

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

PRIMARY SCHOOL
ABRIDGED CURRICULUM
FOR UGANDA

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

PRIMARY 7



NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

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NATIONAL CURRICULUM DEVELOPMENT CENTRE

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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Content

Foreword v
Acknowledgement vi
ENGLISH 1
ENGLISH: TERM 1 4
ENGLISH: TERM 2 13
ENGLISH: TERM 3 20
MATHEMATICS 27
MATHEMATICS: TERM I 28
MATHEMATICS: TERM II 35
MATHEMATICS: TERM III 45
INTEGRATED SCIENCE ABRIDGED SYLLABUS 49
SCIENCE: TERM ONE 50
SCIENCE: TERM TWO 62
SCIENCE: TERM THREE 74
SOCIAL STUDIES 79
SOCIAL STUDIES: TERM 1 80
SOCIAL STUDIES: TERM II 90
SOCIAL STUDIES: TERM III 101
CHRISTIAN RELIGIOUS EDUCATION 109
C.R.E: TERM ONE 110
C.R.E: TERM TWO 116
C.R.E: TERM THREE 123
ISLAMIC RELIGIOUS EDUCATION 129

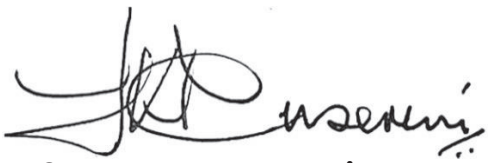
Foreword

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

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

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

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



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

Acknowledgement

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

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

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

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

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

Dr. Grace K. Baguma

DIRECTOR,

NATIONAL CURRICULUM DEVELOPMENT CENTRE

ENGLISH

General Background

Welcome to the Abridged English Language Syllabus. The syllabus has been abridged to help you cover all the content as you prepare learners for their Primary Leaving Examination. The candidates for this year missed almost all the Primary Six content due to the COVID-19 pandemic.

You should cover tenses taught in Primary Six to help the learner prepare for Primary Seven content. That content has been merged with that of Primary Seven Topic 1A: Holiday Plans.

During the teaching/learning process, employ methods of teaching such as demonstration, discovery, role play, group work and dramatisation, among others. These methods will give learners adequate opportunity to practice the vocabulary and structures they have learnt.

After effectively handling all the topics in Primary Seven, guide your learners in revising what they were taught in the previous classes. This, however, does not mean that you have to give them many pen and paper examinations. Devise other strategies of revising the previous work with them.

CRITICAL CHANGES	JUSTIFICATION
P6 Topic 4A.Capentry **Grammar** The use of present tense, present continuous tense and present Perfect tense This content has been included under Topic 1School Holiday ,A. Holiday Plans	This is to help the learner prepare for Primary Seven content,.
Topic 2: Letter Writing **Sub topic A: Informal letters:** This subtopic has been dropped.	This was previously covered in P5.

Topic 4:Electronic Media **A:Radio/Television** **Grammar** • If 1 conditional • If 2 conditional These have been dropped.	These were previously covered in P6 Term1 as well as in P5 Term 1.

ENGLISH: TERM 1

TOPIC 1: SCHOOL HOLIDAYS

Overview:
During school holidays, children meet different people whom they interact with at varying levels. They also carry out various activities. This topic will equip learners with skills and values to enable them to interact with others effectively.
Before you teach Vocabulary, begin by teaching the tenses that are covered in Primary Six. The content is included under Grammar.

SUB-TOPIC 1 A: Holiday Plans

Competences	Content	Suggested teaching and learning activities
The learner: • uses the vocabulary in sentences. • uses appropriate language to describe holiday plans. • tells stories related to holiday plans. • reads/ signs texts related to holiday plans.	**Vocabulary** Holidays, travel, plan, break up, prepare for, pick, remedial classes, vacation, relatives, pen pals, town, urban, rural, up-country, commence, end, board, birthdays, programme. **Language Structures** • ... going to ... (near future) – I am going to visit my parents next holiday.	-guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structure - reading texts (passages/poems/ dialogues/notices) - reciting /signing poems - acting dialogues - answering questions

• rewrites/signs texts/stories related to holiday plans. • answers oral and written questions.	• The use of question tags: You will go to the village next week, won't you? • Formation of reported speech **Grammar** The use of: Present tense Present Continuous tense Present Perfect tense • Participle tense • Active voice	- playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

SUB-TOPIC 1B: Holiday Activities

Competences	Content	Suggested teaching and learning activities
The learner: • constructs sentences using the vocabulary learnt. • uses appropriate language to describe activities and actions related to the topic. • narrates stories fluently and intelligently. • retells the story. • reads texts related to holiday activities. • answers comprehension questions. • constructs sentences using conditionals.	**Vocabulary** Study, farm, tour, camp, visit, begin, concert, show, cook, revise, housework, trip, tour, enjoy, nice, interesting, exciting, report, vacation, chores, routine, bash, fare **Language Structures** •If3 conditional If I had seen him in the holiday, he would have given me some money.	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structure - role playing - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories - dramatising

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Suggested Activities for Assessment

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

TOPIC 2: LETTER WRITING (Formal Letters)

Overview:

Letter writing is an important functional use of language. A learner in P.7 is expected to communicate through writing like when applying for jobs, making friends and giving information. This topic will equip learners with the skills of writing formal letters. However, you will begin the topic by revising the writing of informal letters which was covered in Primary Five.

Competences	Content	Suggested teaching and learning activities
The learner: • constructs oral and written sentences using the vocabulary and structures. • identifies the components of a	**Vocabulary** Surname, maiden name, address, introduction, conclusion, edit, salutation, formal, faithfully, sincerely, sign, signature, reply, advertisement,	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts

formal letter. • identifies the difference between a formal and an informal letter. • tells when formal letters are written. • writes/brailles formal letters. • interprets given formal letters.	application, vacancy, post, pp (person present), draft, for, c.c. (carbon copy), referee, re, Sir, Madam, Mr., Mrs., Ms., Hon, Dr., Rev., Miss, sister, professor, Post Office, e-mail, Internet, date, dear, formal, sign in, sign out. **Language Structures** • ... **is likely to** ... – Anna is likely to write to me. – I am likely to forget your address. •...**hardly**... – There is hardly anyone who has bothered to reply. • Barely … Barely 30% of the people applied for the position advertised. • … barely … The letter was barely legible. **Grammar** • Abbreviations like, pp., c.c., Mr., Dr. • Formation of adverbs	(passages/ dialogues/poems/ notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Suggested Activities for Assessment

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

TOPIC 3: EXAMINATIONS

Overview:

At Primary Seven, learners are preparing for their first national examination, where they will be required to respond to specific instructions. This topic is intended to equip learners with language and skills used during examinations.

SUB-TOPIC 3A: Preparation for Examinations

Competences	Content	Suggested teaching and learning activities
The learner: • uses the learnt vocabulary to construct sentences. • reads texts	**Vocabulary** Timetable, instructions, signature, index number, candidate, revision candidate's name, school name, time allowed, examiner,	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/

related to preparation for examinations. • writes/brailles texts related to preparation for examinations. • follows oral and written instructions on preparation for examinations. • constructs sentences using the given structures.	examination room, answer sheet, examination centre, briefing, questions, registration. **Language Structures** • … or else … You must revise your notes or else you will fail the examinations. • … look forward to … We look forward to sitting our final examinations. **Grammar** Adverbs: quite, rather	dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

SUB-TOPIC 3B: Sitting Examinations

Competences	Content	Suggested teaching and learning activities
The learner: • constructs oral and written sentences using the learnt vocabulary and structure. • follows oral and written instructions related to sitting examinations. • reads and interprets texts related to sitting examinations. • answers comprehension questions.	**Vocabulary** Pass mark, quality, time table, invigilator, supervisor, pass, instructions, ink, answers, marking, results, grades, aggregate, accurate, percent, cheat, malpractice, score, duration, leakage, work, disqualify, fail, pass slip, success, certificate, division. **Language Structures** • Whereas … Whereas many candidates passed the examination, Okello failed it. • … could … Cheating could lead to the closure of the examination centre. • … in spite of … Aboke came for the examination in spite of her being sick.	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences

	• In spite … In spite of her being sick, Aboke came for the examination. • Despite … Despite the fact that Zziwa was late, she completed her examination on time. **Grammar** Possessives: their, my, her, his, mine, and ours	- writing compositions - rewriting stories

Suggested Activities for Assessment

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

NATIONAL CURRICULUM DEVELOPMENT CENTRE

ENGLISH: TERM 2

TOPIC 4: ELECTRONIC MEDIA

Overview:
With the advancement of modern technology, learners need to be equipped with the language related to electronic media. This topic will enable learners to appreciate the electronic media in order to use it to easily access information. In this case, electronic media includes radio, television, and the Internet. The topic will build on what was covered in Primary Five, Topic 2 about Print Media.

SUB-TOPIC 4A: Radio and Television.

Competences	Content	Suggested teaching and learning activities
The learner: • uses vocabulary related to radio and television. • reads/signs and interprets information about radio and television. • writes information about radio and television.	**Vocabulary** Programme, music, channel, announcements, knob, volume, speaker, aerial, guide, station, presenter, studio, advert, news, entertainment, broadcast, gospel, pop, talk show, line-	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions

• answers oral and written comprehension questions. • constructs sentences using the given structures.	up, forecast, tune. **Language Structures** • … and so … Joan is a good presenter and so is Amina. • I like …. I like listening to gospel music. • I don't like … I don't like the new programme.	-playing spelling games - completing sentences - writing compositions - rewriting stories - writing news articles, adverts and announcements

Suggested Activities for Assessment

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

SUB-TOPIC 4B: Other Electronic Media.

Competences	Content	Suggested teaching and learning activities
The learner: • uses vocabulary related to other electronic media. • uses other electronic media to access information. • reads/signs and interprets information about other electronic media. • writes information about other electronic media.	**Vocabulary** Eject, on, off, aerial, CD, player, tape, recorder, disc, DVD, Internet, video, tune, press, record, connect, extension lead, compact, CD-ROM **Language Structures** • If + past simple + would/could verb – If I had a lot of money, I would record all the gospel music on one DVD. • … needn't … – You needn't have switched off the DVD because I was watching a nice movie.	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems. - acting dialogues - answering oral and written questions -playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

TOPIC 5: RIGHTS, RESPONSIBILITIES AND FREEDOM

Overview:

Child abuse is rampant in our communities. It is, therefore, important that a learner is aware of his/her rights and responsibilities in order to live harmoniously with others. This sub-topic will equip the learner with language related to children's rights and responsibilities.

SUB-TOPIC 5A: Children's Rights and Responsibilities

Competences	Content	Suggested teaching and learning activities
The learner: • uses the language related to rights and responsibilities. • identifies rights and responsibilities of children.	**Vocabulary** Forced, freedom, rights, food, shelter, education, care, clothing, medication, life, help, properly, work, protection, attend, homework, obedient, respect, refuse, report,	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/

• talks about children's rights and responsibilities. • reads and interprets information on children's rights and responsibilities. • writes texts related to rights and responsibilities.	peace, grow, clean, tidy, responsible, abuse, mistreatment, early marriage, convict, imprison, innocent, sugar daddy, sugar mummy, dropout, labour, abortion, bad touches, chores. **Language Structures** • … more interested in … than… Children are more interested in playing than in cooking. • . … ought to … All children ought to go to school. • … either … or … You either provide food to your children or you risk going to prison. **Grammar** • The Future Continuous tense	dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions -playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

Sub-Topic 5B: Animal Needs and Freedoms

Overview:

Animal freedom has been introduced to enable the learner to make comparisons between their rights and those of the animals. It is expected that through this sub-topic, a learner will develop awareness for the need to protect animals since they also have freedoms (rights) like children do.

Competences	Content	Suggested teaching and learning activities
The learner: • identifies animal needs and freedoms. • constructs sentences about animal needs and freedoms.	**Vocabulary** Capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, distress, insemination, discomfort, injury, secure, thirst, hunger, hindrance, natural, frighten, poacher, sanctuary	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems

• reads and interprets information on animal needs and freedoms. • writes information related to animal needs and freedoms.	**Language Structures** • …much as … As much as a cow is an animal, it also needs protection. • … need not have … Obbo need not have tied his goat on the motorcycle carrier. **Grammar** • Formation of nouns from verbs • Abbreviations and acronyms related to animal welfare • The Past Perfect tense	- acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

ENGLISH: TERM 3

TOPIC 6: ENVIRONMENTAL PROTECTION

Overview:

The environment we live in has frequently been abused. Therefore, this topic intends to bring out the importance of our environment and to create awareness on how to protect it in order to live in harmony with nature. This topic will also provide learners with the language related to the protection of the environment while equipping them with knowledge and the skills to appreciate and protect it. It builds on what was covered in P1, P 2 and P 3 Thematic Curriculum and P5 Integrated Science in the theme "**Our Environment**".

SUB-TOPIC 6A: Importance of Environmental Protection

Competences	Content	Suggested teaching and learning activities
The learner: • identifies activities that affect the environment. • constructs sentences using the given vocabulary. •explains the importance of protecting the	**Vocabulary** Pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials, habitat, flora, fauna, manure, drainage, conserve, conservation, smoking, burning, overgrazing. **Language Structures**	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structures - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues

environment. • reads and interprets information on the importance of environmental protection. • writes texts related to environmental protection. •answers comprehension questions.	• We must … to … We must protect our environment to ensure we always have rain. • … so … Our well was polluted so we do not have clean water. • Since … Since the trees in the forests have been cut, we shall not have rain. • … since … We shall not have rain since the trees in the forests have been cut. **Grammar** Abstract nouns	- answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

SUB-TOPIC 6B: Ways of Protecting the Environment

Competences	Content	Suggested teaching and learning activities
The learner: • uses the words learnt to construct sentences. • identifies activities that conserve the environment. • reads/signs stories related to the topic. • answers oral and written questions. • reads information on environmental protection. • writes texts related to environmental	**Vocabulary** Erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dust bin, dispose, incinerator, wastebasket. **Language Structures** • If we don't … If we don't build terraces, the soil will erode. • If … If we had not cut down all the trees, we would have had more rain. • … as well as … Bush burning, as well as overgrazing, causes environmental degradation.	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structure - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

protection.	• … had to … We had to build terraces in order to protect our soil. **Grammar** Abstract nouns (beauty, conservation, protection, pollution)	

Suggested Activities for Assessment

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

TOPIC 7: CEREMONIES

Overview:

Culture is an element of social identity, so the learners need to appreciate their cultures. This topic is divided into two sub-topics which will enable the learner to develop and use appropriate language related to some cultural ceremonies. It builds on what was covered in P 5 under the topic **Culture**.

Sub-Topic 7A: Marriage

Competences	Content	Suggested teaching and learning activities
The learner: • uses the newly learnt vocabulary to construct sentences. • describes a given ceremony. • listens and responds to given extracts on ceremonies. • uses language appropriate to specific ceremonies. • writes plays on different cultural settings.	**Vocabulary** Marriage, religious marriage, cultural marriage, state marriage, baptism, confirmation, introduction, wedding, engagement, function, couple, spouse, bride, bridegroom, maid, matron, best man, fiancé, ring, bouquet, certificate, salon, bridal gown, bridesmaids, marry, bridal, refreshments, bride price, dowry. **Language structure** - Use of relative pronouns The bride is my aunt. **Grammar** • The Future Perfect tense	- guiding learners to pronounce/sign words - use of oral language - constructing sentences using the given vocabulary and structure - using drama - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - answering questions - playing spelling games - completing sentences - writing compositions - rewriting stories

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Suggested Activities for Assessment

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

SUB-TOPIC 7B: Funeral

Competences	Content	Suggested teaching and learning activities
The learner: • describes burial ceremonies. • listens and responds to given extracts. • uses language appropriate to funerals. • writes a play on funeral	**Vocabulary** Burial, funeral rites, widow, widower, orphan, mourner, a will (n), condolences, pay respects, coffin, bark cloth, funeral services, mourn, shroud, state funeral, heir, heiress, ancestral grounds, cremate, grave. **Language Structures** • Despite the fact that… Despite the fact that Abdul was	- guiding learners to pronounce/sign words - constructing sentences using the given vocabulary and structure - reading texts (passages/ dialogues/poems/notices) - reciting /signing poems - acting dialogues - role play - answering questions

ceremonies. • dramatises a burial situation.	a rich man, he was buried in two shrouds. • Emphatic pronouns The widower <u>himself</u> read the condolence messages. • … often… I often dream about dead relatives. **Grammar** The use of: • Emphatic pronouns • Adjectives of number (few).	- playing spelling games - completing sentences - writing compositions - rewriting stories

Suggested Activities for Assessment

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

MATHEMATICS

MATHEMATICS: TERM I

Topic 1: Set Concepts

Duration: 8 Periods

INTRODUCTION

This is a continuation of work on sets studied in the previous classes. Teachers should not give the learners the formula for calculating the number of subsets in a set, instead, they should involve learners in deriving the formula on their own after engaging them practically in listing subsets. Finite and infinite sets are introduced and these concepts should be explained to the learner properly using examples drawn from everyday life. Concerning Venn diagrams, concentration should be on use of representation and interpretation of two events.

CRITICAL CHANGE	JUSTIFICATION
5) Fractions Merged primary 6 content with that of primary 7 apart from ratios and proportions.	Since ratios and proportions appear in both classes, the teacher should teach the concept from simple to complex.
6) Data Handling Statistics and pie-charts have been merged in primary 7 content.	This content was not covered while in primary 6.
Money This topic has been shifted from primary 6 to primary 7.	It was not covered in primary 6 yet it reflects real life situations.
7) Geometric Construction	This is so because this content goes hand in

The content for lines, angles and geometric figures have been merged with geometric construction in primary 7.	hand with that of primary 7.
8) Time Speed, distance and time have been shifted from primary 6 to primary 7.	Time is closely related to this content of primary 6 which they missed at that level.
9) Length, Mass and Capacity Circumference has been merged with the primary 7 content.	The knowledge of circumference is the basis of volume of cylinders and its application in real life.
10) Algebra Algebraic expressions and substitution were shifted from primary 6 to primary 7.	Algebraic expressions and substitution are a basis of application of algebra.

Competences	**Content**	**Suggested Activities**
The learner • represents information on Venn diagrams. • solves problems involving Venn diagrams. • works out probability of events using Venn diagrams.	• Venn diagrams (2 events) • Probability • Finite and infinite sets • Subsets • Proper subsets	• Solving real life problems involving Venn diagrams • Working out probability of events using Venn diagrams • Identifying/signing finite and infinite sets

• identifies/signs finite and infinite sets. • identifies/signs proper subsets. • derives the formula for finding the number of subsets. • determines the number of subsets.		• Identifying/signing proper subsets • Deriving formula for finding the number of subsets • Determining the number of subsets •

Suggested Assessment Strategies

Let the learner

i solve real life problems involving Venn diagrams.
ii work out probability of events using Venn diagrams.
iii identify/sign finite and infinite sets.
iv identify/sign proper subsets.
v derive the formula for finding the number of subsets.
vi determine the number of subsets.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Topic 2: Whole Numbers

Duration: 8 Periods

INTRODUCTION

This topic links various areas of Mathematics and relates them to real world applications. It will be very important to use various manipulatives in this topic in order to provide learners with a clear visual representation of number concepts. Involve learners in reading, counting and writing/ brailling numbers up to eight digits correctly.

Competences	Content	Suggested Activities
The learner: • writes/brailles numbers in words up to 99,999,999. • writes/brailles Roman numerals up to MM. • converts Roman numerals to Hindu Arabic numbers and vice versa. • converts numbers from other bases to Base Ten and vice versa.	• Numbers up to 99,999,999 • Roman numerals up to MM. •	• • Writing/brailling numbers in words up to 99,999,999 • Writing/ brailling Roman numerals up to MM • Cconverting Roman numerals to Hindu Arabic numbers and vice versa • Numbers from other bases to base ten and vice versa

Suggested Assessment Strategies

Let the learner

i write/braille numbers in words up to 99,999,999.
ii convert numbers from other bases to Base Ten and vice versa.

Topic 3: Operations on Whole Numbers

Duration: 7 Periods

INTRODUCTION

It is very important that learners see Mathematics they perform, as part of their daily life. Providing opportunities to apply basic concepts and operations in daily activities will reinforce learners' skills and motivate them to progress in Mathematics. In this topic, mathematical operations are carried out on the whole numbers. Use various problem-solving strategies to help learners respond to the thinking and logical reasoning skills so as to develop their sense of numbers.

Competences	Content	Suggested Activities
The learner • applies the basic operations integrated with commutative, associative and distributive properties • writes/braille numbers in expanded form and vice-versa • writes/braille numbers in standard form • prime factorises whole numbers • finds square roots of square numbers	• • • The four basic operations • Expanded form using indices • Standard form (Scientific notation) • Prime factorisation • Bases (Base Two, Base Five and Base Ten)	• • • Applying the basic operations integrated with commutative, associative and distributive properties • Expanding numerals using indices • Writing/brailling numbers in standard form • Finding square

• solves problems involving application of square roots • adds, subtracts and multiplies in binary system up to 5 digits.	• •	roots of square numbers by prime factorisation • Solving problems involving application of square roots • Adding, subtracting and multiplying in binary system up to 5 digits

Suggested Assessment Strategies

The learner

i applies the basic operations integrated with commutative, associative and distributive properties.
ii writes numbers in expanded form.
iii writes/braille numbers in standard form.
iv prime factorises whole numbers.
v finds square roots of square numbers.
vi solves problems involving application of square roots.
vii adds, subtracts and multiplies in binary system up to 5 digits.

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Topic 4: Patterns and Sequences

Duration: 7 Periods

INTRODUCTION

Patterns in nature guide us in looking for an underlying rule or cause. A sequence or pattern gives a clue. Number patterns are all about prediction. Recognising number patterns is also an important problem-solving skill. When you look systematically at specific examples, you can use that pattern to generalise what you see as a broader solution to a problem.

The concepts of multiples and factors should be revised. This will not only help learners to understand tests of divisibility but also develop in them a wider understanding of patterns and sequences.

Let learners experience with a variety of patterns and sequences. This in turn will help them to know how one leads to the other.

Competences	Content	Suggested activities
The learner • finds out whether a number is divisible by another using divisibility tests. • forms patterns and sequences of numbers using composite, square, cubic, triangular, and prime numbers.	• Divisibility tests of 6, 8, 9, 10 and 11 • Number patterns and sequences	• Determining divisibility tests of numbers divisible by 6, 8, 9, 10 and 11 • Forming patterns and sequences using: composite, triangular, square, cubic, prime, odd and even numbers

Suggested Assessment Strategies

The learner

i finds out whether a number is divisible by another using divisibility tests.

ii forms patterns and sequences of numbers using composite, square, cubic, triangular, prime numbers.

MATHEMATICS: TERM II

Topic 5: Fractions

Duration: 18 Periods

INTRODUCTION

This is not a new topic as it was already introduced right from Primary 1. However, at this level, learners will be given an opportunity to explore the relationship between fractions and decimals. The use of various materials will be very useful in teaching and learning fraction concepts in relation to real world applications. Merging Primary 6 content with that of Primary 7 apart from ratios and proportions. Since ratios and proportions appear in both classes, the teacher should teach the concept from simple to complex.

Competences	Content	Suggested Activities
The learner • multiplies fractions. • divides fractions. • applies BODMAS. • solves simple problems involving application of fractions in real life. • rounds off decimals up to hundred thousandths. • writes/brailles fractions as decimals and decimals as fractions. • identifies the	• Multiplication of fractions • Division of fractions • Mixed operations on fractions (BODMAS) • Solving simple problems involving fractions • Rounding off decimals	• Multiplying fractions • Dividing fractions • Applying BODMAS • Identifying the relationship between ratios and proportions • Solving problems involving percentages, ratios and proportions • Solving problems involving simple

relationship between ratios and proportions. • converts fractions to percentages and vice versa. • solves problems involving percentages, ratios and proportions. • solves problems involving simple interest.	• Writing fractions as decimals and vice versa • Ratios and proportions • Percentages • Simple interest	interest • Rounding off decimals up to hundred thousandths • Writing/brailling fractions as decimals and decimals as fractions • Solving simple problems involving application of fractions in real life

Suggested Assessment Strategies

Let the learner

- multiply fractions.
- divide fractions.
- Applies BODMAS.
- Identifies the relationship between ratios and proportions.
- Converts fractions to percentages and vice versa.
- Solves problems involving percentages, ratios and proportions.
- Solves problems involving simple interest.
- Rounds off decimals up to hundred thousandths.
- Writes/braille fractions as decimals and decimals as fractions.
- Solves simple problems involving application of fractions in real life.

Topic 6: Integers

Duration: 7 Periods

INTRODUCTION

An integer is a whole number (not fraction) that can be positive, negative or zero. Revise work that was covered in **Primary 5** and **Primary 6** before you continue with the content for this class. In this topic, learners will master the concept of integers which will help them to determine location of a point within a group. During lock down some learners have been transacting business making profit and loss. This can be used to show positive and negative integers.

Competences	Content	Suggested Activities
The learner: • solves problems involving application of integers. • carries out basic operations (addition, subtraction, multiplication) of clock arithmetic and solves related problems. • solves word problems involving clock arithmetic.	• Application of integers • Clock arithmetic • Word problems involving clock arithmetic •	• • Solving problems involving application of integers Carrying out basic operations (addition, subtraction, multiplication) of clock arithmetic and solving related problems • Solving word problems involving clock arithmetic

Suggested Assessment Strategies

Let the learner

i draw number lines showing integers.
ii add and subtracts integers.
iii solve problems involving application of integers.
iv carry out basic operations (addition, subtraction, multiplication) of clock arithmetic and solves related problems.
v solves word problems involving clock arithmetic.

Topic 7: Data handling

Duration: 14 Periods

INTRODUCTION

Some problems require the learners to make conclusions based on the relationships in the facts of the problem. One of the ways to do this is through organising and displaying facts using graphs. The ability to interpret data presented in tables and graphs is a common requirement in our daily life. Data interpretation and construction are central practices in Mathematics which require a learner to read a graph in order to obtain information. Therefore, it is important to emphasise accuracy in collection, presentation, recording and interpretation of data.

Competences	Content	Suggested Activities
The learner • calculates simple statistics. • presents and interprets data on a pie chart • calculates	• • Presentation of data on a pie-chart • Probability of simple events	• • Calculating simple statistics • Presenting and interpreting data on a pie-chart • Solving problems

probabilities of simple events. • presents and interprets information on travel graphs. • presents and interprets information on coordinate grid.	• Travel graphs • Graphs of ordered pairs of coordinates •	involving probabilities • Presenting and interpreting information on travel graphs • Presenting and interpreting information on coordinate grid

Suggested Assessment Strategies

Let the learner

i calculate simple statistics.
ii present and interpret data on a pie-chart.
iii calculate probabilities of simple events.
iv present and interpret information on travel graphs.
v present and interpret information on coordinate grid.

Topic 8: Money

Duration: 6 Periods

INTRODUCTION

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

Competences	Content	Suggested Activities
The learner: • names/signs money/currencies for different countries. • converts Ugandan money/ currency to another currency and vice versa. • solves problems involving exchange rates.	• a Exchange rates b Conversion of currency •	• • Reading/signing exchange rates from newspapers • Naming/signing various currencies for different countries • Reading/signing exchange rate tables • Converting Ugandan currency to another currency and vice versa (use currencies of East Africa, Britain and USA)

Suggested Assessment Strategies

Let the learner:

i read exchange rates.
ii convert Ugandan currency to another currency and vice versa.
iii explain why currency conversion is done.

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NATIONAL CURRICULUM DEVELOPMENT CENTRE

Topic 9: Lines, Angles and Geometric Figures

Duration: 14 Periods

INTRODUCTION

In this class, this topic which is under the theme **Geometry** is named as ***Geometric Constructions***, however, in all the other classes it is ***Lines, Angles and Geometric Figures*.** Geometry is all about shapes and their properties which enable the learner to make predictions about the physical world.

Everything has a shape and the study of geometric shapes is a very important part of Mathematics which enables learners to appreciate the basic ideas involved in other fields such as construction of buildings, bridges, dams and designs of other familiar articles.

It is therefore very important that learners get involved in practical work so as to explore the different aspects of geometry. Let them identify different geometric shapes and their properties.

Competences	Content	Suggested Activities
The learner • applies Pythagoras theorem to find the length of a right-angled triangle. • states the properties of prisms. • identifies quadrilaterals and their classification. • constructs parallel lines. i identifies/signs:	• • Pythagoras theorem and its application • Simple properties of prisms • Quadrilaterals and their angle properties • Parallel lines	• Constructing right angled properties • Using small squares to derive Pythagoras theorem • Stating properties of prisms • Stating the properties and

– vertically opposite angles. – co-interior, corresponding and alternate angles. • constructs and bisects angles. • constructs simple polygons (triangles, quadrilaterals and regular Hexagons). • states properties of regular polygons and solids. • applies the formulae for exterior and interior angle sum of polygons. • draws bearing and scale.	• Angles formed on parallel lines • Bisecting angles • Interior and exterior angles of a triangle • Simple polygons • Bearing and Scale drawing.	angle properties of quadrilaterals • Constructing parallel lines • Identifying/signing: • vertically opposite angles • co-interior, corresponding and alternate angles • Constructing and bisecting angles • Constructing simple polygons • Stating properties of regular polygons and solids • Applying the formulae for exterior and interior angle sum of polygons • Drawing bearing and scale

Suggested Assessment Strategies

Let the learner:

i constructs angles using geometric instruments.

ii works out problems involving angles.
iii derives Pythagoras theorem, by constructing right angled triangles and using small squares.
iv constructs angles, circles and regular hexagons.
v practices folding to form lines of symmetry.
vi constructs parallel lines.
vii identifies/signs: – vertically opposite angles. – co-interior, corresponding and alternate angles.
viii constructs and bisects angles.
ix constructs simple polygons.
x states/signs properties of regular polygons and solids.
xi applies the formulae for exterior and interior angle sum of polygons.
xii draws bearing and scale.

Topic 10: Time

Duration: 7 Periods

INTRODUCTION

This topic applies in our everyday life situations locally and internationally. This, therefore, means that the teacher should make a deliberate effort to teach this topic practically especially when it comes to 24-hour clock.

The correct mathematical language should be used when expressing units of time. Speed, distance and time which should have been covered in **Primary 6** has been shifted to **Primary 7**. Give learners activities which will help them to discover how speed, distance and time are connected.

Competences	Content	Suggested Activities
The learner • solves problems involving time, speed and distance. • reads/signs and tells/signs time on 12 and 24 - hour clocks. • solves problems involving time in 12 and 24-hour clock. • reads/signs timetables and finds durations.	• • Time • Distance • Speed • 12 and 24-hour clocks • Time-tables (travel, class and work timetable) • •	• • Stating the relationship between time, speed and distance • Applying the formula relating to distance, time and speed • Reading/signing time on the 12 and 24 hour clocks • Converting time from 12-hour to 24-hour and vice versa • Reading/signing time tables • Finding duration • Solving problems involving time

Suggested Assessment Strategies

Let the learner:

i solves problems related to distance, speed and time.
ii reads/signs and tells/signs time on 12 and 24-hour clock.
iii solves problems involving time in 12 and 24-hour clock.
iv reads/signs timetables and finds durations.

MATHEMATICS: TERM III

Topic 11: Length, Mass and Capacity

Duration: 15 Periods

INTRODUCTION

This topic will help learners to describe the world they are living in using the ideas of length, mass and capacity to manipulate the world and manage it. Since it is not a new topic, it will be easier and interesting to learners especially when it is done practically.

Competences	Content	Suggested Activities
The learner • calculates length, perimeter and area of figures using standard measures (triangles and quadrilaterals) • solves real life problems involving perimeter and area • calculates circumference and area of circles • solves real life problems involving circumference and area of circles	• • Perimeter and area of triangles and quadrilaterals • Circumference and area of circles • Volume • Capacity • •	• • Finding circumference of a circle practically • Using small squares to calculate the area of a figure practically • Using standard containers to find the capacity of a given figure • Comparing the number of small containers poured in a bigger container • Calculating: • length • perimeter and area of

• calculates volume of solid figures (cubes, cuboids and cylinders) • calculates volume and capacity in real life situations.		triangles • and quadrilaterals • area and circumference of a • circle • Finding the difference between • volume and capacity • Calculating the volume and capacity of cylinders, cuboids and cubes

Suggested Assessment Strategies

Let the learner

i find the circumference, area, volume and capacity in relation to real life situations.
ii solve problems involving circumference, area, capacity and volume.
iii calculate length, perimeter and area of figures using standard measures.
iv calculate volume of solid figures.
v solve real life problems involving perimeter and area.

Topic 12: Algebra

Duration: 15 Periods

INTRODUCTION

At this level, the learners can solve equations and inequalities involving unknown letters. Two operations can be introduced in one expression.

They should be given many real-life situation examples where algebra is applied. Allow them to solve algebraic problems on their own.

Competences	Content	Suggested Activities
The learner • substitutes values for the unknown. • solves simple equations. • solves inequalities and finds solution sets. • solves problems involving the application of algebra.	• Algebraic expressions • Substitution • Equations • Inequalities and solution sets • Algebra in real life situations	• Identifying unknowns • Identifying like terms • Finding the value of the unknown • Substituting value for the unknown • Solving equations • Solving inequalities and finding solution sets • Solving problems involving application of algebra

Suggested Assessment Strategies

Let the learner

- simplifies algebraic expressions.
- substitutes value for the unknown.
- solves equations.
- solves inequalities and finds solution sets.
- solves problems involving the application of algebra.

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INTEGRATED SCIENCE ABRIDGED SYLLABUS

SCIENCE: TERM ONE

THEME: HUMAN HEALTH

TOPIC 1: SANITATION (15 PERIODS)

Overview

This Topic is meant for P.6, Term 3 in the standard curriculum, however, it has been extended to P.7, and Term 1 given the P.6 curriculum was not yet complete before the COVID-19 lockdown set in. The Topic provides learners with an understanding of the whole concept of sanitation with an intention to equip learners with skills to take care of their environment, and maintain its cleanliness to avert possible disease outbreaks such as cholera, diarrhoea, dysentery and many others.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• **The learner:** • **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.** • **Uses local resources to make tools for**	• Toilets and Latrines: • -what they are • The VIP latrine and Ecosan • Conventional (ordinary) Latrine and Potty • characteristics and differences • The water closet	• In groups of four members, learners identify and explain different toilets and latrines. • Using guided questions, learners brainstorm on the importance of using a toilet or a latrine. • Teacher asks a volunteer to demonstrate proper use of latrines and toilets. • Referring to a chart or a textbook, the learner draws the different types of toilets. • In pairs, learners use locally available resources to make cleaning tools such as brooms, scrubbing brushes,

cleaning latrines and toilets. • **Participates in maintaining the cleanliness of latrines and toilets**	/borne toilets	cobweb remover and others. • In turns, each learner gets an opportunity to clean the toilet in the course of the term.

Assessment guidelines

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

THEME: HUMAN HEALTH

TOPIC 2: ACCIDENTS AND FIRST AID (14 PERIODS)

Overview

The Topic on Accidents is in Term 3 of P.6 standard curriculum, however, due to the abrupt COVID-19 pandemic lockdown, this topic had not been covered. Therefore, it should be covered in P.7, Term 1 and it is intended to create awareness of the accidents that happen in day today situations and their respective first aid. The topic aims at promoting safety in schools, homes, on the roads and other means of transport and generally everywhere. It promotes vigilance and ensures health.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • **Describes burns and scalds.** • **Describes near-drowning.** • **Describes causes of fainting, and how to give first aid.**	• Burns and scald • Fever and convulsions: • -what they are • -causes, prevention and first aid	• In group of four members, learners describe what burns and scalds are. • Using case scenarios/ storytelling, the teacher guide learner into telling their own stories about near drowning, fainting, and how

• **Mentions causes, prevention and first aid for near-drowning.** • **Identifies foreign bodies in the passage.** • **Participates in activities which prevent accidents.** • **Gives effective first aid to burns, fevers, fainting and removal of foreign body**	• Near-drowning: • -what it is • -causes, prevention and first aid. • Fainting: • -causes, conditions and first aid. • Foreign bodies in passages (mouth, nose, ears, anus, eyes, throat and vagina): • First aid •	first aid can be offered in either situation. • Using brainstorming, the learners state the causes, prevention and first aid for near drowning and fainting. • Using pictorial / image interpretation, the learners in groups of four members identify foreign bodies in various passages. • Learners dramatize how to prevent accidents. • Using demonstration, learners pair up with members of the same sex to give effective first aid to burns, fevers, fainting and removal of foreign body

Assessment guidelines

- Assess each learner's ability to describe different forms of accidents, and their causes.
- Assess and record as learners demonstrate ways of preventing cases of accidents at home
- Assess each learner's competence to offer effective first aid in case of fainting or near- drowning.

THEME: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

TOPIC 3: SCIENCE AT HOME AND IN OUR COMMUNITY (14 PERIODS)

Overview

This Topic on Science at Home and in Our Community is meant for P.6, Term 3 in the standard curriculum; however, it has been extended to P.7, Term 1 given the P.6 curriculum was not yet complete before the COVID-19 lockdown set in. The Topic is critical in developing insights in biotic and abiotic components of the environment. With such knowledge, learners are expected to respect nature, to be innovative and utilize available resources sustainably.

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 cleaning and washing.**	• Preparation of Clean and safe water for drinking and washing - -boiling - -filtering - -treating - -distilling and decanting. **Water impurities** -human wastes -animal wastes -pollutants from farm chemical -silt from erosion • Cleaning clothes in a home.	• Using experimentation method, the teacher facilitates learners to prepare clean and safe water for drinking and washing. • In groups of four members, learners discuss ways of cleaning clothes in a home. • Following a procedure provided by the teacher, learners in groups of four members, construct a simple water purification system.

• **Constructs a simple water purifying system**	• -sorting - -soaking - -washing - -rinsing. - -wringing - -drying - -ironing	

Assessment guidelines

1) Assess each learner's ability to prepare clean and safe water for drinking and washing.
2) Assess each learner's competence to describe ways of cleaning clothes.
3) Assess each learner's competence to construct a simple water purification system.

THEME: THE HUMAN BODY

TOPIC 4: MUSCULAR AND SKELETAL SYSTEMS (17 PERIODS)

Overview

This Topic is for Term 1, P.7 in the standard curriculum. The Topic on Muscular and Skeletal Systems provides an understanding of different types of muscles, the skeletal system, their functions to the human beings, disorders and their prevention. Such knowledge is critical to learners to appreciate the role these systems play in their lives, be able to identify the disorders in case they or their neighbours suffer from them and to be able to take necessary precaution to prevent such disorders.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: ▪ **Identifies different bones and muscles of the human body.** ▪ **Identifies different joints found in the human body.** ▪ **Discusses functions of the muscular system and the skeletal system.** ▪ **States disease and disorders of the bones, muscles and the system.** ▪ **Explains ways of preventing skeletal and muscular diseases.** ▪ **Demonstrates correct body postures.** ▪ **Describes good health habits for the system.**	Muscular and skeletal systems • Structure of the human skeleton • Functions of the skeletal system • Names of different bones; types of bones • Joints • Movable joints (hinge, ball and socket, pivot and gliding joints) • Immovable joints (skull) • Muscles; what they are, functions of muscles • Types of muscles • -Voluntary muscle • -Involuntary muscle • (refer classification based on striation, location to higher	• In groups, learners are guided to identify the different bones and muscles of the human body, identify the different joints found in the human body and discuss the functions of the muscular skeletal system. • Learners are tasked to research either from textbooks or from resource persons in their communities about diseases and disorders of the bones, muscles and ways of preventing those diseases and disorders and thereafter submit a report. • Teacher demonstrates correct body postures, which should be experimented by each learner.

	levels) ▪ Diseases and disorders of bones, muscles and the skeletal system. • Prevention of the diseases and disorders of bones, muscles and the system • Importance of correct posture. • Health habits that help to keep the system in a healthy working condition	• In pairs, learners describe good health habits for the skeletal and muscular systems. • Each learner refers to the chart to draw and label the skeleton and voluntary muscle. •

Assessment guidelines

1) Assess each learner's competence to identify different bones, joints and muscles of the human body.
2) Assess each learner's competence to discuss the functions of the muscular skeletal system.
3) Assess each learner's competence to demonstrate the correct body postures and
4) Describe good health habits for the system.
5) Assess each learner's ability to draw and label the skeleton and voluntary muscles.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

THEME: THE HUMAN BODY

TOPIC 5: RESPIRATORY SYSTEM (10 PERIODS)

Overview

This Topic on Respiratory System would be for P.6, Term 2 in the standard curriculum; however, it has been extended to P.7, Term 1 given the P.6 curriculum was not yet complete before the COVID-19 lockdown set in. The content under this topic gives an understanding of respiratory system, diseases and disorders of the system and the learner's role in preventing such disorders. It is significant for them to have such knowledge to appreciate the role of the respiratory system in their bodies, be able to avoid risky behaviour that compromise the health of the respiratory system and take part in the campaigns to promote awareness on such risky behaviour hence prevent diseases and promote health.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • Identifies respiratory organs. • Describes lungs and breathing. • Demonstrates an experiment on human respiration. • Identifies diseases and disorders of the respiratory	Respiration - What is it • 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	• In groups of four members, learners identify the parts of the respiratory system and describe lungs and breathing. • Guided by the teacher, learners demonstrate an experiment on human respiration. • Using brainstorming, learners identify diseases and disorders of the respiratory system. • Using megaphones,

system. • Participates in campaigns to keep the system in a healthy working condition. • Draws the respiratory organs		learners participate in campaigns to keep the system in a healthy working condition. • Referring to a chart, learners draw the respiratory organs

Assessment guidelines

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

THEME: HUMAN BODY

TOPIC 6: REPRODUCTIVE SYSTEM (23 PERIODS)

Overview

This Topic on the Reproductive System would be for P.6, Term 3 in the standard curriculum; however, it has been extended to P.7, Term 1 given the P.6 curriculum was not yet complete before the COVID-19 lockdown set in. Content under this Topic provides an understanding of the reproductive system, reproduction, primary and secondary sexual characteristics, and issues of teenage pregnancy and how they can be prevented. This Topic is critical as it addresses the process of procreation, growth and development, and socio-cultural challenges such as teenage pregnancy. It provides

awareness of sexuality, respect for one another, reproductive health rights and promotes freedom from sexual violence.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• **The learner:** • **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 males and females** • **Discusses fertilisation, conception and pregnancy in humans** • **Prepares effective messages on reproductive health** • **Mentions**	• 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 • Reproductive health • -problems in pregnancy • -teenage pregnancy: meaning and	• In groups, learners describe the process of growth and development in human, identify primary and secondary sexual characteristics and • Describe social and emotional changes in relation sexuality. • Teacher guides learners to watch a video on reproductive organs and cells in human males and females, after watching, learners in groups of four, • Discuss the process of fertilisation, conception and pregnancy in humans. • In pairs, learners prepare effective messages on reproductive health; they discuss the challenges of teenage pregnancy as well as the consequences.

problems in pregnancy • **Discusses consequences of teenage pregnancy** • **Demonstrates proper and mentions ways of caring for reproductive organs** • **Identifies diseases and disorders of the system** • **Describes the importance of family planning, uses, methods and family spacing** • **Discusses myths and misconceptions about family planning** • **Draws the reproductive organs**	consequences. • Care for reproductive organs • Common diseases and disorders of system (STI's) • HIV/AIDS; cause, spread, effects, prevention • PIASCY (messages about reproductive health) • Family planning • -Importance, methods (natural and artificial), myths and misconceptions about family planning • -Child spacing •	• Teacher works with the school nurse/ senior woman and senior man to demonstrate proper ways of caring for reproductive organs. • Through brainstorming, learners identify diseases and disorders of the system, describes the importance of family planning, uses, methods and family spacing, discuss the myths and misconceptions about family planning • Draws the reproductive systems for both males and females

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Assessment guidelines

1) Assess each learner's competence to describe the process of growth and development in human, identify primary and secondary sexual characteristics and describe social and emotional changes in relation sexuality.
2) Assess the ability of each learner to describe the reproductive organs and cells in human males and females.
3) Assess the ability of each learner to describe the process of fertilization, conception and pregnancy in humans.
4) Assess the ability of each learner to prepare an effective message on reproductive health
5) Assess the ability of each learner explain the challenges of teenage pregnancy as well as the consequences.
6) Assess the ability of each learner demonstrate proper ways of caring for reproductive organs.

SCIENCE: TERM TWO

THEME: THE HUMAN BODY

TOPIC 7: THE EXCRETORY SYSTEM (20 PERIODS)

Overview

This Topic on the Excretory System is for P.7, Term 2 in the standard curriculum. It provides an understanding of the excretory system, disorders, and practices to keep it healthy. This content is critical to appreciate the function of this system in human life, be able to prevent diseases that affect it, and be part of the team that advocates for behaviour change.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner; • **Describes excretion** • **Names different excretory organs in the human body** • **Describes the function of the excretory organs in the human body** • **Names diseases and disorders of the excretory organs in the human body** • **Practices correct ways of keeping the excretory system healthy**	• Excretion • What it is • Excretory organs • The human skin • Diseases and disorders of the skin • Structure, function and care • The urinary system (kidneys, ureter and bladder) • Structures, functions and care	• In groups of four members, learners describe excretion, name different excretory organs in the human body and describe the function of the excretory organs in the human body. • Using brainstorming, the learners name diseases and disorders of the excretory organs in the human body and mention best practices of keeping the excretory system healthy.

	• Diseases and disorders of the kidney and the urinary system	

Assessment guidelines

1) Assess each learner's competence to describe excretion, its functions to the human body, name different excretory organs.
2) Assess the ability of each learner to name diseases and disorders of the excretory organs in the human body and mention best practices of keeping the excretory system healthy.
3) Assess the ability of each learner to make a comparison between the excretory system and the other natural environment or man-made systems

THEME: MATTER AND ENERGY

TOPIC 8: LIGHT ENERGY (25 PERIODS)

Overview

The Topic on Light Energy is for P.7, Term 2 in the standard curriculum. It provides an understanding of the light energy, its sources, how it travels, and formation of shadows, reflection and refraction. The Topic is critical in appreciating the effect of light on sight, various uses of light in nature, and its conservation for future generation.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • Names sources of light • Experiments to investigate how	• Light • What it is; • Light as a form of energy: • Natural and artificial	• Learners in groups of four members, name the sources of light and carry out experiments to investigate how light travels and use experiment results

light travels. • Uses experiment results to describe effects of different materials on light • Investigates the behavior of the light when it interacts with different surfaces and objects • Describes how different shadows are formed (eclipse and images) • States the laws of reflection • Calculates simple problems on reflection • Describes images formed by plane mirrors • Explains how	sources of light • How light travels: • Rays of beams of light • Importance of light in the environment • Effects of different materials on light: • Transparent • Translucent • Opaque • Shadows • Eclipse (solar and lunar) • Reflection • What it is • Laws of reflection • Types of reflection • Characteristics of images formed by plane mirrors • Periscope • Pin-hole camera: • Characteristics of images formed with pin-hole camera	to describe effects of different materials on light. • Practically, learners in groups investigate the behavior of the light when it interacts with different surfaces and objects and describe how different shadows are formed (eclipse and images). • Guided by the teachers, learners state the laws of reflection and calculate simple problems on reflection. • Using experimentation, learners describe images formed by plane mirrors. • Using brainstorming, learners explain how rainbows are formed. • In groups and with the guidance of the

rainbows are formed • Carries out experiments to investigate the effects of lenses on beams of light • Names parts of lens camera • Describes the working of the human eye as an optical organ • Describes different human eye defects and their corrections • Practices the correct care of the human eye • Makes models of pin-hole camera, periscope, lens camera and the eye	• Refraction • What it is • Principle of refraction • Effects of refraction • Refraction through glass, prism, spectrum • Dispersion of light • The rainbow • Refraction through a rectangular glass prism • Lenses • Types • Effects of lenses on beams of light • The magnifying lens • The lens camera • Parts of the camera and their functions • Characteristics of images formed by the lens camera • The human eye • Structure and functions	teachers, learners carry out experiments to investigate the effects of lenses on beams of light. • With reference to the chart, learners name parts of lens camera. • Referring to the text book, learners in pairs describe the working of the human eye as an optical organ, describe different human eye defects and how they can be corrected, they practice how to correctly care for their eyes. • In groups, learners make models of pin-hole camera, periscope, lens camera and the eye

	• Characteristics of images formed by the eye • Comparison of the eye and the lens camera • Eye defects and their correction • Diseases and disorders of the human eye: • Care for the human eye	

Assessment guidelines

- Assess each learner's competence to name the sources of light and carry out experiments to investigate how light travels and use experiment results to describe effects of different materials on light.
- Assess each learner's competence to practically investigate the behaviour of the light when it interacts with different surfaces and objects and describe how different shadows are formed.
- Assess each learner's competence to state the laws of reflection and to calculate simple problems on reflection.
- Assess each learner's ability to explain how rainbows are formed.
- Assess each learner's competence to name parts of a lens camera.
- Assess each learner's competence to describe the working of the human eye as an optical organ, describe different human eye defects and how they can be corrected.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

THEME: MATTER AND ENERGY

TOPIC 9: ELECTRICITY AND MAGNETISM (21 PERIODS)

INTRODUCTION

This Topic is for P.7, Term 1 in the standard curriculum. It provides an understanding of electricity and magnetism, their importance in day-to-day lives, the electric circuit, dangers of electricity and safety precautions. The Topic is critical in enhancing the knowledge of electricity as an alternative source of energy, and conservation of its sources for the future generation. It provides insights into the knowledge of magnets, magnetisation and demagnetisation with intention to promote innovation, and effectively and efficiently use them.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • **Identifies sources and types of electricity** • **Experiments with static electricity** • **Draws and labels parts of electric circuit** • **Discusses the importance of electricity in solving day to day problems** • **Discusses the dangers and safety precautions in handling**	• Electricity • What it is • -electricity as a form of energy • -types of electricity (current, static) • Sources of electricity • -dry cell • Conductors and insulators • Electric circuits (fuse, switch, bulb) • Short circuits, causes and how to avoid them • Importance of	• Guided by the teacher, learners brainstorm on the sources and types of electricity and carry out experiments on static electricity. • Referring to the chart, learners draw and label parts of electric circuit. • In groups, learners discuss the importance of electricity in solving day to day problems, discuss electricity and magnetism in

electricity and electrical appliances. • **Identifies natural and artificial magnets** • **Demonstrates ways of keeping temporally magnets** • **Discusses electricity and magnetism in modern world of work.** • **Discusses the process involved in generation of electricity using a dynamo.** •	electricity in solving everyday problems • Safety precautions in handling electricity and electrical appliances • Magnetism • Magnets • -magnetic materials • -properties of magnets • Types of magnets • -Natural magnets (lodestone and magnetite) • -Permanent magnets • Making temporally magnets (induction, stroking, electricity) • Electromagnets • -Electric bell • Electricity and magnetism in the modern world of work • Generation electricity using a dynamo	modern world of work, and the dangers and safety precautions in handling electricity and electrical appliances. • In pairs, learners identify the natural and artificial magnets and demonstrate ways of making temporally magnets. • Through virtual experimentation, learners learn about the process involved in generation of electricity using a dynamo and they practice this thereafter. • Developing working models that use electricity, magnetism or both.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Assessment guidelines

1) Assess each learner's competence to identify the sources and types of electricity and carry out experiments on static electricity.
2) Assess each learner's competence to draw and label parts of an electric circuit.
3) Assess each learner's competence to state the importance of electricity in solving day to day problems, and the dangers and safety precautions in handling electricity and electrical appliances.
4) Assess each learner's ability to identify the natural and artificial magnets and the ability to demonstrate ways of making temporally magnets.
5) Using the project method, assess learners' ability to develop working models that use electricity, magnetism or both

THEME: MATTER AND ENERGY

TOPIC 10: SIMPLE MACHINES AND FRICTION (20 PERIODS)

introduction

This Topic is for P.7, Term 2 in the standard curriculum. It provides an understanding of machines, how they perform work and friction in the process of performing work. This knowledge is necessary for the learners to be able to identify which machine to solve a given task with the highest level of efficiency, and their effective maintenance.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
The learner: • **States the meaning of friction** • **States the importance of friction** • **Investigates**	• Friction • What it is • Friction as a useful force • How to increase friction • Friction as a nuisance force	• -Through guided discovery, learners state the meaning of friction, the importance of friction and possible effects of friction on matter. • -Through manipulation of various machines,

effects of friction on matter • **Describes simple machines** • **Observes how different simple machines work** • **Describes different classes of levers** • **Models' simple machines using local materials** • **Carries out experiments with different simple machines** • **Describes the effect of force on a lever** • **Demonstrates how an inclined plane** • **Carries out practical uses**	• How friction can be reduced • The moment of a force • The principle of moments • MA, VR and efficiency as applied to machines • Mechanical advantage of machines • M.A = $\frac{Load}{Effort}$ • Velocity ratio • VR = $\frac{Effort\ distance}{Load\ Distance}$ • Efficiency • (E = $\frac{Work\ output}{Work\ Input} \times 100\%$ • Simple machines • What they are (definition) • examples • Levers • What they are • Parts of a lever • Classes of levers	learners in groups, describe simple machine, observe how different simple machines work, describe different classes of levers, describe the effect of force on a lever, demonstrate how pulleys and an inclined plane work, and carry out practical uses of wedges. • -Each learner is tasked to model a simple machine using locally available materials. • -Guided by the teachers, learners calculate mechanical advantage (MA) of machines. • -Through open book research, learners in groups describe how screws are and how they work and share with the rest of the class.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

of wedges • **Calculates mechanical advantage (MA) of machines** • **Describes how screws are and how they work** • **Experiments with different types of pulleys**	• The inclined plane (slope/ramp) • Wedges (double and inclined planes) • Screws • Nature of screws • Uses of screws • Pulleys • Single fixed • Single movable • One fixed and one movable working together • Wheels and axles • Examples of how they work	

Assessment guidelines

1) Assess each learner's competence to state the meaning of friction, the importance of friction and possible effects of friction on matter.
2) Assess each learner's competence to manipulate various machines, describe simple machine, and different classes of levers.
3) Assess each learner's competence to calculate mechanical advantage (MA) of machines, and velocity ratio.

THEME: THE ENVIRONMENT

TOPIC 11: INTERDEPENDENCE OF THINGS IN THE ENVIRONMENT (20 PERIODS)

Overview

This Topic is for P.7, Term 3 in the standard curriculum. It provides an understanding of the interdependence of things in the environment. This is intended to create awareness of the interrelationships so that the learners are able to appreciate nature and use it sustainably.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• **The learner:** • **Names the components of the environment** • **Describes how the components of the environment benefit from each other** • **Describes ways of caring for animals** • **Discusses the importance of agro-forestry** • **Starts and manages a school/home woodlot project**	• Components of the environment (plants, animals, water bodies, air, soils) • Interdependence of plants and animals: • Animals depend on plants • Animals depend on other animals • Plants depend on animals • Plants depend on other plants • Interdependence of living things and non-living things • Animals depend on non-living things (air, water, soil) • Plants depend on non-living things (air, water, soil) • Non-living things are affected	• Through nature walk, learners name the components of the environment, describe how the components of the environment benefit from each other • And describe ways of caring for animals. • In groups, learners discuss the importance of agro-forestry and start and manage a school/home woodlot project.

• **Demonstrates correct record keeping** • **Initiates experiment to illustrate interdependenc e of the different things in the environment** •	by living things • Agro-forestry: • What agro-forestry is • Growing crops and trees together • Rearing animals and growing crops on the same land • Rearing and caring for animals, growing crops and trees on the same farm • Importance of agro forestry • Care for trees in agro forestry • Proper harvesting of trees in agro-forestry (pollarding, coppicing and lopping) • Starting and managing a school/home woodlot project • Record keeping	• Through artistic expression, learners illustrate interdependenc e of the different things in the environment.

Assessment guidelines

1) Assess each learner's ability to name the components of the environment and describe how the components of the environment benefit from each other.
2) Assess each learner's ability to state the importance of agro-forestry.
3) Assess each learner's ability to start and manage a school/home woodlot project and be able to keep record.

SCIENCE: TERM THREE

THEME: THE ENVIRONMENT

TOPIC 12: RESOURCES IN THE ENVIRONMENT-(10 PERIODS)

Overview

This Topic is for P.6, Term 2 in the standard curriculum. However, it has been brought to P.7 and merged with 'Energy resources in the environment' which should be covered in Term 1 of P.7. The Topic provides an understanding of the resources in the environment. This is intended to create awareness of how valuable these resources are to living things so that the learners are able to appreciate them, take care of them, and use them sparingly for future generations to benefit as well.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• **The learner:** • **Identifies resources from living and non-living things** • **Groups examples of resources under living and moon living things.** • **Describes ways of harvesting resources.** • **Participates in campaigns for**	• Non-Living things as Resources e.g. soil, minerals, fuel, sun, 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.	• Through field tour, learners identify resources from living and non-living things • In groups of four members, learners state examples of resources under living and moon living things, describe ways of harvesting resources. • Using music, dance and drama, learners participate in a campaign for sustainable use of available resources in

sustainable use of available resources in the environment. • **Describes renewable and non-renewable resources.** • **Participates in different ways of conserving resources.** • **Explains ways of caring for animals as resources.**	• Renewable resources e.g. wind, water, sunshine and non-renewable resources(minerals) • Caring for and conserving of animal resources	the environment. • Using brainstorming, learners describe renewable and non-renewable resources and explain ways of caring for animals as resources. • Practically, learners participate in different ways of conserving resources.
• **The learner:** • **Names different energy resources and their sources** • **Discusses the importance of different energy resources to people and the environment** • **Carries out**	• Energy resources and their sources • The sun as a major source of energy in the environment (solar energy) • Energy resources from water (hydro, steam engines and tidal energy) • Energy resources from fossil fuels (coal and petroleum)	• Through brainstorming, learners name different energy resources and their sources and explain the importance of different energy resources to people and the environment. • In groups of four members, learners carry out simple experiments using energy from wind or

simple experiments using energy from wind or steam • **Describes how to make a:** • **biogas digester** • **solar equipment** • **Initiates activities which cause safe and sustainable way of using energy**	• Energy resources from plants (biofuel, wood fuel, food and biogas from plant residues) • Energy resources from animals (animal energy and biogas from animal wastes) • Energy resources from wind (wind energy) • Importance of energy resources	steam. • The teacher demonstrates how to make a biogas digester and Solar equipment • Leaners could visit the nearby biogas and solar system to see how they work. • The teacher guides learners to initiate activities which cause safe and sustainable way of using energy.

Assessment guidelines

1) Assess each learner's ability to identify resources from living and non-living things.
2) Assess each learner's ability to describe renewable and non-renewable resources and explain ways of caring for animals as resources.
3) Assess each learner's ability to participate in the campaign of conservation of resources.
4) Assess each learner's ability to name different energy resources, their sources and the importance of different energy resources to people and the environment.
5) Assess each learner's ability to carry out simple experiments using energy from wind or steam.
6) Assess each learner's ability to start up an activity, which promote safe and sustainable way of using energy.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

THEME: THE COMMUNITY, POPULATION AND FAMILY LIFE

TOPIC 13: POPULATION AND HEALTH (19 PERIODS)

INTRODUCTION

This topic is for P.7, Term 3 in the standard curriculum. It provides an understanding of population and health. It is necessary to cover this topic to create awareness of population dynamics and its relationship with health with participate in activities that promote a productive and healthy population.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• **The learner:** • **Names types of common sicknesses in a home and community** • **Describes causes of common sicknesses in a home and community** • **Lists activities to address health concerns** • **Demonstrates some of the activities to address health concerns**	• Community health and social problems • Types of common sickness in a home and their causes • Controlling common sicknesses in a home and community (merge this with types of sicknesses) • Community health and social problems among young people • Anti-social behaviour • Activities to address health concerns	• In groups of four members, learners name types of common sicknesses in a home and community and they describe causes of such sicknesses. • Using brainstorming, state examples of anti-social behaviour and sexual deviations. • Learners in groups, discuss the dangers of anti-social behaviour and sexual deviations and they describe ways of avoiding sexual deviations. • Through think pair and share, learners

• **Collects information/data on a human population and health in a home and community** • **Carries out demography (simple surveys) on housing information**	• Health surveys • Health education • Collecting information/data on human population • Demography on housing information, available health services • Avoiding health and social problems • Activities of Health clubs	list activities to address health concerns • Individually, each learner collects vital statistics/ information/data on a human population and health in their homes and neighborhood. • •

Assessment guidelines

a) Assess each learner's ability to describe types of common sicknesses in a home and community and to describe causes of such sicknesses.
b) Assess each learner's ability to state common examples of anti-social behaviour and sexual deviations.
c) Assess each learner's ability to collects vital information/data on a human population and health in their homes and neighbourhood.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

SOCIAL STUDIES

Social studies: TERM 1

General background

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

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

Remediation:

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

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

- 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

TOPIC 1: LOCATION OF AFRICA ON THE MAP OF THE WORLD

INTRODUCTION

In P6, the learner studied about the location of East Africa. In P7, the learner will cover the location of Africa on the map of the world. The learner is expected to know the continent, countries, location and size of Africa. The learner is also expected to know his/her continent in relationship to the entire world. The learner will use the compass direction/rose, major lines of latitudes and longitudes to locate Africa. He/she will also locate the positions of other continents and oceans on the map of the world and their relationship

to Africa. The continents are Asia, Africa, North America, South America, Antarctica, Europe and Australia. The oceans are Pacific, Atlantic, Indian and Arctic. The seas are the Mediterranean and Red Sea.

Learning Outcomes: The learner should be able to appreciate Africa as a continent and its position on the world map, and demonstrate the usage of lines of latitudes and longitudes to locate Africa and its member countries.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Locates the position of Africa on the world map using lines of latitudes and longitudes. • Identifies the continents of the world and their sizes. • Names/signs the water bodies that surround Africa. • Lists islands which are part of Africa.	• Location and position of Africa using major lines of latitudes and longitudes • World continents in order of their sizes: **i.** Asia **ii.** Africa **iii.** North America **iv.** South America **v.** Antarctic **vi.** Europe **vii.** Australia • Oceans: Atlantic, Pacific, Arctic and Indian oceans • Seas: Mediterranean and Red Sea • The regions are West Africa, East Africa, Northern Africa, Central Africa, Southern Africa and the Horn of Africa	Ask the learners to: - Locate Africa on the world map - Draw the map of the world - Identify major lines of latitudes and longitudes that pass-through Africa - Name/ sign continents of the world - Name/sign oceans, and seas that surround Africa - State the directions of other continents, oceans and seas from Africa

NATIONAL CURRICULUM DEVELOPMENT CENTRE

	• Countries in each region • Capital cities of different countries in Africa • Island countries which are part of Africa	- Locate countries of Africa using latitudes and lines of longitudes, following region per region - List / the countries in each region of Africa and their capital cities - Listing/brailling island countries which are part of Africa

Competences for Assessment

- draws the map of Africa showing the regions, lines of latitude and lines of longitude.
- names/signs the countries and their capital cities.
- names/signs Islandcountries which are part of Africa.
- identifies compass directions of different oceans, seas and other continents from Africa

TOPIC: 2 PHYSICAL FEATURES OF AFRICA

INTRODUCTION

Physical features are the land forms that exist on earth and give it its shape. Some physical features are relief features while others are drainage. The physical features include mountains, highlands, plateau, lowlands, rift valleys, lakes, rivers, depressions, islands and coastal plains. Relief features include mountains, highlands, plateau, low lands, rift valleys and coastal plains. Drainage features include lakes, rivers, seas and oceans. Some physical features are located along coastal regions. They form international boundaries while others are found in the interior of the continent. These features are natural resources because they make up the physical environment which people depend on to earn a living

Learning Outcome: The learner explores and appreciates the value of one's immediate and distant environment for better and harmonious living.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Name/sign and locates the major physical features of Africa • Explain how different physical features were formed. • Explain the influence of different physical features on climate • Explain the	• Names/signs and location of physical features in Africa • Mountains and highlands - The Atlas - The Drakensberg - The Cameroon highlands - The Jos plateaus - The Ahaggar - The Tibesti	Ask the learners to: - Identify major physical features on the map of Africa - Locate major physical features on the map of Africa - Locate the physical features of Africa region by region - Draw the map of Africa, showing major physical features - Draw diagrams

influence of different physical features on living things. • Identify problems associated with different types of physical features. • Identifies the importance of different types of physical features. • Analyses possible solutions to problems caused by physical features -	- The Ethiopian highlands • Rivers - River Congo - The Nile - The Niger - Zambezi - Orange - Limpopo - Blue Nile - The Volta • Lakes - Lake Chad and Lake Ngami • Formation of major physical features of Africa -	illustrating the formation of major physical features in the regions of Africa

Competences for Assessment

- • names/signs the mountains in other regions of Africa formed by folding, faulting and volcanicity.
- • identifies the oceans and seas into which the major rivers of Africa flow.
- • lists the different mountains and highlands of the different regions in Africa starting with the highest.
- • mentions the countries where the major physical features are located

TOPIC 3: CLIMATE OF AFRICA

Overview

In P5, the learner covered the climate of Uganda. This year, the learner is expected to cover the climate of Africa. The learner should be able to identify different climatic zones of Africa such as the Mediterranean, temperate and desert. There are several factors that influence climate. They include water bodies, altitude, vegetation, winds, human activities, ocean currents and latitude. The elements of weather such as wind, rainfall, sunshine, temperature and humidity contribute to the type of climate of an area.

Learning Outcome: The learner appreciates the importance of climate and how it determines and supports humans, animals and plant life.

COMPETENCES	- CONTENT	- SUGGESTED ACTIVITIES
• Identify the climatic regions of Africa and their characteristics • Identify factors that influence the climate of Africa • Explain how climate influences human activities Describes	• Climatic regions/zones in other parts of Africa – Mediterranean - Temperate - Desert (hot & dry) - Tropical - Equatorial - Montane • Factors that influence the climate of Africa: - Nearness to water bodies: - Winds: - Land mass - Altitude/relief	• Guide the learners to: - Draw the map of Africa showing climatic regions - Draw graphs, charts and tables showing different climatic conditions - Explain the characteristics of each type of different climatic regions of Africa - Explain how each factor influences

- how human activities affect climate -	- Human activities - Vegetation - Ocean currents • Influences of climate on human activities: - Hot areas like the deserts: irrigation, mining, nomadism and tourism - Mediterranean and temperate climates; trading, industry, farming and tourism • Equatorial and tropical: lumbering, agriculture, hunting, tourism, mining, trading, transport and livestock farming - Montane: farming, tourism, lumbering, mining • Influence of human activities on climate	the climate of different regions of Africa - Draw the map of Africa showing the movement of ocean currents and winds. - Identify the different activities done in those climatic regions - Mention the human activities that influence climate positively and negatively

Competences for Assessment

- • names/signs the hot deserts of Africa.
- • identifies the seasons experienced in the Mediterranean climate in Africa.
- • states the problems experienced in hot deserts in Africa.
- • names/signs the countries experiencing different types of climate in Africa

TOPIC 4: VEGETATION OF AFRICA

INTRODUCTION

In Primary five, the learner was introduced to different types of vegetation in Uganda .In this topic, the learner is expected to learn about the vegetation of different regions of Africa. He/she will learn about the types of vegetation and what has caused that vegetation to exist. The learner will also learn about how the different types of vegetation benefit people, animals and other living things, and how to care for the vegetation.

Learning Outcome: The learner appreciates the value of the vegetation and practices how to care for it for a better and harmonious living.

COMPETENCES	- CONTENT	- SUGGESTED ACTIVITIES
• Describe factors influencing vegetation distribution in Africa • Explain the importance of game parks - Explain ways of caring for wild animals • State reasons for	• Location and names of the vegetation of Africa: - Equatorial forests - Mangrove forests - Montane vegetation - Temperate grasslands of South Africa (Velds) - Savannah vegetation - Mediterranean vegetation in South Africa, Tunisia, Algeria, Morocco and Libya. • Factors that influence vegetation distribution:	Ask the learners to: - Name/sign types of vegetation in some parts of Africa - Locate different types of vegetation on the map of Africa - Visit nearby types of vegetation and observing its appearance - Write about the nature of vegetation visited - Describe factors influencing

differences in population distribution in different vegetation zones • Outline those effects of population on vegetation. -	- Climate - Types of soil - Human activities - Relief/altitude • Importance of vegetation • Reasons why animals live in different vegetation zones • Importance of game parks • Caring for wild animals - Protection - Feeding - Treatment - Love - Preserving their habitat - Provision of security: game wardens, game rangers. • Animals found in different vegetation zones - Animals in Equatorial forests - Animals in Savannah and deserts - Animals in Temperate grasslands	vegetation distribution - Discuss why each factor is responsible for the vegetation type - Identify the importance of game parks to people and animals - Explain the problems faced by game parks - Describe how to care for wild and domestic animals - Role-play the work of game rangers, game wardens and herdsmen - Identify animals that graze in different vegetation areas

Social studies: TERM II

TOPIC1: THE PEOPLE OF AFRICA

INTRODUCTION

In Primary Six, the learner was introduced to different groups of people in East Africa. The learner learnt about their movements and where they eventually settled. In this topic, the learner will be introduced to different ethnic groups in Africa, their ethnicity, migrations and settlement patterns. Learners will also learn the reasons for their migrations, problems they met, economic activities and their social set up. Today in Africa as a result of migration of people from other continents and intermarriages, new groups of people have emerged. As a result of different factors, which include geographical locations, language, culture, ancestry, sense of belonging, religion, values and nationality, people are grouped according to ethnic settings distinguishing them from people of the same society.

Learning Outcome: The learner demonstrates and promotes positive values and social practises in the society, and shows respect for his/her own and other cultures.

People of Africa, ethnic groups and settlement patterns

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Identify settlement patterns of different ethnic groups • Identify reasons why different ethnic	• Movements of different ethnic groups into Africa • Settlement patterns of ethnic groups • Tribes belonging to different ethnic groups	- Ask the learners to: - Discuss the movements of the ethnic groups - Discuss the settlement patterns of ethnic groups - Match different

groups moved from their origins. • Discuss problems people met during their movements and settlements • Describe the effects of ethnic migrations	- Berbers - Negroes - created Bantu - Cushites - Arabs - Caucasians (Hamites and Semites). • Reasons for the migration, movements and settlements of ethnic groups in Africa, such as: - Internal conflicts - Wars - Population increase - Lack of enough land and water - Harsh climate - Expansionism • Problems met by ethnic groups during their movement and settlement in Africa, such as; - Resistance from indigenous people they found on the way and in the places, they settled - Difficulty in movements - Wild animals and diseases	tribes with their ethnic groups - Brainstorm reasons for migration, movement and settlement of ethnic groups - Explaining the effects of migrations

	- Difficult terrain – Food and water shortage - Harsh climate • Effects of migrations – Population increase – Cultures changed	

Competences for Assessment

- names/signs the ethnic groups that settled in Africa.
- gives reasons why different ethnic groups living in Africa today migrated from their cradle land.
- draws a map of Africa showing the settlement of different ethnic groups.
- identifies tribes that belong to different ethnic groups.
- discusses problems people met during their movement and settlement.
- explains the effects of migrations.

TOPIC 2: FOREIGN INFLUENCE IN AFRICA

Overview

This topic is about the coming of foreigners into Africa. In Primary Five, the learner covered little about foreign influence in Uganda. In this topic the learner is expected to learn about the coming of foreigners to the rest of Africa with special emphasis on East Africa. This topic looks at where they came from, why they came and how they came. Learners will also be introduced to the different groups of foreigners such as traders, explorers, missionaries, colonialists and settlers in some African countries like Kenya, South Africa and Zimbabwe. In the process of teaching this topic, bring out the problems faced by foreigners, their impact and the contributions they made on the African continent.

Learning Out comes: The learner appreciates the importance of interdependence of nations and continents, and demonstrates the use of maps, reading skills, interpretations and analysis to collect information.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Outline reasons why traders came to Africa • Explain the causes of the Great Trek in South Africa • Describe the effects of foreign influence on the people of Africa • Discusse the methods the colonialists used to establish their rule. -	• Effects of European explorers • European traders in Africa • the Triangular / Trans-Atlantic trade • Reasons for the coming of traders into Africa • Effects of European traders • European missionaries in Africa • European Colonialists in Africa • The scramble and partition of Africa – Establishment of colonial rule in Africa Case Study • European settlers in South Africa • The causes of the Great Trek	- State what the causes of the scramble and partition for Africa were - Describe the establishment of colonial rule in Africa - Discuss the way Africa was partitioned - Explain the causes of the Great Trek - Discuss the effects of the Great Trek - Discuss the effects of foreign influence on the people of Africa - Discuss the methods used by the colonialists to establish this rule - Discuss methods used to acquire colonies - Describe methods used by colonialists

	• Effects of the Great Trek • Effects of foreign influence – Political effects: • Africans lost their independence – Economic effects: • exploitation of Africa's raw materials • development of infrastructure e.g., roads, railways, towns • new crops introduced – Social effects • African culture was distorted • intermarriages • Christianity and Islam were introduced • foreign languages were introduced: French, English, Portuguese, Spanish, German • New languages such as Kiswahili developed • Formal schooling began • Methods used by	to administer their colonies - Describe ways in which Africans reacted towards colonial rule

NATIONAL CURRICULUM DEVELOPMENT CENTRE

	colonialists to administer the colonial rule • Methods of acquiring colonies in Africa • Ways in which Africans reacted towards colonial rule	

Competences for Assessment

- mentions groups of foreigners who came into Africa.
- names/signs European countries that colonised Africa.
- draws the map of Africa showing sphere of influence.
- discusses problems faced by explorers.
- explains the causes of the Great Trek.
- discusses the effects of the Great Trek.
- discuses methods used by colonialists to acquire colonies.
- describes the methods used by colonialists to administer their colonies.

TOPIC 3: NATIONALISM AND THE ROAD TO INDEPENDENCE OF AFRICA

Overview

In the previous topic, the learner was introduced to how foreigners came to Africa, reasons for their coming, how they introduced colonial rule and how the people of Africa reacted to colonial rule. They also learnt about how the people of Uganda, Tanzania, Rwanda , Burundi and Kenya got independence in Primary Six. In this topic, bring out the meaning of the terms “Pan

Africanism" and "nationalism". Pan-Africanism is a feeling of uniting and promoting political, economic and social interests of Africa. Nationalism is a deep love and pride for one's country. These movements spearheaded the struggle for Africa's independence.

Learning Outcomes: The learner should be able to demonstrate knowledge and appreciate the rights of an individual, society and collective responsibility in bringing social justice, and political order.

COMPETENCES	CONTENT	SUGGESTED
- Identifies the work of pan Africanists and nationalists - Discusses reasons why Ethiopia and Liberia maintained their independence - Discusses reasons why Africans wanted independence - Identifies key personalities who fought for Africa's independence - Discusses the advantages and disadvantages	• Meaning of Pan Africanism, pan – Africanists, nationalism, nationalists, patriotism • The work of pan Africanists and nationalists • African countries that were not colonised: Ethiopia and Liberia • Reasons for maintaining their independence • Reasons for independence such as to: - control of national resources - revive African culture/ independence - stop exploitation by former colonial rulers - regain land from European settlers a. stop oppression	• Discussing the meaning of pan-Africanist, nationalist, patriotism and nationalism. • Debating the work of panAfricanists and why nationalists succeeded in their movements • Discussing problems panAfricanists and nationalists met in their struggle • Discussing reasons why Ethiopia and Liberia were not

of multi and single party systems of governance -	- desire for social freedom and their rights - regain African dignity and selfrespect - ensure human equality - end racial discrimination • Leading personalities who fought for Africa's independence: - Marcus Garvey - Jamaica - William Du Bouis - America - Booker T. Washington - America - Henry Sylvester Williams - Trinidad - Kwame Nkrumah • Leading nationalists who fought for independence of their country's examples: - Kwame Nkrumah – (Ghana) - Hastings Kamuzu Banda (Malawi) - Nelson Mandela (South Africa) - Patrice Lumumba (Zaire - Democratic Republic of Congo) - Abdul Nasser (Egypt) - Haile Selassie (Ethiopia)	colonised • Stating reasons why Africans wanted independence • Drawing a map of Africa showing African independent countries and their former colonial masters • Mentioning key personalities who fought for Africa's independence • Explaining the methods, they used to attain independence • Listing leading nationalists in Africa who fought for independence in their countries

Competences for Assessment

- states what Pan-Africanism and nationalism mean.
- names/signs the two countries in Africa which were not colonised.
- gives reasons why African countries demanded for their independence.
- names/signs the African leaders who struggled for independence of their countries.
- debates on single and multiparty systems of governance.
- demonstrates how elections are conducted in the school

TOPIC 4: POST INDEPENDENT AFRICA

Overview

In the previous topic, the learners covered the terms nationalism, patriotism and Pan-Africanism as movements which spearheaded the struggle for independence in Africa. In this topic, the learner will be introduced to the events that took place immediately after African countries gained their independence. The events progressed in the period referred to as post-independence, which means the period after independence. The learner will learn about the Organisation of African Unity (OAU); African Union (AU); and the formation of economic groupings of Africa which include: Common Market for Eastern and Southern Africa (COMESA), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC), Inter-governmental Authority for Development (IGAD) and East African Community (EAC). The learners will also be introduced to the advantages and disadvantages of forming economic groupings.

Learning Outcome: The learner appreciates the values of independence, what happened after independence and the importance of cooperation among states.

COMPETENCES	CONTENT	SUGGESTED ACTIVITITIES
- Explain why OAU was formed - State achievements of OAU - Discuss the failures of OAU - Explain why AU was formed - Organ of AU - State the functions of regional economic groupings in Africa	- Formation of OAU: – When it was formed – Why it was formed – Founder members – Objectives of OAU – Functions of OAU - Achievements of OAU: – Ended colonialism in Africa – Solved some border conflicts e.g., in Morocco and Algeria – Ended Apartheid Policy in South Africa – Gave birth to Africa Union - – Failures of OAU such as it failed to stop civil wars in some countries in Africa such as Somalia. - Formation of AU and its objectives - Organs of AU - Challenges of AU: – Limited funds to operate all affairs of AU – Constant civil wars – Different political ideologies – Dependence on developed countries - Possible solutions • Regional economic groupings: - COMESA (Common Market for East and Southern Africa) - ECOWAS (Economic Community of West African	• Ask the learners to: - Discuss why the OAU was formed - Explain the objectives of OAU and stating how it functioned - Draw the map of Africa and shading founder member countries of OAU. - Discuss the achievements and failures of OAU - Discuss the formation of AU - Identify reasons why regional economic groupings were formed - Discuss advantages and disadvantages

	States) and ECOMOG (Economic Community Monitoring Group) - East African Community (EAC) - SADC (Southern Africa Development Community) - IGAD (Intergovernmental Authority and Development) • Advantages and disadvantages of economic cooperation • Ways of solving problems faced by economic groupings	of cooperation - Suggest ways of solving problems of economic groupings

Competences for Assessment.

- discusses why OAU was formed.
- draws the map of Africa showing OAU founder member countries.
- states the achievements of OAU.
- discusses the challenges and failures of OAU.
- explains why the formation of AU was necessary.
- describes the organs of the AU.
- states the challenges of AU.
- suggests possible solutions to the challenges of the AU.
- names/signs the different economic groupings in Africa.
- discusses advantages and disadvantages of economic cooperation.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

SOCIAL STUDIES: TERM III

TOPIC 1: ECONOMIC DEVELOPMENTS IN AFRICA

INTRODUCTION

In the previous topic, the learner was introduced to the period of post independent Africa and what happened during the years that followed independence. The learner learnt about the formation of OAU, which led to the formation of economic groupings that are trying to promote the economic development of Africa and subsequently the African Union which also aims at developing Africa. This topic covers economic developments in Africa, the natural resources and their importance to economic development. These natural resources include people, land, minerals, water, animals, vegetation, climate and relief. The learner will be introduced to how these resources are used, problems faced when utilising the resources and how they influence development. Some African countries have been identified as case studies. These include Nigeria, Uganda, Libya, Sudan, South Africa and Democratic Republic of Congo. Each of these countries contributes to the economic development of Africa. The case study countries represent different regions of Africa.

Learning Outcome: The learner identifies and examines natural resources and their importance in the economic development of Africa.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Identify major economic resources of Africa and explains how each contributes	• Major economic resources: - Land and soils - Minerals - Animals	• Ask the leaners to: - Discuss major economic resources of Africa - Draw various maps of Africa to show where

to Development • Identify ways of caring for our natural resources - -	- People - Vegetation - Climate - Water • Problems faced in the utilisation of resources • Care for our resources	the economic resources are found - Explain how people use natural resources within their environment to develop - Discuss ways of caring for our natural resources - Explain problems faced in the utilisation of resources
• Identify major economic developments in Africa (case studies) -	• Major economic development in Africa (case studies) - Libya: – Climate – Oil mining – Irrigation farming – Industrialisation – Tourism - Sudan: – Climate – Gezira Irrigation Scheme – Hydro-electric power project – The Nile Valley - South Africa: – Mining – Farming – Trade – Tourism – Industrialisation - Democratic Republic of Congo: – Climate – Mining – Lumbering – Farming	- Identify major economic activities in case study countries - Compare economic activities carried out in case study countries with Uganda - Compare Uganda's climate with that of the case study countries - Compare oil mining in Libya with that of Nigeria - Discuss the influence of climate on economic activities in the case study countries

NATIONAL CURRICULUM DEVELOPMENT CENTRE

• Identify challenges affecting economic developments in Africa and solutions -	• Social challenges such as: - Illiteracy - Poverty - Ignorance - Diseases - High infant maternal and mortality rate - High fertility rate - Teenage pregnancies and early marriages - Low contraceptive use - Famine • Economic challenges: - Poor transport and communication - Lack of money/funds - Low level of technology/ skills - High dependency ratio - Unemployment - Corruption - Economic collapse – Brain drains • Political challenges: - Wars, coups, conflicts and violation of human rights - Political instability	- Write problems affecting economic developments in Africa - Discuss how communication is important in the economic development of Africa - Describe how electricity is produced and its importance to the development of Africa - - - - Discuss the political challenges faced in Africa - Mention common challenges in their lives and suggesting solutions to them - Discuss the possible solutions that affect economic development of Africa

	- High numbers of refugees - Poor governance - Foreign domination - Riots • Possible solutions	

Competences for Assessment

- writes/brailing posters on how to improve the economy of Africa.
- organises peaceful demonstrations on corruption, poor leadership and civil wars.
- visits the local environment to see development projects and writes a report.
- plans any economic developmental project in the school.
- states the major economic resources of Africa.
- draws various maps of Africa to show economic resources.
- discusses how natural resources contribute to economic development in Africa.
- identifies major economic activities of African countries of the case study.
-

TOPIC 2: WORLD ORGANISATIONS

Overview

In the previous topic, the learner covered economic development in Africa. In this topic, the learner will be introduced to the international community and gain knowledge and information on how the world interrelates. He/she will also learn about the United Nations (UN), its agencies and the Commonwealth of Nations, how they function and the challenges they face. In the process of teaching this topic, bring out the relationship between the United Nations and the two world wars.

Learning Outcomes: The learner should be able to appreciate the interdependence of nations and how the United Nations and its agencies are helping to solve challenges in Africa and the rest of the world, and appreciate the role-played by the Commonwealth of Nations.

COMPETENCES	CONTENT	SUGGESTED ACTIVITIES
• Explains how the two world wars led to the formation of the UN & how it works • Identifies the agencies of the UN and their functions -	• Formation of the United Nations - Origin – Objectives • Functions - Organs of the UN - Importance of the United Nations: - Cooperation - Unity - Technical assistance - Trade – Provide loans, grants and donations - Agencies of the UN - UNESCO, UNICEF, ILO, UNDP, WHO, UNHCR, IMF, UNFPA, IBRD, UNAIDS	Ask the learners to: - Explain briefly how the two world wars led to the formation of the UN - Explain why the United Nations was formed - Describe the membership of the UN - Identify the organs of the UN - Discuss the importance of the UN
• Identify ways in which human rights are violated • Discusses ways in which human rights should be respected -	• Human rights in the UN charter The Universal Declaration of Human Rights were adopted on 10 December 1948. The human rights include: - No one shall be subjected to torture or to cruel, inhuman or degrading treatment or	- Discuss the UN agencies and their functions - Outline the human rights stated in the UN charter - Identify ways in which human rights are violated - Discuss ways in which human rights

	punishment - All human beings are born free and equal in dignity and rights - Everyone is entitled to all the rights and freedoms - Everyone has a right to life, liberty and security of person - No one shall be held in slavery and slave trade is prohibited in all their forms - Everyone has a right to nationality • Ways in which human rights are violated • Ways of respecting human rights	should be respected
• Discuss the functions of the Commonwealth of Nation -	• The Commonwealth of Nations - Membership - Functions - Functions of the Commonwealth of Nations • Comparison of the activities of the UN and Commonwealth of Nations	- Identify Commonwealth member countries in Africa and the rest of the world - Mention the various functions of the Commonwealth of Nations to member states - Compare the activities of the UN and the Commonwealth of Nations

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Competences for Assessment

- explains why the UN and the Commonwealth of Nations were formed.
- describes the membership of the UN.
- identifies the organs of the UN.
- states the roles played by the UN and its agencies in helping the people of Africa and the rest of the world.
- outlines the human rights stated in the UN charter.
- identifies ways in which human rights are violated.
- discusses ways in which human rights should be respected.
- discusses different ways in which the Commonwealth of Nations assists member states.
- compares the activities of the UN and the Commonwealth of Nations.
- identifies the challenges faced by the UN and the Commonwealth.

Christian Religious Education

C.R.E: TERM ONE

Preamble

Christian Religious Education is a subject that emphasises culture, morals, skills and values, it is very easy for the learner to understand the concepts without the teacher's struggle in the class because topics are sequenced clearly. In bridging P7 CRE, some topics have been merged, others brought backward and while others pushed forward. This has been done to topics with related competences**.** As you teach these competences you should use the methodology which will help the learner to develop values like; respect, love, honesty, responsibility, trustworthy, patience, cooperation, concern, appreciation, forgiveness, humility, obedience and confidence. The values will be observed and assessed as the learner actively participates in the activity. This will help the learner to develop into a transformed Godly fearing person.

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

What was changed /merged and the justification

	CRITICAL CHANGES	JUSTIFICATION
P.7	"Friends on the way" was brought from the curriculum of primary six and "Happiness on the way to arrival" though not merged.	"Friends on the way" and "Happiness on the way to arrival" are used as the first topics to help the learner to begin from known to unknown and "
	Topics: 1 "Enriched by other nations and religions" and 4 "service" were merged.	These two topics are from the same curriculum of primary seven but with related concept of " Serving others"

	Topic: 9 and 10 in the curriculum of primary seven have been merged.	In these topics some of the sub-topics were removed and remained with key sub- topics that could not be left out. These topics have related content.

Topic 1: Friends on the way.

10 periods

Introduction:

This topic was extracted from Primary Six work for third term which helps the learners to begin from known to unknown. It helps the learner to discover what true friendship is all about. It further enables the learner distinguish between good and bad friends. 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**.**

Competences	Content	Suggested Activities.
- Explains the meaning of friendship and its importance. - Describes how Jesus showed friendship to the Apostles and other people. - Mentions the qualities of a	- **Friendship.** - Meaning and importance of friendship. - Jesus's 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.	- Group work discussion about the meaning of friendship. - Bible readings and discussions about friendship. - Roleplaying about how Jesus showed friendship to people. - Creative writing

good friend. - Describes the qualities of a marriage partner	- Qualities of people look for in marriage partners. - Marriage is a bond of friendship for life 1 Corintian13:4-7. - Marriage vows	about qualities of good friendship. - Brain storming about good friendship.

Assessment guidelines.

Let the learner

- Discuss the meaning and importance of friendship.
- Explain the qualities of people to look for in marriage.
- Role-play how Jesus showed friendship to people.

Topic 2: Christian Involvement in the World.

Introduction:

This topic is extracted from Primary six work. The learner will be helped to begin from known to unknown. Therefore, a teacher is expected to use primary six curriculum in the beginning. 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 in the world they live in. This can make the world a better place for people to live in. The role of science and technology is discussed and how it has developed and affected the world. The topic further brings out the role of Christian organizations in developing the world.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

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

Assessment guidelines:

Let the learner

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

Topic 3: Happiness on the way to arrival.

Introduction:

This is the 10th topic extracted from primary six curriculum. Therefore, the teacher is required to use primary six curriculum. This topic brings out the aspect of happiness and the different ways in which we can achieve it. Giving and receiving are also presented as a source of happiness. It further brings out to the learner the Biblical aspect and understanding of the life hereafter and the concept of Heaven. The topic continues to discuss suffering and the skills needed to endure and persevere in order to achieve happiness.

Competence	content	Suggested Activities.
- Explains how God is the source of happiness. - Describes giving and receiving as a source of happiness. - Describes	- **Relationship with God.** - Developing relationship with God - Meaning of happiness. ● Giving and receiving as a source of	- Discussing/ signing ways through which God brings happiness to men. - Debating. - Sharing/signing of experiences about cases where they received and become happy.

what Christians believe about heaven. - Mentions the causes of suffering	happiness- John 13:14-14. - Good relationship with God as a source of happiness. - Biblical teachings on heaven. - A life of purity as a way to heaven • Psalm 1:1-3. • Psalm 112:4-7. • **Life and death.** • **John 11:1-44** • **The biblical teachings about death 1Corinthians 15:55-57.** **Suffering: causes and how to endure Matthew 26:39-42**	- Bible reading of cases of happiness in the Bible. - Group discussions about the Bible texts read about life and death. Discussing/signing about the causes and endurance during suffering.

Assessment guidelines:

Let the learner;

- Explain how God is the source of happiness.
- Describe how giving and receiving can bring happiness.
- Explain the Jesus' teaching about death.
- Describe the Christian belief about heaven.
- List the causes of suffering

C.R.E: TERM TWO

Topic 4: Ancestors, Ourselves and the Spirit.

11 periods

Introduction:

This topic brings out a comparative study of death and hereafter in the Bible and in the African tradition. Our ancestors in the African tradition act as our guide in African traditional beliefs and the Spirit in the New Testament. They bring out the values that are cherished by Christianity and the African traditions for example reconciliation.

Competences	Content	Suggested Activities.
- Compares African traditional and Christian beliefs. - Identifies the similarities and differences between African traditional and Christian beliefs. - Explains the meaning and importance of reconciliation.	- Christians and African traditional beliefs. - Similarities and differences between Christians and African beliefs (1 Thessalonians 5:21-22). - Reconciliation. - Definition and importance of reconciliation (Levictus6:1-7, 1Samuel 12:1-17, Mathew 5:23-24. - **African traditional ways of securing reconciliation.** - Christian ways of reconciling with God(2 Corinthians 5:18-19, Hebrews 10: 9-10, Romans12:1) - Ways of reconciling with one another.	- Telling/signing stories related to Christian and African traditional concept. - Sharing/signing experiences on ways of reconciling with one another. - Talking/signing about Christian and African traditional beliefs about life after death. - Sharing/signing lessons about life after death. - Saying religious prayers. - Reconciling with one another.

Assessment guide lines:

Let the learner;

- Outline the differences and similarities between Christians and African traditional beliefs.
- Describe the importance of reconciliation.
- Explain the ways of securing reconciliation (traditional and/Christian).
- Explain the concept of life after death.
- Write text on reconciliation and prayers expressing gratitude to God.
- Reconcile with one another.

Topic 5: Enriched by other Nations and religions.

Introduction:

This topic is in Term 1 but it has been merged with topic 4 in Term 2 because they all address the concept of serving others. Service is a duty that is very important in society with everything that we have, we are called to be good custodians to take care of ourselves and others as the Spirit guides us. This topic explores the learner's knowledge about the different religions that exist in the world including Judaism, Islam and Christianity which have been of major influence in forming culture. It also enables learners find the benefits gained from people of different countries through international organizations, culture, trade, development and relief.

Competences	Content	Suggested Activities.
- Explains how international organizations bring people together. - Identifies international organizations that bring people together. - Explains some major religions of the world. - Explains the benefits got from people of other countries. - Defines service and explains the Bible teaching on service. - Explains services offered to needy by groups of relief organization.	- **World religions**. - Historical back ground. - Symbols, signs and basic beliefs. - Respecting and relating with people of other religions. - **International organizations such as** ICRC, United Nations, Red Cross, World Food Program (WFP) and their benefits(Micah 4: 3-4). - **Ways through which** nation's benefits from other peoples' culture trade and development.	- Identifying international organizations talking about the benefits from international organizations. - Researching about the different world religions. - Drawing/brailing posters of major organizations. - Drawing key religious symbols. - Dramatizing togetherness. - Reading/brailing Bible text on service. - Group discussion on service offered in the community. - Talking/signing about how they can serve others. - Carrying out project work on service.

Assessment guidelines:

The learner;

- Mention some major religion in the world.
- Explain the basic beliefs of the world religions.
- List the international organizations that give assistance to people in the community.
- Identify symbols of each of the world religions.
- Explain Bible teaching on service.
- Discuss services offered by relief organization in his / her area.
- Identify ways of serving others.

Topic 6: Living in the Spirit of Love.

- **Introduction:**

- This topic brings out the concept of love as one of the Christian virtues and the gift of the Holy Spirit. It is the manifested presence of the glory of God. One of the areas where true love is witnessed is through the body of marriage which is discussed in this topic. Marriage is an important institution which was instituted by God at the time of creation. In marriage we learn to love and accept others. This topic will equip the learner with knowledge about **marriage, its** purpose and the biblical teaching about it. The topic will further expose the learner to good friendship, self -control, sexually transmitted diseases and how to avoid them.

Competences	Content	Suggested Activities.
- Explains the meaning of marriage and identifies types of marriage. - Identifies reasons for marriage and the Biblical teaching on marriage. - Explains the qualities of a good	- **The spirit of love (Romans** 5;5,Galacians 5:22-25, 1John4:12-19) - **Marriage.** - Meaning of marriage as a social institution. - Purpose of marriage - Types of marriage. - Biblical teachings and law on marriage(Genesis 2:18-25, Leviticus 18;1-18, Mathew 19:3-6, 1Corinthians 7:1-16)	- Discussing about the meaning of marriage. - Carrying out research on the types of marriage. - Debating/signing on qualities of a good partner in marriage. - Discussing/signing about ways of preventing sexually transmitted diseases such as HIV/AIDS - Brain storming sharing experiences on how to behave well in relation to

husband/wife. - Explains the meaning of love and relationships. - Defines sexual deviation and its effect according to the Bible. - Explains ways of controlling and preventing sexually transmitted diseases.	- **Marriage partners.** - Qualities of a good husband/wife. - **Love and relationships**. - Meaning of love (1Corinthians 13:4-7) - Meaning of relationships.(Ephesians 6:1-4, Colossians 3:18-21) - **Sexual deviation and their dangers.** - Homosexuality - Incest - Fornication - Adultery - Prostitution - Bestiality - Control and prevention against sexually transmitted diseases biblically.	opposite sex - Discussing/signing on the meaning of love and relationships. - Discuss sexual deviations and its dangers. - Discussing how people deviate from normal sexual practices.

Assessment guidelines:

Let the learner;

- Discuss the meaning of marriage as a social institution and its purpose.
- Mention the qualities of good husband/wife.
- Talk about the sexual transmitted diseases.
- Discuss the sexual deviations and their implications.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Topic 7: The spirit makes us free.

Introduction:

Freedom is the inner state of all who are fulfilling the potential of their own created nature by worshipping and serving God. This topic brings out the aspect of authority and freedom which are necessary in each one's life but they must be well understood if they are to help people to develop. It also introduces to the learners the concept of human rights and laws and how to respect other people's rights. This topic will expose to the learners the concept of the electoral process which should be free and fair and the people who are eligible for voting. The learner will be helped to understand that voting is their right and they should respect it.

Competences	Content	Suggested Activities.
- Explains the meaning of freedom and authority. - Identifies the types of authority and describes how people misuse freedom and authority. - Explains the	- **Freedom and authority.** - Definition of freedom and authority. - Types of authority. - Biblical teaching on freedom and authority (Mark 10:42-45, Matthew 22:15-22, Romans13:1-7, Jeremiah 10:23). - **Proper use of**	- Asking and answering questions about freedom and authority. - Debating/signing on freedom and authority. - Reading/signing bible verses on freedom and authority. - Prying. - Sharing/signing experiences on elections. - Roleplaying

Biblical teachings on freedom and authority. - Describes a free and fair electoral process. - Explains how he/she can use freedom and authority well.	**freedom and authority** (John13:5) - Animal rights (Proverbs 12:10, Jonah 4:1). - Ways of misusing freedom and authority. - Human rights. - People's rights and responsibilities - **National laws which protect people's rights**. - The right to vote/to be voted for an eligible voter. - Characteristics of free and fair elections. - Respecting people's rights.	elections. - Sharing/signing lessons about the process of free and fair elections. - Discussing/signing how to use freedom and authority.

Assessment guidelines:

Let the learner;

- Describe the concept of freedom and authority.
- Give examples of people with authority.
- Explain how people misuse freedom and authority.
- Read the biblical teaching on freedom and authority.
- Describe the concept of human rights.
- Mention the characteristics of free and fair elections.
-

C.R.E: TERM THREE

Topic 8: The Spirit Helps us to use His Gifts.

8 periods

Introduction:

The gifts are given to us so that we can accomplish the will of God. Jesus promised that the Holy Spirit would live and abide in us forever. This topic guides the learner on how the Holy Spirit works in human beings and helps them appreciate individual talents as well as understand why and how human beings should use their talents responsibly. Talents are our best abilities that we have nurtured through practice, personality, genetics, education and interest. Each one of us has a unique gift which we have to nurture.

Competences	Content	Suggested Activities.
- Identifies his/her talents and those of different people. - Describes how to use talents and identifies the gifts and fruits of the Holy Spirit. - Explains the Biblical teaching on	- **Talents.** - Some of the talent are; - Leadership, business, farming, preaching, teaching, sports, entertainment. - **Using our talents.** - Creativity in use of our talents. - (Proverbs11;24-25) - Meaning of the conscience.	- Talking/signing about the gifts and fruits of the Holy Spirit. - Dramatizing how people use the gifts and fruits of the Holy Spirit - Memorizing/brailing bible verses on gifts and fruits of the Holy Spirit. - Praying. - Role-playing using the talents.

the gifts and fruits of the Holy Spirit. - Explains how the Holy Spirit guides us through our conscience. - Uses own talents responsibly	- The Holy Spirit and the conscience.(John 16:6-15,1Corinthians 12:1-11) - The gifts and fruits of the Holy Spirit. -	

Assessment guidelines:

Let the learner;

- Explore his /her talents.
- Explain the best ways of using talents.
- Identify the gifts and fruits of the Holy Spirit.
- Role-play how to use the gifts and fruits of the Holy Spirit in daily life.
-

Topic 9: Strengthened by the Spirit we Accept the Events of Life.

Introduction:

- Topic 8 remained as it was. In this topic, a child needs knowledge and strength to handle different events in life. The Holy Spirit gives us the spirit of strength and when we consistently work in the Spirit, we bear fruits. This topic brings to the learner the ideas of success, failure, fear and courage. It guides the learners on what brings about success and failure in life. The learners will be equipped with skills of coping with emotions.

Competences	Content	Suggested Activities.
- Explains the meaning of success and failure. - Describes the causes of success and failure. - Explain how God helps people to cope with positive and negative experiences. - Explains the causes and value of fear. - Explains how Jesus was strengthened by the Holy Spirit. - Managing his/her own emotions.	- **Success and failure**. - Define success and failure. - (Job1:1-22, Joshua 7:1-6, 8:1-23). - Causes of success and failure - How God helps people to cope with positive and negative experiences (Luke 4:1-13, Matthew 14:23-31, Romans 12:3-13). - **Fear** - Causes of fear in human beings - Causes of fear in animals. - The value of fear. - Bible teaching on fear and courage (Gen. 15:1, Joshua 1:5-9. - Isaiah 41:10,13,Jeremiah 1:6-8, - 1Peter5:7, Mark14:32-36) - **Emotions** - Recognizing our emotions. - Gods' help in managing our emotions. (Genesis 45, John 16:33).	- Sharing/signing success stories. - Memorizing key verses on success and failure. - Writing /brailing stories on success and failure. - Discussing about fear and how to overcome it. Discussing/signing about of fear in animals. - setting personal goals individually - Saying /signing prayers related to success. - Sharing/signing experiences on how to control emotions. - Role-playing success, fear and courage.

Assessment guide lines:

Let the learner;

- Tell what he/she understands by success and failure.
- Share experiences of failures and success.
- Role-play success, fear and courage.
- Read Genesis 45 and mention the emotions felt by Joseph and his brother.

Topic 10: Praying in the Spirit.

Introduction:

Topic 9 and 10 in the curriculum are merged and when you look at the content of Topic 9 and 10, you find that some sub topics are removed and remained with the key sub topics. Here in Topic 9, you find that it started with communication as an important aspect of human life. It is the way through which people exchange both verbal and non-verbal messages for purposes of creating human fellowship. This topic brings to the learner knowledge and skills of effectively communicating to God, hence enable them create a good relationship with God.

- Whereas Topic 10 picks out the element of sacraments which is merged into those two topics.
- As you teach, you will find that you have to look into the contents of these two topics and come up with a clear content for the learner. In Topic 10, it further helps the learner relate the doctrine of sacrament to the modern
- Christian life.

Competences	content	Suggested Activities.
- Explains the meaning and importance of communication. - Describes ways of communicating to God through prayer. - Mentions incidents of prayer in the Old	- **Communication.** - Meaning and importance of communication. - Ways of communicating to God through prayer. - Importance of prayer. - Prayers as a means of knowing God better (Luke 11:1-13, John 20:24-29). - **Types of prayer.** - Prayer in the Old Testament	- Defining communication. - Explaining the importance of communication with God. - Bible readings about prayer. - Sharing/signing experiences about communication. - Reciting/signing

Testament. - Explains different types of prayer. - Mentions lessons learnt from Jesus' teaching on prayer. - Explains the meaning and importance of Sacraments to the church. - Identifies the Sacraments for different denominations and their interdenominational differences.	- Incidents of prayer(Exodus15:1-8,2Samuel12:13) - Examples of prayer(Psalm 6:1-2, Psalm 51: 1-8,1Kings3:4-15) - Jesus' teaching and examples of prayer (Matthew 14:23, Mark1:35). - **Sacraments in the life of a Christian.** - Meaning of sacraments and their numbers according to different denominations. - Importance of sacraments. - Interdenominational differences such as Church of Uganda, Roman Catholic and Pentecostals.	different types of prayer as a way of communicating to God. - Writing/brailing a prayer communicating to God. - Explaining Jesus' teaching on prayer. - Saying/signing prayers for different purposes. - Explaining the need for prayer. - Discussing the meaning and importance of sacraments in the church.

Assessment guidelines:

Let the learner;

- Give the definition of the key words e.g. communication, prayer, sacrament etc.
- Narrate their own experiences about prayer and communication.
- Role –play the communication process.
- Mention the types of prayer.
- Explain the different sacraments used by different denomination

ISLAMIC RELIGIOUS EDUCATION

PRIMARY SEVEN ABRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

General background

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

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

Islamic Religious Education Assessment strategy

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

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

Islamic Religious Education is an essential subject that learners cannot do without. Therefore, leaving a topic without teaching it, may cause loss to the learner.

Due to the time lost during Covid period, the IRE curriculum has been abridged by merging topics and considering the most essential competences.

SN	CRITICAL CHANGES	JUSTIFICATION
1	Topics; qualities of an upright person P6 Term3 and hypocrites are merged and taught together in P7 Term1.	The topics have relationship and can be easily taught together.
2	Topics: worship in P6 Term3 and rights of Hajj, Qur'an Extract regarding Hajj P7 term1and Hajj, Umra , Importance of Hajj P7 Term2 are merged to be taught together in P7 Term I	Topics are related and can be taught together in a lesson.
4	Topic: Islam and other religions P7 term1 is not merged.	Can be taught alone in a lesson because it is wide.
9	Topics: upright person P6 Term3 and a hypocrite P7 Term1 can be taught together through reviewing the first topic from P6.	These topics are related and then can be taught together.
	Topic: Qur'an teaching on Women P7 Term 3 can be merged with Marriage and the Status of Women in one lesson in P7 Term2	There is a relationship between the two topics in the class.Threfore they can be taught together.
	Topic: Obedience and social security P7 Term3 can be taught alone .	Can be taught alone in a lesson because of its importance to the young generation.
	Topics: Muslim communities in Uganda. P7 Term1 and Muslim Organizations in Uganda P7 term3 can be taught together in a lesson.	These can be taught together in a lesson. They are related because their custodians are Muslims and having duties that resemble.

TOPIC: DAY OF JUDGMENT

Introduction

The topic Introduces the learner to a number of events that will take place on the day of judgment like giving out to people books containing records of their deeds, weighing people's deeds on the scale and fixing a narrow bridge. This will assist a learner to know that this article of faith is significant in developing and strengthening one's faith if he/she understands it. The teacher is expected to teach each sub-topic in a lesson as stipulated in competences (each 40 minutes). Note that the first competence previews lessons in P.6 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Explains/ signs why Allah revealed Surat Al- Kafiruna. • Recites/ signs selected verses regarding the day of judgment • Interprets the selected verses. • Explains/ signs the significance of events of the day of judgment	• Selected verses regarding the Day of Judgment. • Interpretation of the selected verses • Significance of the events of the day of judgment • Relationship of the selected verses on the daily life.	• Reciting/signing selected verses individually. • Reading/signing and interpretating the selected verses • Identifying events of the day of judgement through brainstorming • Explaining/ signing the significance of the events • Discussing/ signing the message and lessons learnt from the selected verses through brain storming

Guidance on Assessment

- Listen and assess the learner's logical reasoning as he/she explains/ signs why Allah revealed Surat Al- Kafiruna.
- Assess the learner's articulation as he/she recites/ signs selected verses regarding the Day of Judgment.
- Assess the learner's critical thinking as he/she interprets/ signs selected verses regarding the Day of Judgment.
- Listen and assess the learner's appreciation as he/she explains/ signs the significance of events of the Day of Judgment.

Topic: Hypocrites

Introduction

The topic introduces the concept of Hypocrisy and its dangers to the learners. Here a teacher has to clearly show the stand of Islam on Hypocrisy. This is the false assumption of goodness. A hypocrite is a pretender. This topic will enable a learner reflect on our daily life, our behavior, our manners, our faith in Allah and his teaching.

The teacher is expected to teach each sub-topic in a lesson (40 minutes). Note that the first competence previews lessons in P.6 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Describes/ signs the qualities of an upright person • Explains/ signs the characteristics of a hypocrite.	• qualities of an upright person • The characteristics of a hypocrite. • Ways of avoiding hypocrites in the	• Describing/ signing the qualities of an upright person • Explaining/ signing the characteristics of a hypocrite.

• Identifies ways of avoiding hypocrites in the society today. • Relates the topic to the daily life.	society today. • Relationship of the topic to the daily life.	• Identifying/ signing ways of avoiding hypocrites in the society today • Relating the topic to the daily life

Guidance on Assessment

- Listen and assess the learner's appreciation as he/she brainstorms on the qualities of an upright person.
- Assess the learner's articulation as he/she presents/ signs the characteristics of a hypocrite.
- Assess the learner's initiation of new ideas as he/she identifies/ signs ways of avoiding hypocrites in the society today.

Topic: Rites of Hajj

Introduction

Hajj is a pilgrimage to Makkah. It is the fifth pillar of Islam and is performed by only those who can afford the expenses. There are rituals that are performed during Hajj. Hajj is prescribed in the Qur'an and Hadith. A man and a woman who go to Hajj are called Hajj and Hajjat respectively. This topic is important to learners because he/ she learns the rites that are performed during this period. The topic is divided into sub-topics; - forms of worship, rites of Hajj and Umra Identifies the religious sites of Makkah and Madinah. The teacher is expected to teach each sub-topic in a lesson (40 minutes).

Note that the first competence previews lessons in P.6 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Explains/ signs forms of worship • Tells/ signs the rites of Hajj and Umra • Identifies the religious sites of Makkah and Madinah	• The pilgrim puts on Ihraam(an intention, cleaning the body, shaving, trimming nails and putting on the prescribed garment) • The pilgrim does Tawaaf (goes around the ka-abah seven times) • Performs Sa'y (moves between two hills of Swaffa and Marwa) • Remains in Ihraam until the end of hajj • Sleeping at Muzidalifa where they pick the seven pebbles • Assembling at Arafat • Should sacrifice an animal • Visiting the valley of Minna • Rites of Umra • Includes all rites of Hajj except assembling at Arafat and sacrificing an animal. • Important religious sites visited at Makkah and Madinah. • The Ka-abah	• Explaining/ signing forms of worship. • Sharing experience about any Hajj they have ever met. • Role- playing how Hajj is performed. • Identifying religious symbols. • Identifying the religious sites of Makkah and Madinah

	• This is the first and oldest house of Allah. (Give an illustration) • It was built by Prophet Ibrahim and his son Ismail for worshipping Allah. • Masjid Haram in Makkah • The worship place including the ka-abah. (Give an illustration) • Masjidi Al- Qiblatayin • This is the mosque in Makkah which has two facing directions (Qiblas) • Baitu Al- Muqdis in Jerusalem and later Allah ordered Prophet Muhammad • (P.B.U.H) to change the direction to Makkah. • Cave of Hira: This is the cave where Prophet Muhammad (P.B.U.H) received the first revelation of the Qur'an. • Cave of Thaura: This is the cave where Prophet Muhammad(P.B.U.H) hid with his companion during his migration to Madina.	

NATIONAL CURRICULUM DEVELOPMENT CENTRE

	• Masjid Al- Nnabawi: This is the mosque of the Prophet PBUH in Madinah. • Baqie: This is the first grave yard in Madinah where some of the companions, sons and wives of the Prophet were buried. • Masjid Quba-a: the first Mosque built in Madinah by the Prophet.	

Guidance to Assessment

- Listen and assess the learner's logical reasoning as he/she explains/ signs forms of worship.
- Assess the learner's appreciation as he/she tells/ signs how the rites of Hajj and Umra are important to a Muslim.
- Assess the learner's choice making as he/she identifies the religious sites of Makkah and Madinah.

Topic: Upholding Good Health.

Introduction

The topic states the importance of visiting the sick, pray for him/ her for quick recovery and comfort him/her. Visiting the sick has been a tradition to Muslim since the time of the Prophet. The topic also further help the learner Identify Islamic prescribed medicine to supplement those sold in pharmacies and drug shops for sick.

Competences	Content	Suggested Activities
• Recites/ signs hadith regarding visiting the sick and treatment • Recites/ signs hadith regarding medicine and • Gives/ signs ways of avoiding these diseases • Treats using Muslim medicine	• The Prophet PBUH said: "A Muslim owes another six things; when you meet give one another Salam, when a Muslim calls you, go and see why he/she is calling you, when he/she asks for advice from you, advise him/ her, when he/she sneezes, she/he has to praise Allah and you respond him or her, when he/ she falls sick, you have to visit him/her, when his/ she dies, you have to attend his /her funeral." • The Prophet PBUH said; "Allah has sent down both the disease and the cure, and He has appointed a cure for	• Reciting/ signing the relevant Hadiths. • Interpreting the Hadith. • Discussing/ signing causes of HIV and AIDS And ways of avoiding them • Discussing/ signing types of Muslim medicine.

	every disease, so treat yourself medically and use nothing unlawful." • This hadith is teaching you that taking medicine and treatment in a lawful way is accepted in Islam • Zam zam water: this water can cure all diseases. It is got from the well of Zamzam at Makkah. • Habbat sauda: Prophet Muhammad (P.B.U.H) PBUH said this medicine can cure all diseases except death. • Dates: a medicine that cures cancer, poor vision, labour pain, heart diseases. • Cupping: a traditional treatment in which blood is drawn from the surface of the body. • Honey: is a product of bees which cures cough, sores, flue and many others.	

Guidance on Assessment

- Listen and assess the learner's articulation as he/she recites/ signs hadith regarding visiting the sick and treatment.
- Assess the learner's audibility as he/she recites/ signs hadith regarding medicine.
- Assess the learner's evaluation of facts as he/she gives/ signs ways of avoiding these diseases.
- Listen and assess the appreciation as he/she demonstrates/ signs how to treat using Muslim medicine.

Topic: Asian Muslim Community

Introduction

Among the workers who constructed the Uganda Railway we had the Asian Muslims especially the Ismailia Muslim community had a great contribution to Islam. They built Mosques, Schools under East Africa Muslim Welfare Society. This topic is important to the learner because it enables them to appreciate the contribution of Asian Muslim Community.

Competences	Content	Suggested Activities
• Identifies the Muslim communities in Uganda. • States/ signs the contributions of these communities in Uganda. • Shares lessons learnt from the contribution made by the Asian	• Currently we have the following Asian Muslim communities in Uganda. • The Ismailia Muslim community • These believe in a clear line of succession of an Imam and they don't accept the concept of an Imam being hidden	• Brainstorming on Asia communities which made a contribution in Uganda. • Discussing/ signing the contribution of Asian community in the spread of Islam in Uganda • Sharing lessons learnt from the contribution made by the Asian

Communities to Uganda.	from them like the Shias. • An example of the personalities in this group is sir Sultan Muhammad(P.B.U.H) Ali Sha Agakha The Bohras • This is a Shia group which originally recognizes the same line of Imams like the Ismailias **The Ahmadiyyah.** • The Punjabi • Study more about these Asian Muslim communities in Uganda. **Contributions** They have built schools • They have built mosques • They have built hospitals • They have spread Islam • During fasting and Idd festivals they give support to Muslims.	Communities to Uganda.

Guidance on Assessment

- Listen and assess the learner's choice making as he/she identifies/ signs the Muslim communities in Uganda.
- Assess the learner's appreciation as he/she states/ signs the contributions of these communities in Uganda.
- Observe and assess the learner's logical reasoning as he/she shares/ signs lessons learnt from the contribution made by the Asian Communities to Uganda.

Topic: Qur'an Extract regarding Hajj

Introduction

The Qur'an orders Muslims to observe Hajj for those who can afford the expenses. Verses 195- 200 of Surat Baqara give instruction and guidance to the Al- Hajj on performance of Hajj. This topic will help the learners to understand Qur'an extracts regarding Hajj and the important of Arafat.

Competences	Content	Suggested Activities
• Recites/ signs the selected Extracts regarding Hajj • Interprets/ signs the selected extract regarding Hajj • Relates message in these extracts to his/ her daily life.	• "And complete the hajj and Umra in the service of Allah. But if you are prevented from completing it, send an offering of sacrifice, such as you may find……." Meaning of the verse: • During pilgrimage one may fall sick after putting on ihram and	• Reciting/ signing and memorizing Qur'an extracts individually. • Interpreting/ signing the verses • Brainstorming on the message and lessons learnt from Qur'anic extracts. • Discussing/ signing the relevance of the extracts to the daily life.

	may be required to put it off and put on the older clothes. Remember that when a pilgrim puts on the Ihram dress, he/she is not supposed to put it off until the completion of Hajj. • The lessons we learn from the verse; • Hajj and Umra are religious duties • Offering and sacrifices are performed during hajj • A pilgrim is not allowed to shave off during the course of hajj	

Guidance on Assessment

- Listen and assess the learner's articulation as he/she recites/ signs the selected extracts regarding Hajj.
- Assess the learner's logical reasoning as he/she interprets/ signs the selected extract regarding Hajj.
- Listen and assess the learner's appreciation as he/she relates/ signs message in these extracts to his/ her daily life.

Topic: Islam and other Religions

Introduction

Islam like other religions has many virtues. Therefore, the majority of the principles, concepts and objectives are the same for all religions such as worship, supernatural being, humanity and sacrifice. This topic will enable a learner to identify and appreciate other religions, their differences and similarities with his and her own.

Competences	Content	Suggested Activities
• Explains/ signs the similarities and differences between Islam and other religions in Uganda. • Interacts freely with people of other religions	• Similarities between Islam and other religions • They all believe in the existence of God • Apart from the African traditional religion, the religious belief in the idea of Prophet hood. • They all believe in life after death. **Differences:** • Islam teaches that God is one, the one and only Allah where as Christians believe in the idea of trinity i.e three people in one God who are the father, the son and the Holy spirit • African Traditional Religious belief in one supreme God but with other minor gods each in	• Discussing/ signing the concept of God according to Islam. • Identifying the similarities and differences between Islam and other religions. • Sharing/ signing experiences about the concept of God, revelation, prophet hood, and life after death. • Visiting different places of worship.

	charge of a particular aspect, these gods may include Dungu for hunting, Musoke for Rainfall, mukasa for birth and kibuuka for wars. • The Bahai do not believe in the incarnation of Christ. Where Christians believe in it. • Muslims and Bahai believe in prophets, muslims believe in Muhammad(P.B.U.H) P.B.U.H as the last prophet where as the Bahai believe that each generation has its own prophet.	

Guidance on Assessment

- Listen and assess the learner's right choice making as he/she explains/ signs the similarities and differences between Islam and other religions in Uganda.
- Assess the learner's cooperation as he/she interacts freely with people of other religions.

Topic: Hajj and Umra

Introduction

Hajj is the fifth pillar of Islam. A person who performs pilgrimage is forgiven of all his/ her sins. This topic teaches a learner how to perform Hajj and the importance of Hajj (see verse 28 Surat Al- Hajj. This is among other few religious duties that are compulsory to those who have the means to for it.

Competences	Content	Suggested Activities
• Recites/ signs the Hadith on Hajj. • Explains/ signs the meaning of the Hadith. • Mentions/ signs the importance of Hajj and Umra. • Gives/ signs reasons why Muslims perform Hajj and Umra.	• Importance of Hajj and Umra; • Hajj is fulfilment of the 5th pillar of Islam. • A pilgrim gets a big reward from Allah. • One who performs a valid Hajj is forgiven his/ her previous sins. • Hajj and Umra please Allah. • They strengthen one's faith in Allah. • Hajj and Umra make one to know more about the foundation of Islam. • Makes one be conscious of his/her religion	• Reciting/ signing the Hadith on Hajj. • Explaining/ signing the meaning of the Hadith. • Asking and answering questions about the message of the Hadith. • Explaining/ signing the importance of Hajj.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Guidance on Assessment

- Listen and assess the learner's articulation as he/she recites/ signs the Hadith on Hajj.
- Assess the learner's logical reasoning as he/she explains/ signs the meaning of the Hadith.
- Listen and assess the learner's appreciation as he/she mentions/ signs the importance of Hajj and Umra.
- Assess the learner's concern as he/she gives/ signs reasons why Muslims perform Hajj and Umra.

Topic: Important Muslim personalities in Uganda

Introduction

The topic introduces a number of prominent Muslim personalities and promoters of Islam whose study inspires others to emulate their examples. This topic will help a learner know important Muslim personalities and promoters of Islam in Uganda.

Competences	Content	Suggested Activities
• Gives/ signs the causes of religious war in Buganda. • Identifies the important Muslim personalities in Uganda • Gives/ signs a brief biography of these personalities showing lessons learnt.	Examples of important Muslim personalities Prince Nuhu Mbogo He was the father to Prince Badru Kakungulu. He was a prince from Buganda and a brother to Kabaka Mutesa1 and was a son to Kabaka Ssuna11. When religious wars	• Giving/ signing biography of important religious Muslim personalities in his/her locality. • Discussing/ signing the qualities of an important Muslim personality. •

	broke out in Buganda, Mbogo led a group of Muslims and escaped to Kijungute in Kiboga district to save their lives. Mbogo took up the leadership of Islam in the early years of Islam in Uganda. Mbogo was exiled to Zanzibar and in 1890 Prince Badru Kakungulu He was born in 1907 and was a son of Prince Nuhu Mbogo a brother of king Muteesa1. He got involved in the leadership of Muslims after the death of his father. During his life time, Kakungulu devoted a lot of his wealth to the spread of Islam. Prince Kassim Nakibinge The son and the successor to Prince Badru Kakungulu. He has followed the footsteps of his parents	• Identifying the characteristics of the personalities as they study their biographies. • Sharing what he/ she will do to support Islam.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

	to support Islam. Sheikh Anas Sheikh Kinyiri He was born to Sheikh Juma Sheikh Kinyiri and Salama Tagane Kanyiri. Sheikh Sheikh Kinyiri went to Bukoyo Primary School for his early education. He later went to Sheikh Ahmada Nsambu for religious studies upto1946.He also went to Egypt and was admitted in Al- Azhar University Juma Menhya Munuulo He was a grandson of Kakaire,the son of the Omukama of Bunyoro Nyamitukula who settled in Bugweri. Sheikh Zaidi mugenyi Asooka He was born in 1912 to Asuman Gunsiiriza at Ngando in Butambala district. He had his early education at Kibibi.	

Guidance on Assessment

- Listen and assess the learner's articulation as he/she gives/ signs the causes of religious war in Buganda.
- Assess the learner's appreciation as he/she identifies/ signs the important Muslim personalities in Uganda
- Assess the learner's concern as he/she gives/ signs a brief biography of these personalities showing lessons learnt.

Topic: Qur'an in teaching on Women

Introduction

The topic talks about the way women of the pre-Islamic Arabia were treated. The attitude of the pre-Islamic Arabia towards women, Discusses the chapter that was devoted to the discussion of women issues. The chapter intends to affirm the value that Islam attaches to women as important member of the society. The topic will enable the learner appreciated the status and right of women in Islam.

Competences	Content	Suggested Activities
• Recites/ signs the Qur'an extracts from Surat Nisa-i related to women • Interprets the selected verses from Surat Nisa-i • Relates lesson from the verses to your daily life	Allah says قَالَ تَعَالَى: "يَاأَيُّهَا الَّذِيْنَ آمَنُوا أَطِيْعُوا اللهَ وَ أَطِيْعُوا الرَّسُوْلَ وَأُوْلِى الْأَمْرِ مِنْكُمْ....." "Oh you who believe! Obey Allah, and obey the messenger, and those charged with authority among you ....." Q (4:59)	• Reciting the Qur'an extracts from Surat Nisa-i related to women together, in small groups and as an individual. • Discussing the status and rights of women as granted by God, not fellow human being. • Interpreting the verse with guidance of the teacher.

	<u>Who should be obeyed?</u> Allah • By practicing the tradition of Prophet Muhammad (P.B.U.H) • Loving Allah from the bottom of your heart • Enjoining others to do good The parents • By showing them love and gratitude • Talking to them with respect and kindness Authority • By abiding by their rules and regulation • By Gives/ signs them respect • By not tarnishing their public image	• Sharing experience on lessons learnt from the verses. • Discussing the relevance of the verses to the daily life.

Guidance on Assessment

- Listen and the learner's articulation as he/she individually recites/ signs the Qur'an extracts from Surat Nisa-i related to women.
- Assess the learner's critical thinking as he/she interprets/ signs the selected verses from Surat Nisa-i
- Assess the learner's logical reasoning as he/she relates/ signs lesson from the verses to your daily life.

- Assess the learner's appreciation as he/she discusses/ signs the relevance of the verses to the daily life.

Topic: Obedience and social security

Introduction

In this topic the Qur'an calls upon Muslims to obey Allah and their leaders. The word of obedience implies that there is somebody to be obeyed. This person has the authority over others as a parent, obedience to others creatures should be within the confines of Sharia.

Competences	Content	Suggested Activities
• Identifies who should be obeyed • Explains/ signs the consequences of disobedience. • Demonstrates/ signs obedience at different levels	**Who should be obeyed?** **Allah** • By practicing the tradition of Prophet Muhammad (P.B.U.H) • Loving Allah from the bottom of your heart • Enjoining others to do good • Practicing the teachings of the Holy Quran • Reframing from doing evil actions The parents • By showing them love and gratitude • Talking to them with respect and kindness	• Explaining the concept of obedience. • Identifying who should be obeyed. • Sharing experience about obeying authorities at school. • Discussing/ signing reasons for obedience to parents. • Discussing/ signing the consequences of the failure to obey God, parents and authority. • Role playing obedience at different levels.

	Authority • By abiding by their rules and regulation • By giving them respect • By not tarnishing their public image	

Guidance on Assessment

- Listen and assess the learner's choice making as he/she identifies who should be obeyed.
- Assess the learner's logical reasoning as he/she explains/ signs the consequences of disobedience.
- Assess the learner's cooperation as he/she demonstrates/ signs through Narrating obedience at different levels.

Topic: Marriage and the Status of Women

Introduction

The topic discusses the concept of marriage. The prophet (PBUH) urged young men who can afford to meet expenses of marriage to marry and those who cannot marry to practice fasting in order to curb their sexual urge. The topic also elaborates the factors that determine one's choice of a wife namely, beauty, family background, wealth and religiousness.

Competences	Content	Suggested Activities
• Narrates/ signs one hadith regarding marriage in Islam • Tells/ signs the importance of	The Prophet of Allah PBUH said; "Oh young people! Whoever amongst you can afford to meet expenses of marriage should marry and those who can't marry	• Narrating/ signing a hadith regarding marriage and interpreting it. • Reading/ signing and interpreting that Hadith

Competences	Content	Suggested Activities
marriage in Islam • Gives/ signs the conditions necessary for marriage.	should practice fasting because it curbs sexual urge." Narrated by Abdallah. Sahiih bukhari H: 7:4 Importance. • Marriage is a religious duty. • It protects married people from being immoral i.e., adultery, homosexuality, lesbianism, rape, defilement and others. • It enables people to multiply through reproduction. • Conditions necessary for marriage • It should be between a man and woman but not lesbianism or homosexuality • Each of the two partners should be sane • Both the bride and the bridegroom should have reached the age of maturity.	concerning status of women. • Discussing/ signing the importance of marriage. • Role-playing the role of a woman in society. • Brainstorming the qualities of a good wife in Islam. • Sharing experience on the status of a woman in Uganda.

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Guidance on Assessment.

- Assess the learner's appreciation as he/she tells/ signs the importance of marriage in Islam.
- Assess the learner's choice as he/she gives/ signs the conditions necessary for marriage.

Topic: Muslim organizations

Introduction

The topic introduces the learner to the Muslim organizations in Uganda. Here the learner is introduced to only two organizations. These are the Ugandan Muslim supreme council (UMSC) and the Uganda Muslim Education Association (UMEA). The topic will enable the learner to appreciate the contributions made by the two organizations.

Competences	Content	Suggested Activities
• Describes/ signs the activities of UMSC and UMEA • Mentions/ signs the causes of wrangles at UMSC • Mentions/ signs the effects of wrangles at UMSC • Gives/ signs solutions to these wrangles.	UMSC in full is "Uganda Muslim Supreme Council". It was formed in 1971 and below are some of its activities • To spread and preach Islam in Uganda • To act as a mouth piece for the Muslims in Uganda • To unite Muslims in Uganda • To train and educate	• Discussing/ signing the activities of UMSC and UMEA • Sharing experience about ways UMSC and UMEA have helped people (Muslim communities) • Sharing experiences about the wrangles at UMSC and ways of avoiding them Discussing/ signing ways of promoting unity,

Competences	Content	Suggested Activities
	Sheikhs and Mulars • To construct schools, hospitals and mosques • To organize for pilgrimage. UMEA in full is "Uganda Muslim Education Association". It was formed in 1944. Below are the activities of UMEA • To ensure the teaching of Islamic studies • To bring together all the stake holders of Muslim Education in Uganda.	Writing text about the two organization.

Guidance on Assessment

- Listen and assess the learner's logical reasoning as he/she describes/ signs the activities of UMSC and UMEA.
- Assess the learner's non- verbal expressions as he/she mentions/ signs the causes of wrangles at U.M.S.C.
- Assess the learner's sharing skills as he/she mentions/ signs the effects of wrangles at U.M.S.C.
- Listen and assess the learner's choice making as he/she gives/ signs solutions to these wrangles.

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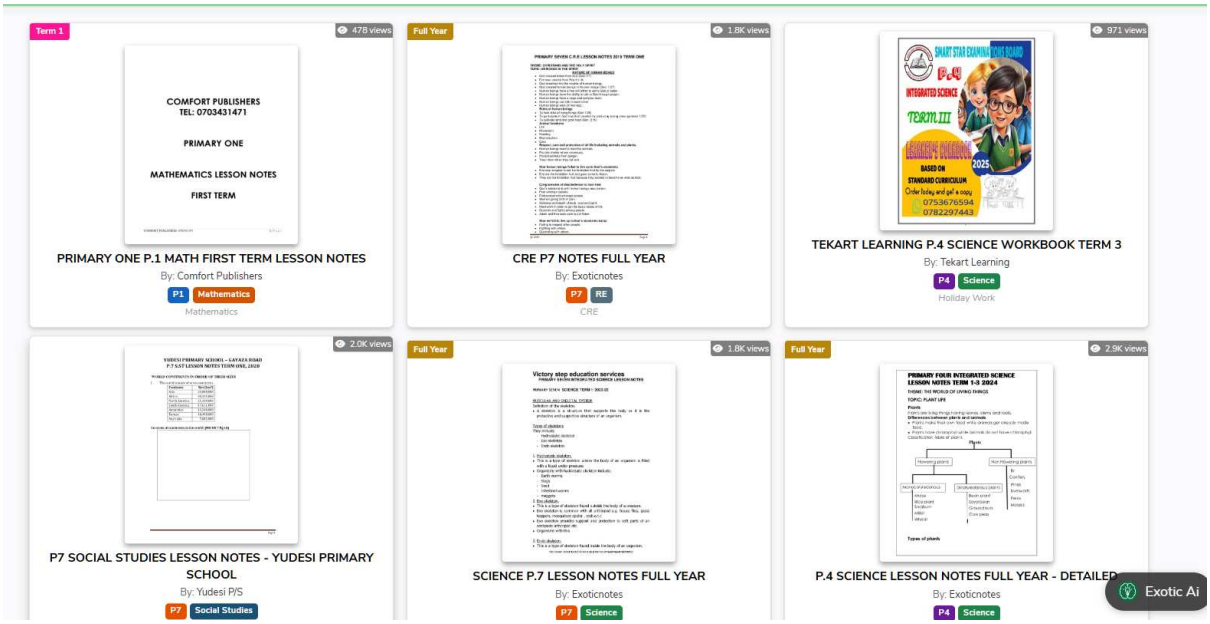


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