child spacing. • Discussing myths and misconceptions about family planning. • Writing reproductive health messages to peers.

Guidance to the Teacher

- Arrange for resource persons a male and female to give a concellors talk to the boys and girls respectively.
- Help the learners to make a clear difference between:

– Primary and secondary sex characteristics.
– Fertilisation, conception and pregnancy.

Suggested Competences for Assessment

The learner;

- mentions the common diseases of the reproductive system.
- explains what puberty and adolescence are.
- outlines the secondary sex characteristics in an adolescence.

WORD LIST

You will need to guide your learners to spell and use these words correctly in sentences. The learners should explain the meaning of these words

Term I	Term II	Term III
Topic 1: Classification of Animals – Classification – Crustaceans – Vertebrates – Arthropods – Invertebrates – Mammals – Reptiles – Amphibians – Molluscs **Topic 2: Sound Energy** – Natural – Artificial	**Topic 5: Classification of Plants** – Legumes – Cereals – Spores – Conifers – Propagation – Dispersal – Mechanism – Algae	**Topic 9: Science at Home and in Our Community.** – Filtering – Distillation – Decantation – Wringing – Rinsing

Term I	Term II	Term III
Topic 3: Circulatory System – Circulation – Structure – Vessels – Composition – Volume – System – Disorders	**Topic 6: Keeping Cattle** – Paddocks – Reproduction – Grazing – Livestock – Whey – Artificial insemination	**Topic 10: Accident and First Aid** – Fainting – Convulsions – Fever – Near-Drowning – Foreign Bodies – Passages – Scalds, burns
Topic 4: Alcohol, Smoking and Drugs in Society – Alcoholism – Passive – Active – Drug – Abuse – Misuse – Essential – Counteract – Dependence – Addiction – Nicotine – Tar	**Topic 7: Resources in the Environment** – Resources – Harvesting – Renewable – Non-Renewable – Conservation **Topic 8: Respiratory System** – Respiration – Oxygen – Healthy – Breathing	**Topic 11: Sanitation** – Ecosan – Conventional – Water Closet – Potty **Topic 12: The Reproductive System** – Development – Puberty – Adolescence – Characteristics – Emotional – Fertilisation – Pregnancy – Family Planning – Child spacing

Local Language Framework

Introduction to the Local Language Framework

General Background

This is the Primary Six Local Language Framework. Local language means the language of the locality where the school is situated. In some cases, such as army schools and urban areas which are multilingual, Kiswahili or English may be the option. This means the local language to be used (for convenience) is decided upon by the stakeholders in the locality. This syllabus is refered to as a Framework because the teachers from different localities will adopt the content to suit the different societies. Local language teaching at Primary Six will focus on content and skills that can help one to earn a living and more grammar. Culture, life skills and values will also be incorporated.

Rationale

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

The teaching of Local Language at P6 will also help learners to consolidate the grammar and language competences learnt in the previous years.

General Learning Outcomes

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

a) demonstrate permanent functional literacy.

b) communicate effectively in a local language.

c) listen attentively and respond accurately and appropriately to instructions/directions.

d) use correct structural patterns orally as well as in writing.

e) explain the importance of cultural practices and rituals.

f) create original stories around given themes/situations.

g) read a given text fluently with a high level of comprehension.

h) write stories, texts, reports and letters with correct orthography, structures and punctuation.

i) develop a sense of pride and respect for own language, culture and those of other people.

General Methodology

You are advised to use participatory methods. You should teach Local Language, like any other language focusing on the four basic skills of listening, speaking, reading and writing. When you are introducing vocabulary and grammatical structures, the explanations you use may be supplemented by direct method. Comprehension is most effective when done through silent reading; while reserving reading aloud to check on learners' proper use of punctuation and intonation. In every topic, the aspects of culture related to that topic should be taught e.g. proverbs, idioms and taboos. At P6, the methods you use should prepare learners for effective participation in further study of the topics.

Hints to the Language Teacher

a) Children with Special Learning Needs

These are disabilities that may hinder the learners from participating in learning with full portential.

Every class has children with special learning needs. Some are mild while others are severe. The main types of special learning needs are those connected to the brain, physical and psychomotor as well as psycho-social problems.

You are expected to know the symptoms of the most common disabilities to be able to identify learner with these problems and assist them accordingly, e.g. children who squint should be brought to the front. For children with psycho-social problems, you should carry out child study so as to identify the cause and help accordingly. You should be more patient with the learners with psychomotor needs especially when the learners cannot perform as fast as expected.

How to assist learners with reading difficulties

Allow time for her/him to read for pleasure, information or interest. Allow for successful practice by reading through materials that have become familiar. At each stage, give more time for over-learning and reviewing materials that have been introduced. Provide expressive writing activities with guidance and feedback on a daily basis. Improve their self-esteem through praise, encouragement and recognition of personal progress. Utmost patience is a pre-requisite when dealing with such learners.

b) Orthography

Although this was handled in P3, P4 and P5, there is need to continue reminding learners of the rules as given orthography whenever you teach grammar or give a writing exercise.

c) Comprehension

You must give learners a variety of printed materials for reading. For purposes of integration, you can get the reading texts from the other subjects of the curriculum. You will use those texts for teaching comprehension, punctuation, tenses, prepositions and other aspects of grammar.

d) Oral literature forms

These are proverbs, similes, sayings, metaphors and idioms. You should teach those that relate to the topic at hand e.g. a topic on preservation of the environment may be used to teach proverbs and taboos that talk about environmental conservation.

e) Culture

Language and culture are inseparable. The morals, values, responsibilities and attitudes are taught through culture. You should teach aspects of culture as various topics may allow e.g. if you are teaching about integrity, you may include proverbs or stories related to it.

f) Penmanship

Language teaching aims at making learners functionally literate i.e. with ability to communicate effectively both orally and in writing. Whenever

you give a writing activity, you should help and remind the learner to write legibly. Illegible writing blocks communication anscausesthe learner to lose marks eg. when the examiner cannot read the candidates' work.

g) Time allocation

Local Language is allocated two periods a week. You are advised to cater for the four language skills in every lesson. The content related to culture can be done as homework to explore the contribution from parents. Learners should be guided on what to read after the lesson so that the learnt skills/content is complemented.

h) Tenses

Tenses have been tackled in P4 and P5. You are now advised to provide practice on what was learnt e.g. whenever learners have to generate sentences, decide on the tense you want them to emphasise. If you find your learners in need of further practice on given tenses, you should give it.

i) Punctuation

This is an important aspect of writing, but should be taught using texts where the punctuation marks have been used. You should design speaking practices with an aim to help learners recognise the various punctuation marks required as exhibited in the voice.

j) Spelling

Oral spelling games are very useful in developing spelling. Where vocabulary is new and difficult to/spell, you should assist learners using dictation or copying appropriate texts.

Useful activities

- You are required to develop certain interests and engage in certain activities in order to manage the teaching and learning process properly e.g. collecting materials and information about the culture of that community (where the school is) e.g. names of people, places, objects, landmarks, their origin and meaning; practices of the people related to child upbringing, dress habits, religious beliefs, cures for common diseases, beliefs about certain

diseases, occupations and implements used; social behaviours such as greetings and interactions; norms, values and historical data on the villages in the neighbourhood.

- Visit places of cultural interests in that area and find out what those people cherish.
- Assess that culture objectively and find ways to add to or improve on that culture, without hurting those who belong to it.
- Treat other people's cultures with understanding and respect and teach learners to do the same.

Note

For the topics which are not language related e.g. Ethics and Integrity, Health Care, etc., you are expected to concentrate more on the grammar, punctuation, vocabulary and structures used. The learners, however, will learn the content of the text by incidental learning as they work through comprehension exercises, or from the subjects which have them as subject content.

Resources to be Used

Charts, books, news captions, concrete materials/objects, newspapers and artwork pieces. You may prepare them, photocopy, buy or borrow.

Assessment Guidelines

Assessment is a very important part of the learning process as it indicates strengths and weaknesses in the learning-teaching process. The assessment shall be based on the summarised competences suggested at the end of each topic. You are expected to manage the records of learners' results on the activities they do as learning progresses. The learner's achievement may be determined through:

a) observation e.g. behaviour and life skills.
b) continuous assessment (of topic, unit or on weekly basis).
c) examinations e.g. at the end of the term or year.

Topic Outline

TERM 1

Topic	Sub- Topics	Periods
1. Language Related to Ethics and Integrity	• Defining ethics, integrity and values • Acceptable norms of integrity (taboos and their enforcements) • Proverbs related to integrity	**4**
2. Language Used in Formal Interaction	• Formal letter • Examination • Debate • Interview • Paragraphing • Quotation marks	**7**
3. Language Related to Livelihood in our Community	• Revision of verbs depicting activities done in the community for their livelihood • Activities people do to earn a living • Rearing of animals as a business • Text on livelihood • Types of adverbs • Proverbs and idioms related to livelihood in the community	**8** **9**

Topic	Sub- Topics	Periods
TERM II		
4. Language Used in Health Care	• Daily family routine • Possessive pronouns • Personal hygiene • Sanitation • Proverbs, idioms and sayings	**6**
5. Language Used in Games and Leisure	• Traditional games and language used • Modern games and language used • Leisure activities • Adverbs • Proverbs and idioms • Opposites • Proverbs, idioms and sayings	**8**
6. Language Used in Civic Education	• Leaders (cultural and political) • Election of leaders (cultural and political) • Civic responsibilities • Composition writing • Dialogue writing	**6**

Topic	Sub- Topics	Periods
TERM III		
7. Traditional Foods	• Types of traditional foodstuffs • Methods of preparation • Beliefs and taboos related to foods • Animal products used as food • Products from birds used for food • Insects used as food • Plants used for food	**8**
8. Language and Media	• Types of media • Uses of newspapers • Summarising skills • Composition on the uses of media	**5**
9. Functional Use of Language	• Forms • Letters • Announcements • Advertisement • Conjunctions	**6**

Term I

Topic I: Ethics and Integrity

Background

This topic shows how activities and behaviours were conducted in the past compared to today and reflects on how they may be done in future. In so doing, the verb tenses will further be practiced by learners although they have been regularly using them in the familiar language.

Besides language skills, acquisition and effectiveness in communication, the learners will have the opportunity of reviving acceptable cultural norms in society as opposed to what is happening today where society pays less attention to informal education as it were.

Throughout our lives, there are activities and events which are manifested in verbs (doing words). Learners need to be made familiar with how verbs are used in different tenses both in oral and written exercises.

Learning Outcome

The learner constructs correct sentences on acceptable behaviour using different tenses.

Life Skills and Values

- Effective communication e.g. verbal and non verbal communication.
- Creative thinking e.g. finding different ways of doing things.
- Problem solving e.g. taking a decision to overcome a challenge.
- Self-awareness e.g. knowing one's status and responsibility.
- Politeness in speech and actions.
- Respect especially to elders.

Competences	Content	Suggested Activities
The learner; • defines – ethics – integrity – values • identifies acceptable norms of integrity. • makes sentences on acceptable norms. • identifies norms and taboos connected to animals. • makes sentences on acceptance norms about animals. • constructs sentences using 'should' and 'shouldn't' correctly. • makes sentences using `must' and `mustn't' correctly. • uses the words `ought' and `ought not' in sentences correctly.	**Vocabulary:** ethics, integrity, values, habits, acceptable, taboo, norms • Acceptable norms of integrity (taboos and their enforcement) • Acceptable norms and taboos about animal welfare • Use of – 'should' and `shouldn't' – 'must' and 'mustn't' – 'ought' and 'ought not' • Proverbs, idioms and sayings	• Brainstorming on the meaning of ethics. • Answering questions on examples of acceptable behaviour. • Making sentences on acceptable norms. • Identifying acceptable norms of integrity of the society. • Writing norms and taboos about animal welfare. • Constructing correct sentences using: – 'should' and 'shouldn't' – 'must' and 'mustn't' – 'ought' and 'ought not' • Using proverbs and idioms related to ethics in context.

Guidance to the Teacher

- Guide learners to define the vocabulary.
- Demonstrate with examples how those words are used in sentences.
- Lead a brainstorming session to discuss acceptable norms in different circumstances.
- Group learners and guide them to discuss acceptable norms about animals.
- Guide learners to generate proverbs, idioms and sayings.
- Demonstrate how the idioms, sayings and proverbs can be used in sentences.
- Use examples to demonstrate the use of the given structures.
- Allow learners to have a lot of practice as a class, group, pair, and individual.
- Give a written activity.

Suggested Competences for Assessment

The learner;

- defines ethics and integrity.
- identifies norms of integrity.
- constructs sentences using 'should' and 'shouldn't' correctly.
- constructs sentences using 'must' and 'mustn't' correctly.
- constructs sentences with 'ought' and 'ought not' correctly.
- uses proverbs and other short forms in sentences.

Topic 2: Language Used in Formal Interaction

Background

Learners have been communicating in an informal way with their teachers, parents and friends. By P6, learners are expected to use formal language e.g. in letter writing, examinations, interviews, debates, etc. The skills developed will help them before, during and after their Primary Leaving Examinations (PLE).

The learners have been learning the grammar of the language in lower classes. At this level, there is need to apply the language skills learnt.

Learning Outcome

The learner exhibits knowledge and skills of interacting in formal situations.

Life Skills and Values

- Effective communication
- Decision-making
- Critical thinking
- Creativity

Competences	Content	Suggested Activities
The learner; • writes a formal letter e.g. to apply for a vacancy in Senior One. • identifies terms used in examinations and interviews. • uses the examination and interview terms in correct sentences. • makes appropriate salutation for a debate session. • writes a dialogue between the interviewer and interviewee. • writes a story with emphasis on proper paragraphing. • constructs sentences, making proper use of quotation marks.	**Vocabulary:** address, salutation, signature, instruction, date, year, subject, application, short list, interviewer, interviewee, interview, date, results, report, paragraph, quotation marks, invigilator • Formal letter • Examination • Interview • Debate • Paragraphing • Quotation marks	• Participating in the defining and use of the given vocabulary in sentences. • Brainstorming on the meaning and sections of a formal letter. • Writing a formal letter in groups. • Participating in the discussion of the letter written in groups. • Explaining the meanings of terms used in examinations and interviews. • Reading sentences on interviews. • Participating in a mock debate using proper salutations for a debate. • Role playing the interviewer and interviewee. • Discussing principles of paragraphing and use of quotation marks. • Writing a composition with emphasis to paragraphing and use of quotation marks. • Constructing sentences with quotation marks. • Re-writing sentences, puncuating them with quotation marks.

Guidance to the Teacher

- Group the vocabulary according to the sub-topics.
- Use participatory methods to teach the indicated vocabulary Teach the relevant vocabulary in relation to the sub-topic.
- Proper use of capital letters and other punctuation marks are expected to be taught whenever you teach sentence construction.
- For practice in writing the formal letter, you can develop it as a class and later written by individual learners.
- After teaching the vocabulary related to interviews, you can design a dialogue which learners can act.
- Paragraphing is easier learned using the already written stories. Use questions to represent a paragraph and let learners practice in groups (the same applies to quotation marks).

Note: All the teaching should end with a written activity done individually.

Suggested Competences for Assessment

The learner;

- writes a formal letter in the correct way.
- writes an interview dialogue.
- constructs sentences exhibiting proper use of quotations marks.
- writes a composition exhibiting proper skills of paragraphing.

Topic 3: Livelihood in Our Community

Background

Livelihood in our communities is characterised by activities for both the young and the adults. We always talk about what we do by describing how and when such activities are done. It is therefore time in this topic to let the learner acquire various action-descriptive words. Action words like come, sit, dig, read are always used in our communication. For effective communication, the learner needs practice with words that describe them; called adverbs.

The purpose of teaching is to mould the learners into useful citizens in a society. The teacher should therefore guide learners to use correct words or phrases to describe how well they can do different activities and when to do them. Such words or phrases are known as adverbs.

Learning Outcome

The learner uses different types of adverbs correctly to make effective communication.

Life Skills and Values

- Effective communication
- Critical thinking
- Self-awareness
- Working hard
- Trustworthiness
- Cooperation

Competences	Contents	Suggested Activities
The learner; • identifies activities done for livelihood in that community. • identifies verbs used to name those activities. • constructs sentences using identified verbs. • uses different types of adverbs in sentences. • describes the type of adverb used in a given sentence. • draws/and writes captions on pictures of animals and reared birds. • explains the advantages of keeping animals. • identifies verbs from the text on livelihood. • writes a composition on livelihood. • reads a text on livelihood.	**Vocabulary:** livelihood, activities, adverb, rearing, business, farming, earning. • Verbs depicting common activities in the community. • Names of occupations people do to earn a living. • Types of adverbs: – manner – time – emphasis – place – quality • Rearing of animals/birds as a business. • Text on livelihood. • Proverbs, sayings and idioms	• Brainstorming on activities done to earn a living in that community. • Identifying verbs from the given activities. • Constructing sentences using given verbs. • Describing how those activities are performed hence use of adverbs. • Constructing sentences using different types of adverbs. • Completing sentences with appropriate adverbs. • Writing a composition on a chosen activity highlighting the job, who does it, what he uses, how he does the job and the product. Writing advantages of keeping animals/birds. Drawing pictures of different domestic animals and labelling them. • Reading a text on livelihood.

Competences	Contents	Suggested Activities
• answers questions on the given text. • identifies adverbs in the text.		• Answering questions on given texts. • Identifying adverbs in the text. • Writing a story depicting one of the common activities that people in that community engage in to make a living. • Using proverbs or idioms in context.

Guidance to the Teacher

- Prepare a text on livelihood of the community where the school is.
- Discuss with learners the most common occupations in that community.
- Teach the vocabulary given, plus what has been generated by learners.
- The verbs used as learners talk about what people do should be used to teach adverbs. To generate the adverbs, guide learners to discuss how the occupations are carried out. The generated adverbs should be recorded and grouped in their respective types. Complement what has not been given as appropriate.

Suggested Competences for Assessment

The learner;

- describes activities done for livelihood in one's community.
- identifies verbs in given sentences.
- uses different types of adverbs in sentences.
- explains the advantages of keeping animals or birds.
- answers questions on a given text.
- Write a story on any activity done for livehood in that community.

Term II

Topic 1: Language Used in Health Care

Background

Health care is a term that explains essential practices which the people use to keep healthy. Individuals, families and communities make decisions about and participate in their own health care. Learners have learnt health care in science but every community or home has a unique way of keeping their bodies healthy and homes habitable.

This topic is intended to teach language relevant to health care in a home. It is intended to explore the indigenous knowledge, give it meaning and relate it with scientific knowledge. The knowledge and content will bring out rarely used vocabulary and structure for effective language development. The teaching will focus on daily routine hence using verbs, and present tense of family members hence using possessive pronouns; personal hygiene hence using personal pronouns, and sanitation of different places in a home, hence using prepositions.

Some languages do not have pronouns for 'he' or 'she', and some pronouns are not independent but are pegged to verbs. You are advised to use examples to help learners identify those pronouns even if they are not written independently.

Learning Outcome

The learner uses the present tense and possessive pronouns correctly in addition to acquiring knowledge and skills of keeping their bodies and homes clean and healthy.

Life Skills and Values

- Self-awareness
- Self-esteem
- Critical thinking
- Decision-making
- Cleanliness
- Caring for the environment
- Responsibility

Competences	Content	Suggested Activities
The learner; • identifies the activities done daily in a home. • makes correct sentences to describe daily routine activities. • identifies things used for health. • makes correct sentences using language related to health care. • reads sentences from the chalkboard. • describes ways of preventing diseases caused by animals. • describes beliefs and taboos related to health care.	**Vocabulary:** bathing, brushing, sweeping, mopping, dusting, scabies, ringworm, smell, herbs, medicine, beliefs, taboos, food, water, sponge • Daily family routine. • Possessions. • Personal hygiene and sanitation. • Diseases spread by lack of proper care for animals.	• Naming activities done on a daily basis in a home. • Making sentences on daily routine. • Making sentences that relate to health care. • Reading sentences generated on health care. • Discussing ways and means of keeping the body clean. • Reporting on what has been discussed. • Discussing positive beliefs and taboos on health care. • Write sentences on ways of caring for animals and preventing of diseases caused by animals. • Constructing sentences related to health care in writing.
• reads a text related to health care. • answers questions on text related to health care.	• Text on health care.	• Reading texts related to health care and sanitation. • Answering questions on the text. • Writing a composition on ideal health care.

Guidance to the Teacher

- Teach the vocabulary by demonstrating how those words are used in sentences.
- Give learners a chance to practice on the taught words or structures.
- Guide learners to make sentences on health care demonstrating proper use of pronouns and prepositions.
- Group learners to discuss beliefs and taboos on health care.
- Brainstorm with learners on the diseases spread by lack of proper care for animals.
- Give a written activity on prepositions, pronouns and learnt words.
- Give instructions for writing a composition on ideal health care.

Suggested Competences for Assessment

The leaner;

- discusses what needs to be done for personal hygiene.
- makes sentences on principles of caring for our health.
- completes sentences with correct possessive pronouns.
- writes a composition on how to keep our bodies healthy.

Topic 2: Language Used in Games and Leisure

Background

Planning for and using leisure is good for our health and there are many ways we can use leisure. One of these ways is to play games. As we plan and while playing, we communicate using language. Learners have to use appropriate language in planning and playing when referring to games, participants and the activities involved.

There are traditional and modern games. Communicating about traditional games may not be a problem, but our local languages may lack the necessary vocabulary for the modern games as most of them may have been imported. You need to work out lists of vocabulary and decide which vocabulary should be localised along with imported games. Find ways of fitting those words into the local language both in speech and spelling. You may also coin words that are commonly used to refer to games and leisure.

Learning Outcome

The learner develops the required knowledge, appreciates and demonstrates the use of correct vocabulary, adjectives, slangs, proverbs and idioms used in games and leisure.

Life Skills and Values

- Critical thinking
- Problem-solving
- Friendship formation
- Effective communication
- Cooperation
- Determination
- Copying with defeat

Competences	Content	Suggested Activities
The learner; • names the traditional games commonly played in that community. • lists the apparatus used in traditional games. • makes sentences related to games. • describes the procedures of playing a particular game. • lists the apparatus used to play modern games. • Constructs sentences, making proper use of opposites. • writes a composition on how to spend leisure time.	**Vocabulary:** game, rule, nets, sliding, wrestling, hunting, fence, bells, bats, songs, indoor games, reading, listening to music, taking a walk, dancing, swimming, win • Traditional games: – language used – apparatus and rules • Modern games language used, rules and apparatus.	• Naming traditional games. • Listing the tools used to play traditional games. • Making sentences about the procedure of playing the games. • Naming modern games. • Making sentences on modern and traditional games. • Making sentences demonstrating proper use of opposites orally and in written form. • Listing the apparatus used to play modern games. • Reading sentences on procedures for playing different games. • Writing a composition on how to spend ones leisure time.

Competences	Content	Suggested Activities
• identifies activities that people engage in for leisure. • explains how modern games are played. • draws and writes captions on items used to play a given game. • identifies ways people spend their leisure time. • identifies adverbs that describe games. • makes sentences describing leisure activities. • completes proverbs and sayings related to games.	• Leisure activities: • reading, walking, swimming, dancing, etc. • Adverbs • Proverbs related to games and leisure. • Opposites • Proverbs, sayings and idioms	• Writing a composition on how best to spends one's leisure time. • Drawing and writing captions on items used to play a given game and labelling them. • Identifying adverbs that describe leisure activities. • Making sentences demonstrating proper use of adverbs. • Reading the sentences formed with adverbs. • Completing the given sentences with correct adverbs. • Completing proverbs learnt. • Using the learnt proverbs in context.

Guidance to the Teacher

- Teach the new/key words.
- Guide learners to use the taught words in sentences.
- Lead learners to generate both traditional games and modern games.
- Ask learners to describe how the games are played to get a list of adverbs you are to teach.

- Teach about adverbs using of games generated.
- Guide learners to practice with adverbs orally and in writing.
- Teach the proverbs, sayings and coined words about games and leisure activities.

Suggested Competences for Assessment

The learner;

- names and describe the traditional games commonly played in that community.
- names and describes apparatus for a given traditional game.
- gives the opposites of adverbs in given sentences.
- writes a composition on how to use leisure time.
- describes procedures of playing a given game using appropriate adverbs for different activities.

Topic 3: Language Related to Civic Education

Background

As learners approach the top of the primary school cycle, they prepare for participation as grown up citizens on their own or in collaboration with their parents. Those who have aged parents find their role more elaborate in seasons of taking political decisions. They sometimes have to interpret or explain information and jargon of a political nature. So they need appropriate register to discuss civic issues.

Even before introduction of second and foreign languages, we had political systems operating and administration running. Therefore, it may be a matter of researching among relevant elders to list appropriate vocabulary and phrases to use while imparting civic information. If the area local language is not rich enough in that direction, borrow or coin words and phrases as may be necessary.

You are advised to research into the procedures of electing cultural leaders in that community where the school is. Information about civic regulation could be accessed from the sub-county. However, you should not lose sight of the focus of this topic which is the special language and structures used in elections of cultural and political leaders and the civic responsibilities of every individual. The topic will be concluded by writing a composition about civic duties or campaign speeches.

Learning Outcome

The learner uses appropriate vocabulary and structures to explain the election and responsibilities of civic leaders.

Life Skills and Values

- Effective communication
- Critical thinking
- Decision-making
- Problem-solving
- Assertiveness
- Patriotism
- Respect
- Appreciation
- Responsibility

Competences	Content	Suggested Activities
The learner; • names the leaders of the area. • explains how leaders are elected. • uses vocabulary related to election of leaders in correct sentences. • writes a composition on the process of elections or a campaign speech. • acts dialogues on campaigns / elections.	• Leaders: – cultural – political • Election of leaders. – cultural – political • Election process • Composition • Dialogue	• Listing the cultural and political leaders they know. • Making sentences on how leaders are elected. • Making sentences using the key words learnt. • Writing a composition on election of leaders. • Writing dialogues in groups • Acting a dialogue. • Reading the best dialogue . • Copying the best dialogue .in their books.

Guidance to the Teacher

- Teach the vocabulary using discussion method as the key words seem familiar.
- Guide learners to make sentences using the learnt words above (use the everyday tense).
- Lead the class to write a dialogue between the campaigning manager and the candidates.
- Group learners and instruct them to write a dialogue between two candidates using the learnt words.
- Allow the group representatives to act their dialogue.
- Give a written activity.

Suggested Competences for Assessment

The learner;

- uses vocabulary related to civic education appropriately.
- uses correct language to describe how leaders are elected.
- writes a campaign speech.

Term III

Topic 1: Traditional Foods

Background

Good health is based on good feeding. Learners need to know and communicate about the different foodstuffs as they develop positive attitudes towards growing and eating the right food. The methods of preparing many of our traditional dishes have been passed on from generation to generation through informal education. With the advent of formal education some of the information may be forgotten, so discussing it in language lessons may keep them in use.

Different families or entire communities have different beliefs about certain foods. These may be related to preparation or the categories of people who consume them. Some of those beliefs are detrimental to nutrition security, so they are negative. A healthy discussion should examine the basis of such beliefs with a view to dispel them. Taboos may be treated in the same way.

Learning Outcome

The learner uses appropriate vocabulary and structures to describe various methods of preparing traditional dishes and discuss different beliefs and taboos related to food.

Life Skills and Values

- Effective communication
- Critical thinking
- Self-awareness
- Appreciation
- Respect
- Pride in one's culture

Competences	Content	Suggested Activities
The learner; • identifies different types of traditional foods. • describes different traditional ways of preparing food. • matches the type of food with appropriate method of its preparation. • Talks about animals and their products that can be used for food. • Describes how birds and insects and their products can be used for food. • identifies different beliefs and taboos related to food. • reads a text on different beliefs and taboos related to food.	**Vocabulary:** yams, cassava, millet, bananas, potatoes, grasshoppers, white ants, locusts, staple, side dish, steaming, roasting, greens • Types of foods e.g. root foods, cereals, leaves. • Food preparations. • Animal products used for food. • Products from birds used for food. • Insects used as food. • Products from plants used for food.	• Naming different types of traditional foods. • Discussing different ways of preparing food. • Role playing the different types and methods of food preparation. • Completing a table that shows animals or birds and how they are prepared. • Discussing in groups the different beliefs and taboos related to food in groups. • Reporting on what has been discussed. • Writing a story on food preparation. • Making sentences that describe different ways of preparing food.

Competences	Content	Suggested Activities
• identifies insects that are used as food. • writes a composition to describe the preparation of a staple food.	• Beliefs and taboos. • Proverbs, idioms and sayings.	• Writing a composition to describe the preparation of a staple food. • Copying beliefs, proverbs and taboos related to foods. • Completing or using proverbs in sentences.

Guidance to the Teacher

- Brainstorm on names of foods i.e. animals, birds, insects, plants e.g. roots, leaves, stems, seeds.
- Discuss how each is traditionally prepared.
- Guide learners to discuss food products from birds, animals, plants or insects in groups.
- Moderate the reporting and correct the grammatical mistakes and content.
- Lead the discussion on beliefs and taboos, give guidance where the tradition seems to be misleading.
- Guide learners to write a composition on the preparation of a staple food.

Suggested Competences for Assessment

The learner;

- identifies traditional foods in his/her community.
- uses everyday tense to describe ways of preparing food.
- writes beliefs and taboos related to food with correct grammar.
- writes a composition to describe the preparation of a staple food using correct vocabulary and grammer.

Topic 2: Language and Media

Background

Every type of media has a different way of communicating to its audience, which may not be duplicated by another medium. Learners need to be familiar with various sources of information and entertainment so as to make informed choices of what to use in their daily transactions. The study may also introduce learners to the idea of benefiting and contributing to public media, such as reading and writing articles for newspapers. One of the sources of media is a library and learners need to be encouraged to continue using it.

In P.4, learners learnt about local media. This topic is going to focus on modern media. As a teacher, you need to be more knowledgeable than the learners about different sources of information and entertainment to the public. Encourage the school administration to avail newspapers in the area local language regularly (where available). Learners appreciate things that do not appear just once or seldom. Reading these newspapers regularly may encourage learners to contribute articles to them. The rural school may find it more useful to emphasise radio and newspapers rather than TV, but they must be aware of all of the different types of media.

Learning Outcome

The learner describes different types of modern media, uses appropriate language to describe their use and how they work.

Life Skills and Values

- Effective communication
- Decision-making
- Critical thinking
- Problem-solving
- Self-awareness
- Preservation of culture
- Appreciation

Competences	Content	Suggested Activities
The learner; • identifies the different types of media. • describes different types of media. • names the different newspapers in Uganda. • describes the type of information found in newspapers. • writes a composition on the uses of written or aural media. • summarises a given article on media.	**Vocabulary:** aural, written, TV, radio, computer, newspapers, magazines, posters, telegrams, labels, billboards. • Types of media. • Uses of newspapers. • Summary skills. • Composition on the uses of the media.	• Listing the types of media (aural and written). • Describing the uses of media. • Naming different newspapers available. • Describing the types of information one can get from newspapers (hence proper use of adjective phrases). • Summarising a given article, announcement or advertisement. • Role playing a news reader. • Writing a composition on aural and written media. • Writes an announcement for a parents' meeting.

Guidance to the Teacher

- Define the word media.
- Lead learners through questions to list the types of media they know.
- Guide the learners in groups to identify the type of information found in newspapers.
- Lead a brainstorming session on the uses of newspapers.
- Revise the principles of paragraphing and writing a composition.

- Set the learners to write a composition of at least four paragraphs.
- Prepare two or three articles, advertisements or announcements to be summarised.
- Demonstrate how to summarise using two of the three above.
- Ask the learners to summarise the third one.

Suggested Competences for Assessment

The learner;

- describes different types of media.
- identifies different type of information from newspapers.
- writes a composition on the use of the media.
- summarises a given article.

Topic 3: Functional Use of Language

Background

This topic is intended to tackle functional writing i.e. filling forms, writing advertisements, summarising articles, etc. The information learnt will equip learners with skills to fill different forms e.g. application forms, medical forms, letter application, etc before and after they complete P7.

Most forms begin with a section requiring basic information about self (bio data) before proceeding with specific details about the job or admission in question. The gaps left for filling are preceded by instructions which require some explanation to new users. They are so brief that users who are new to form-filling sometimes give inappropriate responses. So you need to bring different forms into class or design some to give firsthand experience to your learners.

Learning Outcome

The learner uses the knowledge and skills learnt to accomplish the different functions of language.

Life Skills and Values

- Effective communication
- Critical thinking
- Problem-solving
- Use of polite language
- Respect

Competences	Content	Suggested Activities
The learner; • identifies different forms for filling in. • demonstrates the skill of filling a form. • uses conjunctions to join sentences. • writes announcements. • writes an advertisement. • writes a sample official letter.	**Vocabulary:** official letters, formal letter, title, signature, address, medical, application, conjunction • Forms – Letters – Forms – Announcements – Advertisements – Conjunction	• Reading and comparing different forms. • Discussing the similarities and differences between different forms. • Filling in different forms. • Making sentences with conjunctions. • Reading and comparing announcements. • Reading and comparing announcements. • Writing a sample announcement. • Writing a sample advertisement. • Filling a given form correctly.

Guidance to the Teacher

- Teach the vocabulary using examples of sentences.
- Collect samples of different forms, advertisement, announcements and formal letters. (translate them for the benefit of the lesson).
- Guide learners to describe the different contents of each form.
- Demonstrate the filling of a form and let learners in groups practice.
- Use samples to differentiate between an advertisement and an announcement.
- Use samples of formal letters to explain the characteristics of formal letters, when and how they are written.

- Display some five pairs of sentences and demonstrate how they can be joined.
- Display a number of conditional sentences.
- Give a written activity for each of the sub-topics.
- Give a follow-up activity for the learners to inquire into the proverbs or sayings related to media. When the proverbs are collected pin them in the class for further reading.

Suggested Competences for Assessment

- demonstrates the skills of filling a form.
- constructs conditional sentences.
- writes a formal letter.
- constructs correct sentences with conjunctions.
- writes an advertisement or an announcement.

Mathematics Syllabus

Introduction to the Primary Six Mathematics Syllabus

General Background

The new Primary Education Curriculum for Uganda emphasises integrated production skills and an integrated approach in all disciplines. Therefore, the Mathematics Syllabus has been designed in such a way that will provide the learners with the means of developing logical thinking and numerical skills which will be a powerful tool in their further study and later work in exploring the environment.

In this P6 syllabus, you have the task of making Mathematics a reality in life. Methods and approaches to learning experiences should be mostly practical and based on the experience of the learners. Hence, teaching methods to be emphasised are those that allow the learners to explore, try different procedures and solve problems practically. In this way, Mathematics should be concretised as much as possible so as to assist the learners to visualise it properly.

The syllabus is arranged in six major themes and in each theme there are various topics. The themes include Sets, Numeracy, Geometry, Interpretation of Graphs and Data, Measurement and Algebra. There are twelve (12) topics in this syllabus, namely:

- Sets
- Whole Numbers
- Operation on Whole Numbers
- Patterns and Sequence
- Fractions
- Integers
- Data Handling
- Money
- Distance, Time and Speed
- Length, Mass and Capacity
- Lines, Angles and Geometric Figures
- Algebra

The above topics are taught in the three school year terms as follows:

Term I

- Sets
- Whole Numbers
- Operation on Whole Numbers
- Patterns and Sequence

Term II

- Fractions
- Data Handling
- Money
- Distance, Time and Speed

Term III

- Length, Mass and Capacity
- Lines, Angles and Geometric Figures
- Integers
- Algebra

Mathematics must be integrated with and related to other subjects. In order to do so, you will need to seek opportunities for drawing mathematical experiences out of wide range of a pupil's activities. Very many curricular areas and activities give rise to the need to use mathematical concepts, principles or ideas. Measurement and symmetry arise frequently in Art and Technology and many patterns have some geometrical basis. Environmental Education and Social Studies use measurements of many kinds and the study of maps introduces the concepts of direction, scale and ratio. A great deal of measurement can arise in the course of cooking, including cost calculations, in the study of Home Economics.

Rationale

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

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

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

Assessment Guideline

Mathematics appears on the timetable every day. Mathematics has seven lessons per week, this gives you a chance to assess the learners every day as you teach. Continuous assessment is very much encouraged. Pupils can be assessed through observation as they do their exercises. They can also be assessed through quizzes, assignments, tests/examinations and many other ways. As you assess your learners according to the competences laid down in the syllabus, the number of questions given in one exercise should depend upon what you want to assess. Give enough numbers to the learners for practice.

Assessing the learners can be done within or out of the classroom. Life skills and values can also be assessed especially through observation. Emphasis should be put on assessing the language competences. Give a chance to learners to express themselves verbally or through written work as you make corrections where necessary. Summative evaluation of learners can be done at the end of the year. Assessing learners daily does not necessarily mean assessing each learner in every lesson, but you can assess a group of learners. What is needed in this method of assessment is to make sure that each learner is assessed before the end of the topic. You are encouraged to keep a record of assessment for each learner. This will help you to organise remedial teaching for your learners.

General Methodology

Mathematics content/topics have been arranged in a spiral form and when teaching, you should follow the order as arranged in the syllabus. Some topics require knowledge learnt from the previous topics. Time to be spent on each topic is indicated in the syllabus.

Mathematics should be taught practically, using examples drawn from the learners' real life situation. The methods to be used are those which encourage the learners' active participation such as assignment, group work, discussion, field work, projects and many others. Learners should be allowed to do activities on their own with little assistance from you. Your role is to guide the learners when they are doing the activities.

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

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

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

Term 1

Theme 1: Sets 4 Periods

Topic 1: Set Concepts

Background

This is not a new topic since it has been explored in the previous classes. However, at this level, learners will be introduced to some new concepts. Real life experiences or examples should be used while handling this topic. Practical work should be emphasised. The learners should be given opportunities to get actively involved during lessons and should be encouraged to apply the knowledge gained.

Learning Outcome

The learner demonstrates the knowledge of sets to solve problems in real life situations.

Life Skills

- Creative thinking
- Critical thinking
- Problem-solving
- Effective communication
- Interpersonal relationship

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • forms: – equal sets – complement sets – subsets • differentiates: – between equivalent and equal sets. – between universal and subsets. • defines: – complement sets. – universal sets. – identifies: – difference of sets. – unequal sets. • forms subsets from a set. • finds the number of sub-sets.	The learner; • describes different types of sets. • defines probability. • describes information on Venn diagrams.	• Types of sets: – equivalent sets – equal sets – unequal sets – universal sets • Complement sets • Subsets • Venn diagrams • Probability	• Colleting items. • Sorting items according to colour, shape. • Describing sets formed. • Stating the relationship between sets formed and the set of collected items. • Forming subsets from a set. • Finding the relationship between a subset and a universal set. • Relating union and intersection of sets to Venn diagrams. • Finding the complement of a set.
• displays information on a Venn diagram. • draws Venn diagrams for up to 2 sets. • finds probability of simple sets.			• Representing information on a Venn diagram. • Calculating simple probabilities using Venn diagrams.

Guidance to the Teacher

- Revise the work covered on sets in previous classes with the lessons.
- Use correct set language.
- Encourage cooperative learning.
- Remember to display information on Venn diagrams up to only two sets.

Suggested Competences for Assessment

The learner;

- forms equal, equivalent and unequal sets.
- draws Venn diagrams to show union and intersection of sets.
- displays and reads information using Venn diagrams.
- forms subsets from a given set.
- calculates probabilities using information displayed on Venn diagrams.
- finds/defines a relationship between a set, complement set and universal set.
- finds the difference between equal, equivalent and unequal sets.
- represents and reads information on Venn diagrams.

Theme 2: Numeracy

Topic 1: Whole Numbers 5 Periods

Background

This topic provides opportunities for learners to further develop their numeracy skills. Learners should be encouraged to make connections between what is new and what is known especially when they are dealing with seven digit numerals. They should be helped to read, count and write numbers correctly.

Learning Outcome

The learner appreciates the need of counting in everyday life and works with whole numbers up to 9,999,999.

Life Skills

- Critical thinking
- Effective communication
- Creative thinking

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • identifies place values. • writes numbers in expanded form. • writes numbers in words and figures up to 9,999,999. • reads numbers in words and figures up to 9,999,999. • reads and writes numbers using Roman numerals up to M. • gives examples where Roman numerals are used.	The learner; • reads and writes numbers in figures and words correctly. • describes the relationship between numbers and their expanded form. • cites examples where Roman numerals are used.	• Place values up to millions. • Expanded form. • Numbers in words and figures. • Roman numbers up to M. • Hindu Arabic numerals up to 9,999,999. • Real life applications of Roman numerals.	• Making abaci with place values up to 9 million. • Reading place values as indicated on abaci. • Identifying place values and values of digits. • Reading numbers up to 9,999,999. • Writing numbers in words up to 9,999,999. • Reading and writing Roman numerals up to M. • Giving examples where Roman numerals are used.

Guidance to the Teacher

- Let the learners revise work covered in the previous classes.
- Encourage practical work such as number puzzles, games, quiz.
- Give adequate, relevant and varied mental work.
- Give learners opportunity to read and write numbers as much as possible.
- Roman numerals must be written in capitals.

Suggested Competences for Assessment

The learner;

- writes Hindu-Arabic numerals up to 9,999,999 in figures and words.
- writes and reads in Roman numbers up to M.
- identifies place values and values of digits.

Topic 2: Operations on Whole Numbers

5 Periods

Background

The mathematical potential of most learners is much greater than is often realised and we are confident that they will find great pleasure in using the four basic operations. Learners should be encouraged to use everyday experiences when they are carrying out addition, subtraction, multiplication and division.

Learning Outcome

The learner solves mathematical problems with competence and confidence using the four operations.

Life Skills

- Cooperation
- Effective communication
- Creative thinking
- Critical thinking
- Problem-solving

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • adds whole numbers whose sum does not exceed 9,999,999. • solves word problems involving subtraction.	The learner; • reads the mathematical statements of addition.	• Addition of whole numbers with or without regrouping.	• Adding numbers with or without regrouping. • Computing problems involving addition.
• subtracts whole numbers up to seven digits with or without regrouping. • solves word problems involving multiplication.	• reads mathematical statements of subtraction. • uses other terms for subtraction such as decrease, take away, minus, less than or difference of.	• Subtraction of whole numbers with or without regrouping.	• Computing problems involving subtraction.
• multiplies whole numbers whose product does not exceed 9,999,999. • Solves word problems involving division.	• reads mathematical statements of multiplication.	• Multiplication of whole numbers.	• Revises multiplication tables. • Multiplying numbers.

Subject Competences	Language Competences	Content	Suggested Activities
• divides whole numbers by 2 digit numbers with or without remainders. • solves word problems.	• reads mathematical statements of division.	• Division of whole numbers.	• Dividing 5 digit numbers by 2 digit numbers.
• solves problems involving mixed operations on whole numbers.	• reads and solves problems involving mixed operations.	• Mixed operations	• Reading, understanding and solving word problems.

Guidance to the Teacher

- Proper alignment of digits according to place value is very important when carrying out the operations.
- (BODMAS) and division, multiplication, addition and subtraction (DMAS) should be carefully used when teaching mixed operations.
- Give learners enough practice on the application of the four operations.

Suggested Competences for Assessment

The learner;

- adds whole numbers whose sum does not exceed 9,999,999.
- subtracts whole numbers up to seven digits with or without regrouping.
- multiplies whole numbers whose product does not exceed 9,999,999
- divides whole numbers by 2 digit numbers with or without remainders.
- solves problems involving mixed operations.

Topic 3: Patterns and Sequences 4 Periods

Background

New terms like divisibility, square numbers and square roots are introduced in this topic. The terms should be explained to the learner properly so that he/she understands them. Learners should be given examples of various patterns and sequences so as to consolidate what they already know. Let the learners also give their own examples of patterns and sequences and discover how one leads to the other.

Learning Outcomes

The learner;

- forms various forms of patterns and sequences.
- relates and applies simple computation skills in real life situations.

Life Skills

- Critical thinking
- Creative thinking
- Effective communication
- Problem-solving

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes types of numbers. • identifies numbers divisible by 2, 3 and 5. • forms different number patterns. • identifies square numbers and finds square roots.	The learner; • reads the following vocabulary: patterns, sequence, squares, square roots, divisibility tests • explains the meaning of square numbers and square roots. • explains the relationship between squares and square roots. • describes the formation of various number patterns. • describes steps for divisibility tests.	• Tests of divisibility of 2, 3, 5. • Number patterns • Square numbers • Square roots of numbers	• Listing various types of numbers such as even and odd numbers. • Stating differences of various types of numbers. • Describing types of numbers. • Identifying numbers which are divisible by 2, 3 and 5. • Finding multiples of 2,3 and 5. • Adding digits of numbers divisible by 3. • Writing the last digits of any number divisible by 2 or 5. • Calculating squares of numbers. • Forming number patterns.

Guidance to the Teacher

- Help the learners recognise how patterns lead to sequences.
- Point out to the learners that one good way to find patterns is to discover what was done to the first number to get the next.
- Stress the importance of using the correct symbols.

Suggested Competences for Assessment

The learner;

- identifies numbers divisible by 2, 3 and 5.
- calculates squares of numbers.
- finds the square roots of numbers.
- forms number patterns and sequences.

Term II

Topic 4: Fractions 6 Periods

Background

The knowledge on fractions learnt previously will be very important at this level as we further develop this concept. New ideas such as ratio, proportion, simple interest and percentage will be introduced. Vulgar fractions and decimals must be well defined gradually bringing out the difference between the two. Make this topic simpler by letting learners do several practical exercises since we experience the usage of fractions in our daily experiences.

Learning Outcome

The learner solves problems involving fractions and relates them to real life situations.

Life Skills

- Effective communication
- Problem-solving

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • multiplies fractions. • divides fractions. • applies BODMAS. • adds fractions. • subtracts fractions. • adds, subtracts, multiplies and divides.	The learner; • reads and uses the following vocabulary correctly: BODMAS, DMAS, vulgar fractions, mixed numbers, decimals, ratio, proportion, percentage, loss, profit, interest • reads vulgar fractions and decimal names. • reads word problems involving fractions.	• Multiplication of fractions by fractions. • Division of fractions. • Mixed operations on fractions. • Rounding off decimals. • Operation on decimals. • Problems involving fractions from everyday life situations.	• Revising multiplication tables. • Multiplying fractions by fractions. • Dividing fractions. • Applying the knowledge of BODMAS. • Identifying place values of decimals. • Carrying out operations on decimals. • Giving examples where fractions are applied in everyday life. • Solving problems involving fractions.

Subject Competences	Language Competences	Content	Suggested Activities
• identifies the relationship between ratio and proportion. • solves problems involving ratio and proportion. • converts fractions into percentage and vice versa. • solves problems involving percentage. • solves problems involving loss and profit. • solves problems involving interest.	• makes correct sentences using loss, profit, ratio, proportion, interest and percentage. • changes word problems into number problems correctly. • defines loss and profit. • compares interest to profit. • explains the relationship between loss, profit, percentage and interest.	• Ratio and proportion • Percentages • Loss and profit • Simple interest	• Describing ratio, proportion, loss, profit and interest. • Solving problems involving ratio and proportion. • Converting fractions into percentages and vice versa. • Solving problems involving percentages. • Explaining the difference between loss and profit. • Solving problems involving interest.

Subject Competences	Language Competences	Content	Suggested Activities
			• Explaining the relationship between loss and profit, percentage and interest. • Solving word problems involving percentage and simple interest.

Guidance to the Teacher

- Promote the use of mental maths to check whether learners still remember what was covered in the previous classes.
- Use various manipulatives to help learners understand fraction concepts.
- Stress the use of correct language when reading and writing fractions.
- Point out to the learners the importance of using correct and exhaustive steps while solving problems.

Suggested Competences for Assessment

- works out operations on fractions.
- solves word problems involving fractions using real life experience.
- calculates word problems involving profit and loss.

Theme 3: Interpretation of Graphs and Data

Topic 1: Data Handling — 6 Periods

Background

Graphical representation makes an immediate appeal to learners of all ages. Teachers must not therefore hesitate to introduce further ideas such as pie charts and measures of central tendency to emphasise this concept. Let the learners "make" graphs rather than only drawing them and allow them sufficient practice so as to acquire the intended skills.

Learning Outcome

The learner represents and interprets simple mathematical data in various forms.

Life Skills

- Problem-solving
- Effective communication
- Critical thinking

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • collects data. • presents data in tables. • presents and interprets data on a pie chart.	The learner • reads and explains information on pie charts and line graphs.	• Collection of data. • Presentation of data in tables, pie charts and line graphs.	• Collecting data from different sources. • Presenting data in tabular form. • Presenting data on pie charts and line graphs.

Subject Competences	Language Competences	Content	Suggested Activities
• presents and interprets data using a line graph. • calculates simple statistics. • calculates probabilities of simple events.	• Reads and used the following vocabulary correctly: graph, data, pie charts, line graphs, scale, statistics, probability, mean, median, mode, range	• Simple statistics. • Probability	• Calculating simple statistics. • Calculating probabilities. • Working out problems involving pie charts and line graphs.

Guidance to the Teacher

- Point out the purpose of using graphs.
- Engage learners in collecting and presenting data on graphs.
- Stress that a numerical scale is one of the axes and the categories are on the other.

Suggested Competences for Assessment

The learner;

- collects data from different sources and presents it in tabular form on pie charts or on line graphs.
- reads and interprets data presented on tables, pie charts and line graphs.
- calculates simple statistics.
- solves problems involving probabilities.

Theme 4: Measurements

Topic 1: Money 4 Periods

Background

Learners have some background about money. In this class, learners are being introduced to conversion of money. This involves changing one currency to an equal value of another correctly. Use the experience of the learners. Use currencies learners know to carry out conversion.

Learning Outcome

The learner changes money from one currency to another and explains why conversion of money is done.

Life Skills

- Effective communication
- Interpersonal relationship
- Problem-solving

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • names money/ currencies for different countries. • converts Uganda money/ currency to another currency and vice versa.	The learner; • reads and uses the following vocabulary correctly: exchange rate, shillings, francs, dollar, pound sterling • reads, counts and writes currency rates correctly. • explains reasons for currency conversion. • describes steps of converting one currency to another verbally.	• Exchange rates. • Conversion of currency.	• Collecting various currencies. • Identifying the values of various currencies. • Reading exchange rates from newspapers. • Reading exchange rates tables. • Converting Uganda currency to another currency and vice versa. (use currencies of East African states, Britain and USA).

Guidance to the Teacher

- Use real money when naming and identifying Uganda currency.
- Let learners read exchange rates from newspapers or pre-prepared charts. It is very important to use current exchange rates.
- Stress to the learners that different countries have different currencies with different values.
- Give learners the opportunity to explain why we convert money.

Suggested Competences for Assessment

The learner;

- reads exchange rates.
- explains why currency conversion is done.
- converts Uganda currency to another currency and vice versa.

Topic 2: Distance, Time and Speed

6 Periods

Background

This topic should be taught practically. It is important and helpful to build on what the learners already know. Pre-prepared travel graphs will be of great help and the idea of scale ought to be introduced to the learners so that it is easy for them to read and interpret the graphs. Let the learners discuss what happens when the speed is reduced, does time increase or reduce?

Encourage them 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. Emphasise correct units because lack of this changes the intended task.

At this level, the learners should be able to distinguish between arrival and departure, point of time and duration and the correct way of writing time.

Learning Outcome

The learner appreciates and applies the knowledge of time, speed and distance to solve problems in real life situations.

Life Skills

- Effective communication
- Decision-making, problem-solving
- Critical thinking

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • solves problems involving time, speed and distance. • reads distance, speed and time from line graph. • plots distance - time graphs (avoid plotting return journeys and bodies moving in opposite directions). • applies formulae to find time, speed and distance.	The learner; • reads and uses the following vocabulary correctly: distance, time, speed, rate, plot. • explains the relationship between time, speed and distance verbally. • reads time and distance from a line graph.	• Time • Distance • Speed • Distance – time graphs	• Stating the relationship between time, speed and distance. • Applying formula relating to distance, time and speed. • Reading: – distance – time from a line graph. • Revising plotting coordinates • Drawing lines to join points on a graph.

Guidance to the Teacher

- Use correct units of distance, time and speed, i.e.
  - distance – kilometre, metre
  - time – hours, seconds
  - speed – km/hr, m/sec
- Help the learners understand the relationship between distance, time and speed.
- Help the learners understand the meaning of the slash "/" in the above units.

- Give the learners the opportunity to read data from pre-prepared graphs drawn on scale.
- The learners should plot their own graphs and interpret them. (Avoid return journeys and bodies moving in opposite directions).
- Guide the learners to understand that whereas time continues, distance does not increase when somebody is resting.
- Emphasise that on a travel graph, the return journey does not go back to the starting point but on the horizontal axis (x axis).
- Use examples which bring out relevancy in relation to real life.

Suggested Competences for Assessment

The learner;

- reads information from a line graph.
- solves problems related to distance, speed and time.
- plots distance, time graphs.

Term III

Topic 3: Length, Mass and Capacity

5 Periods

Background

Learners have already got experience of identifying and recognising geometric figures. In this topic, the learner will find length, mass and capacity using practical approaches. It is very important that the learner is exposed to various manipulatives so as to grasp the intended competences. Use examples from the learner's experiences in order to bring out the relevancy as related to the real world.

Learning Outcome

The learners find length, mass and capacity of various objects.

Life Skills

- Creative thinking
- Effective communication
- Problem-solving

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • solves problems involving: – circumference – area – volume – capacity • applies the use of formulae for area, circumference, volume and capacity in real life situations.	The learner; • reads and uses the following vocabulary correctly: area, volume, circumference, capacity, length, pi, radius, diameter, litres, cubic units, square units. • describes correctly: – circumference – area – volume – capacity • constructs English sentences using words: – circumference – area – volume – capacity	• Circumference • Area • Volume • Capacity	• Measuring the length of a straight string. • Making a circle with the same string and measuring the circumference. • Comparing the length and circumference. • Practically using a small square to calculate the area of a figure. • Using standard containers to find the capacity of the given figure. • Comparing the number of smaller containers poured in a bigger container and its volume.

Guidance to the Teacher

- Emphasise the units used in this topic.
- While comparing units of the same measure, use a practical approach, for instance to find out how many half litres can fill a 20 litre container. The learners need to do it practically.
- Use examples which bring out relevancy in relation to real life.

Suggested Competences for Assessment

The learner;

- finds the circumference, area, volume and capacity in relation to real life situations.
- solves problems involving circumference, area, capacity and volume.

Theme 5: Geometry

Topic 1: Lines, Angles and Geometric Figures

5 Periods

Background

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. Measurement and geometry arise frequently in many fields such as architecture, engineering, carpentry and others. As such, the learners must be given enough practice to acquire the intended concepts. Let the learners gain experience out of a wide range of activities like identification and recognition of geometric figures.

Learning Outcome

The learner recognises and constructs various geometric figures and relates them to other fields.

Life Skills

- Creative thinking
- Critical thinking
- Effective communication
- Problem-solving

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • constructs a regular hexagon. • constructs parallel and perpendicular lines. • uses the symbols of parallel and perpendicular lines. • constructs angles 30^o, 45^o, 60^o, 90^o. • applies Pythagoras theorem to find the length of a right-angled triangle. • states the properties of a prism. • identifies quadrilaterals and their classifications.	The learner; • reads and uses the following vocabulary correctly: lines, angles, parallel, perpendicular, polygon, prism, hexagon, Pythagoras, quadrilaterals, planes, ray, vertex, intersect, arc, bisect, line segment, complementary, supplementary, transversal line, vertical, adjacent, diagonal, symmetry • constructs correct English sentences using words like parallel, perpendicular, polygon, angle and prism. • describes the right angles, parallel lines and polygons.	• Construction of regular polygons. • Construction of parallel and perpendicular lines and using a corresponding symbols. • Construction of angles. • Pythagoras theorem and application. • Simple properties of prisms. • Quadrilaterals and their properties and angle properties.	• Naming various polygons. • Drawing different polygons. • Stating the difference between constructing and drawing. • Describing properties of various polygons. • Identifying objects in class which have parallel and perpendicular lines. • Using geometric instruments to construct: – parallel lines – perpendicular lines – angles – polygons • Constructing right angled triangles and using small squares to derive the Pythagoras theorem.

Guidance to the Teacher

- Use the application at the beginning of the topic to further the learners' understanding of the terms perpendicular, parallel and skew lines.
- Give the learners the ample time to identify and name basic geometric figures.
- Give the learners opportunity to draw, measure and construct lines, angles and geometric figures with mathematical instruments.
- Encourage the learners to recognise and find lines of folding symmetry using practical approaches.
- Allow the learners to spend adequate time discussing and using geometric terms.
- Help the learners to recognise the development of the formula for the sum of angles of a polygon by relating it to the number of triangles or right angles in the polygon.

Suggested Competences for Assessment

The learner;

- constructs parallel and perpendicular lines, regular polygons and angles using geometric instruments.
- works out problems involving angles.
- derives Pythagoras theorem by constructing right-angled triangles and finding the areas of squares made up by each side of the triangle.

Theme 2: Numeracy

Topic 5: Integers 4 Periods

Background

This topic was introduced in P5. Revise the work which was done in P5 and continue using number lines. Relate integers to daily life experiences like in business: positive may mean profit and negative may mean loss or positive numbers may be described as forward movement and negative numbers as backward movement. Number lines for the learners can be drawn on the ground within or outside classroom.

Learning Outcome

The learner manipulates integers and relates them to real life situations.

Life Skills

- Critical thinking
- Creative thinking
- Effective communication
- Problem-solving

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • adds integers. • subtracts integers. • plots integers on a number line. • gives examples where integers are applied in daily life.	The learner; • reads and uses the following vocabulary correctly: integers, positive, negative, forward, backward, additive inverse, absolute value, opposites. • explains what integers are. • constructs sentences using the word integers i.e. positive and negative. • explains situations where integers can be applied.	• Addition of integers. • Subtraction of integers. • Integers on a number line. • Application of integers.	• Drawing number lines. • Plotting integers on number lines. • Adding and subtracting integers on number lines using forward and backward movements. • Adding and subtracting integers without number lines.

Guidance to the Teacher

- Use a number line drawn on the ground as a model to emphasise the terms integers, positive, negative, opposites (additive inverse).
- Give the learners ample time to work out operations on integers using number lines.

- Let the learners describe ways in which positive and negative integers are used.
- Let the learners demonstrate addition and subtraction of integers by using a number line.

Suggested Competences for Assessment

The learner;

- draws number lines showing integers.
- adds and subtracts integers.
- identifies situations where integers are used.
- solves problems involving integers.

Theme 6: Algebra

Topic 1: Algebra 6 Periods

Background

Learners were introduced to using letters in algebraic expressions and the task was to find the value of the letter. Introduce some terms like "unknown", and "like terms" and relate them to the letters used in algebraic expressions. Encourage mental work so that learners can find the unknown.

Learning Outcome

The learner forms and solves algebraic problems.

Life Skills

- Critical thinking
- Problem-solving
- Creative thinking
- Effective communication

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • simplifies algebraic expressions. • substitutes values for the unknown. • solves simple equations with one unknown.	The learner; • reads and uses the following vocabulary correctly: variable, substitute, equation, inequality, expression, solving, comparison, identities, like terms • explains the following terms: – unknown – like terms – equations – substitution • makes correct sentences using the above terms.	• Algebraic expressions. • Substitution • Simple equations.	• Identifying unknowns. • Identifying like terms. • Finding the value of the unknown. • Substituting value for the unknown. • Simplifying algebraic expressions.

Guidance to the Teacher

- Use application at the beginning of the topic to further learners' understanding of algebra.
- Give the learners several examples, stressing the key steps followed when simplifying expressions and solving equations.
- Encourage the learners to always check the reasonableness of their answers.
- Emphasise the importance of using correct inequality symbols.
- Give the learners a lot of mental maths exercises.

Suggested Competences for Assessment

The learner;

- identifies the unknown.
- simplifies algebraic expressions.
- substitutes value for the unknown.
- solves equations.

Religious Education Syllabus

Introduction to the Primary Six Religious Education Syllabus

General Background

Rationale

One of the stated national aims of Education is to "inculcate moral, ethical and spiritual integrity, tolerance and human fellowship". It is in fulfilment of this national broad aim that this Religious Education Syllabus has been prepared. Religious Education forms an integral part of the P6 Curriculum which has been designed to enable the learner to develop ethically, morally and spiritually. This will bring out a balanced, responsible and mature person to fit in the community.

Religious Education blends well with other subjects for example the content of the music lesson may include religious songs, models and pictures for RE lessons can be made during the $CAPE_3$ lessons, a Science lesson on hygiene will relate well with the Religious Education teaching on hygiene in the P6 IRE Syllabus.

It is important to note that Religious Education is not meant to indoctrinate learners but give them the knowledge needed to develop a whole person. The teachers therefore have to teach objectively.

The Primary Six Religious Education Syllabus is composed of alternative two parts:

i) Christian Religious Education
ii) Islamic Religious Education

It is up to the school to teach either Part I or Part II depending on their religions population, the facilities available and the school foundation bodies.

Part I: Christian Religious Education

Background

This is the P6 Christian Religious Education (CRE) Syllabus. The syllabus has one theme "Christians on the Way" for the whole year.

The P6 CRE Syllabus was mainly revised to provide learners with knowledge, values, life skills and attitudes. The following topics will help us to achieve the above:

- God Created Me
- Evil and Suffering
- God Calls His People
- Christ is the Answer
- Christ's Gift for the Journey
- How to Behave on the Way
- People on the Way
- Friends on the Way
- Christian Involvement in the World
- Happiness on the Way to Arrival

There are some changes that have taken place in this new P6 Syllabus. It is spirally arranged. Ideas and concepts that may have been covered in the previous years and others repeated in the succeeding year have been treated in greater depth and breadth or from a different view point.

i) Language competences have been included in order to enforce literacy skills and the teacher is expected to use English as a medium of instruction. For that matter, the teacher must put emphasis on giving a chance to children to practice spellings, pronunciation, structure, etc of key words.

ii) Specific objectives have been replaced by subject and language competences which focus on knowledge, comprehension and application.

iii) The general objectives for each topic have been replaced by the learning outcome.

iv) A background to introduce each of the topic is provided and gives an insight on how to handle each topic.

v) Content on Child-labour, Adolescent Sexual and Reproductive Health, Life Planning Skills, Voter Education and Animal Welfare Education has been added by infusing in the relevant topics existing in the syllabus.

Suggested Assessment Guidelines

Continuous assessment is the most recommended and should be based on the suggested competences for each topic. In addition to continuous assessment, you are supposed to carry out end of term and end of year assessments.

General Methodology

You are advised to use child-centred methods which put the learner at the centre of the teaching/learning process. Some of the methods are suggested in the suggested activities for each topic that will help learners exhibit the suggested competences.

General Learning Outcomes

The learner;

- discovers his strengths and weaknesses, develops responsible behaviour as a youth and displays a positive attitude to working alone and with others using the God-given talents.
- discovers the true meaning of evil and suffering and develops the ability to accept and cope with suffering.

- explores how God revealed His promise of a redeemer through various messengers and develops an appreciation of God's messenger and messages.
- explores the importance of repentance and forgiveness and discovers the need for a good relationship between themselves and Jesus Christ.
- explores and develops a deep understanding of the sacraments of baptism and Holy Communion and develops the confidence that in all they do God never forsakes them.
- develops appreciation for consideration, love for others, and promote unity, co-operation, justice and responsibility in society.
- appreciates interacting and living with the different groups of people they meet in life.
- develops skills of forming and keeping true friendships and acknowledges that friendship is a gift that should be cherished.
- explores events and circumstances where Christians have contributed towards the development of the world and develop skills that will enable them become better citizens.
- explores Christian beliefs that are the source of happiness, hope and perseverance in his/her Christian journey in faith.

Guidance to the Teacher

- You should use relevant books of the old curriculum and any other related material. You should, however, be mindful of the novelties and modifications introduced in the syllabus which may require new information.
- You should know that the key words that appear in the column of language competences matrix represent the conceptual framework in which the topic should fit, so due attention must be paid to them.

- You are expected to relate the topic to daily life. As far as possible, you should avoid using hypothetical examples which normally begin with "suppose" or "imagine".
- The methods you choose should contribute to the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.
- You should be gender sensitive, and mindful of learners with special needs.
- You should not be the director of the learning process, instead you should allow learners to make contributions at every stage of lesson development and discussion.
- Take note of peculiar words, difficult terminology, words used frequently, or misconceptions and stereotypes.

Topic Outline

Theme	Term	Topic	Sub-topics	No. of Periods
Christians on the Way	**I**	**1. God Created Me**	1. Understanding and appreciating myself as a unique person 2. How to relate with others with consideration and respect 3. Definition and value of work	**7**
		2. Evil and Suffering	1. Suffering 2. Jesus' example of sharing in the suffering with others 3. How to share in the suffering of others 4. Our response to suffering	**11**
		3. God Calls His People	1. Restoration of broken relationships 2. Bible characters who received messages from God 3. The promise of salvation 4. God's message for his people today	**10**
	II	**4. Christ is the Answer**	1. Christ's concern 2. Prayers 3. Forgiveness	**6**
		5. Christ's Gift for the Journey	1. Sacraments 2. Jesus as a way to God 3. Holy Spirit	**5**

Theme	Term	Topic	Sub-topics	No. of Periods
		6. How to Behave on the Way	1. Community life 2. Taking care of God's creation 3. Selfishness and its results 4. Unselfishness and its benefits	**10**
	III	**7. People on the Way**	1. The people we meet 2. International diversity 3. The needs and desires of people we meet 4. Our response in different needs	**10**
		8. Friends on the Way	1. Friendship 2. Qualities of a good friend 3. Qualities people look for in marriage partners	**8**
		9. Christian Involvement in the World	1. Our talents 2. The role of Christians in development 3. The role of science and technology in development 4. Christians and the law 5. Demonstrating good citizenship 6. Participating in the electoral process	**11**
		10. Happiness on the Way to Arrival	1. Developing relationship with God 2. Life and death 3. Suffering: causes and how to endure	**11**

Term I

Topic 1: God Created Me 7 Periods

Background

This topic builds on the topic of creation which was covered in P4. In P6, emphasis is put on the uniqueness of an individual, his development, talents, sexuality, weaknesses and strengths.

The learner will be introduced to cross-cutting issues like adolescent development and its challenges and responsible behaviour for the young people. Focus will also be put on how people relate with others right from the family level, to school and the community in general. These issues will be discussed in light of the Bible. The application aspect of what is taught is very important and has to be emphasised. Work in this topic will be taught at length and will involve its value and the types. Learners will be guided on how to work responsibly.

You need to be familiar with the creation story and the ability to relate it to the various aspects of life. You have to study the chapters and verses with related information for example, Psalm 139.

The resources include the newspaper, Bible, books on adolescent growth and development and textbooks.

Learning Outcome

The learner discovers his strengths and weaknesses, develops responsible behaviour as a youth and displays a positive attitude to working alone and with others using his/her God-given talents.

Methods

- Discussion
- Brainstorming
- Bible reading
- Sharing of experiences

Life Skills

- Friendship formation
- Decision-making
- Self-awareness

Values

- Respect
- Cooperation

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • describes his/her own uniqueness. • identifies his/her own talents, weaknesses, strengths. • develops responsible attitude and behaviour.	The learner reads, pronounces, spells, writes and uses the following words in constructing: sentences correctly. – talents – personality – unique – adolescence – respect – youth – work	• Understanding and appreciating myself as a unique person Psalm 139:13 – 16. – The unique talents, weaknesses and strengths of each individual. – Adolescent growth and development (physical, social, emotional, intellectual). – Definition and characteristics of an adolescent.	• Guided Bible reading • Sharing of experiences • Discussion • Debate • Group work

Subject Competences	Language Competences	Content	Suggested Activities
• mentions ways of relating with others. • uses his/ her God-given talents to work responsibly.	– responsible – relation – family – school community – behaviour	• How to relate with others with consideration and respect at: – family level – school level – community level • Definition and value of work: – reasons why people work. – how to work responsibly using God-given talents. Mathew 25:14-20	• Creative writing • Singing • Storytelling

Guidance to the Teacher

- This topic is expected to take 7 periods.
- Introduce the topic using familiar methods e.g. telling learners to sing a song about their own uniqueness.
- Use Bible texts which reflect the uniqueness of an individual but at the same time emphasise the fact that God knows each and every one as an individual.
- Emphasise the fact that each individual is endowed with talents and therefore should be able to use them.
- Bring the idea of adolescent growth by first helping them discover who an adolescent is and the characteristics of adolescents through guided discovery.

- Let the learners have a group discussion about relationships and how and why they relate. Give them a chance to give their views on how they relate with others and the environment.
- Guide the learners into discovering the meaning and reasons for work and how to work responsibly using God-given talents.
- Present work as something positive; encourage learners to work because it is the will of God.
- Devise methods that will cater for learners with special needs such as the partially blind, deaf, slow learners and extremely intelligent learners, among others.

Suggested Competences for Assessment

The learner;

- explains what is meant by being unique.
- identifies the different talents one's classmates possess.
- mentions ways of relating with others.
- explains how one can use his/her talents to work responsibly.
- describes one's weaknesses towards work.

Topic 2: Evil and Suffering 11 Periods

Background

This topic is vital to the learners in P6. 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. Responsibility for individual suffering should be discussed at length. Important cross cutting issues in the area of HIV/AIDS, teenage pregnancy and election malpractices will feature as some of the causes of suffering. The topic also brings out Jesus Christ's suffering for the whole of humanity.

Learners should be led into understanding the correct response to suffering, for instance developing a positive attitude instead of despair or revenge. They should further be led into realising and appreciating the need to act responsibly in case of suffering and other related challenging situations.

Learning Outcome

The learner discovers the true meaning of evil and suffering and develops the ability to accept and cope with suffering.

Resources

- The Bible
- Textbooks
- PIASCY materials
- Voter Education Manuals

Methods

- Storytelling
- Brainstorming
- Group discussions
- Bible reading
- Sharing of experiences

Life Skills

- Effective communication
- Coping with stress
- Decision-making

Values

- Self-respect
- Faithfulness
- Abstinence

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains the meaning, forms and causes of suffering. • describes how the fall of man caused suffering. • explains how personal irresponsibility can lead to suffering.	The learner pronounces, reads, writes and uses the following words in constructing sentences correctly: • evil • suffering • HIV/AIDS • elections • malpractices • positive	• Suffering: – Suffering forms, causes and effects of suffering. Genesis: 3 – HIV/AIDS as a form and cause of suffering. – Election malpractices as a cause of suffering.	• Storytelling about a person who went though suffering. • Bible reading – Genesis 3 • Sharing of experiences about a person who was affected by HIV/AIDS and suffered.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
• describes how Jesus shared in people's suffering. • avoids situations which can lead to suffering. • describes the importance of acting responsibly in times of suffering.		– Teenage pregnancy as a cause of suffering. • Jesus' example as sharing in suffering with others John 8: 1 – 11; John 18: 10 – 11. • How to share in the suffering of others. • Our response to suffering • Mark 11: 1 – 16; John 16: 1 – 7; Luke, 10:25 – 37; The book of Job – Caring for the suffering in our community. – Planning and preparing for a project to care for the suffering.	• Brainstorming about how irresponsibility leads to suffering. • Bible reading about stories which reflect Jesus sharing in the suffering of others. • Group discussions about how people can avoid situations that can lead to suffering.

Guidance to the Teacher

- This topic is expected to take 11 periods.
- Use methods that are familiar and interesting to the learners, such as brainstorming, sharing of experiences, discussion and guided discovery.
- Introduce the topic with stories of people who have gone through suffering.
- With the help of the Bible, read stories of people like Job who suffered as a way of bringing out the meaning of suffering.
- From the stories both read and told, the learners can discuss or write down what they understand by suffering.
- The aspects of HIV/AIDS, election malpractices and teenage pregnancy as causes of suffering have to be discussed. They should be discussed in line with the causes of suffering.
- Use PIASCY materials and other materials related to HIV/AIDS and reproductive health.
- Help the learners to realise that even in cases of suffering under circumstances like HIV/AIDS and teenage pregnancy, they should behave responsibly.
- The learners have to be exposed to the fact that not all suffering is attributed to evil.
- Suffering is often attributed to the sinful nature of man but in the case of Jesus this does not apply. This should be clearly put to the learners' understanding. Read the relevant biblical texts with the learners.

Suggested Competences for Assessment

The learner;

- explains the forms and causes of suffering.
- describes how the fall of man caused suffering.
- explains how personal irresponsibility can lead to suffering.
- describes how Jesus shared in people's suffering.

Topic 3: God Calls His People 10 Periods

Background

This topic brings to the learners the message that there is need for a redeemer who would bring light to the world. It shows the learners that people on their own are unable to help themselves mainly due to the broken relationship between humanity and God. The topic endeavours to bring out specific Bible characters who carried messages to people as a way of mending the broken relationship between humanity and God. Responses given by those who were called by God will be used as an illustration of people's responses in the modern society.

The learners will also be introduced to the idea of learning to accept God in their own lives, just like some Bible characters did. This should be the response that people in the modern society emulate.

Learning Outcomes

The learner;

- explores how God revealed His promise of a redeemer through various messengers and develops an appreciation of God's messengers and their messages.
- applies the knowledge acquired to develop skills and values.

Resources

- The Bible
- Textbooks
- Newspapers

Methods

- Bible reading
- Role plays and poems
- Discussion
- Sharing of experiences and ideas

Life Skills

- Decision-making
- Problem-solving
- Critical thinking

Values

- Faithfulness
- Repentance
- Forgiveness
- Responsibility

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains passages in the Bible that tell the need for a redeemer. • describes the broken relationship between God and man. • differentiates between the message and messengers.	Learners read, pronounce, write and use the following key words correctly: – message – messengers – redeemer – plan – forgive – salvation	• Restoration of broken relationships – The need for a redeemer – Genesis. 3: 1 – 3, 4: 1 - 10 1 John 3: 11-12 • Bible characters who received messages from God. – Messages from God and how people respond to the message - Genesis 12: 1 – 9, Exodus 3: 1 – 2, 13; 6:8-9, Jeremiah. 1: 1-9	• Bible reading about the need for a redeemer. • Role play about John the Baptist and his message. • Creative writing • Storytelling about the message given to Mary by Angel Gabriel.

Subject Competences	Language Competences	Content	Suggested Activities
• explains the message of John the Baptist. • describes the message to Mary. • explains the Christian response in God's message.		• The promise of salvation: – Message Mary received – Luke 1: 26 – 38 – Message from John the Baptist - Luke 3:3 - 16 • God's message for his people today.	• Singing songs about messages • Dramatisation of various Bible stories • Discussion about how Christians should respond to God's messages.

Guidance to the Teacher

- This topic is expected to take 10 periods. Use an interesting introduction; for instance a story about an individual who helped others out of a difficult situation or learners could be asked to describe what happened after the fall of man in the Garden of Eden.
- Explain God's plan for mankind right from the beginning of time and how God wanted man to live.
- Help the learners explore the meaning of message and messenger. Ask them to give you examples of messengers in the Bible and the messages they carried.
- Give necessary explanations to consolidate the message.
- Guide the learners into role playing one of the messengers of God using the words from the Bible.
- Ask them to write messages received from any of the messengers in the Bible.

- Guide them to discover how Mary received and responded to messages from God.
- Use methods that will cater for all categories of learners ranging from gifted learners to slow learners.
- Be mindful of learners with special needs.

Suggested Competences for Assessment

The learner;

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

Term II

Topic 4: Christ is the Answer 6 Periods

Background

This topic aims at equipping the learners with the knowledge and attitudes necessary to deal with people who are in need. It also gives the learners the skills to cope with given different situations. Values of repentance and forgiveness are also included here as a way of creating good relationships with mankind.

The need to pray is also an important aspect that comes out boldly in this topic. Jesus Christ is given as an example of one of those who engaged in prayer. This should therefore serve as an example to learners because this is the main channel of communication between God and man. It also points out that learners and Christians should look to Christ as the answer especially in difficult times.

Learning Outcomes

The learner;

- explores the importance of repentance and forgiveness and discovers the need for a good relationship between self and Jesus Christ.
- demonstrates the ability to repent, forgive and make healthy relationships.

Resources

- The Bible
- Textbooks

Methods

- Role play
- Personal reflections
- Sharing of experiences
- Discussions
- Brainstorming
- Guided discovery

Note: You need to use the methods tactfully to avoid indoctrinating learners. Teach objectively.

Life Skills

- Decision-making
- Coping with stress

Values

- Repentance
- Forgiveness

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • explains Christ's concern for different people. • describes different incidences where Jesus showed concern for others. • explains the meaning of prayer. • tells the importance of prayer. • describes Jesus as an example of a prayerful individual. • explains the meaning of forgiveness and its importance.	The learner reads, pronounces, writes and uses the following words correctly in making sentences: – concern – love – need – needy – sick – forgiveness – repent – pray – prayer	• Christ's concern – Christ's concern for different people - Mark 1: 29-45. – Concern for the one in need - Mark 2: 1-12. – Jesus' concern for sinners - Mathew 9: 9-13, Luke 6: 27–35, John 18: 19- 23. • Prayers – Importance of prayer Mathew 26: 40 – 41. – Jesus as an example of a prayerful individual. • Meaning and importance of forgiveness. – Peter's experience – Importance of forgiving others - Mathew 18: 21 – 24, Luke 22: 54 – 64, John 21: 15-19.	• Bible reading about Christ's concern for different people. • Sharing of experiences about the importance of prayer. • Discussion of the Bible readings • Creative writing about the importance of prayer • Storytelling about forgiveness and repentance.

Guidance to the Teacher

- This topic is to take six periods.
- Introduce the topic using a simple song that motivates learners, for example, they can sing a song which reflects need and helping.
- Guide the learners to understand what is meant by human needs.
- Help the learners to identify needy people and how they should show concern for them.
- Help the learners to read the Bible and point out aspects which reflect Jesus showing care for people in need.
- Introduce to the learners some behaviours that can lead to suffering such as sexual immorality and teenage pregnancy.
- Let the learners give you their views on how to cope with suffering.
- Explain to the learners what is meant by prayer.
- Let them write a prayer on a subject of their choice.
- Let the learners give you ideas of when they should pray. Give the appropriate guidance.
- Guide the learners to read about the texts in the Bible which reflect Jesus praying, for example, in the Garden of Gethsemane.
- Tell a story reflecting conflicts, repentance and forgiveness.
- Guide the learners to read about Peter and discuss the idea of forgiveness.
- Ask the learners to write a poem or song about forgiveness.
- Make arrangements for the learners with special needs in order for all to benefit.

Suggested Competences for Assessment

The learner;

- explains Christ's concern for different people.
- describes the different incidences where Jesus showed concern for others.
- explains the importance of prayer.
- describes Jesus as an example of a prayerful individual.
- explains the meaning of forgiveness and its importance.

Topic 5: Christ's Gift for the Journey

5 Periods

Background

This topic aims at equipping the learners with knowledge about the gifts, both spiritual and material, that Christ gives to people. The spiritual gifts such as the sacraments of baptism and Holy Communion will be studied in particular.

You have to bring the spiritual aspects closer to the learner instead of discussing them as Christian doctrines. The element of the Holy Spirit has to be brought out strongly and the gifts of the Holy Spirit discussed by the learners, with your guidance.

Learning Outcome

The learner explores and develops a deep understanding of the sacraments of baptism and Holy Communion and applies the knowledge and skills acquired to daily life.

Resources

- The Bible
- Textbooks
- Water

Methods

- Discussion
- Debate
- Guided discovery
- Role play

Life Skills

- Decision-making
- Self-awareness
- Self-esteem
- Interpersonal relationships

Values

- Appreciation
- Forgiveness

Subject Competence	Language Competence	Content	Suggested Activities
The learner; • discovers the meaning and importance of baptism, and Holy Communion, • describes how Jesus is the way to God. • explains how the Holy Spirit teaches, encourages and guides one to overcome temptations.	The learner reads, pronounces, writes and uses the following words correctly: – sacrament – baptism – Holy Communion – Holy Spirit – temptation – confession – forgiveness	• Sacraments – Meaning, need and importance of baptism. – Meaning, need and importance of Holy communion. – The institution of the sacrament of baptism and Holy Communion. • Jesus as a way to God • John 14:16-26 • Holy Spirit – Pentecost - Acts 2: 1-13 – Gifts of the Holy Spirit - John 14: 16-26 – Importance of the gifts of the Holy Spirit – Overcoming temptation - 1 Corinthians 12: 1-11	• Discussion about the Sacrament of Baptism and Holy Communion. • Debate about forgiveness and revenge. • Bible reading. • Sharing of experiences about sacraments. • Designing of posters indicating a Christian's Journey. • Dramatising a baptism ceremony. • Role playing on confession and forgiveness.

Guidance to the Teacher

- This topic is expected to take 5 periods.
- Since baptism is a common practice among Christians, ask learners to role play a baptism ceremony.
- Using the steps they give you, guide them to point out the importance of baptism.
- Hold a debate about forgiveness as opposed to revenge.
- Help them discover the meaning of Holy Communion and its importance as spiritual food for the soul.
- Guide them to read about the Last Supper and emphasise to them that it was the beginning of Holy Communion.
- Draw them to the mystery of Jesus' death and resurrection so that you put Holy Communion into perspective.
- Explain to them the mystery of the Pentecost through Bible reading.
- Guide them to write the gifts of the Holy Spirit after reading what happened on Pentecost.
- Explain to the learners how the Holy Spirit can help people avoid temptations.
- Use methods appropriate for all learners. Attention should be paid to learners in your class with special needs of any kind.

Suggested Competences for Assessment

The learner;

- explains the meaning and importance of baptism.
- tells the meaning, need and importance of Holy Communion.
- describes how Jesus is the way to God.
- mentions the gifts of the Holy Spirit.
- explains the importance of the Holy Spirit.

Topic 6: How to Behave on the Way

10 Periods

Background

This topic brings out the skills, qualities and attitudes that a learner needs to practice in the community. Christians are part of the community and as such have to actively involve themselves in the community activities. The virtues of co-operation, responsibility, helping, justice and other good behaviours are discussed herein. Roles to be played by different individuals are clearly brought out in this topic.

While discussing co-operation and responsibility, the element of gender is one of the cross-cutting issues which should be addressed. You need to get information on gender and related issues.

It is of great importance that the role of Jesus as an example of good behaviour is brought out as recorded in John 13:13-15 and Luke 23:33-34.

Learning Outcome

The learner develops an appreciation for unity, cooperation, justice, consideration, love for others and for the environment and demonstrates behaviour that reflects it.

Resources

- The Bible
- Newspapers
- Written materials about community life

Method

Sharing of experiences, guided discovery, text reading, community-based projects and creative writing, among others.

Life Skills

- Interpersonal relationship
- Empathy
- Friendship formation

Values

- Sharing
- Justice
- Cooperation
- Consideration

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes the Christian qualities needed to bring about true community. • explains the different roles of people in the community life.	The learner reads pronounces, writes and uses the following words correctly: • community • family • selfishness • justice • unselfish • benefit • habitat • eco-system	• Community life – Christian qualities needed to bring about the community life - John 13:34-35, John 4: 7-8. – Different roles of people in the community. – The Christian family - Ephesians 4:1 - 6 • Taking care of God's creation Genesis 1: 28	• Discussing about qualities which bring out a true community. • Sharing of experiences of roles people have in the community. • Creative writing

Subject Competences	Language Competences	Content	Suggested Activities
• explains how St. Francis of Assissi showed God's creation. • explains the meaning of justice and relates it to daily life. • describes how we can take care of God's creation.		– case study of St. Francis of Assissi – project on taking care of the environment. • Selfishness and its results - Genesis 4. • Unselfishness and its benefits • Justice and injustices in the community - Proverbs 21: 6-15, 22: 22-23	• Role playing about cases of unselfishness and its benefits. • Bible readings about the various aspects. • Project work done by learners reflecting taking care of environment.

Guidance to the Teacher

- This topic is expected to take 10 periods.
- Introduce this topic using a question and answer technique since all learners are part of given communities.
- Ask them about activities that take place in their communities and how the people participate in them.
- Tell them to list the qualities Christians are supposed to show their communities.
- Guide them to read about St. Francis of Assisi and identify his role in preserving God's creation including wild animals and birds.
- Help the learners to identify ways in which they can emulate the example of St. Francis of Assissi.

- Engage them in a community project which helps to preserve the environment (God's creation).
- Remind the learners about the topic they covered in P4 about selfishness and unselfishness.
- Encourage them to write a poem about selfishness and its results.
- Give them a story about justice so that they are able to grasp the meaning of justice.
- Read biblical texts which reflect justice and injustices in society.
- Guide them into acting out some situations of injustice in the community.
- Help them discuss what they learn from the act.

Suggested Competences for Assessment

The learner;

- mentions Christian qualities needed to bring about true community life.
- Lists the different roles of people in the community.
- explains the different roles of people in the community.
- describes how St. Francis of Assissi cared for God's creation.
- writes Christian principles about justice.

Topic 7: People on the Way 10 Periods

Background

This topic will equip the learners with the skills and knowledge to live with others in the community. It will enable the learners realise the importance of diversity and how to live in it.

Reference to the Bible is very important because it will clearly indicate the benefits of diversity of all the people in the world as indicated in Galatians 3:26-28. It will also enable learners to develop good interpersonal relationships.

Learning Outcome

The learner appreciates interacting and living with the different groups of people they meet in life.

Resources

- The Bible
- Textbooks
- Newspapers

Methods

- Discussion
- Debate
- Guided discovery
- Creative writing

Life Skills

- Critical thinking
- Creative thinking
- Decision-making

Values

- Appreciation
- Respect
- Responsibility
- Care

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • discovers the advantages of interacting with others. • describes the ways in which people benefit from others. • explains how good communication improves a relationship.	The learner reads, pronounces, writes and uses the following words correctly: – international – diversity – communication – relationship	• The people we meet – Contribution of people we meet. – The values of diversity - 1Corinthinans 11: 12 – 21. • International diversity, Galatians 3:26-28: – Benefits of diversity – Good communication as a way of relating with people. • The needs and desires of people we meet - Mark 6:31 – 44, 1:29-34 • Our response to the different needs • Value of an individual - Luke 2: 46 - 48 – good relationship – church relationships – our response to relationships	• Sharing of experiences about interacting with others. • Bible reading on values of diversity. • Discussing about the importance of diversity. • Creative writing. • Debate about the advantages and disadvantages of interacting with others. • Bible reading.

Guidance to the Teacher

- This topic is expected to cover 10 periods.
- Brainstorm with learners on their lineage, ethnicity and religion.
- Show the learners that each one of them is unique and therefore has value for each other.
- Explain to the learners that wherever they go whether it is to school, church, village and so on, they meet new people.
- Discuss with them the benefits of living with people from different areas of the country or even other parts of the world.
- Discuss with the learners the importance of respecting people's rights and freedoms in all life aspects including voting.
- Read with them the Bible verses related to diversity.
- Hold a debate that brings out the advantages and disadvantages of international diversity.
- Let the learners write poems or songs about diversity.
- Discuss with the learners the people's needs and how people respond to them.
- Learners should be guided into identifying good relationships and what they entail.
- Communication in making good relationships should be an element for discussion.
- Use methods which will accommodate learners with special needs.

Suggested Competences for Assessment

The learner;

- identifies the different people we meet.
- explains the advantages of interacting with others.
- describes the value of diversity.
- describes how good communication improves relationships.
- explains how different gifts (1Cor 11:12-21) promote development.

Term III

Topic 8: Friends on the Way 8 Periods

Background

Friendship is an essential virtue in society. All people need friends for support, care, companionship among other things. They meet friends as they move to new places like schools, churches, hospitals, markets and so on.

This topic helps the learner discover what true friendship is all about. It further enables the learner distinguish between good and bad friends. This topic is important to the learners because they are growing towards adolescence and teenage when relationships are being formed. Therefore, the topic gives them guidance. The qualities and importance of good friends are clearly discussed in this topic. The topic leads us to an even stronger and lifetime relationship that is, marriage.

Learning Outcome

The learner develops skills of forming and keeping true friendships and acknowledges that friendship is a gift that should be cherished.

Resources

- The Bible
- A copy of the Christian marriage vows

Methods

- Group work
- Discussion
- Role play
- Brainstorming

Life Skills

- Self-awareness
- Friendship formation
- Decision-making
- Interpersonal relationships

Values

- Caring
- Love
- Respect
- Sharing

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains the meaning of friendship. • describes the importance of friendship. • describes from the gospel how Jesus showed friendship to his Apostles and other people. • mentions the qualities of a good friend. • describes Jesus' qualities as a good friend. • distinguishes between good and bad advice in friendship. • lists qualities of a marriage partner. • describes how a friend should behave.	The learner reads, pronounces writes, spells and uses the following words correctly: – friend – friendship – relate – relationship – advice – crisis – marriage	• Friendship – Meaning and importance of friendship. – Jesus' example of friendship John 15:12 – 15. • Qualities of a good friend: – Importance of advice, 2Samuel 12, Mathew 19:16-22 – Good and bad advice. – Crisis and how friends offer support in times of crises - Proverbs 17: 17- 18 – Building a good friendship. • Qualities people look for in marriage partners. – Marriage is a bond of friendship for life - 1 Corinthians 13: 4 – 7. – Marriage vows.	• Group work discussion about the meaning of friendship. • Bible readings and discussions about friendship. • Role playing about how Jesus showed friendship to people. • Creative writing about qualities of good friendship. • Brainstorming about good friendship.

Guidance to the Teacher

- This topic is expected to cover 8 periods.
- Guide learners to come up with an acceptable definition of friendship.
- In groups, tell the learners to suggest ways in which the word friendship is used.
- In groups, guide the learners to describe relationships they have with their best friends. They should record their discussion and a report should be made and presented to the whole class.
- Help the learners to read the Bible texts which show Jesus as a good friend.
- Help the learners identify the qualities of a good friend.
- You need to emphasise to the learners that not all people are good friends because some of them are misleading and thus they should distinguish between good and bad advice.
- Guide the learners to role play a crisis situation where friends offer each other support.
- Lead the learners into discovering how strong friendship between a man and a woman can lead into marriage.
- Help the learners discuss in groups the qualities one would look for in a marriage partner. The learners should write them down and share with the class.
- Role play a wedding ceremony.
- Brainstorm with the learners about the importance of marriage and marriage vows.
- Be mindful of the learners with special needs.

Suggested Competences for Assessment

The learner;

- describes the importance of friendship.
- explains how Jesus showed friendship to his apostles and other people.
- outlines the qualities of a good friend.
- Lists the qualities of a marriage partner.
- explains how a friend should behave.

Topic 9: Christian Involvement in the World

11 Periods

Background

Christians 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 to the world they live in. This in the end makes 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 organisations in developing the world.

It brings out the fact that the Christians should also fulfil their duties and responsibilities in the community and country at large. The Christians are also urged to be law abiding citizens.

Learning Outcome

The learner discovers events and circumstances where Christians have contributed towards the development of the world and develops skills to enable him/her become a better citizen.

Resources

- The Bible
- Pictures
- Textbooks
- Voter Education Manual

Methods

- Dramatisation
- Pole play
- Discussion
- Debate

Life Skills

- Self-awareness
- Effective communication
- Decision-making

Values

- Responsibility
- Support
- Love

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes the talents he/she possesses. • uses God-given talents to improve the world. • explains the role of Christian organisations in development. • explains how science and technology contributes to development of education. • describes a good citizen. • relates Christianity to good citizenship like participating in an election process. • mentions qualities of a good citizen.	The learner reads, pronounces, writes, spells and uses the following words correctly: – talents – co-operation – science – technology – contribution – duties – responsibility	• Our talents – Meaning of talents. – Using God-given talents to improve the world we live in - Mathew 25: 14-30. – Using talents in cooperation with others - 1 Corinthians 3:5 – 10, Genesis. 2:15 • The role of Christians in development. • The role of science, technology, and education in development and Christian and the law. Deuteronomy. 5: 16-21, Mark 12: 13-17	• Discussing about talents. • Bible reading of texts which reflect talents. • Debating. • Role playing about God given talents • Bible reading and discussions. • Discussing about participating in an electoral process. • Role playing about good citizenship.

Subject Competences	Language Competences	Content	Suggested Activities
		• Participating in an electoral process: – voting – rights and freedoms of voters – duties of the Electoral Commission • Demonstrating good citizenship	

Guidance to the Teacher

- This topic is expected to cover 11 periods.
- Help the learners to identify their God-given talents by mentioning them and demonstrating where it is applicable.
- Discuss with them the importance of talents and how they are useful in developing the community.
- Guide them into realising the value of cooperation.
- The learners should point out the Christian organisations they know and discuss their contribution to the communities in which they operate.
- Debate about the role of science and technology in development.
- Have class discussions on the reasons why they are expected as Christians to obey rules and regulations.
- Discuss the rules and laws the learners have collected.
- Guide learners towards discovering the importance of obeying laws as Christians.
- Help the learners develop an understanding that the Electoral Commission performs a vital role in the world affairs.

- In groups, the learners discuss the functions of the Electoral Commission.
- Use the teacher's resource book for voter education to get more information.
- Devise methods which cater for learners with special needs

Suggested Competences for Assessment

The learner;

- identifies talents that can be used as a contribution to creating a better world.
- explains the role of a Christian in developing the world.
- explains how science and technology contribute to the development of the world.
- describes some aspects of a good citizen.

Topic 10: Happiness on the Way to Arrival

12 Periods

Background

This topic brings out the aspect of happiness and the different ways in which we can achieve it. The topic emphasises the fact that a good relationship with God is the most important source of happiness. Giving and receiving are also presented as a source of happiness.

It further brings out to the learners the Biblical aspects and understanding of the life hereafter and the concept of Heaven. The topic also discusses suffering and the skills needed to endure and persevere in order to achieve happiness.

Learning Outcome

The learner discovers Christian beliefs that are the source of happiness and hope and develops a persevering spirit/attitude in her/his Christian journey of faith.

Resources

- The Bible
- Textbooks

Methods

- Discussion
- Debate
- Guided discovery
- Sharing of experiences

Life Skills

- Effective communication
- Friendship formation
- Coping with stress
- Interpersonal relationships

Values

- Appreciation
- Endurance

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains how God is the source of happiness. • relates happiness and God. • describes giving and receiving as a source of happiness. • explains the concepts of life and death. • describes what Christians believe about heaven. • mentions the cause of suffering.	The learner reads, pronounces, writes, spells and uses the following words correctly: – happiness – suffering – endure – heaven – interpersonal – relationship	• Developing a relationship with God: – Happiness - meaning. Giving and receiving as a source of happiness - John 13: 14–14. – Good relationship with God as a source of happiness, Psalm 1: 1–3, Psalm112:4-7 • Life and death - John 11:1 – 44 – The Biblical teaching about death - 1 Corinthians 15:55 – 57. • Suffering: causes and how to endure - Mathew 26: 39 - 42 – Biblical concept of heaven. – Biblical teaching of purity. – A life of purity as a way to go to Heaven.	• Discussing about ways through which God brings happiness to men. • Debating. • Sharing of experiences about cases where they received and became happy. • Bible reading of cases of happiness in the Bible. • Group discussions about the Biblical texts read about life and death. • Discussing about the causes and endurance during suffering.

Guidance to the Teacher

- This topic is expected to cover 11 periods.
- Introduce the topic to the learners using a known song related to the topic.
- Let the learners discuss how they can develop their relationship with God.
- In groups, the learners can discuss the types of happiness they receive from God. The outcome should be shared with the whole class.
- Guide the learners to read the Bible to get verses which reflect God as a source of happiness through what He did.
- Discuss with the learners how good relationships lead to happiness.
- Introduce to the learners the concept of life after death by asking them if they have any one they know who died and put emphasise on the story of Lazarus.
- Read the Bible with them in order to help them understand the concept of life after death.
- Ask the learners to give the meaning of suffering. Discuss with them the different types of suffering.
- Ask them to write a story about someone they know who has gone through suffering and how he/she endured.
- Read the Bible with them to give them examples of people who suffered and how they endured.
- Ask them about their understanding of Heaven. Tell them to write what they think is in Heaven.
- Read the Bible with them and discuss the concept of Heaven.
- Tell them about purity as a requirement for heavenly rewards.

Suggested Competences for Assessment

The learner;

- explains how God is the source of happiness.
- describes how giving and receiving can bring happiness.
- explains the Jesus' teaching about death.
- describes the Christian belief about Heaven.
- lists the causes of suffering.

Part II: Islamic Religious Education

Introduction to Islamic Religious Education Syllabus

Islamic Religious Education deals mainly with spiritual matters and moral issues. As indicated in the general objectives of Religious Education, the learner develops an awareness of uniqueness as a person who acts with responsibility and dignity. In addition, the learner should develop awareness of God's power and purpose of creation of the universe. At this level, the learner continues to discover, with the aid of the teacher, more virtues that enhance his/her uniqueness as a creature of God endowed with capacity to do good and avoid evil.

This syllabus covers spiritual matters such as the power of God to destroy His enemies which is also reflected in divine decree *(Qadha*) and pre-destination *(Qadar);* moral values such as generosity, enjoining others to do good, vocation, response to God's call, unity and hope.

Within the framework of man's relationship with God and with fellow man, the P5 Syllabus provided learners with knowledge on faith, other religions, hope, relationships, judgment, leadership and good neighbourliness. This P6 IRE Syllabus is revised to incorporate more spiritual and moral values such as vocation, response to God's call, unity and hope.

In addition, changes have been introduced into the syllabus to make the content lighter and simpler. This is intended to bring all learners on board and to boost their morale in acquiring the new knowledge.

What has changed

- *Surat* at *Asr* was shifted from P6 to P4 and replaced with *Surat AL-Fiil.*
- The topic "Sin, *Kufr,* and *Shirk*" was broken down into two topics instead of one.

a) "Sin" is now taught in P5 Term III.

b) '*Kufr* and *Shirk*' is retained in P6 Term III.

- The topic "Hygiene, Charity and Wealth" was reduced to 'Hygiene' only. The content of "Charity and Wealth" was redistributed under *Zakah* and *Sadaqah* which is taught in P6.

Other changes made include:

- Language competences have been included in order to enhance literacy skills.
- Subject and language competences have been included to replace specific objectives. These competences focus on knowledge, comprehension and application.
- Learning outcomes instead of general objectives are also stipulated for each topic
- An introduction to each topic has been provided. It gives an overview of the topic, thus giving a teacher an insight into the topic.
- Resources for the teacher have also been provided in the syllabus matrix.

Competences

1. Developing awareness of learners' uniqueness as a person who acts with responsibility and dignity.
2. Developing awareness and knowledge of God's power, and purpose of creation of the universe.
3. Developing religious virtues of generosity, hope, humility, sharing, etc.
4. Developing a positive attitude towards God's creation and learning to respect, conserve and develop it.
5. Acknowledging God as the creator and Almighty.

Assessment Guidelines

In principle, continuous assessment is recommended and should be based on the summarised competences suggested in each topic. Assessments of learning shall be based on the learning competences given in this syllabus. In addition to the continuous assessment, there shall be end of term and end of year assessment and records of the results will be kept.

General Methodology

You should use methods and activities which put the learner at the centre of the learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of the leaning process, the learner, should exhibit these competences.

Guidance to Teacher

- You are free to use relevant books of the old curriculum. However, you should be mindful of the novelties and modifications introduced in the syllabus which may require new information.
- There is need to know that the key words that appear in the column of language competences matrix represent the conceptual framework in which the topic should fit, so due attention must be paid to them.
- Relate the topic to daily life situations. As far as possible, you should avoid using hypothetical examples which normally begin with "suppose" or "imagine".
- The methods used should be those which contribute to the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. They should be interactive in order to make the learning process interesting.
- You should be gender sensitive, and mindful of learners with special needs.
- You should not be a director of the learning process, instead you should allow the learners to make contributions at every stage of lesson development and discussion.

- Words of Arabic language should be carefully handled to ensure correct orthography and pronunciation.
- You should take note of peculiar words, stubborn terminology, words used frequently or misconceptions and stereotypes.

General Learning Outcomes

The learner;

- appreciates that whatever happens to man is from God and hence God is the Almighty and the Lord of creation.
- identifies his/her strengths and weaknesses; develops responsible behaviour as a youth and displays a positive attitude to working alone and with others using the God-given talents.
- appreciates the significance of charity and demonstrates values and benefits of sharing, interacting and living with different groups of people he/she meets in life.
- develops concern for the disadvantaged, oppressed, minority and the less fortunate.
- discovers the meaning of evil and suffering and develops the ability to accept and cope with suffering.
- appreciates the benefits of sharing useful information.
- develops skills of friendship formation and keeping true friendship.

Topic Outline

Theme	Term	Topic
Reading from the Qur'an	I	Surat-Al-Fiil
Tawhiid (Faith)		The Power of God
Figh (Practice)		Differences between *Zakah* and *Sadaqah*
Hadith (Traditions of the Prophet)		Road Usage and Enjoining others to do Good
History of Islam		Introduction of Islam in Uganda
Reading from the Qur'an	II	Unity of God verses 163-164 and 255-258 of *Surat Al-Baqarah*
Tawhiid (Faith)		*Kufr* and *Shirik*
Fiqh (Practice)		Recipients of *Zakat*
Hadith and Moral Teaching		Hygiene
History of Islam		Spread of Islam outside Buganda
Reading from the Qur'an	III	*Surat Al-Kafirun*
Tawhiid (Faith)		Worship
Fiqh (Practice)		Ratio of *Zakah*
Hadith (Traditions of the Prophet)		Uprightness and adolescence
History of Islam		Islam in Buganda

Term I

Theme 1: Reading from the Qur'an

Topic 1: *Surat Al-Fiil* (Chapter 105) 7 Periods

Background

This topic explores an event that happened in the year 570 AD - of the birth of Prophet Muhammad (PBUH). Intoxicated with power, Abraha, an Abyssinian King invaded Mecca. He had wanted to assume its leadership but Allah saved the city. This topic warns transgressors against their mischief, as it gives assurance to those who have trust in Allah that they have His security bestowed on them. The topic will help learners to develop the ability to refrain from evil doing and to work towards the well being of their societies.

Learning Outcome

The learner develops understanding and appreciation for the content of the *Surah,* adopts and practices values advanced in this *Surah* and demonstrates life skills for maintaining security in society.

Resources

- Qur'an
- picture of *Kabah*
- picture of small birds
- picture of a baked clay

Methods

- Storytelling
- Rote method
- Discussion
- Question and answer

Life skills

- Appreciation
- Respect
- Decision-making
- Hope

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • recites *Surat Al-Fiil.*	The learner pronounces, spells, writes, reads and uses the following words related to the topic correctly: – flights of birds – baked clay – invade – mischief – transgressor – evil	• Recitation of *Surat Al-Fiil.* (Chapter 105). • Memorisation of the *Surah.*	• Inviting a mullah or school sheikhs to assist recite the Surah correctly. • Using the learners' prior knowledge of Qur'an recitation to have them read the verses. • Using a rote method to ensure that the Surah is memorised. • Rehearsing the recitation to ensure proper pronunciation of the verses.
• interprets the meaning of the *Surah.*		• Meaning of the *Surah.*	• Brainstorming on the meaning of Surah. • Letting learners copy in their notebooks the meaning of the Surah. • Ensuring that learners are writing the correct meaning.

Subject Competences	Language Competences	Content	Suggested Activities
• relates the *Surah* to his/her daily life.		• Importance of the *Surah* and relevance to daily life.	• Using the meaning of the *Surah* to show how the Surah relates to the learners' daily life. • Helping learners to tell the story of Abraha. • Finding out how the story of Abraha relates to the learners' lives.

Guidance to the Teacher

- Invite a mullah to recite the *Surah* correctly.
- Help the learners recite and memorise the *Surah*.
- Ask the learners to relate the message in the *Surah* to their daily life.
- Devise methods that will cater for learners with special needs.
- The main theme of the *Surah* is "God's power,'' create scenarios, or give real life situations of the way God has saved or can save believers through miracles.
- Ask the learners to give personal testimonies on how God has saved them from difficult situations.
- Help the learners recite and use correctly the key words of the *Surah* e.g. flights of birds, transgressor, etc.
- Use the learners to dramatise the story of Abraha.

Suggested Competences for Assessment

The learner;

- recites *Surat Al – Fiil.*
- gives the meaning of *Surat Al-Fiil.*
- narrates the story of Abraha.
- relates the message in the *Surah* to daily life.

Allocation of Periods

- Recitation and memorisation of the Surah (3 periods)
- Meaning of the Surah (2 periods)
- Importance and relevance to daily life (2 periods)

Theme 2: *Tawhiid* (Faith)

Topic 2: The Power of God — 5 Periods

Background

The Sixth Article of faith in Islam is belief in the power of God reflected in divine decree *(Qadha)* and predestination *(Qadar).* Muslims believe that whatever befalls man is from Allah whether good or bad. If something good happens, a Muslim thanks God and shows his/her gratitude to Him by saying: *Al hamdu Lillah* (thanks be to Allah). If something bad happens to a Muslim, he/she says: *Inna Lillahi wa inna ilaihi raj'un* (we belong to Allah and to Him is our final destination).

Learning Outcome

The learner develops awareness that ''whatever happens to man is from God the Almighty and the Lord of creation'' and applies this awareness in his daily life.

Resources

- Qur'an
- Chart bearing pictures of God's creatures
- Pictures of *Kabah,* mosques and other holy places showing God's signs on earth

Methods

- Discussion
- Rote method
- Drama
- Demonstration

Life Skills and Values

- Self-confidence
- Taking decisions with firmness
- Courage

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • explains the power of God. • explains the way the topic is related to daily life. • explains divine decree and predestination.	The learner; • recites the following phrases: – Al-Hamdu Lillah – Inna Lillahi wa Inna ilaihi Raji*'un*. • Interprets correctly the meaning of the above phrases and specifies the occasions on which they are recited. • Uses the following words related to the topic correctly: – *Qadha* – *Qadar* – divine decree – pre-destination	• God's power and control of the universe. • God's mastery over creatures. • Belief in divine decree and pre-destination. • Relevance of the belief in divine decree and pre destination to daily life.	• Using tokens to elicit an appropriate response from learners by reciting an appropriate phrase i.e. "thank you". • Reciting an appropriate Islamic phrase for accidents and unfavourable events. • Reciting an appropriate Islamic phrase for favourable events.

Guidance to the Teacher

- Use this occasion to rehearse with learners various Islamic phrases that a Muslim recites at different occasions, e.g. when going to bed, after sneezing, when going to the toilet, etc.
- Tell them that the phrase "*Al-Hamdu Lillah*" is said always in Arabic and covers the whole range of fortunes a learner may get e.g. good marks, passing examinations, being elected a perfect, accomplishing a given task successfully. On the other hand the phrase "*Inna Lillahi …*" covers a whole range of accidents, and unfavourable incidents e.g. forgetting one's book at home, failing a test, power going off, etc.
- Be mindful of learners with special needs.
- Try to relate this topic to the previous one because both of them deal with God's power.

Suggested Competences for Assessment

The learner;

- explains God's powerful and control of the universe.
- discusses God's mastery over creatures.
- gives the relevance of the belief in divine decree and predestination to daily life.

Allocation of Periods

- God's mastery over creatures (1 period)
- Belief in divine decree and predestination (2 periods)
- Relevance of the belief in divine decree and predestination to daily life (2 periods).

Theme 3: *Fiqh* (Practice)

Topic 3: Difference between *Zakah* and *Sadaqah*
3 Periods

Background

Zakah is the fourth pillar of Islam while *Sadaqah* refers to any favour a Muslim does in good faith to another person. Some favours which are called *Sadaqah* are simple and negligible e.g. greeting a fellow Muslim with a smile. Whereas *Zakah* is obligatory to those who can afford it, *Sadaqah* is optional.

Learning Outcome

The learner understands and appreciates the significance of Sadaqah and demonstrates values and benefits of sharing and generosity.

Resources

- A chart displaying differences between Zakah and Sadaqah
- A chart displaying benefits of *Sadaqah*

Methods

- Discussion
- Drama
- Demonstration

Life Skills and Values

- Generosity
- Kindness
- Co-operation

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • mentions the difference between Zakat and Sadaqah. • defines Sadaqah. • describes the significance of Sadaqah and Zakah.	The learner defines the following terms correctly: – Zakah – Sadaqah – charity	• Definition of Sadaqah. • Difference between Zakah and Sadaqah. • Relevance of Sadaqah to daily life.	• Identifying differences between *Zakah* and Sadaqah. • Mentioning any good things they have ever done to help those in need. • Mentioning any voluntary activities they have ever participated in at school: • membership to wild life - child to child - scouts and guilds - environmental alert

Guidance to the Teacher

- You should be careful when handling *Zakah,* because payment of *Zakah* is a rare practice in Uganda. However, you should capitalise on *Sadaqah* which is more common.
- Explain *Sadaqah* in a broad sense of sharing:

– information
– joy and pleasure
– physical items
– ideas

- Slow learners and those with special needs should be catered for.
- You should not go into details of *Zakah* collection and distribution. These details are handled elsewhere. You should only concentrate on the difference between the *Zakah* and *Sadaqah.*

- Help the learners remember that *Zakah* is a pillar of Islam.
- Much as there is a difference between *Zakah* and *Sadaqah,* there is an overlap between the two. For example they both target the same categories of people using different means.
- Help the learners identify the variety of local usage of the word "*Saddaka"* e.g. "sacrifice".
- Encourage learners to share.

Suggested Competences for Assessment

The learner;

- gives difference between *Zakah* and *Sadaqah.*
- defines *Sadaqah.*
- explains the relevance of Sadaqah to daily life.

Allocation of Periods

- Difference between *Zakah* and *Sadaqah* (1 period)
- Definition of *Sadaqah* and its relevance to society (2 periods)

Theme 4: *Hadith* (Traditions of the Prophet (pbuh)

Topic 4: Road Usage and Enjoining others to do Good (Counselling) 8 Periods

Background

This topic explains 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. Muslims are also urged to share all useful information. This topic is intended to help the learners develop life skills for associating with other people amicably.

Resources

- Qur'an
- *Hadith* books
- Picture of a road
- A chart showing different roads

Methods

- Narration
- Guided discuss
- Excursion
- Question and answer
- Storytelling
- Poem

Life Skills and Values

- Devotion
- Effective communication
- Respect
- Association
- Friendship formation

Learning Outcomes

The learner;

- understands and appreciates the message contained in the *Hadith*, adopts rules for road usage and demonstrates ability to interact with other road users.
- develops the desire to do good and shares useful information and urges other Muslims to do the same.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • narrates one *Hadith* concerning Road usage and enjoining others to do good. • tells the meaning of the *Hadith.* • relates the message contained in the Ha*dith* to daily life.	The learner pronounces, spells, writes, reads and uses the following words related to the topic correctly: • road usage • enjoining • sharing information • counselling	• *Hadith* concerning road usage and enjoining others to do good. • Meaning of the *Hadith.* • Relevance of the *Hadith* to daily life.	• Using the learners' prior knowledge to introduce the topic, e.g. ask learners about the road signs they know and their usefulness. • Asking the learners to tell their experiences while on the road. • Narrating the given prophetic *Hadith.* • Guiding the learners to discover the importance of the *Hadith.* • Guiding the learners to compose or recite a poem on road usage.

Subject Competences	Language Competences	Content	Suggested Activities
			• Telling the learners to write the *Hadith* in their notebooks. • Asking learners to tell their experiences about the way they share useful information, and urge others to do good things (counselling and guidance).

Guidance to the Teacher

- Divide learners into groups depending on the size of the class.
- Let each group write down how they can help others to do good.
- Ask the learners what one would do if one found an old woman going to cross a road.
- Make arrangements for learners with special needs.
- You can narrate the following *Hadith*: **Muhammad (PBUH) Said:**
- "Avoid sitting on the road junctions." The companions said "O Prophet of Allah, they are our meeting points for conversation". The Prophet said "If you have insisted, then accord the road its rights". They said "O, Prophet of Allah, what are the rights of the road?"

  The prophet said "Lower gaze, remove harmful objects, answer the greeting, enjoin others to do good and forbid evil".
- Brainstorm with the learners on the meaning, spelling and use of the key words found in the topic.

- Guide the learners to write a story on road usage.
- Help the learners discover the meaning of the *Hadith.*
- Write fill-in-notes on the chalk board and ask learners to fill them.
- Use the same method to assess the lesson.

Suggested Competences for Assessment

The learner;

- narrates one *Hadith* concerning road usage and enjoining others to do good.
- tells the meaning of the above mentioned *Hadith.*
- outlines lessons learnt from the *Hadith.*

Allocation of Periods

- *Hadith* concerning road usage and enjoying others to do good (3 periods)
- Meaning of the *Hadith* (3 periods)
- Relevance of the *Hadith* to daily life (2 periods).

Theme 5: History of Islam

Topic 5: Introduction of Islam in Uganda

5 Periods

Background

Islam was introduced in Uganda in 1844 by traders. The first Arab to visit Kabaka Suuna II's court was Ahmad Bin Ibrahim from Zanzibar. By the 19th Century, Arabs had settled at the coast of East Africa. They left their homes because of conflicts and wars. Ahmad Ibin Ibrahim persuaded Kabaka Suuna II to join Islam. Kabaka Sunna was reluctant, but all the same he learnt some chapters of the Qur'an and persuaded the courtiers to join Islam.

The learner is expected to explain the coming of the Arabs and the introduction of Islam in Uganda and appreciate circumstances under which Islam was introduced in Uganda.

Learning Outcome

The learner develops appreciation for the circumstances under which Islam was introduced in Uganda.

Resources

- Pictures of Suuna and Ahmad Bin Ibrahim
- Map showing Arab early settlements along the coast of East Africa

Methods

- Discussion
- Role play
- Drama

Life Skills and Values

- Creative thinking
- Appreciate change

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains the coming of the Arabs. • gives an account of the introduction of Islam in Uganda during the 19th Century. • explains circumstances of introducing Islam in Uganda.	The learners uses the following words related to the topic: – settlement – migration – coast – circumstances – century – courtier – Kabaka – Arab	• Coming of Arabs. • Introduction of Islam to Uganda. • Circumstances of the introduction of Islam in Uganda. • Relevance of Islam to Ugandan cultural heritage.	• Asking the learners to give their experiences in migration. • Identifying the causes of migration. • Discussing the outcome of the interaction between Arab settlers and the local people. • trade • new religion (Islam) • Swahili culture

Guidance to the Teacher

- This topic is also taught in Social Studies, so the learners may be familiar with the content.
- Encourage the learners to discover the effects of Islam on indigenous cultures.
- Use appropriate methods that will not discriminate against learners with special needs.

- Spend little time discussing the coming of the Arab and spend more time discussing the results of their coming and the way their coming influenced local society in various aspects of its life, e.g.
    i) diet
    ii) dress
    iii) religion
    iv) language
- The coming of Islam did affect those who converted in a significant way as a new culture called Swahili emerged.

Suggested Competences for Assessment

The learner;

- gives reasons for the coming of the Arabs to Uganda.
- explains the circumstances of introducing Islam in Uganda.
- outlines the relevance of introduction of Islam to Uganda to daily life.

Term II

Theme 1: Reading from the *Qur'an*

Topic 6: Unity of God Verses 163 – 164 and 255 – 258 of *Surat Al-Baqarah* 8 Periods

Background

This topic contains verses from the Qur'an that explain the necessity to acknowledge the unity of God. Unity in diversity in nature and the social laws of human society are also reflected.

The wonderful examples cited in this topic concerning diversity in nature are intended to enhance our view and to prepare us for the laws regulating daily routine and ordinances which follow.

Learning Outcome

The learner develops understanding and appreciation for the message contained in the verses, adopts values advanced therein, and demonstrates ability and readiness to adhere to Allah's ordinances.

Resources

- Qur'an
- Chart showing various objects of nature
- Chart showing a life cycle which represents unity in diversity

Methods

- Recitation
- Rote method
- Discussion
- Demonstration
- Drama
- Excursion

Life Skills and Values

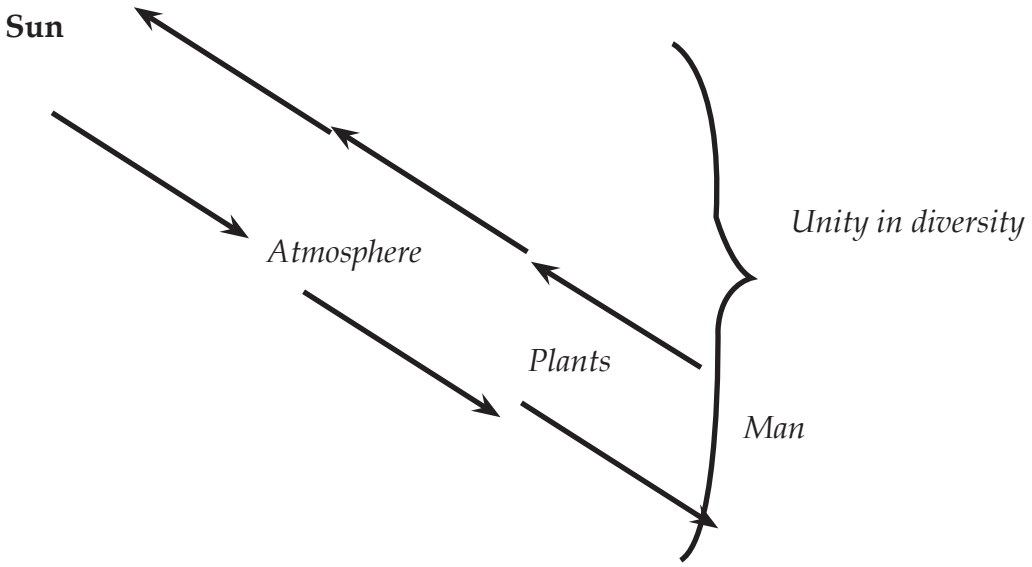
- Appreciation
- Respect
- Devotion

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • Recites selected verses from *Surat Al-Baqara,* i.e. Q2: 163 – 164 and 255 – 258. • explains the meaning of the selected verses.	The learner; • spells, pronounces, writes, reads and correctly uses the following words related to the topic: – nature – natural laws – ordinance – Ayat Al-Kurs*i*	• Recitation of Surat *Al-Baqara* verses 163 – 164 • Recitation of Surat *Al-Baqara* verses 255 – 258 *(Ayat Al-Kursi)* • Meaning of the selected verses.	• Using the learner's prior knowledge to study verses 163 – 164 of *Surat Al-Baqara.* • Putting learners in manageable groups and asking each group to read after you. • Using a rote method and supervising the learners' recitation session. • Allowing each group to read as you correct their mistakes. • Asking individual learners to recite while others are listening. • Guiding the learners to discover the meaning of the given verses.

Subject Competences	Language Competences	Content	Suggested Activities
• explains the way they relate to daily life.		• Relevance of the verses to daily life.	• Helping the learners discover how unity of God leads to unity of humanity. • Using a chart to explain various natural creatures as described in Q 2: 163 – 164. • Telling learners how the messages in the verses relate to the learner's daily life.

Guidance to the Teacher

- You should explain the relationship between the unity of God which is traditionally treated as a theological issue and the unity in diversity in the universe. Everything in the universe obeys laws of God (traditionally called laws of nature or physical laws). This is what is meant by "worship" in a broad sense. Q.255-258.
- You may use appropriate examples to demonstrate unity in diversity:
  - a being with diverse attributes – man
  - life cycle



- Use methods that will accommodate learners with special needs.
- *Ayat al Kursi* is an important verse. It is recited before going to bed, and is an important part of every "*Duwa*" (supplication to God".
- This group of verses contains the most important attributes of God.

Suggested Competences for Assessment

The learner;

- recites Qur'an chapter 2 verses 163 – 164.
- recites Qur'an chapter 2 verses 255-258.
- explains the meaning of the above verses.
- explains the way unity of God leads to unity in humanity.

Allocation of Periods

- Recitation of *Surat Al-Bagara* verses 163 – 164 (2 periods)
- *Ayat Al-Kursi* verses 255 – 258 (2 periods)
- Meaning of the above verses (2 periods)
- Relevance of the verses to daily life (2 periods)

Theme 2: *Tawhiid* (Faith)

Topic 7: *Kufr* and *Shirik* 7 Periods

Background

Kufr is rejection of what God has revealed. If a person fails to observe one of God's commandments because of temptation or negligence rather than rejection, such is not a *Kafir* but a sinner. If one fails to observe a commandment because of rejection, objection to it or arrogance, then such a person is a *Kafir*.

Shirk is an association of God with his creatures or a belief in false gods. It is the gravest of all sins. The learner is expected to, know the meaning of *Kufr, Shirk,* explain the difference between *Kufr* and Shirk as well as explain types of Shirk.

Learning Outcome

The learner becomes a model person who is morally upright and obeys God's commands.

Resources

- Chart displaying types of *Kufr* and *Shirk*
- Chart displaying seven grave sins.

Methods

- Role play
- Discussion
- Drama

Life Skills and Indicators

- Obedience
- Uprightness

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • defines *Kufr* and *Shirk*. • gives appropriate examples of the two. • traces the origin of Shirk. • explains types of Shirk. • relates the topic to daily life.	The learner defines the following terms related to the topic correctly. – Kufr – Shirk – minor *Shirk* – Riya	• Definition of K*ufr* and Shirk. • Origin of *Shirk.* • Types of *Shirk.* • Major *Shirk.* • Minor *Shirk.* • *Shirk* acts in our daily life.	• Building the lessons around the concept of "obedience and loyalty to authority" • Identifying the types of authorities – school authority – religious authority – civil authority

Guidance to the Teacher

- Kufr is basically a deliberate refusal to obey God's orders; this should be clearly mentioned to learners.
- Use the learner's knowledge about the concept of sin to introduce the topic *Kufr* and *Shirk.*
- Involve the learners in an attempt to discover the meaning of *Kufr* and then *Shirk.*
- Guide the learners to discover and write down the different types of *Shirk*.
- Ask the learners to identify the acts of Shirk performed in their societies.
- Be accommodative of learners with special needs.
- Tell the story of *Yaquth, Yau'qa* and *Nasra* which explains the origin of Shirk or worship of idols. If you do not know the story, ask the school Sheikh to assist you.

- Showing off (*Riya*) is a form of *Shirk.* Instead of doing things in order to please God, a person may choose to do things that please fellow human beings.
- Help learners identify Shirk acts in our daily life e.g. witchcraft, magic and sorcery.
- P6 learners are old enough to know about witchcraft, ask them to share their knowledge with others.
- Help the learners explain why witchcraft is considered Shirk.

Suggested Competences for Assessment

The learner;

- defines *Kufr* and *Shirik*.
- Outlines the different types of *Shirik.*
- mentions *Shirik* acts in our daily life.
- explains the origin of *Shirik.*

Allocation of periods

- Definition of *Kufr* and *Shirk* (1 period)
- Origin of *Shirk* (2 periods)
- Types of *Shirk* (2 periods)
- Shirk acts in our daily life (2 periods)

Theme 3: *Fiqh* (Practice)

Topic 8: Recipients of *Zakah* 6 Periods

Background

The Qur'an regards *Zakah* as an important pillar of Islam. It goes to length to explain all aspects of this pillar. It lists categories of the recipients of the *Zakah*. If *Zakah* were distributed to the categories mentioned in the Qur'an, there would be no economic inequalities in the world.

The categorisation of the recipients of *Zakah* is not haphazard, it is logical and purposeful and therefore well-justified. The learner is expected to know the 8 categories of the recipients of *Zakah* and give justification of the categorisation

Learning Outcome

The learner;

- develops appreciation for Islam's concern for the disadvantaged and the needy and its determination to solve their economic problems and promote their welfare.
- applies the knowledge acquired to help the needy in society.

Resources

- Qur'an
- Chart displaying the 8 categories of the recipients of *Zakah*
- Chart showing different types of needy people

Methods

- Discussion
- Drama
- Role method

Life Skills and Indicators

- Charity and generosity
- Care
- Concern

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • mentions 8 categories of the recipients of *Zakah.* • gives justification for the categorisation. • relates the topic to daily life.	The learner uses the following words related to the topic: – Zakah – needy – poor – Way Farer – heavily depted – cause of God – those whose hearts should be reconciled	• 8 categories of *Zakah* recipients. • Justification for these categorisation. • Relevance of the topic to daily life.	• Using real life examples to introduce the topic i.e. – the needy people – street boys • Identifying those who deserve *Zakah.* • Discussing the reasons why the eight categories deserve *Zakah.*

Guidance to the Teacher

- Identify among the learners those who belong to the 8 categories of the recipients of *Zakah.*
- Discuss with learners the benefits of charity and generosity.
- Be mindful of the learners with special needs.
- Refer to Theme 3 Topic 3 "Difference between *Zakah* and *Sadaqah*". The discussions under this topic will throw more light on the nature of *Zakah* and will help learners understand it better.
- Have you noticed that the 8 categories almost cater for all sections of society? Discuss this with the learners and find out which section of society is not covered?

- If Zakah is well managed, it will cater for different sections of society. This will include street children, those with low income, orphans, destitute, and learners who cannot pay school fees.
- Encourage learners to add more sections of society to this list.

Suggested Competences for Assessment

The learner;

- gives the 8 categories of the recipients of *Zakah.*
- gives justification for the categorisation of *Zakah.*
- explains the relevance of Zakah to daily life.

Allocation of Periods

- Recipients of *Zakah* (2 periods)
- Justification for the recipients (2 periods)
- Relevance to daily life (2 periods)

Theme 4: *Hadith* and Moral Teachings

Topic 9: Hygiene — 6 Periods

Background

Islam encourages hygiene in all activities of life. Many Islamic rituals have hygiene components e.g. circumcision, ablution, (major and minor) and toilet manners. The Prophet said "cleanliness is part of faith". Hygiene is the study and practice of preventing illness or stopping it from spreading by keeping things clean.

The learner is expected to explain the Prophet's teaching on hygiene, give different meanings of hygiene and explain the different types of hygiene.

Learning Outcome

The learner develops appreciation for Islamic teachings on hygiene and demonstrates good hygienic practices in daily life.

Resources

- *Hadith* books
- Newspaper cuttings
- Written materials about hygiene
- Pictures showing cleaning materials
- Charts and posters of non-hygienic items
- A chart showing people practicing personal hygiene
- A roll of toilet paper

Methods

- Discussion
- Rote play
- Drama

Life Skills and Indicators

- Self-awareness
- Critical thinking
- Self-esteem

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • recites one *Hadith* on hygiene. • gives the meaning of the *Hadith.* • explains different forms of hygiene. • gives the effects of poor personal hygiene. • outlines the materials used in personal hygiene.	The learner; • defines the following words related to the topic correctly: – hygiene – faith – cleanliness – personal hygiene – public hygiene • describes the effects of poor personal hygiene.	• A *Hadith* on hygiene: – meaning of the *Hadith* • Public and personal hygiene. • Materials needed for personal hygiene.	• Writing a list of school requirements that are needed for personal hygiene e.g. toilet paper, sanitary towels, etc. • Mentioning the hygienic activities they carry out e.g. bathing, ablution, etc.

Guidance to the Teacher

- Introduce this topic using question and answer techniques.
- Ask the learners to mention what they do before going for prayers.
- Ask them to mention the different types of hygiene.
- Tell the learners to list down the effects of poor hygiene e.g. diseases, being isolated by others, etc.
- Devise methods to cater for those with special needs.
- A *Hadith* on hygiene: The Prophet said, "cleanliness is part of *Iman* (faith).

- Hygiene is reflected in almost all Islamic rituals and behaviour, i.e.
  - Muslims remove their shoes when entering the mosque.
  - They wash parts of their bodies (ablution) five times a day.
  - They perform *Ghusl* (ritual bathing) very often.
- White is the preferred colour for Muslims' dress.
- The use of water is encouraged in all activities.
- Discuss toilet manners with learners and identify those prescribed by Islam in order to preserve cleanliness and purity.

Suggested Competences for Assessment

The learner;

- mentions one *Hadith* on hygiene.
- defines of hygiene.
- mentions the materials used in personal hygiene.
- explains the effects of poor personal hygiene.

Allocation of Periods

- A Hadith on hygiene (2 periods)
- Meaning of the Hadith and personal hygiene (2 periods)
- Materials needed for personal hygiene (2 periods)

Theme 5: History of Islam

Topic 10: Spread of Islam Outside Buganda

3 Periods

Background

Islam reached Uganda through trade between the Acholi and the Sudanese. Falaro in Acholi was an important trading centre. The Nubian soldiers also spread Islam to people they came into contact with especially around their military barracks. In Eastern and Western Uganda, Islam was spread by Baganda Missionaries and freed slaves especially in Toro and Bunyoro. The colonial policy in Uganda did not favour Islam, however, this hostility in a way helped the spread of Islam.

Learning Outcome

The learner appreciates the challenges that faced Islam which may have accelerated or slowed down its spread.

Resources

- History books
- Map of Uganda

Methods

- Discussion
- Role play
- Drama

Life Skills and Indicators

- Ability to predict future events
- Simulation
- Logical reasoning

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • explains the spread of Islam outside Buganda. • explains colonial policy towards Islam. • explains the impact of Islam on Ugandan culture.	The learner; • uses the following words related to the topic correctly: – colonial policy – spread – impact	• Spread of Islam outside Buganda. • Colonial policy towards Islam. • Impact of Islam on Ugandan culture.	• Helping the learners to discover methods through which Islam spread outside Buganda. • Identifying the problems between colonialists and Muslims. • Discussing with learners the impact of Islam on Ugandan culture e.g. *Kanzu,* Arabic words in local languages).

Guidance to the Teacher

- Use the previous topics namely introduction of Islam in Uganda and spread of Islam in Buganda as a background to this topic.
- Help learners discover the interrelatedness between the above three topics.
- Use methods that will favour those with special needs.
- The spread of Islam outside Buganda followed a different pattern:

– in the north, it was through trade and Nubian soldiers.
– in the west, it was through Baganda refugees and freed slaves.
– in the east, it was through Baganda missionaries.

Suggested Competences for Assessment

The learner;

- explains the spread of Islam outside Buganda.
- explains the colonial policy towards Islam.
- explains the impact of Islam on Ugandan culture.

Allocation of Periods

- Spread of Islam outside Buganda (1 period)
- Colonial policy towards Islam (1 period)
- Impact of Islam on Ugandan culture (1 period)

Term III

Theme 1: Reading from the Qur'an

Topic 11: *Surat Al-Kafirun* 6 Periods

Background

This is a Meccan Surah. It tells Muslims the way they should behave towards members of other religions. They should exercise tolerance. In matters of truth, Muslims should make no compromise. However, there is no need to persecute or abuse anyone because of his faith. The Meccans asked Prophet Muhammad (PBUH) to reconcile his new religion (Islam) with their paganism. They would then worship Allah alone one year, and worship the gods of Quraish the following year. This Surah rejects that attempted compromise.

The learner is expected to know that there is no compromise in religion. People should have freedom of worship and it is possible to have peaceful co-existence among adherents of different religions.

Learning Outcome

The learner develops appreciation for the meaning of the *Surah*, acquires life skills and develops the ability to relate amicably with others.

Resources

- Qur'an
- Resource person e.g. a sheikh
- Chart displaying the benefits of freedom of worship

Methods

- Recitation
- Rote method
- Discussion
- Role play

Life Skills and Values

- Freedom of worship
- Self-confidence
- Logical argument

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • recites *Surat Al-Kafirun*. • interprets the meaning of the *Surah.* • relates the message in the *Surah* to his/her daily life.	The learner reads, writes, pronounces and uses the following words related to the topic correctly: – Al Kafirun – freedom of worship – compromise – reconciliation	• Recitation of the *Surat Al Kafirun.* • Memorization of the *Surah.* • Meaning of the *Surah.* • Relevance of the *Surah* to daily life.	• Using the learners' experience to introduce the new topic. • Identifying the different types of worship for members of other religions.

Guidance to the Teacher

- Invite a mullah or a school sheikh to assist to recite the *Surah* correctly.
- Supervise the recitation by the learners individually, and ensure memorisation.
- Help learners explain the meaning of the *Surah.*
- Use methods that will not discriminate against learners with special needs.
- Select 5 pupils and ask them to parade, give them labels of different religions and ask them to say prayers of the religions of their labels.
- The theme of this *Surah* is "tolerance". Give as many scenarios of people with different religions as possible and ask learners to suggest ways of living together in harmony.

Suggested Competences for Assessment

The learner;

- recites the *Surat Al-Kafirun.*
- memorises of the *Surah.*
- gives the meaning of the *Surah.*
- explains the relevance of the *Surah* to daily life.

Theme 2: *Tawhiid* (Faith)

Topic 12: Worship — 3 Periods

General Background

Worship is called *Ibadah* in Arabic. Allah created man and *Jinn* for nothing else but to worship. Hence whatever man does with an intention to please Allah is called in Islam worship and is rewarded. Islam does not differentiate between religious and mundane life. Since it is a complete way of life, Islam encompasses all aspects of life i.e. political, economic, social and moral. Even work and recreation are elements of worship if they are done in accordance with Islamic teachings. The phrase "*Bismlillah*" (in the name of Allah) is the most significant pronunciation in a life of a Muslim. It signifies that whatever is done is in the name of Allah the Almighty, the Absolute and the Omnipotent, so all human activities are dedicated to Allah.

The relationship between man and Allah is a master-servant relationship. By worshiping Allah and nothing else, man acknowledges the supremacy of Allah and man's absolute dependence on Him, as a servant.

Learning Outcome

The learner develops appreciation for the master – servant relationship between Allah and man.

Resources

- Qur'an
- Hadith
- Chart displaying various forms of worship

Methods

- Discovery
- Discussion
- Role play
- Drama
- Storytelling

Life Skills and Indicators

- Appreciation
- Recognition
- Commitment
- Loyalty

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • defines worship. • explains forms of worship. • explains Islam as a complete way of life. • relates the topic to daily life.	The learner pronounces, spells, writes and uses the following words related to the topic: – worship – Ibada – Bismillah – master – servant – Niyya	• Definition of worship. • Forms of worship. • Islam as a compete way of life. • Relevance of the topic to daily life.	• Using the experiences of the learners to introduce the topic. • Identifying different forms of worship, e.g. ritual, work, recreation, etc. • Discovering the fact that Islam is a complete way of life. • Identifying activities in life that fall under worship.

Guidance to the Teacher

- Explain the significance of "*Bismillah*" and its implication to the learners.
- Do not involve learners in advanced discussions of Islam as a complete way of life. At this level learners may not understand political, economic, and social aspects of life.
- Make extensive quotations from the Qur'an and *Hadith* with respect to learner's activities that are considered part of *Iman* or worship.
- Be mindful of the learners with special needs.
- Help the learners appreciate that worship is part and parcel of every religion.
- Use pictures to show to the learners the different places of worship.

Suggested Competences for Assessment

The learner;

- defines worship.
- gives the different forms of worship.
- explains how Islam is a complete way of life.

Allocation of Periods

- Definition of worship and forms of worship (1 period)
- Islam as a compete way of life (1 period)
- Relevance of the topic to daily life (1 period)

Theme 3: *Fiqh* (Practice)

Topic 13: Ratio of *Zakah* 4 Periods

Background

Before a Muslim pays *Zakah*, there are two things that must be taken into account, namely *Nisaab,* and the percentage that one pays for items that attract *Zakah. Nisaab* is the minimum quantity of items one should be in possession to qualify to pay *Zakah.* The question that arises is how much should one pay who is in possession of the minimum quantity (*Nisaab)* of a given item? If the answer is one goat per 40 goats for example, then the issue of ratios now sets in.

Learning Outcome

The learner develops the skill of calculating the ratios of *Zakah* for different items.

Resources

- Qur'an
- Hadith
- Chart showing *Nisaab* for different items
- Chart showing *Zakah* ratios

Methods

- Discovery
- Quiz
- Question and answer
- Discussion
- Drama

Life Skills and Indicators

- Counting
- Decision-making
- Calculation
- Appreciation

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • defines *Nisaab.* • calculates percentages of different items. • relates the topic to daily life.	• The learner pronounces, spells, writes, and uses the following words related to the topic correctly: – Nisaab – ratio – percentage – calculate	• Definition of *Nisaab.* • Calculation of percentages of different items. • Relevance of the topic to daily life.	• Calculating percentages of 2 ½ for different figures (50, 100, 1000). • Comparing *Nisaab* with pass mark. • Leading an exercise of calculating pay as you earn (PAYE) taxes payable by teachers. • Helping learners to use the same skills in calculating ratios of *Zakah* items. • Discovering the logic behind *Nisaab* and ratios.

Guidance to the Teacher

- This topic involves knowledge of mathematics. Prepare your learners to handle mathematical tasks.
- Provide the learners with accurate formulae to enable them carry out calculation exercises of the *Nisaab* and ratios of *Zakah* items.
- Prepare a detailed chart showing the *Nisaab* and the ratios e.g. 40 goats – 1 goat, 5 cows – 1 cow.

- Use an approach that will cater for learners with special needs.
- Calculate the payable amounts on different items and put those amounts on a big chart.

Suggested Competences for Assessment

The learner;

- defines *Nisaab.*
- calculates percentages of different items.
- Explains the relevance of the topic to daily life.

Allocation of Periods

- Definition of Nisaab and calculation of percentages of different items (3 periods)
- Relevance of the topic to daily life (1 period).

Theme 4: Hadith (Traditions of the Prophet)

Topic 14: Uprightness and Adolescence

10 Periods

Background

Uprightness is an Islamic virtue that is highly regarded. Prophet Muhammad (PBUH) gave guidelines to individuals to attain this virtue. It should be pointed out that many adolescents defy established value systems and adopt behaviour they copy from people of other cultures.

For this topic, we have cited one prophetic tradition. Its essence is to provide learners with information about the importance of uprightness and the dangers of moral decay. The topic will avail learners with skills for living in harmony within society.

Learning Outcome

The learner understands and appreciates the content of *Hadith,* adopts skills and practices values advanced therein.

Resources

- Qur'an
- Hadith
- Pictures of elders
- Pictures of young men and women
- A picture of a young man or woman greeting an elder

Methods

- Narration
- Discussion
- Storytelling
- Dramatisation
- Demonstration
- Sharing experiences

Life Skills and Indicators

- Hard work
- Cooperation
- Kindness
- Appreciation
- Responsibility
- Respect
- Friendship formation
- Devotion

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • narrates a *Hadith* concerning uprightness and adolescence. • tells the meaning of the *Hadith.* • relates the message contained in the *Hadith* to daily life.	The learner pronounces, spells, writes, reads, and uses the following words used in the topic correctly. – uprightness – adolescence – elders – juniors – authority – loyalty	• *Hadith* concerning uprightness and adolescence. • Meaning of *Hadith.* • The relevance of *Hadith* to daily life.	• Describing an upright person. • Identifying the problems of adolescence. • Discussing the benefits of respecting elders. • Describing learners' relationship with their parents and other elders. • Describing their relationship with their peers.

Guidance to the Teacher

- Invite a counsellor to talk to learners about uprightness and adolescence.
- Let the learners ask questions.
- Help the learners find out how to behave and what to do in the adolescent stage.

- Develop appropriate methods to cater for learners with special needs.
- Suggested *Hadith*: The Prophet said "He is not one of us who does not respect our elders and has no regard for our juniors".
- Discuss problems of a generation gap between elders and learners e.g.:
  - practices of old generation.
  - practices of new generation.

Suggested Competences for Assessment

The learner;

- gives one *Hadith* on uprightness and adolescence.
- defines adolescence.
- mentions the qualities of an upright person.
- explains the signs of adolescence.

Allocation of Periods

- *Hadith* concerning uprightness and adolescence (3 periods)
- Meaning of Hadith (3 periods)
- Relevance of Hadith to daily life (2 periods)
- Things most adolescents value (2 periods)

Theme 5: Islamic History of Islam

Topic 15: Islam in Buganda 8 Periods

Background

Islam in Buganda is associated with the struggle for power in the palace politics. Since its introduction during the reign of King Suuna II, Islam has been a palace religion. Thus, whatever took place in the palace did affect Islam in a significant way.

Muslims participated actively in the removal of Kabaka Mwanga and in the installation of Kabaka Kiweewa. The struggle for dominance in the palace politics led to religious wars of 1880s. These wars took place between protestants, who were representing British interests, Catholics who were representing French interests and the Muslims who were representing the Arab interests. During the time of Muteesa I, Islam reached the climax of its glory and was declared a state religion by Muteesa I. Muteesa I is to be remembered for his significant contributions to the spread of Islam in Buganda.

The learner is expected to describe Islam during the reign of Muteesa I and to explain the causes and effects of religious wars prevailing by then in Buganda.

Learning Outcome

The learner develops appreciation for the role played by Muteesa I in the spread of Islam and the circumstances under which Islam was spread in Buganda.

Resources

- A picture of Muteesa I welcoming the Arabs
- A picture showing Muteesa I receiving guns from Arabs

Methods

- Discussion
- Drama
- Rote play

Life Skills and Indicators

- Creative thinking
- Appreciation
- Respect

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • describes the role of Muteesa I in the spread of Islam. • gives an account of the causes of religious wars in Buganda. • explains the effects of religious wars in Buganda.	The learner uses the following words related to the topic: – Muteesa I – role – spread – religious wars – effects – causes	• Role of Muteesa I. • Golden age of Islam. • Causes of religious wars in Buganda. • Effects of religious wars.	• Asking the learners to say what they know about Muteesa I. • Developing the lesson basing on what learners know. • Helping the learners discover why the time of Muteesa I is considered the golden era of Islam in Uganda. • Explaining the causes of religious wars. • Discussing the effects of religious wars.

Guidance to the Teacher

- Ask the learners to tell what they know about Muteesa I.
- Help the learners to explain why Muteesa I's reign is called the golden era of Islam.
- Discuss with the learners the causes of religious wars.
- Let the learners say the effects of wars on society.
- Be mindful of the learners with special needs.
- Effects of religious wars:
  - political parties
  - Democratic Party (DP) for Catholics
  - Uganda People's Congress (UPC) for Protestants
  - Kabaka Yekka (KY) for Protestants and Muslims
- Use a history book to get facts about religious wars and their effects on society.

Suggested Competences for Assessment

- describes the role of Muteesa I in the spread of Islam.
- explains "The golden era of Islam", Muteesa's reign.
- gives the causes and effects of religious wars in Buganda.

Allocation of Periods

- Role of Muteesa I (2 periods)
- Golden age of Islam (2 periods)
- Causes of religion wars (2 periods)
- Effects of religions wars (2 periods)

Word List

TERM I	Flights of birds, baked clay, invade, mischief, transgressor, evil, *Al-Hamdu Lillah, Inna Lillahi* wa *Inna ilaihi Raji'un, Qadha, Qadar*, divine decree, pre-destination, *Zakah, Sadaqah,* charity, settlement, migration, coast, circumstances, century, courtier, Kabaka, Arab
TERM II	Nature, natural laws, ordinance, *Ayat Al-Kursi, Kufr,* Shirk, minor *Shirk*, *Riya,* needy, poor, *wa-farer,* heavily depted, cause of God, those whose hearts should be reconciled, hygiene, faith, cleanliness, personal hygiene, public hygiene, colonial policy, spread, impact
TERM III	*Al Kafirun,* freedom of worship, compromise, reconciliation, worship, *Ibada, Bismillah*, master, servant, *Niyya, Nisaab,* ratio, percentage, calculate, uprightness, adolescence, elders, juniors, authority, loyalty, Muteesa I, role, spread, religious wars, effects, causes.

Social Studies Syllabus

Introduction to the Primary Six Social Studies Syllabus

General Background

Social Studies (SST) is a course that is always matching with the current trends. The scope of the East African countries has changed from the three countries – Uganda, Kenya and Tanzania to include, Burundi and Rwanda. This therefore suggests that when teaching about East Africa, you should expand your horizons to include those added countries in the physical, social, political, environment and economic aspects. This is the reason why the SST theme for P6 is called "Living Together in East Africa".

Social Studies aims at developing subject and language competences, life skills and values through the learning outcomes. You are therefore reminded to teach language competences following the basic rules of teaching English that is, reading, spellings, correct sentence construction, pronunciation, punctuation, word order and proper writing. English is the medium of instruction and all learners' responses are expected in it.

Rationale

The content in this P6 SST syllabus has been designed in an integrated style to enable the learner consolidate the knowledge, basic literacy and numeracy skills, values, attitudes and life skills for survival. The integrated nature of the subject helps the learners to understand and relate physical features with social and economic factors which in turn will enable them to cope with the ever-changing circumstances under which they live.

Changes that have been made:

- The inclusion of the expansion of the East Africa horizons.
- Making the SST subject more integrated by including aspects of economic activities history, geography, civic education and current affairs in East Africa in the same topic, where applicable.
- Uganda was covered in P5, however, it is recommended that whenever you are teaching any topic, start with Uganda as a

bench-mark (starting point, point of references). Therefore, the P5 SST Syllabus should be at your 'finger tips'.

You are reminded to take care of learners with special needs in your methodology of teaching.

Learning Outcomes

The learner;

1. demonstrates an understanding of map reading skills to interpret information.
2. demonstrates an appreciation of the value of physical features in the East African countries.
3. participates in protecting and caring for physical features.
4. demonstrates an understanding and appreciation of the value of climate to the people for a better environment, health and improved quality of life.
5. describes ways of conserving the vegetation; practice and demonstrate planting and caring for vegetation.
6. explains the importance of vegetation, shows concern for the environment which has been deprived of the vegetation and gives support to the community by providing skills of vegetation conservation and management.
7. promotes and practices desirable values in the society and shows respect and love for own and other people's values.
8. demonstrates an understanding of the evolution of human beings and their existence in the present times.
9. explores, understands and appreciates the values of an independent nation and the national symbols and embraces the principles of democracy in an independent country.
10. shows concern and appreciation to the founders of the political struggle for independence and recognises their efforts.
11. applies appropriate life skills to support and promote positive behaviour towards HIV/AIDS-related issues and regional social challenges.

General Methodology

The teaching Social Studies calls for the application of various methods which support the development of literacy, numeracy, behaviour change, proper attitudes, values and application of life skills. Such methods should encourage the integrated approach to SST. Therefore, the following generic methods are recommended for use.

Method	Specific
Discussion	• Brainstorming, debate, resource person, storytelling, small group discussion, interview, dialogue, guest speakers whole class discussion
Projection method	• Audio-Visual, video recording, slides, films, trips and audio-recording
Dramatisation	• Role-play, monologue, simulation, imitation, miming, play acting, characterisation
Exhibition	• Display, interest corner/centre, picture essays, demonstration, use of ground and wall maps and real objects
Representation	• Drawing, painting, sculpture, modelling, use of diagrams, charts, photographs, posters, pictures, work cards, colouring
Problem-solving	• Sorting, initiations, note making, puzzles and quizzes, word games
Inquiry or discovery	• Project assignment, research, field visits, excursion, resource persons, observations, recording, interviews, questionnaires, survey, experiment
Traditional	• Peer teaching, rote learning, lecture dictation
Techniques	• Recitation, drills, questioning, answering, narration, explanation, mind map, illustrations, description, mnemonics

Skills Developed in Teaching SST

a) Life Skills

A life skill is the ability to cope with any emerging situation both in happiness and difficulty.

For effective teaching of SST, you are advised to teach towards developing life skills in the learners. Suggested life skills and values are indicated at the beginning of every topic. You should make sure that the skills, values and attitudes are intentionally incorporated in your lesson plans as well as teaching and learning process. You will note that life skill(s) can not be developed within a single lesson. Each needs time. These skills are grouped into three categories.

1. **Life skills for living and knowing oneself**
   a) Self-awareness: knowing one's strength and weakness
   b) Self-esteem: having confidence in oneself
   c) Coping with emotions: one's ability to manage or deal effectively with situations or problems such as fear, love, anger, shyness, disgust and the desire to be accepted by others
   d) Coping with stress: overcoming of physical, psychological and emotional tension arising out of difficult situations
   e) Assertiveness: expressing one's feelings, needs or desires openly and specifically in a respectful manner
2. **Skills of knowing and living with others**
   f) Interpersonal relationship: ability to relate freely with others
   g) Friendship formation: ability to build/make meaningful and healthy associations with people
   h) Empathy: ability to understand and address other people's circumstances/problems and finding ways of helping them make the right decisions
   i) Peer pressure resistance: overcoming misleading influence from friends
   j) Negotiation: ability to come up with agreed positions
   k) Non-violence conflict resolution: ability to handle hostile situations or friction calmly and peacefully
   l) Effective communication: ability to express oneself clearly and appropriately

3. Skills of making effective decisions

m) Critical thinking: ability to explore possibilities of solving problems

n) Creative thinking: ability of come up with new ways of doing things, ideas, arrangements or organisations

o) Decision making: ability to make the right choice from alternatives

p) Problem solving: ability to identify, cope with and find solutions to difficult or challenging situations

b) Study Skills

A study skill is the ability to collect, analyse and use information during the teaching learning process. Some examples of study skills are: listening, observing, investigating, reading, writing, grouping/classifying, analysing, experimenting, collecting and recording information.

c) Manipulative Skills

A manipulative skill is the ability to express knowledge by the use of hands and other body parts. Some of these skills are displaying, drawing, painting, modelling, making cut-outs and all activities done using hands.

Values and Attitudes

Values are things we believe in and support openly that is orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness.

Attitudes are inner feelings manifested by actions like appreciation, cooperation, patience, tolerance, empathy and sympathy.

Audio-Visual Aids (Instructional Materials)

Teaching/learning aids are very important in the teaching/learning process because they make teaching and learning real and enjoyable. They reinforce learning and also attract learners' attention and motivates them. In the teaching and learning of SST, the following instructional materials may be used: reference books, textbooks, maps, charts, globes, flash cards, models, radios, televisions and the internet, among others.

Above all, you are encouraged to use the surrounding environment. This is a major source of teaching and learning aids. Among the things provided by the environment as teaching/learning aids are real objects

such as plants, animals, physical features, houses, factories, household property, social service centres like schools, health centres, hospitals, police stations and roads.

Instructional materials can make the teaching and learning effective if they are clear, bold, representative and attractive. Learners must be involved in the making or collecting some of the instructional materials.

You should select instructional materials putting into consideration the special needs learners as well.

Assessment of Pupils' Learning

Assessment of learning is a very important aspect of education. Educators agree that evaluation or assessment have a great impact on school learners. Learning in SST should be evaluated in terms of the stated outcomes and competences. The learner competences should be geared towards achieving cognitive, affective and psychomotor domains of the learning process.

The above areas represent the cognitive, psychomotor and affective domains of the learning process. These domains will be evaluated or assessed through simple tests, observations, checklists, oral tests, simple texts, objective tests, group projects, records of behaviour and classroom discussion.

The assessment and recording of both findings and results should be a continuous process. You are advised to assess learners using continuous assessment and written examinations.

Example of continuous assessment:

Develop a progress chart for learners. Assess the learners, topic after topic, in a term. Score learners on every topic out of 40%. At the end of the term, assess learners on written examinations out of 60%.

Sample table of progressive chart for continuous assessment

Name of child	Topic 1	Topic 2	Topic 3	Total	Average Mark
1. Bwayo Ivan	33	25	28	$\frac{86}{3}$	29

Topic Outline

Term I

Topic	Sub-topics	No. of Periods
1. The East African Community	• Historical Background of the East African Community (EAC) (1967-1977) – Countries that formed the East African Community – Location of countries that formed the EAC – Personalities involved – Objectives – Benefits – Reasons for the Collapse of the East African Community. • Revival of the East African Community (2001) – Countries that form the present East African Community and their locations – Personalities involved – Objectives – Benefits of the present EAC – National symbols of countries of the present EAC – Symbols of the present East African Community • Peoples of East Africa – The cradle of the people of East Africa – Ethnic groups of East Africa – Visitors to East Africa and their contributors – Organisation structure of long ago and today (social, political, economical, religion) – Factors that influence settlement of the people of East Africa – Population growth – Population distribution – Population density – Problems associated with population density – Solutions to the problems	50

Term II

Topic	Sub-topics	No. of periods
2. Major resources of East Africa	• Land – Plants – Animals (domestic and wild) – Cultivation (cash and food crops) – Tourism – Location of forests, game parks, and cash crops in E. Africa • Minerals – Types of minerals – Types of mining (traditional and modern) – Mineral distribution in East Africa – Minerals as a source of Income • Water – Drainage in E. Africa (lakes, rivers, oceans and swamps) – Uses of water in East Africa ➢ Fishing • Fishing methods (traditional and modern) • Fishing preservation (traditional and modern) • Importance of fishing to the people of E. Africa • Problems and solutions to the fishing industry.	30

3. Transport and Communication in East Africa	• Communication – Definition of communication – Traditional means of communication (drums, alarms, horns, smoke, specialised messengers, rock pictures/signs, trumpets, whistles – Challenges of traditional communication – Modern means of communication: post office – telegrams, mails; telephones – mobile, landline; radio calls; the internet; notice boards/ billboards; neon signs; e-mails; faxes, televisions – Challenges in communication – Solutions to overcome some challenges • Transport – Traditional means of transport in East Africa: water – dhows, canoe, rafts; foot; stretchers; bridges – ropes, logs, stepping stones; animals – Modern means of transport in East Africa: road – bicycles, foot, vehicles; railway; air; water – canoes/boats, ships, ferries, steamers; pipe lines – Advantages and disadvantages of various forms of transport	25

Term III

Topic	Sub-topics	No. of Periods
4. The Road to Independence in East Africa	• Colonial Period – Explorers – who they were, when they arrived and where – How they came, mission of coming, achievements, challenges – Colonialists, settlements, mode of administration – Impact of colonialists to the people of East Africa ➢ Positive ➢ Negative • Struggle for Independence in the East African Countries – Kenya Colony – Tanganyika (Tanzania) Territory – Uganda Protectorate – Burundi Colony – Rwanda Colony • Post Independence in the East African Countries – Leaders of the independent East African countries – Formation of republics in the East African countries – Current political parties of East African countries – Challenges of post independence East Africa • Democratic Rule in East African Countries – Definition of democracy – Democratic process – Political and civic education – Citizenship – Basic rights and responsibilities of citizens – Electoral process – Challenges of electoral process – Solution to the challenges	40

5. Responsible living in the East African Environment	• Environmental Protection – Sustainable use of the environment (afforestation, proper methods of farming) alternative energy use – Environmental conservation – Waste management i.e. recycling, sewage, etc • National Environment Management Authority (NEMA) – Climate change – Consequences of irresponsible living in the environment in East Africa ➢ floods ➢ mud/land slides ➢ desertification ➢ pollution of land, water, air ➢ diseases ➢ resource depletion ➢ over production of children – Solutions to the environmental problems	15

TERM 1

Topic 1: The East African Community

50 periods

Background

In P5, the learner was taken through the topics concerning our country, Uganda. This year, the learner will be introduced to the East African countries in the cooperation, the historical background of the cooperation, causes of separation and the revival of the cooperation. The East African Community (EAC) is an inter-governmental organisation. It currently comprises of five countries, namely: Burundi, Kenya, Rwanda, Tanzania and Uganda. The EAC was originally founded in l967, comprised of three countries, Uganda, Kenya and Tanzania but it collapsed in 1977. It was then officially revived in 2001, and in 2007, the EAC expanded to include Rwanda and Burundi.

The learner has already been introduced to the people of pre-colonial Uganda, their origin, settlement patterns, social-economic and the political organisations of different ethnic groups were also discussed in P5. Basing on what was learnt in P5, the learner will focus on EA countries, Uganda inclusive. The topic will tackle the ethnic groups, the tribes there in, their ways of life, migration pattern, settlement as well as the causes and effects of their migration in the old and new settlements. The learner will be exposed to the concept of population census and its importance to the Government as well as the people. The topic should be able to bring out clearly, who and how new religions were introduced and their influence on the peoples of East Africa.

Learning Outcomes

The learner;

- develops an appreciation of the importance of the East African Community and applies the acquired knowledge in everyday living.
- describes the ethnic groups and the cradle of human race and appreciates the contributions of the religions brought to East Africa.

– develops an understanding of the factors which influence population growth, distribution and how they affect planning for the people in East Africa.

Life skills

- Effective Communication
  - Clear pronunciation of term
  - Giving accurate information
- Friendship formation
  - Sharing with others
  - Solidarity
  - Working together
- Non-violent conflict resolutions
  - Using appropriate language
  - Resolving issues without fighting
- Negotiation skills
  - Using persuasive language
  - Demonstrating temper control

Values/Attitudes

- Respect
- Trust
- Appreciation

- Cooperation
  - Honesty
  - Patience
  - Unity
  - Respect

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • analyses the historical background of the EAC (1967 to 1977). • studies the map of East Africa and identifies the different countries and their sizes. • discusses the objectives and benefits of the EAC since 1967. • outlines and explains the services provided by the EAC (1967-77) • Locates the E.African countries on the map.	The learner; • constructs proper sentences using the following identified new words: – symbol – latitude – longitude – community – location – map reading – time zone • pronounces and writes correctly the different East African Community countries. • explains the new terms latitudes, longitudes	• Historical Background of the East African Community (1967-1977) – Countries that formed the East African Community (EAC) and their location – Main characters involved in the formation of EAC i.e. Obote, Nyerere and Kenyatta – Objectives	• Using a map of East Africa to name the countries that formed the EAC long ago. • Describing the position of East Africa using latitudes and longitudes. • Naming the presidents and personalities involved in forming the East African Community in 1967. • Discussing the reasons why the EAC was formed in l967. • Explaining the reasons that caused the fall of the EAC. • Discussing the challenges of the corporation. • Drawing an accurate map of E.Africa showing sister countries.

• identifies the factors that led to the collapse of the EAC. • studies the map of Africa and identifies the five East African Community countries. • compares their sizes. • describes their position in East Africa. • explains the revival and expansion of EAC.	• pronounces and writes the following terms: - cradle - archaeology • Uses the following key words in meaningful sentences: - archaeologists	– Benefits of the following corporations: ➢ East African Development Bank ➢ East African Posts and Disintegration/ Collapse of the EAC – Reasons for disintegration – Effects of disintegration • Revival of the East African Community (2001) – Countries that form East Africa (2000) – Location of former East African countries. – Presidents of the East African countries – Objectives – Presidents of the present EAC – Benefits to the individuals, the country, the EAC and beyond. – National symbols of East African countries	• Explaining 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. • Using atlases to study and identifying the five countries of the EAC. • Writing the description of the position of East Africa showing latitudes and longitudes. • Discussing in small groups the reasons for the revival and expansion of the East African Community. • Discussing the personalities involved, the benefits and how they contribute to the harmony of the EAC.

• describes the roles played by the different heads of states • discusses the objectives, benefits of the new formed East African cooperation • identifies the symbols of the countries of the present EAC. • explains the importance of the origin of human race. • draws a map of East Africa showing archaeological sites. • discusses the importance of historical sites.	• uses the following terms in meaningful sentences: - origin - migration - settlement - organisational structure - Missionaries - Catholic - Pentecostal - African heritage - Adventists - Protestant - Islam – Symbols of EAC	➢ Telecommunications ➢ The East African Railways and Harbours ➢ East African Literature Bureau ➢ The East African Court of Justice ➢ The East African Airways ➢ East African Customs and Excise ➢ East African Meteorological Department ➢ East African Examination Councils ➢ East African Tryponosomiasis Research – East Africa Headquarters – Secretaria	• Using prepared charts showing different national symbols to distinguish the symbols. • Outlining the symbols of the East African Community. • Role-playing the heads of state negotiating the revival of the East African Community. • Discussing the human origin and its importance • Using Atlas for studying, identifying and drawing archaeological sites in East Africa • Discussing the importance of historical sites. • Identifying ethnic groups of East Africa • Discussing the factors that influence movement and settlement patterns.

• identifies ethnic groups of East Africa. • discusses the factors that influence the movement and settlement patters of the people in East Africa. • traces the origin and movement of different ethnic groups in East Africa. • compares the past and present migration patterns. • discusses ways of living of the peoples of East Africa in the past and present. • discusses the administrative structure of the past and present.		• Peoples of East Africa - The cradle of human race in East Africa - Archaeological sites in the EAC - Importance of archaeological sites	• Using a prepared map to trace the origin of different ethnic groups • Comparing the past and present migration patterns • Discussing the factors that influence movement and settlement patters • Discussing ways of living in the past and present socially, politically, economically and religiously. • Discussing the administrative structure of the past and present East Africa

• described ways of worship of the people of East Africa in the past and present. • discusses the achievements and challenges experienced by missionaries in East Africa. • explains the impact of missionary work in East Africa to the people of long ago and present.	• uses the following key words in meaningful sentences: – census – population – population density – population growth – population distribution	• Ethnic Groups of East Africa - Classification of the peoples of East Africa (Bantus, Hamites [Kushites] Nilotics, and others) - Origin, migrations and settlement • Organisational Structure of the Major Ethnic Groups in East Africa - Socially - Economically - Politically - Religion	• Discussing the different religions of East Africa • Tracing the introduction of Christianity and Islam • Identifying who the missionaries were and why they came • Discussing the achievements and challenges experienced by different missionaries. • Explaining the impact of missionary work to the people of long ago and present. • Discussing the factors that influence settlement in East Africa. • Explaining factors contributing to population growth. • Discussing the importance of census to the countries of the East African Community.

• analyses the factors which influence settlement and population growth in the past and present. • describes factors that influence population distribution. • draws a map of East Africa showing population distribution and density.		• Population in East Africa – Population growth – Population distribution – Population density – Problems associated with population density – Solutions to the problems	• Debating the advantages and disadvantages of population growth. • Discussing solutions associated with population density. • Drawing a map of East Africa showing population distribution.

Guidance to the Teacher

- Handle this topic in an integrated manner to enable the learner get meaningful knowledge.
- Introduce the topic by explaining the concept of cooperation beginning at home, school, and community levels.
- Using pair and group discussion, guide the learners to trace the history of the EAC.
- Ask the learners to identify and discuss the benefits of the EAC to the individuals, country, the cooperate countries and beyond, e.g. the common market, free movements, sharing coastal space, mobility of students for education, job opportunities, etc.
- Display the map of Africa as the learners identify the countries of EAC.
- Let the learners identify reasons for the collapse and the revival of the EAC.

- Using learners' experiences, identify their clans within their tribes. This could be done through brainstorming. Some learners might tell how they immigrated/migrated in that area where they. They can discuss or ask their parents to tell them why they moved to settle in that place.
- Together with the learners, locate the migration and movement patterns of the peoples of East Africa on the map.
- In the discussions, bring out how relief influences settlements of people. You should integrate in peoples' cultures.
- Teach the key words and ask the learners to use them in sentences and guided compositions.
- Guide the learners to make their own notes for you to mark.
- Consult widely from people, textbooks and the Internet for more information to widen your knowledge.

Suggested Competences for Assessment

The learner;

- 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.

- explains the religions of the people of East Africa of long ago and today
- describes the organisational structure i.e. centralised and decentralised.
- describes the factors that influence the settlement of the people of East Africa
- explains population growth in East Africa.
- describes population distribution in East Africa.
- explains the population density of East Africa.
- describes problems associated with population density and their solutions.

TERM II

Topic 2: Major Resources of East Africa

30 periods

Background

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.

Life Skills

- **Problem-solving**
  - Analysing differences in information
  - Making choices
- **Critical thinking**
  - Making the best use of available information
  - Taking decisions
- **Environmental awareness**

Values

- Trustworthiness
- Honesty
- Appreciation

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • defines natural resources. • identifies natural resources in the environment. • identifies the importance of plants as resources in the EAC. • locates major forests, game parks and crops on the map of East Africa. • discusses both traditional and modern methods of farming. • classifies traditional and non-traditional cash crops. • outlines problems and suggests solutions. • identifies the different types of animal resources.	The learner: • reads, pronounces and constructs correct sentences using the following key words: – vegetation cover – traditional cash crops – domestic and wild life • correctly uses the following key words in sentences: – minerals – mining – extraction – explosives	• Land – Plants (crops, forests) – Cultivation (traditional and current cash crops) – Animals (domestic and wild) – Tourism – Location of forests, game parks, and cash crops in East Africa • Problems Related to Land and their Solutions • Minerals – Types of minerals in East Africa – Specimens of minerals – Types of mining (traditional and modern) – Location of minerals on the map of East Africa – Minerals as source of income in east Africa	• Brainstorming on what natural resources are. • Visiting the nearby environment to identify different resources. • Discussing how plants contribute to the economic status of the EAC. • Using an Atlas to study the map of East Africa showing natural vegetation. • Identifying and locating the major forests, game parks and cash crops on the map of East Africa. • Discussing methods of farming and the crops grown in East Africa. • Discussing problems and suggesting solutions about forests, domestic and wild life and cultivation.

• identifies the different types of minerals in East Africa. • describes methods of mining. • discusses the importance of minerals. • identifies and locates minerals on a map of East Africa. • explains the uses of minerals to the people of East Africa. • collects samples of available minerals in the locality. • discusses problems faced in the mining of minerals in East Africa and suggests solutions.	– exploit – petroleum – mineral ores – rocks • correctly uses the following words in sentences: – hot springs – hydro-electricity – irrigation	– Problems of mining in East Africa – Solutions to the problems • Water – Drainage in East Africa (lakes, rivers, oceans and swamps) – Uses of water in East Africa ➢ Fishing – Fishing methods (traditional and modern) – Fish preservation (traditional and modern) – Importance of fishing to the people of East Africa. – Problems and solutions to the fishing industry.	• Identifying different types of animal resources • Stating traditional minerals and methods of processing. • Discussing ways of mining (traditional and modern) of minerals. • Discussing the uses of different minerals. • Identifying minerals in the present East African countries. • Explaining how minerals benefit the EAC. • Drawing the map of East Africa showing where minerals are located e.g. oil, diamonds, copper, etc. • Collecting samples of any available minerals in the locality. • Discussing problems of mining in East Africa and suggesting solutions.

• outlines the different types of water masses. • locates and draws lakes, rivers and oceans on the map of East Africa. • discusses the importance of lakes, rivers and oceans to the people of East Africa. • names types of fish. • describes both traditional and modern methods of fishing. • explains the importance of fishing to the people of East Africa. • discusses problems and suggests solutions related to fishing in East Africa.			• Brain storming different types of water masses of East Africa. • Identifying and locating oceans, lakes, rivers, and swamps on a map of East Africa. • Drawing a map of East Africa in an exercise book and indicating lakes, rivers, oceans. • Discussing uses of lakes, rivers, oceans to the people of East Africa. • Naming types of fish caught in East Africa. • Describing both traditional and modern methods of fishing. • Explaining the importance of fishing in East Africa. • Discussing problems and suggesting solutions related to fishing in East Africa.

Guidance to the Teacher

- Organise field visits for the learners to survey, collect, record and discuss the resources available in their environment.
- Organise for the learners to make notes about the resources available in their environment.
- Use map drawing and map reading skills to enable the learners to see the distribution of resources in East Africa.
- Bring out the advantages and challenges that stem from the existence of resources.
- Talk about the oil deposits in the East African countries and their likely economic impact.

Suggested Competences for Assessment

The learner;

- names 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 and relates ideas while debating.

Topic 3: Transport and Communication

25 periods

Background

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 fast. 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.

Life skills

- Effective communication
  - fluency
  - audibility
  - articulation
- Decision-making
  - innovativeness
  - logical thinking

Values

- Privacy
- Appreciation
- Concern

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner; • defines communication • names the different means of communication • records the different traditional means of communication • discusses the uses of the modern communication gadgets • analyses the advantages and disadvantages of the various communication systems in the past and today.	The learner; • correctly reads, pronounces and uses the following terms: – the internet – e-mail – fax – land lines – mobile/ cell phones	• Communication – Definition of communication – Traditional means of communication (drums, alarms, horns, smoke, specialised messengers, rock pictures/ signs, trumpets, whistles) – Challenges of traditional communication – Modern means of communication (post office – telegrams, mails; telephones – mobile, landline; radio calls; the internet; notice boards/ billboards; neon signs; e-mails; faxes; television). – Challenges in communication – Solutions to overcome some of the challenges	• Brainstorming on the meaning of communication. • researching from the elders on the types of communication used long ago. • Sensitising 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. • Discussing the advantages and disadvantages of the different means of communication. • Collecting pictures of gadgets of the various means of communication. • Making models of the different communication gadgets. • Creating a communication corner and displaying different types of communication gadgets.

• collects pictures of various means of communication from magazines, newspapers, etc and displays them. • makes models of the different communication gadgets. • identifies the importance of the different means of transport in East Africa.	• writes and reads guided compositions on: – traditional transport and modern systems of transport. • correctly uses the following words: – canoes/ boats – stretchers – bridges – railway – ferry – pipelines – steamers – liners – tankers – cargo – containers	• Transport – Types of transport – Traditional means: ➢ water – canoe, rafts, dhows ➢ Foot ➢ Animals ➢ Ropes ➢ Legs ➢ stepping stones ➢ bridges – Modern means: ➢ Road ➢ Railway ➢ Air ➢ Water ➢ Pipeline – Advantages and disadvantages of various forms of transport – Solutions to transport problems in East Africa e.g. traffic rules, etc.	• Drawing and locating the major transport network systems i.e. roads, railways, airports and ports on the map of East Africa. • Discussing the means of transport used long ago and today. • identifying the different goods and services transported by the various means of transport. • Documenting the major products being transported in their area, and by what means. • Presenting the findings in charts and displaying them in the class. • Discussing dangers and solutions related to the different means of transport in East Africa.

Guidance to the Teacher

- Ask the learners to use their experiences and describe the means of transport and communication systems available in their communities.
- Build on the information derived to bring out the following:
  - Traditional systems (canoes, boats, stretchers, on foot, ships, drums, alarms, horns, smoke, specialised messengers, rock pictures/signs, trumpets, whistles)
  - Modern systems (bicycles, vehicles, trains, aero planes, animals, pipelines, containerisations; post office – telegrams, mails; telephones – mobile, landline; radio calls; the internet; notice boards/billboards; neon signs; e-mails; faxes; television)
- Use pair and group discussions to bring out the advantages and disadvantages of traditional and modern systems of transport and communication.
- Guide the learners to write compositions bringing out the importance of communication systems in East Africa.
- Use the map of East African to show the roads, railways and air networks in East Africa.
- Discuss problems related to transport and how to overcome them.

Suggested Competences for Assessment

The learner:

- defines 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.

TERM III

Topic 4: The Road to Independence in East Africa

40 periods

Background

The learners have already learnt that some people from other lands came to East Africa. These people had different aims and interests. Among them were administrators, commonly referred to as colonialists. They had a different administrative setup that suppressed the indigenous people's way of living. Time came when unrest was felt in these five East African countries and forced some key people to lead the struggle to get rid of foreign administration.

In the process of teaching this topic, try to bring out the positive and the negative things associated with colonial rule. Show why the revolutions started, methods used and the achievements in each of the five countries. The topic should also bring out the meaning of the terms `republic' and `democracy'.

Learning Outcome

The learner knows the rights of a citizen and applies the democratic processes in selecting leaders.

Life Skills and Values

- Effective communication
  - Writing meaningful essays
  - Presenting information logically
- Critical thinking
  - Making the best use of information available
  - Selecting and evaluating information
- Non-violent conflict resolution
  - Resolving issues without fighting
  - Decision making
  - Freedom of speech
  - Using appropriate langue

Values/Attitudes

- Respect
- Obedience
- Honesty

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • outlines positive and negative contributions of foreigners to East Africa. • demonstrates positive contributions of explorers, colonialists and missionaries who came to East Africa. • draws maps showing journeys of foreigners in East Africa. • identifies the benefits from the struggle against foreign rule in East Africa. • explains the political, economic and social situation of the present independent East African countries.	The learner; • correctly pronounces and uses the following identified key words in sentences: – administration – explorer – democracy – republic – direct rule – indirect rule	• Colonial Period – Explorers: who they were, when they arrived and where, how they came, purpose of coming – Achievements, settlements and mode of administration – The challenges of colonial rule – Impact of colonialists to the people of East Africa: ➢ positive ➢ negative	• Identifying different foreigners who came to East Africa. • Explaining the purpose of their coming to East Africa. • Debating the contributions of the explorers, colonialists and missionaries to the development of East Africa. • Discussing the effects of the coming of foreigners on the East African's culture. • Discussing and developing a chart showing positive contributions of the missionaries and explorers which should be upheld in our society. • Drawing maps showing journeys of different foreigners in East Africa. • Writing a guided composition on the achievements and challenges met by the foreigners in East Africa.

• analyses the achievements of post independent East African countries. • differentiates the positives from the negatives of the independent East African countries. • defines democracy. • explains the importance of democratic rule in East Africa.	• Struggle for Independence in the East African Countries – Kenya Colony – Tanganyika (Tanzania) territory – Uganda Protectorate – Burundi Colony – Rwanda Colony	• Post-Independence in East African – Leaders of the independent East African countries – Formation of republics in the East African countries – Current political parties of the East African countries – Challenges of post independent East African countries	• Discussing the causes and effects of rebellions in East Africa. • Explaining the process of colonial rule in East Africa. • Identifying the key personalities who led the struggle for independence for the East African countries and the means used. • Identifying achievements as a result of the struggle and their effect on the people. • Identifying presidents who led from independence to date and their roles. • Discussing how the countries of East Africa became republics. • Identifying different current political parties in East Africa. • Discussing the challenges being faced and how to overcome them.

• identifies the role of the Electoral Commission in democracy. • describes ways in which one can be a citizen of a country. • discusses solutions to problems in the electoral process.	• Uses the following words in constructing sentences: – campaign – constituency – candidate – rigging – citizenship – civic education – basic rights – ballot papers – polling stations – incumbents	• Democratic Rule in the East African Countries – Definition of democracy – Democratic processes – Political and civic education – Citizenship – Basic rights of citizens – Electoral process – Challenges of the electoral process – Solutions to the challenges	• Defining democracy. • Describing ways in which one can be a citizen of a country (e.g. by birth, decent, registration, adoption). • Discussing the democratic process of governance in a country. • Identifying the role of the Electoral Commission in democracy. • Debating the rights and responsibilities of citizens. • Writing articles on democracy. • Writing a composition about the basic rights. • Drawing posters showing the democratic process. • Discussing the importance of political stability in East African countries. • Role-playing democratic ways of choosing a class monitor.

Guidance to the Teacher

- Begin the topic by reminding the learners about what they learnt in P5 on foreigners who came to Uganda, their achievements and shortcomings.
- Use the pair and group discussion methods and make sure that all the learners are participating in the discussions.
- Make use of role-plays to enable the learners get the concepts practically.
- Help the learners to write guided compositions and endeavour to mark them. Select some few children to read their compositions to the rest of the class.
- Discuss the meaning of key terms, like citizenship, democracy or any other identified terminologies during the teaching and learning process.
- Guide the learners to discuss the role of citizens in the governance of democracy.
- Guide the learners to role-play the democratic and undemocratic ways of choosing their leaders and hold a discussion of what they see and feel.

Suggested Competences for Assessment

The learner:

- exhibits good morals.
- writes on the good and bad 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 commission process.
- gives the importance of political stability in East Africa.

Topic 5: Responsible Living in the East African Environment 15 periods

Background

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 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.

Life Skills and Values

- Peer resistance
  - Defending one's decision
  - Standing by one's principles
- Values
  - Care for the environment
  - Love for the environment

Subject Competences	Language Competences	Content	Suggested Activities
The learner; • discusses the uses of the environment in East Africa. • outlines the positive and the negative environmental practices. • demonstrates proper uses of the environment. • demonstrates responsible living in the environment. • generates topics for debate on causes of climate change. • simulates newspaper articles on consequences of irresponsible environmental behaviour. • devises means of managing waste in the community.	The learner constructs sentences using the following identified new words: • environment • afforestation • conservation • waste management • irresponsible • NEMA • recycling • gulley • soil erosion • culture	• Environmental protection – Sustainable use of the environment e.g. afforestation, proper methods of farming, alternative energy use, conservation of the environment. – Waste management e.g. proper disposals, recycling of waste, sewage. – National Environmental Management Authority (NEMA) • Climate change – Consequences of irresponsible living in the environment: floods; mud/ landslides; desertification; pollution of land, water and air; diseases; resource depletion, over production of children. – Solutions to environmental problems	• Discussing the uses of the environment in E.ast Africa. • Brainstorming on the positive and negative environment practices. • Visiting the community and identifying good and bad environmental practices. • Carrying out intervention projects in the community. • Composing a poem/a song on environmental protection. • Generating topics for debate on causes of climate change. • Simulating newspaper articles on consequences of irresponsible behaviour. • Devising means of managing waste in the community.

Guidance to the Teacher

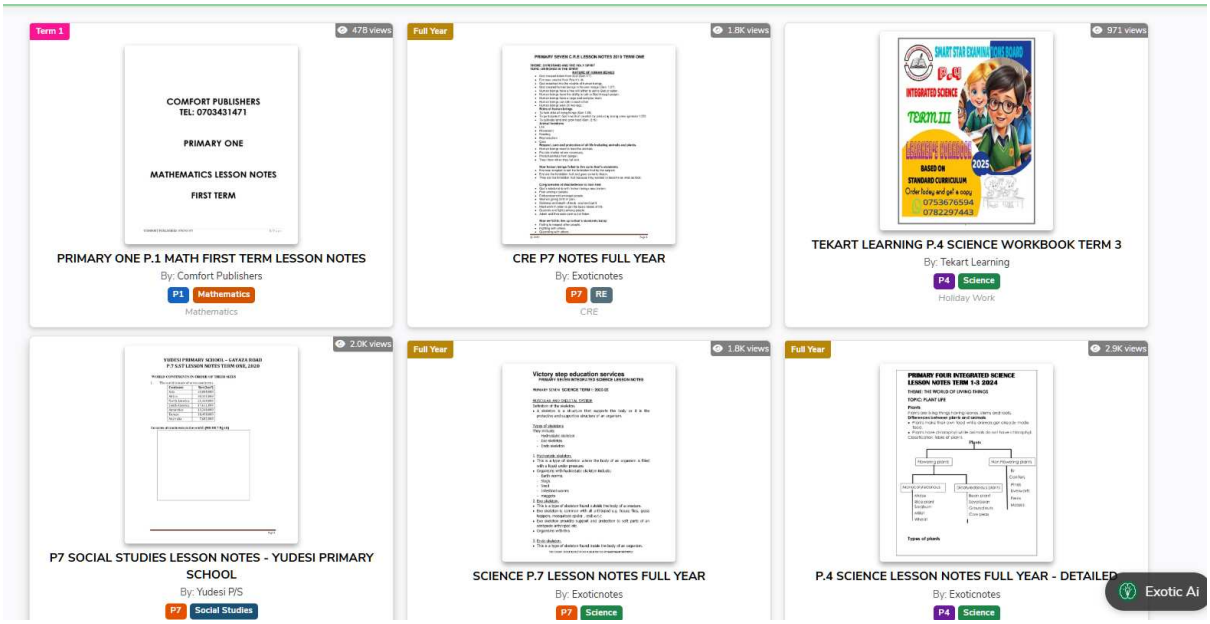
- This topic should be aiming at instilling good behaviour in the learners to be mindful of the importance of having an environment that is well cared for.
- The teaching should draw examples from the immediate towards the peripheral environment.
- Use a lot of discussions and visitations to look at and compare what is and what should be.
- Use the group discussion methods to enable the learners come up with suggestions on the importance of the environment to the individual, the nation and EAC. Also generate methods of conserving and managing waste in the environment.
- In small groups, let the learners discuss the consequences of environmental pollution and depletion.
- Organise the learners in small groups to compose poems and songs for sensitising the community and generating topics for debate on climate change.
- Involve the learners into becoming responsible citizens by developing good habits of managing and protecting our environment. Let them start by caring for the school and home environment.
- Guide the learners to plant trees and prepare seedlings for making tree nursery beds, etc.
- Let the learners take seedlings and plant at their homes and bring regular reports on the development and growth of the seedlings.

Suggested Competences for Assessment

The learner:

- 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.

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