THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary Seven Curriculum

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

Primary Leaving Examination
(PLE)

National Curriculum Development Centre (NCDC) Uganda 2012
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Contents

Acknowledgement ..... *v*
Foreword ..... *vi*
Introduction to P7 Set One Curriculum ..... *viii*

English Language Syllabus **1**
Term I 11
Term II 24
Term III **36**

Integrated Science Syllabus **47**
Term I 62
Term II 73
Ter**m III** **85**

Local Language Framework **95**
Term I 102
Term II 111
Term **III** **120**

Mathematics Syllabus **127**
Term I 135
Term II 148
Term II**I** **163**

Religious Education Syllabus **169**

Part I: Christian Religious Education **172**
Term I 180
Term II 193
Term **III** **209**

Part II: Islamic Religious Education Syllabus **221**
Term I 232
Term II 248
Ter**m III** **264**

Social Studies Syllabus **279**
Term I 293
Term II 311
Term I**II** **333**

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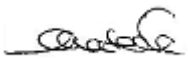
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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated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



Connie Kateeba

Director, National Curriculum Development Centre

Foreword

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

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

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

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

The following diagram illustrates how the roadmap was followed.

Class/ Year	2006	2007	2008	2009	2010	2011	2012
P1	Piloting	Rollout					
P2		Piloting	Rollout				
P3			Piloting	Rollout			
P4				Piloting	Rollout		
P5					Rollout		
P6						Rollout	
P7							Rollout and PLE

The arrow shows the path of the 1st cohort which started the Thematic Curriculum in 2006 that will do Primary Leaving Examinations (PLE) on revised Curriculum in 2012.

This P7 Curriculum is part of the fourth and final stage which follows the previously rolled out P5 and P6 curricula.

At each level of review, there were specific focuses. P1-P3 focused on development of literacy, numeracy, life skills and values through the use of a familiar language and English as one of the learning strands. At P4, the focus was on addressing the transition and consolidating the achievements of implementation of Thematic Curriculum. The medium of instruction and learners' responses are in English. In Upper Primary (P5-P7), the focus is to consolidate the language development, engage learners in activity-based learning processes that help to develop their thinking skills and prepare them for post primary education. The medium of instruction and learner's responses continue to be in English while area language remains one of the subjects.

A curriculum of this kind is a guide to our development and is concerned with achievement of education goals through a systematic coverage of content during the teaching/learning process in a given situation. Although at the end of this class learners sit for PLE, it should not overshadow proper methods of the teaching/learning process. The curriculum should involve adequate preparation of learners after the primary cycle. This, therefore, makes this curriculum important in our educational system.

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



Dr Y. K. Nsubuga
Director Basic and Secondary Education

Introduction to P7 Set One Curriculum

This Primary Seven Curriculum was developed after the P4 Transition Curriculum, and the P5 and P6 Curricula which were based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics within and among subjects. The P7 Curriculum is presented in two sets. Set One comprises of English, Integrated Science, Local Language Framework, Mathematics, Social Studies and Religious Education (Christian Religious Education and Islamic Religious Education) while Set Two comprises of Creative Arts and Physical Education with three learning areas namely: CAPE 1 – Music, Dance and Drama; CAPE 2 – Physical Education; and CAPE 3 – Art and Technology. Each subject in this curriculum is considered essential and important for all learners.

This is Set One Curriculum. Like the earlier curriculum, this P7 Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on Education of 1992:

The National Aims of Education

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

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

Aims and Objectives of Primary Education in Uganda

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

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

Rationale

The P7 Curriculum takes into account the fact that:

- At P1-P3, the emphasis was the development of literacy and numeracy, life skills, values and desired attitudes.
- In P4, the Transition Year, learners were introduced to subject-based learning, using English as the medium of instruction and local language as a subject.

- P4 learning consolidated the achievements of P1-P3 learning; guided learners to transit from thematic learning to subjects; moved from use of familiar language to English as medium of instruction; and moved from using non-textbooks to learners' textbooks.
- CAPE 3 (Art and Technology) is structured to take care of most of the content and activities which were in the former Integrated Production Skills (IPS) of P7 Syllabus especially the crafts aspects.
- The re-organisation was necessary to incorporate topics of IPS like Foods and Nutrition to Science; Budget and Profits to Mathematics and Business Language to English
- This class is the last class and is the end of cycle.

This P7 Curriculum is meant to further consolidate the achievements of the earlier classes. It is also the final stage in the primary cycle and at the end of which learners are expected to sit for PLE. Each subject has outlined topics to be covered; stated learning outcomes for each topic; provided content and language competences and prepared suggested activities. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P7 to prepare them for:

- secondary and other post-primary education.
- the world of work.
- scientific and technical application of knowledge.
- life skills.

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

Structure of the P7 Curriculum

The Primary Seven Curriculum consists of the following subjects:

1. English
2. Mathematics
3. Social Studies

4. Integrated Science
5. Local Language
6. CAPE 1 – Music, Dance and Drama
   CAPE 2 – Physical Education
   CAPE 3 – Art and Technology
7. Religious Education (Christian Religious Education and Islamic Religious Education)

There are seven subjects presented in 10 learning areas.

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

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

What the Review Addressed

a) Keeping it Simple and Light

In 2003, the Ministry of Education commissioned a consultancy team to review the Primary Curriculum. One of the major findings the consultancy team pointed out in its 2004 Report was that; the 2000 and 2001 Primary Curriculum was overcrowded and had content which was complex for primary school learners at the various class levels.

The consultancy report also pointed out the low literacy rates which impacted negatively on the performance of learners and ultimately undermined the interest levels of pupils in participating the learning activities.

This situation caused teachers not to complete the curriculum and also learners could not understand what was being taught. It resulted into low learning achievement among pupils.

The Ministry of Education and Sports concurred with this report in the 2004 Uganda Primary Curriculum Review Report. The 2005 Mini White Paper on the Uganda Primary Curriculum Review recommended among other things the reduction of curriculum content and unnecessary overlaps within and across subjects; presentation of relevant curriculum content within the level of learners at various classes; and the enhancement of literacy in familiar language and English and numeracy.

The presentation approaches that enhance learning result into manageable content and enhanced learner achievement. This is the rationale behind the philosophy of keeping the content light and simple for both teachers and learners. This is far from making the content easy and dilute.

b) General changes in specific subjects

Basically there has been minimal change of topics in all the subjects of the P7 Curriculum. Therefore, you are encouraged to use the existing textbooks to enable you teach your subject. There are few topics shifted either from one term of P7 to another or from another class to P7 without much change in content apart from making content presentations simpler and lighter for P7 learners.

Different subjects have shown the adjusted topics and how they were shifted. Such indications show how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed. Language competences have been expressed in each topic of every subject. The competences cover the cognitive abilities of knowledge, comprehension and application. You will be required to pay attention to these and prepare your lessons to address them. Assessment activities too have to follow these mental abilities.

c) Cross-cutting issues

The Upper Primary Curriculum Review also addressed the following cross-cutting issues which have been integrated in each subject:

Cross-cutting issue	Important concerns for all learning activities
Road Safety	• No play activity should be done on the road. • In case the school field is near or across a road, learners should take precaution especially when crossing the road to and from the field. Great care must also be taken when retrieving play equipment that goes to or across the road. • For road races, e.g. cross country, athletes should use the right hand side of the road where they are easily seen by the driver(s). In this case, the athletes should wear a uniform of visible light colour. • All athletes should know where and when to cross the road especially when running through streets or on busy roads. • All school activities must be supervised to ensure learners' safety. • There should be proper collaboration with the police to assist in controlling traffic. Other people, i.e. lollipop people, should be deployed as stewards at different points of the running circuit to signal to traffic informing them to stop or slow down speed. They should also help to direct athletes.
Democracy, Voter Education and Patriotism	• Learners should be allowed to participate freely in sports and leadership in other learning activities. They should freely elect their captains, assistant captains and interest groups. • Learners should also be allowed to volunteer to take on leadership or roles (offering self for service). • The need to be identified with and belong to a group should be catered for. Learners should be grouped and the groups can be given names of great politicians, leaders, role models, statesmen or women, athletes, regions, nations, animals and/or mountains. These keep the group together and make them love their country, continent, great political leaders or the physical features. • Sports is a good breeding ground for interpersonal, interschool, inter-zone, inter-district, national and international relations.

Cross-cutting issue	Important concerns for all learning activities
HIV/AIDS	• People with HIV/AIDS have a right to play. Learners living with HIV/AIDS should not be discriminated against when it comes to play or Physical Education and other group activities. • Learners, especially adolescents, should be constructively engaged in sports in order not to involve themselves in early sexual practices and other risky behaviours that may expose them to HIV/AIDS. • Learners should be encouraged to make right choices to avoid risky situations (in and outside school) that could expose them to HIV/AIDS. Engaging and participating in sports activities is the right choice to keep away from HIV/AIDS.
Ethics and Integrity	• Unethical practices like bribery, cheating, using mercenaries and witchcraft during sports competitions must be discouraged. • Transparency in selection of sports leaders, in administration of sports and finance management should be encouraged. • Good spectatorship and fair officiation should be encouraged. Hooliganism in these aspects must be strongly discouraged. • Fair play should be strongly encouraged among learners and between schools. • Use of performance-enhancing substances (alcohol, cigarettes, cocaine, and cannabis) should not be allowed.

Cross-cutting issue	Important concerns for all learning activities
Reproductive Health	• There is need to recognise and appreciate the growth and developmental changes that occur in boys and girls during puberty. Therefore, teachers should understand the different changes in boys and girls and attend to them as individuals. Help should be sought from senior women teachers or male teachers. • Learners should be given a balanced diet for their proper growth and health. Therefore, learners should not carry out learning activities on empty stomachs. A hungry learner has low attention. School administrators, teachers, and parents should provide proper feeding for their learners. • Sensitise learners on the dangers of having early or pre-marital sex to avoid HIV/AIDS and unwanted pregnancy. This is dangerous for their lives. • Sensitise learners on harmful traditional practices, e.g. female genital mutilations and tattooing. • Games' teachers and administrators should desist from abusing and harassing their learners sexually. • Encourage the development of appropriate life skills, including assertiveness, decision-making, problem-solving and interpersonal relationships through Physical Education, sports, drama, debate and group activities.
Special Needs Education (SNE)	• There is need for all teachers to adapt Physical Education and other learning activities to meet the special needs and challenges of individual learners. This means that the teachers need to modify the following: methodology, equipment/facilities, activities, time, assessment modes and content. • The PE teacher should carry out pre-learning activity assessments to identify SNE learners. • The PE teacher should consult and seek appropriate assistance in handling some SNE demands that may be beyond his/her means. He/she should provide remedial teaching for the learners with special learning needs.

Cross-cutting issue	Important concerns for all learning activities
Environment	• Provide a safe conducive environment for teaching, learning and training in relation to sports and other activities. • Learners should be involved in keeping the school environment clean. • Learners can collect polythene bags disposed of in the school compound and make balls out of them. • Keep the sporting environment clean and safe by proper disposal of old sports materials and cleaning the playing areas, planting grass in patched areas on the field and trees around the field. This will promote environmental conservation. • Proper disposal and management of waste material before, during and after sports competitions is important. • The cutting of trees from the environment for making sports equipment should be done responsibly under the supervision of a teacher. Do not cut the young trees and/or more trees than you require. • Games that can destroy the grass should not be played in one place over and over. They leave patches on the field.
Women & Learners' Rights	• All learners have a right to play. Therefore, they should not be denied the opportunity. They use play as a means of expressing themselves, relaxing, learning, and getting rid of anger/stress. They also have a right to choose what to play outside the classroom. • Girls and boys have equal rights to play. There should not be any discrimination when providing opportunities for learners to play. • However, learners have a responsibility to ensure that they play responsibly (right play, at the right time, in the right place with the right people and equipment). • Girls who are in menstruation should not be denied a chance to participate in any physical activity. They should rather be encouraged to use sanitary pads.

Cross-cutting issue	Important concerns for all learning activities
Gender	• Boys and girls should be provided equal opportunities to play, do other learning activities and take roles. • The teacher should avoid gender bias when it comes to learners' play (e.g. denying girls to play football or boys to play netball).
Peace Education	• PE gives learners an opportunity for cooperation. It is used as a means of teaching peace, unity and reconciliation. Therefore, as a unifying factor, sports should be promoted. It promotes interpersonal, intercultural, and international unity.
Child Labour	• Avoid over-loading learners during teaching and training. • Use learning activities as a means of intervention against situations that expose learners to child labour. • Cleaning fields of play should not be used as a punishment. • Any physical activity should not be used as a punishment.

Period Allocation

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

Subject Periods	Periods			
	P5	P5	P6	P7
English	6	6	7	7
	6	6	7	7
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
Local Language	3	3	2	2
CAPE 1 – MDD	2	2	2	2

2 - P.E	3	3	3	3
3 - Art and Technology	4	4	3	3
Library Reading	2	2	2	2
Totals	40	40	40	40

English and Mathematics have each been lent one period from Kiswahili which will be implemented later.

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

Primary Seven Sample Timetable

Each lesson/period in P7 shall take forty minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills. From this sample timetable, you can design a timetable which suits the learning situations of your class.

Day	**8.00-8.30**	**8.30-9.10**	**9.10-9.50**	**9.50-10.30**	**10.30-11.00**	**11.00-11.40**	**11.40-12.20**	**12.20-01.00**	**01.00-02.10**	**02.10-02.50**	**02.50-03.30**	**03.30-04.30**	**04.30-05.00**
Mon	MORNING ASSEMBLY	MTC	ENG	CAPE 2	BREAK	ENG		LIB	LUNCH BREAK	RE	CAPE 1	GAMES	EVENING ASSEMBLY
Tue		RE	MTC	SST		ENG	CAPE 3			SST	LIB		
Wed		ENG	SCE	CAPE 2		SST	MTC	LL		CAPE 1	ENG		
Thu		MTC	SST	MTC		LL	SCE	RE		SCE			
Fri		SCE		CAPE 2		MTC		SST		ENG	CAPE 3		

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

General Methodology

Learners of P7 are expected to be stable in basic literacy skills both in local languages and English. Their command of the English language vocabulary and fluency should give them the necessary confidence. They are expected to understand and follow instructions in English. This will support them in learning the planned contents and practical skills. It is also going to support the quality of responses they give in complete English sentences. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. You are expected to enhance learning through the most effective learner-centred activities. You will be expected to facilitate learning as the learners do the activity-based learning of contents.

In each subject, language competences are included. However, ensure that you do not turn your lesson into a language lesson. You have been prepared during the teacher's orientation to guide learners through them without running the risk of teaching pure language lessons during any of the subjects except in the language lessons. In case of any doubts, make reference to the Orientation Manual the school got during Teachers' Training.

Encourage your learners to correctly use the new vocabularies and sentence structures arising from the different topics while they do their practical learning activities.

In each subject, the methods you choose should be those which contribute towards learner-centred activities for the achievements of the competences and learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Seven, the methods used should prepare learners for effective participation in doing simple investigations and further study of the topics in the secondary level. Such methods among others include experimentation, discovery, play-by inquiry, project, dramatisation and discussion. Any method you decide to use will require you to give your learner adequate guidance in order to achieve the desired learning outcomes.

Assessment Guidelines

In principle, continuous assessment is recommended in each subject. There shall be pen and paper examinations in five subjects (English, Integrated Science, Mathematics, Social Studies and Religious Education) which form four papers as before. All the continuous assessment is what you have been doing without probably taking records. For example, you may have noted a learner with a specific challenge. You followed up the learner during the lessons to ensure that the learner overcomes the challenge. When the learner overcame the challenge you recorded that and indicated the learners' achievement in that particular challenge. Continuous assessment is not new, you have been doing it. All that is now required of you is to manage it well and use its results as necessary. Furthermore, guidance on assessment has been prepared for your use. It is found in the Implementation Guidelines. During practical lessons, each stage of the practical should be assessed till the final product.

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

Like in the earlier classes, detailed guidelines have been provided in each subject to help you carry out, manage, keep records and utilise assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. You are encouraged to record innovative products of learners that may not have been planned but are indicators of positive progress of a learner. You are reminded that learners of P7 are already anxious about PLE and therefore need to be prepared for it. For that matter, there should be regular pen and paper assessments reflecting what is similar to the PLE situation. It is important to keep all records and give constant feedback to learners on their achievement.

English Language Syllabus

General Background

The teaching of English language has been going on since Primary One. As evident in the syllabi of previous classes, most of the learning sessions have been characterised by varied techniques such as dialogues, conversations and situational games that do appear especially effective in enhancing the development of the desirable competences. From Primary Four, learners have been encouraged to use English as a language of interaction and that gives them a competitive advantage to become more competent and confident when communicating in English. At Primary Seven level, learners will have an opportunity to increase on their comprehension, vocabulary, structures and their use as they prepare to end the primary cycle.

Rationale

The 1995 Constitution of Uganda designates our nation a multilingual society where 65 indigenous languages are spoken. Until recently when Kiswahili was declared to be the second official language, English has been the only official language of Uganda. For this reason, English is taught at all levels of education to enable learners develop communication skills while at the same time being able to access information written in English.

General outcome(s) of teaching English in Primary Seven

There is a general expectation that at the end of Primary Seven, learners will have developed competences that will enable them interact sustainably with other people both in oral and written forms. Also, it is assumed that the competences acquired at this level will enable learners deal with any challenging situation such as discussions, debates, conversations, talk shows as well as following and carrying out instructions.

Organisation of the Syllabus

This is a revised syllabus. Some topics in the old syllabus of 1999 were retained while others were dropped as mitigation measures to deal with duplications. Topics which were dropped include: Community Work, which was taken to Social Studies (SST), Music, Dance and Drama that was handled in Primary Four under Democracy. Art and Crafts; and

Baking were taken to CAPE 3. Radio and Tape/Cassette Player have been included under Electronic Media. While the old syllabus had 13 topics, the new one has 7, which comprise School Holidays, Letter Writing, Examinations, Electronic Media; Rights, Responsibilities and Freedom; Environmental Protection, and Ceremonies.

Methodology

Effective language teaching calls for the active participation of learners. Learners should therefore be given adequate opportunity to practice the vocabulary and structures learnt. It is important to note that learners at this level have acquired adequate vocabulary and structures that can enable them write English legibly; therefore the teacher should provide opportunities for them to write. Oral work should always be given before written practice. You should always use generic methods such as demonstration, discovery, role-play, research, group work and dramatisation to enhance the full participation of learners.

Language Skills

There are four major language skills namely; Listening, Speaking, Reading and Writing. These skills are integrated and it is very important for a learner to fully develop all of them.

1. Listening skills

Listening is one primary skill whose development determines the effective development of the other skills.

At this level, you should design activities that help learners develop the following sub-skills:

- getting specific information
- organising ideas
- predicting what is going to follow
- listening for gist
- listening for detail
- recognising words
- discrimination between intonation

The following are suggested activities common for the development of the above sub-skills:

i) listening to stories
ii) dialogues
iii) listening to songs
iv) listening to recorded information
v) dictation exercises
vi) listening and completing sentences, messages, stories
vii) listening and comparing sounds
viii) whispering games
ix) listening to poems
x) listening to instructions
xi) listening to speeches

2. Speaking skill

Speaking is the second primary skill. Together with listening, these two are also known as the oral skills. At this level, you should design activities that enable learners to:

- participate in dialogue and debates
- ask and answer questions
- explain events orally
- report incidences
- give brief oral descriptions

Some of the suggested activities to develop the speaking skill include:

i) repeating words and sentences with appropriate intonations
ii) acting dialogues, conversations and short plays
iii) narrating stories
iv) reading texts loudly
v) reciting poems
vi) making speeches
vii) debates

3. Reading skill

This is one of the advanced skills whose development is based on the full development of the Listening and Speaking skills. At this level, you need to help learners read intensively and extensively. Sub-skills that learners need to develop at this level include:

- proper book handling
- recognising letters and numbers
- recognising words, phrases and sentences
- extracting information stated in the passage
- reading phrases
- guessing the meaning of words from context
- prediction
- reading speed
- summarising
- skimming
- scanning

Some of the suggested activities that could be used to develop the reading skill include:

i) look and say
ii) look/read and do
iii) read and match
iv) read and find
v) arranging jumbled sentences into a paragraph
vi) answering questions about a story
vii) choosing the correct answer from alternatives
viii) note taking for summary
ix) completing a table or chart
x) labelling a diagram
xi) filling in the blanks
xii) completing sentences

xiii) finding a word for a group of words

xiv) identifying true or false statements

4. Writing skill

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

- use of punctuation and paragraphs
- note taking
- summary writing
- maintaining tense sequence
- logical presentation of ideas
- re-writing as instructed without changing the meaning
- use of question tags
- contractions
- use of acronyms and abbreviations
- ability to write descriptions appropriately

The following are some of the suggested activities to develop the writing skills:

i) dictation

ii) filling in blanks

iii) completing a story

iv) guided composition

v) making correct sentences from a table

vi) transforming sentences

vii) re-writing paragraphs/texts

viii) completing word puzzles

ix) composition writing

x) letter writing

Note: Remember to use all the four skills during each lesson.

Teaching Procedure

It is suggested that English in P7 could be taught using the following procedures;

1. Teaching vocabulary

Step 1: Revise any vocabulary learnt in the previous lesson.

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

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

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

Step 5: Ask learners to individually practice using the vocabulary.

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

2. Teaching Structures

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

Step 2: Present the new structures using demonstration.

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

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

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

3. Teaching Vocabulary using Reading Texts

Step 1: Revise the structures and vocabulary previously learnt.

Step 2: Discuss the text using pictures.

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

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

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

Step 6: Let the learners write the answers in their exercise books. Encourage them to write full sentences.

Step 7: You may also ask learners to summarise the text through drawings or paraphrasing.

Handwriting and Spelling

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

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

For spelling, a teacher can have spelling games/exercises at least everyday and words wrongly spelt should be corrected.

Competences to develop under spelling are:

- correctly spell words written with double consonants:- carry, marry.
- correctly spell words whose progressive form is written with double consonants: sit - sitting
- correctly spell words that do not accept double consonant in the progressive form: write - writing.
- correctly spell words that double the middle consonant:- tomorrow, profession.
- correctly spell words that are pronounced the same but spelt differently: weather and whether.
- spell compound words correctly :- cupboard, cardboard.

Instructional Materials

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

A dictionary is a must have and all learners should be encouraged to use it as often as possible. A Thesaurus is a useful reference material because it gives learners alternative words thus enabling then to develop their vocabulary.

Assessment

Continuous assessment is strongly recommended. This is because it enables the teacher to assess the progress of a learner's attainment of the set competences so as to provide assistance where it may be required. The syllabus also suggests competences to be assessed at the end of each topic. However summative assessment can also be carried out at the end of a specific period.

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

Topic Outline

Topic	Sub-topic	Periods
Term I 1. School Holidays	A: Holiday Plans B: Holiday Activities	30
2. Letter Writing	A: Informal Letters B: Formal Letters	28
3. Examinations	A: Preparing for Examinations B: Sitting Examinations	26
Term II		
4. Electronic Media	A: Radio/Television B: Other Electronic Media	27
5. Rights, Responsibilities and Freedom	A: Children's Rights and Freedom B: Animal Needs and Freedom	41
Term III		
6. Environmental Protection	A: Importance of Environmental Protection B: Ways of Protecting the Environment	25
7. Ceremonies	A: Marriage B: Funeral	40

Term I

Topic 1: School Holidays 30 Periods

Background

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 language skills and values to enable them interact effectively with others.

Learning Outcome

The learner uses appropriate language and skills developed to communicate effectively in different situations.

Life skills and Indicators

- ***Effective communication***
  - Fluency
  - Accuracy
  - Confidence
  - Logical presentation of ideas
- ***Creative thinking***
  - Logical reasoning
  - Initiating new ideas
- ***Critical thinking***
  - Responding to questions appropriately
  - Giving reasons for actions taken
  - Making the best use of the information one has
  - Analysing statements
- ***Interpersonal relationships***
  - Forgiving others
  - Interacting with others
- ***Friendship formation***
  - Sharing
  - Working in groups
  - Playing with others

Values

- Responsibility
- Sharing
- Respect
- Cooperation
- Care
- Love

Sub-topic 1A: Holiday Plans

Competences	Content	Suggested Activities
The learner: • describes plans made for holidays. • uses appropriate language to describe plans made for holidays. • narrates stories related to holiday plans. • reads texts related to holiday plans. • writes texts related to holiday plans.	**Vocabulary** holidays, travel, plan, break off, prepare for, pick, remedial classes, end vacation, relatives, pen pals, up-country, town, urban, rural, commence, board, birthdays, programme **Language Structures** • … going to … (near future) – I am going to visit my parents next holidays. • The use of question tags: – You will go to the village next week, won't you? • Formation of reported speech **Grammar** • Participle tense • Reported speech • Formation of adjectives • Active voice • Question tags	• Using vocabulary and structures appropriately • Asking and answering questions • Listening to and answering questions on given texts • Reading stories and articles on holiday plans • Spelling words correctly • Writing and reciting poems on holiday plans • Acting dialogues • Writing holiday plans • Completing puzzles and riddles • Writing and telling stories on holiday plans

Guidance to the Teacher

- Use the learners' experiences when teaching vocabulary and language structure for this topic.
- Encourage learners to write appropriate holiday plans that suit their family setting.

Suggested Competences for Assessment

- The learner:
- describes activities carried out during the holidays using appropriate language.
- reads texts.
- writes texts related to holidays.

Sub-Topic 1B: Holiday Activities

Competences	Content	Suggested Activities
The learner: • describes activities that take place during the holidays. • uses appropriate language to describe activities and actions. • narrates stories fluently and intelligently. • reads texts related to holiday activities. • writes texts related to holiday activities.	**Vocabulary** study, farm, tour, camp, visit, begin, concert, show, cook, revise, house work, trip, tour, enjoy, nice, interesting, exciting, report, vacation, chores, routine, bash, fare **Language Structures** • Participle tense • If 3 conditional If I had seen him in the holiday, he would have given me money. **Grammar** • Participle tense • Active voice • Formation of adjectives	• Spelling words correctly • Using vocabulary and structures appropriately • Asking and answering questions • Listening to and answering questions on given texts • Reading stories and articles on holiday activities • Writing and reciting poems on holiday activities • Acting dialogues • Writing guided composition • Completing puzzles and riddles • Writing and telling stories on holiday activities

Guidance to the Teacher

- Use the learners' experiences when teaching vocabulary and language structure for this topic.
- Encourage learners to write appropriate holiday plans that suit their family setting.

Suggested Competences for Assessment

The learner:

- describes activities carried out during the holidays using appropriate language.
- reads texts.
- writes texts related to holidays.

Topic 2: Letter Writing 28 Periods

Background

Letter writing is an important functional use of language. A learner in P7 is expected to communicate through writing like when applying for jobs, making friendship and giving information. This topic will equip learners with the skills of writing informal and formal letters. It will build on what was covered under Topic 4, Letter Writing in Primary Five. It will also enable learners to differentiate between formal and informal letters.

Learning Outcome

The learner writes informal and formal letters using the appropriate format.

Life Skills and Indicators

- ***Effective communication***
  - Logical presentation of ideas
  - Accuracy
  - Articulation
- ***Creative thinking***
  - Logical reasoning
  - Initiative
  - Finding different ways of doing things
- ***Critical thinking***
  - Selecting and evaluating information
  - Making best use of the information one has
  - Analysing statements
  - Taking decisions
- ***Self-esteem***
  - Talking about self
  - Friendliness

Values

- Appreciation
- Respect

Sub-Topic 2A: Informal Letters

Competences	Content	Suggested Activities
The learner: • identifies components of an informal letter. • tells when informal letters are written. • reads given informal letters. • interprets given informal letters.	**Vocabulary** address, first name, personal letter, informal letter, stamp, envelope, occasion, party, affectionately, sincerely, relatives, friends, classmates, informal introduction, body, date, reply, purpose, reason, inform, ask, thank **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. **Grammar** • Present continuous tense • Adjectives	• Using vocabulary and structures appropriately • Answering comprehension questions about informal letters • Writing informal letters • Acting dialogues on writing informal letters • Writing and reciting poems on informal letter writing • Completing informal letters

Guidance to the Teacher

- You should use real examples of informal letters.
- Let learners share their experiences about writing informal letters
- Caution learners against writing vulgar informal letters.
- It is suggested that you use the following methods: discussion, practice, gallery walk and display.

Suggested Competences for Assessment

The learner:

- reads informal letters.
- writes informal letters correctly.
- answers comprehension questions about informal letters.

Sub-Topic 2B: Formal Letters

Competences	Content	Suggested Activities
The learner: • identifies components of a formal letter. • identifies the difference between a formal and an informal letter. • tells when formal letters are written. • writes formal letters. • interprets given formal letters.	**Vocabulary** surname, maiden name, address, introduction, conclusion, edit, salutation, formal, faithfully, sincerely, sign, signature, reply, advertisement, application, vacancy, post, pp (person present), draft, for, c.c. (carbon copy), referee, Re (reference), Sir, Madam, Mr, Mrs, Ms, Hon, Dr, Rev, Miss, sister, professor, post office, E. mail, internet, date, sign, dear, formal, sign in, sign out **Language Structures** • Barely … Barely 30% of the people applied for the position advertised. • … barely … The letter was barely legible. **Grammar** • Abbreviations; like e.g. pp, cc, Re: Dr • Formation of adverbs	• Using vocabulary and structures appropriately • Answering comprehension questions about formal letters • Writing letters applying for imagined posts • Writing requests, apologies and regrets • Reading and responding to job adverts • Filling official forms • Acting dialogues on letter writing • Writing and reciting poems on letter writing • Completing formal letters

Guidance to the Teacher

- You should use real examples of official forms, application letters for jobs and occupations.
- You need to talk about all common abbreviations. This can be done by asking learners to mention abbreviations and acronyms they have come across.

- It is suggested that you use the following methods; discussion, demonstration, illustration, research, group work, individual practice, gallery walks and displays.

Suggested Competences for Assessment

The learner:

- writes formal letters correctly.
- fills in forms correctly.
- reads formal letters.
- answers comprehension questions about formal letters.

Topic 3: Examinations 26 Periods

Background

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

Learning Outcome

The learner uses vocabulary appropriately related to examinations.

Life Skills and Indicators

- ***Effective communication***
  - Fluency
  - Audibility
  - Confidence
  - Accuracy
  - Logical flow of ideas
- ***Problem-solving***
  - Making choices
  - Evaluating facts
  - Taking decisions
- ***Critical thinking***
  - Responding to questions
  - Selecting and evaluating information
  - Analysing information
  - Giving reasons for action taken
  - Making the best use of information

Values

- Responsibility
- Appreciation
- Endurance

Sub-Topic 3A: Preparation for Examinations

Competences	Content	Suggested Activities
The learner: • uses language appropriate to preparations for examinations. • reads texts related to preparation for examinations. • writes texts related to preparation for examinations. • follows oral and written instructions on preparation for examinations.	**Vocabulary** timetable, instructions, signature, index number, candidate, candidates' name, school name, time allowed, examiner, examination room, answer sheet, examination centre, briefing, questions, registration, revision **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 e.g. quite, rather	• Using vocabulary and structures appropriately • Asking and answering questions related to preparation for examinations • Reading and interpreting timetables, examination cards and result sheets • Writing compositions on preparation for examinations • role-playing on preparation for examinations • Completing word puzzles

Guidance to the Teacher

- You should use learners' experiences when teaching vocabulary and structures for this topic.
- The suggested methods include: debates, quizzes, question and answer, role-playing, dramatisation.
- Caution learners to have enough time for rest and sleep as they prepare for examinations.

Suggested Competences for Assessment

The learner:

- responds to oral instructions appropriately.
- answers comprehension questions correctly.
- writes various texts on preparation for examinations.

Sub-Topic 3B: Sitting Examinations

Competences	Content	Suggested Activities
The learner: • uses language appropriate to sitting examinations. • follows oral and written instructions. • reads and interprets texts related to sitting examinations. • writes texts related to sitting examinations.	**Vocabulary** pass mark, quality, timetable, invigilator, supervisor, instructions, ink, answers, marking, results, grades, aggregate, accurate, percent, candidate, cheat, malpractice, score, duration, examination, leakage, work, pass, disqualify, fail, pass slip, success, certificate, division **Language Structures** • Whereas … Whereas many candidates passed, Okello failed. • … could … Cheating could lead to closure of the examination centre. • … in spite of … Aboke came for the examination in spite of her being sick. • 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 e.g. their, my, her, his	• Using vocabulary and structures appropriately • Asking and answering questions related to sitting examinations • Writing compositions on sitting examinations • Conducting debates and quizzes on examination • role-playing on conducting examinations • Completing word puzzles

Guidance to the Teacher

- You should use learners' experiences when teaching vocabulary and structures for this topic.
- The suggested methods include: debates, quizzes, question and answer, role-playing, dramatisation.

Suggested Competences for Assessment

The learner:

- responds to oral instructions appropriately.
- answers comprehension questions correctly.
- writes various texts on sitting examinations.

Term II

Topic 4: Electronic Media 27 Periods

Background

With the advancement of modern technology, learners need to be equipped with language related to electronic media. This topic will enable learners appreciate the electronic media in order to be able to use it easily for accessing information. Electronic media includes the radio, television and The Internet. The topic builds on what was covered in Primary Five Topic 2: Print Media.

Learning Outcome

The learner uses knowledge and appropriate language to access and use information on electronic media.

Life Skills and Indicators

- ***Coping with emotions***
  - Recognising emotions
  - Identifying other people's emotions
  - Being sensitive about other people's feelings
  - Recognising causes for different emotions
  - Making critical decisions for different emotions
- ***Creative thinking***
  - Logical reasoning
  - Initiating new ideas
  - Finding different ways of doing things
- ***Critical thinking***
  - Responding to questions appropriately
  - Analysing statements
  - Making the best use of the information available
  - Selecting and evaluating information
- ***Effective communication***
  - Logical flow of ideas
  - Articulation
  - Confidence

Values

- Sharing
- Appreciation
- Independence

Sub-Topic 4A: Radio / Television

Competences	Content	Suggested Activities
The learner: • uses vocabulary related to radio/ television. • reads and interprets information about radio/television. • writes information about radio/ television.	**Vocabulary** programme, music, announcements, knob, volume, channel, speaker, aerial, guide, presenter, studio, advert, news, entertainment, broadcast, gospel, pop, talk show, line-up, forecast, tune, station **Language Structures** • If + present simple + shall/will + infinitive If you tune in to many stations at 5.00pm, you will be listening to soccer news. • … 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. **Grammar** • If 1 conditional • If 2 conditional	• Using vocabulary and structures appropriately • Listening to and interpreting texts on radio/television • Summarising information about radio/television • role-playing and dramatising about radio/television • Reading and interpreting radio/ television items like announcements, adverts and news • Writing and acting dialogues on radio/ television • Conducting talk shows • Writing news articles, adverts and announcements

Guidance to the Teacher

- It is suggested that you use structures like "…prefer…." when teaching vocabulary.
- You should endeavour to use real objects like radio in the classroom situation.
- It is suggested that you use learners' daily experiences about radio/television.
- Revise tenses before teaching If 1 and If 2.

Suggested Competences for Assessment

The learner:

- shares experiences about radio/television.
- answers questions about radio/television.
- listens to various radio/television presenters.

Sub-Topic 4B: Other Electronic Media

Competences	Content	Suggested Activities
The learner: • uses vocabulary related to other electronic media. • uses other electronic media to access information. • reads and interprets information about other electronic media. • writes information about other electronic media.	**Vocabulary** eject, on, off, aerial, guide, studio, advert, entertainment, CD, player, tape, recorder, disc, DVD, The Internet, video, tune, press, record, station, connect, extension cable, volume, 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. – If I had a CD player, I would buy many CDs. • … needn't … – You needn't have switched off the DVD because I was watching a nice film. – She needn't have bought an empty CD because it has no music. • … and so … – A CD should be kept well and so should a DVD. **Grammar** Reported speech	• Using vocabulary and structures appropriately • Listening to and interpreting texts about other electronic media • Summarising information from other electronic media • role-playing other media presentations • Reading and interpreting other media items • Writing and acting dialogues about other electronic media • Writing guided compositions

Guidance to the Teacher

- When teaching vocabulary, you should encourage learners to come up with different types of recorders that they know, for example, tape recorder, video recorder and camcorder.
- It is suggested that you use some known structures like ' …. prefer …' when teaching this vocabulary.

- It is suggested that you use the following methods: discussion, observation, demonstration, field trips, research plenary presentation and talk shows.
- You should endeavour to use real objects, where applicable, and encourage learners to use their experiences.

Suggested Competences for Assessment

The learner:

- identifies a variety of other electronic media.
- names the different other electronic media.
- listens to and interprets various media items.
- recognises uses of various parts on a given electronic medium.

Topic 5: Rights, Responsibilities and Freedom — 41 Periods

Background

Child abuse is rampant in our communities. It is important that a learner is aware of his/her rights and responsibilities in order to live harmoniously with others. This topic is intended to equip the learner with language related to the rights and responsibilities of children. It builds on what was covered in Primary Two under Child Protection. It is important at this level to emphasise rights and responsibilities. Animal freedom has also been introduced so as to enable the learners make a comparison between their rights and those of the animals. It is expected that through this topic, learners will develop the awareness for the need to protect animals since animals also have freedoms (rights) like children.

Learning Outcome

The learner uses the language related to rights and responsibilities appropriately.

Life Skills and Indicators

- ***Effective communication***
  - Fluency
  - Articulation
  - Confidence
  - Use of non-verbal
- ***Decision-making***
  - Acceptance
  - Making choices
  - Refusal
  - Asking questions
  - Telling consequences of their decisions
- ***Assertiveness***
  - Being open
  - Listening and valuing what others say
  - Expressing one's point of view
  - Volunteering
  - Standing up for one's rights
- ***Self-esteem***

  - Expressing likes and dislikes
  - Self-appreciation
  - Talking about self
- ***Problem-solving***
  - Taking a decision
  - Evaluating facts
- ***Self-awareness***
  - Self-identification
  - Caring for self
  - Knowing one's position and responsibility
- ***Friendship formation***
  - Caring for others
  - Playing well with others
  - Using polite language

Values

- Appreciation
- Cooperation
- Sharing
- Responsibility
- Endurance
- Patience
- Trustworthiness
- Honesty
- Privacy
- Independence
- Sympathy
- Empathy

Sub-Topic 5A Children's Rights and Responsibilities

Competences	Content	Suggested Activities
The learner: • uses language related to rights and responsibilities. • identifies rights and responsibilities. • talks about rights and responsibilities. • reads and interprets information on rights and responsibilities. • writes texts related to rights and responsibilities.	**Vocabulary** forced, freedom, rights, food, shelter, education, care, clothing, medication, life, help, properly, work, protection, attend, homework, obedient, respect, refuse, report, 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 … Girls are more interested in cooking than playing. • . … ought to … All children ought to go to school. • … in order to … You should always move in groups in order to avoid child abuse. • … either … or … • You either provide food to your children or you risk going to prison. • … is likely to … • Making wrong friends is likely to affect your studies. **Grammar** • Relative pronouns • Future continuous	• Using vocabulary and structures appropriately • Distinguishing between rights and responsibilities • Talking about rights and responsibilities • Answering questions about texts related to rights and responsibilities • Writing and reciting poems on rights and responsibilities • Acting dialogues • Role-playing rights and responsibilities • Conducting debates on rights and responsibilities • Completing word puzzles

Guidance to the Teacher

- You should develop class norms from verbs presented as vocabulary.
- Get adequate information on child rights and responsibilities from community-based organisations.
- Let learners share experiences on their rights and responsibilities.
- It is suggested that you use the following methods: storytelling, dramatisation, role-playing, talk shows, debates, discussion, speeches and group presentations.

Suggested Competences for Assessment

The learner:

- identifies children's rights and responsibilities.
- reads various texts on children's rights and responsibilities.
- writes texts on children's rights and responsibilities.

Sub-Topic 5B: Animal Needs and Freedoms

Competences	Content	Suggested Activities
The learner: • uses languages related to animal freedom. • identifies animal freedoms and needs. • talks about animal needs and freedoms. • reads and interprets information on animal needs and freedoms. • writes information related to animal needs and freedoms.	**Vocabulary** capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, insemination, discomfort, injury, secure, thirst, hunger, hindrance, natural, distress, frighten, poacher, sanctuary **Language Structures** • Much 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. • Whereas … Whereas people want their rights, they do not respect animal freedoms. **Grammar** • Formation of nouns from verbs • Abbreviations and acronyms related to animal welfare • Past perfect tense	• Using vocabulary and structures appropriately • Role-playing animal needs and freedom • Reading passages and articles on animal needs and freedom • Answering questions about texts on animal needs and freedom • Writing and reciting poems on animal needs and freedom • Acting dialogues and plays on animal needs and freedom • Conducting debates about animal needs and freedom • Completing abbreviations and acronyms on animal welfare

Guidance to the Teacher

- Teach this sub-topic in relation to what was taught in P6 Topic 4D under Keeping Animals**.**
- Teach abbreviations and acronyms related to animal welfare, for example,
  - WSPA World Society for the Protection of Animals
  - USPA Uganda Society for the Protection of Animals
  - UWEC Uganda Wildlife Education Centre
  - UWA Uganda Wildlife Authority
  - WCU Wildlife Clubs of Uganda
  - ABS Animal Behaviour Society
  - ADI Animal Defenders International
  - AVAR Association of Veterinarians for Animal Rights
  - ASAB Association for the Study of Animal Behaviour
  - CAPS Captive Animals Protection Society
- Get adequate information on animal welfare from veterinarians around.
- Guide learners to share experiences on instances where animal freedoms have been abused.
- You are advised to help learners develop a spirit of providing for animal needs.

Suggested Competences for Assessment

The learner:

- pronounces vocabulary appropriately.
- constructs sentences using vocabulary on animal needs and freedoms.
- reads various texts on animal needs and freedom.
- writes texts on animal needs and freedom.

Term III

Topic 6: Environmental Protection

25 Periods

Background

In this era where environmental degradation is rampant the learners need to be informed of the need to protect the environment. This topic is intended to provide learners with the language related to the protection of the environment while equipping them with knowledge and the skills so as to appreciate and protect it. It builds on what was covered in P1, P2, P3 Thematic Curriculum and P5 Integrated Science in the theme **"Our Environment".**

Learning Outcome

The learner uses the appropriate language and appreciates and protects the environment.

Life Skills and Indicators

- ***Decision-making***
  - Acceptance
  - Refusal
  - Making a choice
  - Asking questions
  - Giving instructions
  - Telling consequences of their decisions
- ***Problem-solving***
  - Identifying different strategies
- ***Creative thinking***
  - Logical reasoning
  - Initiating new ideas
  - Innovativeness
  - Finding different ways of doing things
- E***ffective communication***
  - Articulation
  - Logical flow of ideas
  - Audibility

Values

- Appreciation
- Care
- Love
- Responsibility

Sub-Topic 6A: Importance of Environmental Protection

Competences	Content	Suggested Activities
The learner: - • identifies activities that affect the environment. • explains the importance of protecting the environment. • reads and interprets information on the importance of environmental protection. • writes texts related to environmental protection.	**Vocabulary** pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials, habitat, flora, fauna, manure, drainage, conserve, conservation, smoking, burning, over grazing **Language Structures** • We must … to … We must protect our environment to have rain. • … so … Our well was polluted so we did not have clean water. • Since … Since the forests have been cut, we shall have no rain! • … since … We shall have no rain since the forests have been cut. **Grammar** Abstract nouns	• Using vocabulary and structures appropriately • Talking about the importance of environmental protection • Acting dialogues on environmental protection • Reading, writing and reciting poems correctly • Reading texts and answering questions on importance of environmental protection • Completing word puzzles and other spelling exercises correctly • Conducting debates and quizzes appropriately • Writing and singing songs on environmental protection.

Guidance to the Teacher

- It is important that in the process of teaching, you use learners' experiences on the importance of environmental protection.
- The suggested methods include; field visits, projects, discussion, debates, dramatisation, storytelling, quizzes and debating.
- Encourage learners to display messages about the importance of environmental protection.

Suggested Competences for Assessment

The learner:

- makes oral statements with appropriate stress and intonation.
- lists practices that hinder environmental protection.
- reads texts about the importance of environmental protection.
- writes articles aimed at environmental protection.

Sub-Topic 6B: Ways of Protecting the Environment

Competences	Content	Suggested Activities
The learner: • identifies activities that conserve the environment. • talks about measures of protecting the environment • explains the importance of protecting the environment. • reads information on environmental protection. • writes texts related to environmental protection.	**Vocabulary** refuse, erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose, incinerator, waste basket **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 over grazing cause environmental degradation. • … had to … We had to build terraces in order to protect our soil. **Grammar** Abstract nouns (e.g. beauty, conservation, protection, pollution) • If 1 • If 3	• Using vocabulary and structures appropriately • Talking about measures that can be used to protect the environment • Acting dialogues on environmental protection • Reading, writing and reciting poems correctly • Writing guided compositions correctly • Reading texts and answering questions on ways of protecting the environment. • Completing word puzzles and other spelling exercises correctly • Writing articles and messages on environmental protection • Conducting debates and quizzes appropriately • Writing and singing songs on ways of protecting the environment

Guidance to the Teacher

- It is important that in the process of teaching, you use learners' experiences on environmental protection.
- The suggested methods include field visits, projects, discussion, debates, dramatisation, storytelling, quizzes and debating.
- Encourage learners to carry out activities like displaying messages on ways of protecting the environment.

Suggested Competences for Assessment

The learner:

- makes oral statements with appropriate stress and intonation.
- lists practices that protect the environment.
- reads texts about ways of protecting the environment.
- writes articles aimed at protecting the environment.

Topic 7: Ceremonies — 47 Periods

Background

Culture is an element of social identity, so the learners need to appreciate their varied cultures. This topic which is divided into two sub-topics will enable the learner develop and use appropriate language related to some cultural ceremonies. It builds on what was covered in P5 under the topic: Culture.

Learning Outcome

The learner appreciates and uses appropriate language related to different ceremonies.

Life Skills and Indicators

- ***Effective communication***
  - Fluency
  - Articulation
  - Confidence
  - Logical reasoning
- ***Interpersonal relationships***
  - Interacting freely with others
  - Forgiving others
- ***Self-awareness***
  - Self-identification
  - Caring for oneself
  - Talking about one's culture
  - Self evaluation
- ***Coping with emotions***
  - Identifying other people's emotions
  - Being sensitive about other people's feeling
  - Making critical decisions for different emotions
  - Recognising causes for different emotions
- ***Assertiveness***
  - Being open
  - Listening and valuing others
  - Giving reasons for action

Values

- Respect
- Appreciation

Sub-topic 7A: Marriage

Competences	Content	Suggested Activities
The learner: • describes a given ceremony. • listens and responds to given extracts. • 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, saloon, bridal gown, bridesmaids, marry, bridal, refreshments, bride price, dowry **Language Structures** • Use of relative pronouns The woman who was the bride is my aunt. • Neither … nor … Neither my aunt nor my uncle attended the burial. • Both … and … Both the President and the Prime Minister attended the wedding. • … prefer … Most couples prefer having a religious marriage to a state one. **Grammar** • Formation of adjectives • Relative pronouns (who, where, and which) • Past perfect tense • Future perfect tense	• Using vocabulary and structures appropriately • Listening to and telling stories about different ceremonies • Spelling words correctly • Reading texts on different ceremonies • Writing and acting plays on different marriage ceremonies • Writing stories on real and imaginary marriage ceremonies • Writing and acting conversations on different marriage ceremonies • Writing and singing songs on marriage ceremonies • Writing a guided composition on marriage ceremonies

Guidance to the Teacher

- Let learners share experiences on different marriage ceremonies.
- It is suggested that you use the following methods: dramatisation, demonstration, question and answer, group discussion, storytelling, recitation and field trips.

Suggested Competences for Assessment

The learner:

- narrates the order of various marriage events.
- reads texts related to different marriage ceremonies.
- writes texts related to different marriage ceremonies.

Sub Topic 7B: Funeral

Competences	Content	Suggested Activities
The learner: • describes a burial ceremony. • listens and responds to given extracts. • uses language appropriate to funerals. • writes a play on a funeral ceremony.	**Vocabulary** burial, funeral rites, widow, widower, orphan, mourner, a will, condolences, pay respect, coffin, back 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 a rich man, he was buried in two shrouds. • Emphatic pronoun He was asked to read a few condolence messages. • … often… I often dream about dead relatives. **Grammar** The use of: • Emphatic pronouns • Adjectives of number (few)	• Using vocabulary and structures appropriately • Listening to and telling stories about funerals • Spelling words correctly • Reading texts on funeral ceremonies • Writing and acting plays on funerals • Writing and acting conversations • Writing guided compositions about funerals

Guidance to the Teacher

- Share experiences with learners on funerals.
- Take caution when handling this topic as many of the learners could remember their sad experiences and hence interrupt the lesson flow.
- You may use real objects where applicable.

Suggested Competences for Assessment

The learner:

- talks about different funeral ceremonies using appropriate words and gestures.
- reads texts related to different funeral ceremonies.
- writes texts related to different funeral ceremonies.

Integrated Science Syllabus

Background

This is Primary Seven Integrated Science Syllabus. From Primary One to Primary Three, learning is based on themes, learning outcomes and competences. Most of the science-related competences at that level are covered under the literacy strands of the Thematic Curriculum. From Primary Four to Seven, learning is based on subjects.

This Integrated Science Syllabus outlines the expected learning outcomes, content and language competences which are presented in a matrix.

Learners in P7 are expected to have developed basic literacy skills in English language. You as the science teacher, are required to carry out assessment from time to time to check if learners understand the concepts correctly and are able to consolidate what was acquired in earlier classes. As the Science teacher, you need to know that some of the learners in your class are exceptional and it is your duty to arrange activities basing on each learner's needs. Accommodating all learners' individual needs can be addressed if the necessary adaptations are made in the areas of methodology, content, environment, instructional materials and learning activities.

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

Rationale

This revised P7 Integrated Science Syllabus has been designed to consolidate the basic literacy and numeracy skills acquired during the Thematic Curriculum, the transition year and P5 and P6.

It is also intended to provide learners with knowledge, skills, the desired attitudes and values on basic science, health education, agriculture and the environment that are important to prepare learners for final assessment of the primary cycle.

There are eight topics which have been derived from four of the eight themes in this cycle. Themes like Human Health, The World of Living Things, Managing Changes in the Environment, Science in Human Activities and Occupations are not in this class because they have been

taught in lower classes. The eight topics are divided into three terms. Three topics in Term I, three topics in Term II and two topics in Term III.

In revising the P7 Syllabus, the following changes were made on the old Syllabus

- Topic overflow:
  - Muscular (Skeletal System) has been brought from P4 Term II to P7 Term I.
- Overlaps
  - Interdependence of Things in the Environment from P4 Term I has been merged with Agro Forestry from P7 Term II and put in P7 Term III.
  - The Community, Health and Social Problems among Young People from P5 Term II; Primary Health Care from P5 Term III; and Family Health from P5 Term III have been merged with Population and Health from P7 Term I and put to P7 Term III.
- Other changes
  - By merging related topics and taking out unnecessary repetitions, content has been reduced in order to keep learning experiences light and simple.
  - The scope and sequencing of content has been based on progression of outcomes and competences.
  - Literacy skills and language competences have been included in each topic to clarify concepts.
  - Possible life skills which can be developed have been suggested in each topic.
  - Subject and language competences have been included to replace objectives. These are arranged in order of cognitive levels namely knowledge, comprehension and application.
  - General outcomes instead of aims and objectives have been provided for each topic.
  - The background for each topic has been given together with other necessary guidance to the teacher.
  - Key words for each topic have been included in order to enrich the learner's vocabulary and mastery of concepts.

Methodology

During the teaching/learning process, you are expected to enhance learning through the most effective learner-centred methods and activities. You will be expected to facilitate learning as the learners do the activities. Therefore you are expected to make thorough arrangements for necessary instructional materials, learning activities and how they will be carried out. The methods you choose to use should promote learner-centred learning activities.

Ensure that the necessary learning materials are collected and availed to learners in time for them to be used during the learning activities. Give adequate guidance and allow learners to carry out the activities you have prepared.

Guide and supervise all the learning activities. The active verbs used in expressing the learning competences are all directed to the learner. As a result of the teaching/learning processes, the learner should be able to exhibit these competences.

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

You should use the environment as much as possible to help the learners relate science to real life situations and experiences. You are required to let the learners carry out experiments, exhibitions, projects, field trips and excursions. Encourage the learners to record and report on their findings. Use methods that will provide the learner with the opportunity to explore and acquire knowledge, concepts, skills, abilities, right attitudes, values and competences.

Instructional Materials

You are expected to use a variety of books and charts available to help you prepare the correct content on the topics. The specification of the suitable learners' textbooks, teachers' guides, readers and charts on Science topics have been provided in a separate *(Implementation Guidelines)*. Refer to it for more guidance. The existing materials based on the old curriculum,

are still useful and cover the required Science content. However, new textbooks which cover language competences should be used as well. Your classroom should possess different attractive incidental reading materials in form of pictures, word cards, educational charts, models and equipment improvised from locally available materials. These should be of low or no cost and learner friendly. They should be able to boost the teaching/learning process.

Assessment Guidelines

Continuous Assessment is recommended and should be based on the summarised competences found at the end of each topic in the syllabus. Assessment should be included as part of each lesson activity and should be part of every lesson plan. When you teach, you are teaching a class of individual learners. In order to help them learn, you need to know their weaknesses and strengths on a continuous basis. This will help you to structure any follow-up strategies.

One of the principles of the Revised Primary Curriculum is its emphasis on developing competences. The P7 Curriculum covers both subject and language competences. The Curriculum aims at mastering various skills with understanding rather than memorising content. While all curricula include specific skills, the revised Primary Curriculum is built on measurable competences, for example, the learner:

1. names different bones and muscles of the human arm.
2. describes different joints found in the human body.

Like in P4, P5 and P6, assessment guidelines are provided to assist the teacher carry out, manage and keep records on each individual learner on class progress and on end of term performance. You are therefore encouraged to record the innovative products of the learner that may not have been planned but indicate how the learner is progressing.

Besides continuous assessment, there shall be end of term and end of year assessment carried out. However, you will be required to distribute your continuous assessment activities each term as follows:

Assessment Areas	Suggested No. of Assessment Activities and Weighting	
	No. of Activities	**Weighted**
Class Exercise	10	12%
Class Tests	4	8%
Projects	1	8%
Experiments	2	6%
Oral (tests) Exercise	4	6%
	Subtotal	**40%**
End of Term	1	60%
	Grand Total	**100%**

End of primary cycle written examinations (Primary Leaving Examinations) will be based on this syllabus and Integrated Science content covered right from Thematic Curriculum through to P7. End of cycle paper at P7 will be called Primary Integrated Science. It will consist of section A of 40 short answer questions and section B of 15 structured questions. Section A will carry 40% marks while section B 60%. Primary Integrated Science will be marked out of 100%.

General Learning Outcomes

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

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

- show knowledge of and take care of the environment for its sustainable use.

Competences

The learner is able to:

- survey, identify and distinguish the attributes of plants, animals, other objects and conditions in the environment by making trips and excursions to observe, collect, group things, make records, interpret results and make reports.
- use characteristics to compare and classify animals, plants and other objects in the environment by making trips and excursions to:
  - collect specimens of plants and animals
  - observe plants and animals grow
  - group/classify plants and animals (kingdoms)
  - compare plants and animals
  - record
  - report
  - care for plants and animals
- identify the characteristics and functions of different parts of the human body by:
  - identifying and naming the different parts of the human body
  - describing functions of each part
  - relating the different parts of the body to human activities
- take care of the different parts of the human body and practice good health habits by:
  - identifying the different parts of the body
  - naming different activities done in order to keep the body clean
  - caring for different parts of the body
  - keeping healthy and practicing good health habits
  - having self-concept, confidence and self-esteem

- keep safe and avoid diseases and accidents by:
  - identifying ways of keeping safe from diseases and accidents at home and in the community
  - identifying common accidents and first aid given for each
  - identifying dangers in the environment and taking precautions
  - initiating activities which promote safety
  - participating in safety-related activities
- understand the conditions for proper growth of living things by:
  - identifying the different conditions for proper growth
  - experimenting the different conditions for proper growth
  - recording the finding
  - reporting the results of experiments accurately
- apply correct scientific processes in investigations of various phenomena by:
  - identifying problems
  - designing and practicing scientific investigation processes
  - examining the evidence useful in inferences
  - demonstrating the skills of observation, classification, accurate measurement and recording
  - making predictions and formulating hypotheses for evidence
  - communicating findings accurately and honestly
  - analysing causes and effects
  - using a variety of sources for acquiring information
  - recording information with reasonable accuracy
  - appreciating basic concepts about matter and energy

Topic Outline

Term I

Theme	Topic	Sub-Topics	No of Periods
HUMAN BODY	**1. Muscular – Skeletal System**	• The structure of the human skeleton • Names of different bones • Joints • Voluntary and involuntary muscles • Functions of the system • Diseases and disorders of bones, muscles and the system • Health habits that help to keep the system in a healthy working condition • Prevention of muscular and skeletal diseases • Importance of correct posture	**24**

Theme	Topic	Sub-Topics	No of Periods
MATTER AND ENERGY	**2. Electricity and Magnetism**	• Electricity: – Sources of electricity – Types of electricity – Conductors and insulators – Electric circuits – Short circuits – Safety precautions in handling electricity and electrical appliances – Importance of electricity in solving everyday life problems • Magnetism: – Natural and artificial magnets – Making temporary magnets – Generating electricity using a dynamo – Permanent magnets – Uses of magnets and the electric bell • Electricity and magnetism in the modern world of work	**24**

Theme	Topic	Sub-Topics	No of Periods
THE ENVIRONMENT	**3. Energy Resources in the Environment**	• Energy resources and their sources: – Energy resources from water (hydro, steam engines and tidal energy) – Energy resources from fossil fuels – Energy resources from plants (bio fuel and bio gas) – Energy resources from animals (animal energy and biogas) – Energy resources from wind – Importance of other different energy resources	**12**

Term II

Theme	Topic	Sub-Topics	No. of Periods
MATTER AND ENERGY	**4. Simple Machines and Friction**	• Simple machines and their application in daily life: – Mechanical advantage of machines – Principle of moments – Levers – Inclined planes (ramps and slopes) – Wedges – Screws – Pulleys – Wheels and axles • Friction: – Examples of friction in nature – Useful friction and how to increase it – Friction as a nuisance force and how to reduce it	**24**

Theme	Topic	Sub-Topics	No. of Periods
HUMAN BODY	**5. Excretory System**	• The excretory organs • The human skin: – Structure, function and care of the human skin – Diseases and disorders of the human skin • The urinary system (kidneys, ureter and urinary bladder) • Kidneys: – Structure, function and care of the kidney – Diseases and disorders of the kidney • The lungs as excretory organs: – Diseases and disorders of lungs • Good habits for proper functioning of the system	**18**

Theme	Topic	Sub-Topics	No. of Periods
MATTER AND ENERGY	**6. Light Energy**	• Light as a form of energy: – Natural and artificial sources of light – How light travels – Beams of light – Importance of light in the environment • Effects of different materials on light • Shadows (eclipses, pin-hole camera) • Reflections, plane mirrors, periscope: – Characteristics of images formed by plane mirrors • Refraction, what it is and its effects (Dispersion and Rainbow) • Lenses: – The magnifying glass • Lens camera: – Characteristics of images formed by lens camera • The human eye: – Structure (functions) of the human eye – Characteristics of images formed by the eye – Comparison of the eye and lens camera – Common eye defects and their corrections • Diseases and disorders of the human eye: – Care for the human eye	**18**

Term III

Theme	Topic	Sub-Topics	No. of Periods
THE ENVIRONMENT	**7. Interdependence of Things in the Environment**	• Components of the environment • 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 and non-living things: – Animals depend on non-living things (air, water, soil) – Plants depend on non-living things – Non-living things benefit from living things • Agro forestry and its importance in the environment: – Growing crops and trees together – Rearing animals and growing trees on the same farm – Growing crops, rearing animals and growing trees on the same farm – Care for trees in agro forestry – Proper harvesting of trees in agro forestry (pollarding, coppicing, lopping) • Managing a school/home wood project	**24**

Theme	Topic	Sub-Topics	No. of Periods
THE COMMUNITY, POPULATION AND FAMILY LIFE	**8. Population and Health**	• Community health and social problems: – Types of common sicknesses in a home and their causes – Community health and social problems among young people – Anti-social behaviour – Sex deviations (bestiality, incest, homosexuality, lesbianism, oral sex, masturbation) – Controlling common sicknesses in a home • Activities to address health concerns (health survey and education) • Collecting information and data on human population (demography): – Avoiding health and social problems – A simple health survey, health data and information on homes and the community • Activities of health clubs	**24**

Term I

Theme: Human Body

Topic 1: Muscular – Skeletal System

24 Periods

Background

Learners already have some basic knowledge about major organs and other systems of the body. This topic describes different bones and muscles and how they work to aid movement. The skeleton provides a structure upon which flesh is attached and gives shape to the body. This topic is an overflow from P4 Term II. It is developed from learners' knowledge of the parts of the body.

Learning Outcomes

The learner:

- develops appreciation for the human body as a system of muscles and bones.
- develops knowledge and skills for maintaining the body as a system.

Life Skills

- Problem-solving
- Creative thinking
- Empathy
- Critical thinking
- Self-awareness

Values

- Taking decisions
- Making right choices
- Appreciation
- Concern
- Care
- Acceptance

Subject Competences	**Language 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 skeletal system. • states diseases and disorders of bones, muscles and the system. • explains ways of preventing skeletal and muscular diseases. • demonstrates correct body postures . • describes good health habits for the system. • draws and labels the skeleton and voluntary muscles.	The learner: • names the different bones and muscles of the human body. • reads words, sentences and stories about muscles and joints of the body. • recites a poem on diseases and disorders of muscles and bones. • writes guided notes on the system. • draws and labels the structure of the skeletal system and voluntary muscles.	Muscular – skeletal system: • Structure of human skeleton • Names of different bones • Joints: – Movable joints (hinge, ball and socket, pivot and gliding joints) – Immovable joints (skull) • Muscles: – Voluntary muscles – Involuntary muscles • Functions of the system • 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	• Making observations on real or models of human bones • Naming different bones and muscles of the human body • Matching different bones with body parts and movable joints of the human body • Drawing and labelling the structure of a human skeleton • Modelling the human skeleton • Reading stories about muscles and joints of the body • Describing bone-related diseases and disorders

Guidance to the Teacher

- Emphasise activities and practices that can keep the body systems in a healthy working condition.
- Guide learners to relate the names of body structures to the parts of their own body which they learnt in P2 and P4 classes.
- Guide learners to discuss the uses of the different parts of the body.
- Let learners name the bones which help the different parts of their body to move.

Suggested Competences for Assessment

The learner:

- names different bones and muscles of the human body.
- explains functions of the muscular skeletal system.
- models the human skeleton.
- uses observation to describe different bones of the human body.

Theme: Matter and Energy

Topic 2: Electricity and Magnetism

24 Periods

Background

Electricity and magnetism are essential aspects of science and technology. There are many electric equipments around us which should be used to provide interactions with common materials. Electricity is a key source of energy for industries, home and the modern world of work. This topic has been retained in P7 Term I. This topic is only tackled in this class. It requires a diligent approach.

Learning Outcomes

The learner:

- appreciates the importance of electricity and magnetism in the modern world of work.
- develops the necessary scientific knowledge, principles and skills to solve problems related to electricity and magnetism.

Life Skills

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

Values

- Logic
- Taking decisions
- Making right choices
- Confidence
- Responsibility

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • identifies sources and types of electricity. • experiments with static electricity. • draws and labels the parts of electric circuit. • discusses the importance of electricity in solving day-to-day problems. • discusses the dangers and safety precautions in handling electricity and electrical appliances.	The learner: • names different parts of an electric circuit • reads words and sentences on electricity and magnetism. • writes words, sentences and short stories about electricity and magnetism in the modern world of work.	Electricity: • What it is – Electricity as a form of energy – Types of electricity (current, static) • Sources of electricity – The dry cell • Conductors and insulators • Electric circuits (fuse, switch, bulb) • Short circuits, causes and how to avoid them • Importance of electricity in solving everyday problems • Safety precautions in handling electricity and electrical appliances	• Assembling an electric circuit and electric bell • Naming the parts of an electric circuit • Generating static electricity • Making temporary magnets • Drawing and labelling electric circuits and ways of making temporary magnet

Subject Competences	Language Competences	Content	Suggested Activities
• identifies natural and artificial magnets. • demonstrates ways of making temporary magnets. • discusses electricity and magnetism in the modern world of work. • discusses the process involved in generation of electricity using a dynamo.	• draws and labels the electric bell and ways of making temporary magnets.	Magnetism • Magnets: – Magnetic materials – Properties of magnets • Types of magnets: – Natural magnets (Lodestone and Magnetite) – Permanent magnets • Making temporary magnets • Electro magnets: – Electric bell • Electricity and magnetism in the modern world of work • Generating electricity using a dynamo	• Drawing and locating an electric bell • Generating electricity using a dynamo • Reading and writing words, sentences and short stories about electricity and magnetism in the modern world of work

Guidance to the Teacher

- Emphasise the importance of a magnet in the modern world of work with heavy use of electronics.
- Prepare learners and guide them to handle electricity and electric appliances safely.
- Use the commonly available materials to help your learners do experiments on static electricity, electric circuits and to examine parts of an electric bulb, bell and switch.
- Demonstrate to your learners how electricity can be used to make magnets and how magnets can be used to produce electricity.

- Lead learners to design and construct simple electrical devices such as electric bells and a model of a traffic light system.
- Help learners to appreciate the role of electricity as a form of energy.

Suggested Competences for Assessment

The learner:

- names the parts of an electric circuit.
- connects a simple electric circuit.
- takes safety precautions on dangers of electricity.
- makes magnets using different methods.
- explains the importance of electricity in solving everyday problems.
- draws and labels ways of making temporary magnets.

Topic 3: Energy Resources in the Environment 12 Periods

Background

There are many energy resources in the environment. Your learners have had experiences and lessons on various aspects of the environment. Links within the different aspects should be used to develop knowledge of energy resources and how people can utilise them. In this topic, you need to guide the learners to identify energy resources and their sources. This topic should be approached practically and this involves use of such energy brought out as examples.

Let learners carry out simple practical work like using steam to drive a propeller, producing biogas from animal waste and plant residues and making solar equipment. You can organise trips to different places where energy is being generated and used. Even the school kitchen uses energy for cooking. This topic has been retained in P7 Term I.

Learning Outcomes

The learner:

- develops awareness of different energy resources existing in the environment and their use.
- develops a sense of respect for the environment as a resource base.

Life Skills

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

Values

- Logic
- Taking right decisions
- Appreciation
- Care
- Confidence
- Making right choices

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • names different energy resources and their sources. • discusses the importance of different energy resources to people and the environment. • carries out 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.	The learner: • writes short descriptions on energy resources and sources. • reads words and sentences about energy resources and their sources. • writes a story about coal and petroleum. • Draws and labels a biogas digester. • writes steps/ procedures of making a biogas digester • writing steps for setting up solar equipment.	• 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) – Energy resources from plants (bio fuel, 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	• Naming different energy resources and their sources • Experimenting on steam and propeller • Drawing bio gas digester • Writing a story about coal and petroleum • Producing biogas from animal waste and plant residues (project) • Making solar equipment (project)

Guidance to the Teacher

- Clearly differentiate between resources and sources.
- It is important to lead the learners through simple projects where applicable. The project work may include a resource availability survey and writing on the resources which are found in the school surrounding. It may also include working with Art and Technology to produce articles by utilising resources like solar energy and water.

Suggested Competences for Assessment

The learner:

- names different energy resources and their sources.
- discusses the importance of different energy resources to people and the environment.
- describes the contribution of wind to available energy resources.
- sets up an experiment to demonstrate the use of wind, steam and solar sources of energy.

Term II

Theme: Matter Energy

Topic 4: Simple Machines and Friction

24 Periods

Background

Machines are very important in our day-to-day life. Examples of simple machines include tools we use at home, in carpentry workshops, repair garages and in other activities. Sometimes learners use tools without knowing they are the simple machines referred to in this topic. Guide learners to acquire knowledge on how simple machines operate. Where possible, organise out of class visits for pupils to sites where machines are in use. This topic was formerly in P7 Term III. The existing textbooks will therefore be useful in teaching this topic.

Learning Outcomes

The learner:

- appreciates the importance of machines in everyday life situations.
- develops the capacity to simplify work by using knowledge and principles to make and use simple machines.

Life Skills

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

Values

- Fluency
- Appreciation
- Responsibility
- Care
- Taking decisions
- Making right choices

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • states the meaning of friction. • investigates effects of friction on matter. • states the importance of friction. • states the 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. • demonstrate how an inclined plane works. • carries out practical uses of wedges.	The learner: • listens to stories about the effects of friction on matter. • describes the different ways friction can be increased or reduced. • reads words, sentences and stories about frictional force and how simple machines operate. • writes words, sentences and stories about simple machines. • draws and labels diagrams to show parts of a lever, ramps, wedges, screws, wheels and axles.	Friction: – What it is – Friction as a useful force – How to increase friction – Friction as a nuisance force – How friction can be reduced • Simple machines – What they are – The principle of moments – Mechanical advantage of machines • Levers – What they are – Parts of a lever – Classes of levers • The inclined plane (slope/ ramp) • Wedges (double and inclined planes) • Screws – Nature of screws – Uses of screws	• Carrying out experiments on things that usually wear out due to friction • Setting experiments which illustrate ways of increasing and reducing friction • Experimenting with different simple machines to illustrate how they work • Calculating Mechanical Advantage of machines • Identifying different classes of levers • Calculating simple problems on moment (with one force on either side of the pivot) • Drawing and labelling simple machines

Subject Competences	Language Competences	Content	Suggested Activities
• calculates mechanical advantage (MA) of machines. • describes what screws are and how they work. • experiments with different types of pulleys.		• Pulleys – Single fixed – Single movable – One fixed and one movable pulley working together • Wheels and axles – Examples – How they work	• Writing words, sentences and stories about simple machines • Making and mounting simple pulleys • Modelling simple machines using local materials

Guidance to the Teacher

- Ensure that you have the necessary materials, simple tools and equipment to enable you and your class carry out experiments on simple machines. During the experiments, ensure the safety of for your learners.
- Encourage learners to have hands-on activities in all class experiments involving simple machines.
- Work with your learners on a project which demonstrates the working of a given simple machine.
- Guide learners to investigate the different types of simple machines such as levers, inclined screws, wheels and axles and pulleys.
- Encourage them to make simple machines from local materials.

Suggested Competences for Assessment

The learner:

- sets experiments, observes and reports on the working of different simple machines.
- carries out experiments to illustrate how friction can be reduced or increased.
- describes the different ways friction can be increased or reduced.
- groups the levers under their different classes.
- draws and labels different simple machines.

Theme: Human Body

Topic 5: Excretory System — 18 Periods

Background

Learners already have some basic knowledge about external parts of the human body as well as the major organs and the circulatory systems of the body. The excretory system involves a number of organs like the kidney, skin and lungs which have specialised structures. When the different body systems work, some materials are used up and the body produces waste materials. The waste materials need to be removed from the body. The waste materials need to be removed from the tissues in the body through the excretory system. The removal of wastes from the body is facilitated by our good health habits. This topic has been retained in P7 Term II of the previous syllabus.

Learning Outcomes

The learner:

- appreciates the importance of the excretory system to people.
- acquires the necessary scientific knowledge, principles and skills for maintaining the efficiency of the system.

Life Skills

- Critical thinking
- Problem-solving
- Empathy
- Self-awareness
- Decision-making

Values

- Responsibility
- Taking decisions
- Care
- Sympathy
- Logic
- Concern
- Acceptance

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • describes excretion. • names different excretory organs in the human body. • describes the functions of the excretory organs in human beings. • names diseases and disorders of the excretory organs in the human body. • practices correct ways of keeping the excretory system healthy. • makes comparisons between the excretory system and other natural environment or man-made systems.	The learner: • names the excretory organs in the human body. • acts a dialogue on how the system works. • reads words, sentences and stories about the excretory system. • draws and labels the excretory organs. • writes brief notes on excretory organs and how the excretory system works.	• Excretion: – What it is • Excretory organs • The human skin – Diseases and disorders of the human skin – Structure, function and care • The urinary system (kidneys, ureter and urinary bladder) – Structures, functions and care – Diseases and disorders of the kidney and the urinary system • The lungs as excretory organs – Structure, function and care – Diseases and disorders of the lungs • Good health habits for proper functioning of the system	• Naming the excretory organs • Describing the functions of each excretory organ • Acting a dialogue on how the system works • Drawing and labelling the excretory organs • Modelling structures of the urinary system • Naming diseases and disorders of the excretory system • Discussing ways of keeping the excretory system healthy

Guidance to the Teacher

- Guide learners through what they learnt in earlier classes about parts of the body. Guide them to relate this topic to other topics such as respiratory and circulatory systems which they learnt in P6. The diseases related to the organs of the excretory system should be adequately covered.

Resource persons should be invited to talk to learners about how to care for different organs and some of the diseases which affect them.

- Help the learners to appreciate the practices that keep the excretory systems healthy.
- Work with your learners to model some of the excretory organs.
- Help learners to relate the excretory system to diseases particularly the Sexually Transmitted Infections (STIs) and communicable diseases.

Suggested Competences for Assessment

The learner:

- names the different organs of the excretory system.
- describes the functions of the different organs of the excretory system.
- draws and labels the different organs of the excretory system.
- makes models of the kidneys, skin and urinary organs.

Theme: Matter and Energy

Topic 6: Light Energy — 18 Periods

Background

Learners were introduced to different forms of energy in P5 Term I. They have also learnt about energy resources, the environment, magnetism and simple machines, all of which are related to this topic. Light is a natural energy which comes from the sun. It enables us to see things; enables plants to manufacture food and natural life to continue. When light interacts with other things in nature, some natural phenomena, like a rainbow, are seen. At this stage, you should consider a human eye as an optical organ. This topic was in P7 Term II and it has been retained.

Learning Outcomes

The learner:

- appreciates the importance of light as a form of energy in nature.
- develops the necessary scientific knowledge, principles and skills to solve problems related to light in real-life situations.

Life Skills

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

Values

- Logic
- Fluency
- Taking decisions
- Making right choices
- Responsibility
- Sympathy

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • names sources of light. • experiments to investigate how light travels. • uses experiment results to describe the effects of different materials on light. • investigates the behaviour of light when it interacts with different surfaces and objects. • describes how different shadows are formed (eclipses and images). • states the laws of reflection. • calculates simple problems on reflection.	The learner: • names sources of light. • reads words, sentences and stories about light, optical instruments and the eye. • draws and labels optical instruments, the human eye and its defects. • acts a dialogue on the rainbow. • writes a brief description on the interaction between light and different sources.	• Light – What it is • Light as a form of energy: – Natural and artificial 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: – Eclipses (solar and lunar) – Pin hole camera • 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	• Naming sources of light • Investigating how light travels • Observing images formed by plane mirrors and in pin hole camera • Calculating simple problems on reflection • Making models of pin hole and lens cameras and the eye • Acting a dialogue on the rainbow •

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
• describes images formed by plane mirrors. • explains how 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 the different human eye defects and their corrections. • practices the correct care of the human eye. • makes models of a pin-hole camera, periscope, lens camera and the eye.		• Refraction – What it is – Principle of refraction – Effects of refraction – Refraction through glass, prism, spectrum – Roygbiv – Dispersion of light • The rainbow – Refraction through a rectangular glass prism • Lenses – Types – Effects of lenses on beams of light – The magnifying glass – The lens camera – Parts of the camera and their functions – Characteristics of images formed by the lens camera • The human eye – Structure – Parts and functions – 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	• Drawing and labelling optical instruments, the human eye and its defects • Reading words, sentences and stories about light, optical instruments and the eye • Investigating formation of a spectrum • Investigating formation of shadows • Investigating effects of lenses on beams of light • Comparing the human eye and the lens camera • Making a model of a periscope

Guidance to the Teacher

- Guide learners to understand that light is a very essential natural form of energy. We need it in our day-to-day life.
- This topic has two major parts namely light and organs of the body which respond to it. Guide learners systematically through the different behaviour of light when it interacts with different materials, and different instruments which make use of light energy. Bring out eye structures and how they relate to light energy in the functioning of the eye.
- Make a clear difference between reflection and refraction.
- Emphasise principles related to light when it interacts with different objects and surfaces.
- Make frequent references to life situations on the application of light.
- Work with your learners to construct and produce simple equipment which functions with light energy.
- Build on what they learnt in order to introduce light as a form of energy.
- Bring out the relationships between angles of incidence and reflection.
- Guide learners to understand the principle of reflection and refraction.
- Let the learners construct pinhole cameras, periscopes and model lens cameras.

Suggested Competences for Assessment

The learner:

- carries out experiments involving light.
- names sources of light.
- describes effects of light on different materials.
- draws and labels the structure of the human eye.
- makes models of the eye indicating different structures.
- explains clearly natural phenomena involving light energy.

Term III

Theme: The Environment

Topic 7: Interdependence of things in the Environment — 24 Periods

Background

Animals, plants and other things in the environment need each other for survival. Energy which is important in life needs to flow from one thing of nature to another. Some living things feed on others while some offer support to others. Living things benefit from one another. This topic discusses the ways things in the environment benefit from each other. This topic was an overflow from P4 Term I and was merged with Agro-Forestry from P7 Term II.

Learning Outcomes

The learner:

- develops an understanding of the interdependence of things in the environment.
- appreciates the co-existence of things in the environment.

Life Skills

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

Values

- Care
- Concern
- Sharing
- Responsibility
- Fluency
- Appreciation

Subject Competences	**Language 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.	The learner: • names components of the environment. • reads words, sentences and stories about components of the environment. • acts a dialogue about the components of the environment and on agro-forestry.	• 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 benefit from living things	• Naming components of the environment • Describing how the components of the environment benefit from each other • Discussing the importance of agro-forestry • Describing how to start and manage a school or home woodlot project • Practising different correct ways of harvesting trees in agro-forestry

Subject Competences	Language Competences	Content	Suggested Activities
• practices correct record keeping. • initiates experiments to illustrate interdependence of the different things in the environment.	• writes words, sentences and stories about components of the environment and agro forestry.	• Agro-forestry: – What agro-forestry is – Growing crops and trees together – Rearing animals and growing crops on the same farm – 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	• Acting a dialogue about the components of the environment and on agro-forestry • Writing words, sentences and stories about components of the environment and agro-forestry • Carrying out experiments on interdependence in the environment

Guidance to the Teacher

- Encourage learners to explore the environment so as to enrich the content with suitable relevant examples.
- Encourage learners to carry out school/home based projects.
- Initiate and maintain a tree and crop growing project in which learners can participate. Help learners to go through the planning process.
- Guide learners through a variety of games, songs and visits to learning sites to learn about interdependence in nature.
- Guide learners to name different components of the environment and explain how these components depend on each other.
- Help the learner to appreciate the existence of other things so that he/she becomes responsible to protect the environment.
- Give guidelines which will help learners to appreciate the importance of growing trees, crops and rearing animals on the same piece of land.
- Develop skills of protecting and conserving the environment.

Suggest Competences for Assessment

The learner:

- names the components of the environment.
- suggests ways by which animals benefit from plants.
- discusses the importance of agro-forestry.
- writes brief notes on interrelatedness among the components of environment.
- explains the energy flow among living things.

Theme: The Community, Population and Family Life

Topic 8: Population and Health 24 Periods

Background

Learners have been introduced to Primary Health Care, its principles, elements and activities in previous classes. They have also learnt about the elements of population and health in Primary Six. This topic is basically on social problems people in a community may face. Although the information in textbooks is useful, lessons must be drawn from examples existing in a given community.

In this topic, involve learners in community health activities which will enable them use the knowledge they have so far gained. This topic has content which was an overflow from P5 Terms II and III and has been merged with the content which was in P7 Term I.

Learning Outcomes

The learner:

- acquires skills and practices to prevent diseases in the community.
- develops knowledge and skills for collecting, recording, organising and interpreting information on population and health.

Life Skills

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

Values

- Care
- Concern
- Acceptance
- Responsibility
- Appreciation
- Taking decisions

Subject Competences	**Language 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. • states examples of anti-social behaviour and sexual deviations. • discusses dangers of anti-social behaviour and sexual deviations. • describes ways of avoiding sexual deviations. • lists activities to address health concerns. • demonstrates some of the activities to address health concerns. • collects information / data on human population and health in a home and community.	The learner: • names common sicknesses in a home and their causes. • reads words, sentences and stories on how to control sicknesses in a home and community. • recites a poem on ways of avoiding sexual deviations. • role plays doing activities to address health concerns and data collection. • writes information / data on health and social problems in a home and community.	• Community health and social problems: – Types of common sicknesses in a home and their causes – Controlling common sicknesses in a home and community – Community health and social problems among young people: • Anti-social behaviour • Sexual deviations (bestiality, homosexuality, masturbation, oral sex lesbianism, incest) • Ways of avoiding sexual deviations • Activities to address health concerns	• Naming types of common sicknesses in a home and community • Describing causes of common sicknesses in a home and community • Demonstrating activities to address health concerns among young people • Collecting information/ data on human population and health on homes and the community

Subject Competences	Language Competences	Content	Suggested Activities
• 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	

Guidance to the Teacher

- Emphasise ways of avoiding sexual deviation and activities that address health concerns.
- Ensure that learners do not get exposed to what is beyond their age.
- You will need to work with your learners on population survey, population problem identification and planning course of action.
- Encourage learners to carry out projects which include gathering, organising, interpreting and sharing data about population and health concerns in the community.
- Help learners to evaluate activities of health clubs as they conclude their primary school cycle.

Suggested Competences for Assessment

The learner:

- names types of sicknesses in a home and community.
- lists forms of anti-social behaviour and sexual deviations.
- collects information and data on human population and health in homes and the community.
- carries out population surveys and identifies community health problems.
- plans and carries out population-related health activities.
- prepares a simple report on a survey on health activities.

Word List

These words are considered important vocabulary in the P7 Integrated Science Syllabus. Ensure that your learners understand, can spell and use them in correct sentences.

Term I

Topic 1: Muscular – Skeletal System • Skeleton • Hinge joint • Ball and socket • Pivot joint • Gliding joint • Voluntary muscle • Involuntary muscle • Posture	**Topic 2: Electricity and Magnetism** • Electricity • Fuse • Circuit • Switch • Insulator • Magnet • Dynamo • Electro-magnet • Device	**Topic 3: Energy Resources in the Environment** • Resource • Hydro • Tidal • Fossil • Coal • Petroleum • Bio gas • Bio fuel • Wood fuel
Topic 4: Simple Machines and Friction • Friction • Force • Nuisance • Moments • Mechanical advantage • Wedges • Inclined • Plane • Screws • Axles	**Topic 5: Excretory System** • Excretion • Ureter • Urinary system • Wastes	**Topic 6: Light Energy** • Beams • Translucent • Opaque • Shadows • Eclipse • Solar • Lunar • Optical • Periscope • Spectrum • Prism
Topic 7: Interdependence of Things in the Environment • Dependence • Agro-forestry • Pollarding • Lopping • Coppicing • Welfare • Rearing • Interdependence • Caring	**Topic 8: Population and Health** • Community • Demography • Survey • Data • Sex deviations • Anti social behaviours	

Local Language Framework

General Background

This is the Primary Seven Local Language Framework. Unlike the other subjects where curriculum is referred to as syllabus, we have a framework for Local Language(s). This is because it does not reflect a particular or exact cultural content but guides the different local languages to adopt what applies to them accordingly. Local Language means the language of the locality where the school is situated. In some cases such as army schools and urban areas which are multilingual, Kiswahili may be the option. The Local Language for any school will be decided by the stakeholders in the locality and school authorities. Local Language teaching at Primary Seven will focus on grammar, culture, life skills and values. Skills on livelihood will also be incorporated.

Rationale

One of the national aims of education as stipulated in the Government White Paper is to "promote understanding and appreciation of the value of national unity, patriotism and cultural heritage with due consideration to internal relations and beneficial interdependence". The teaching of Local Language as a subject will enhance the learner's knowledge, appreciation and respect for one's cultural heritage. It will also help learners to develop unity and patriotism, fulfilling one of the goals of education above. Learning the Local Language equips learners with basic grammar which will serve as a background for learning other languages. The content learnt in a familiar language will provide knowledge on basic concepts which may be abstract in other subjects at a later stage.

The Local Language will be used to tackle difficult topics in other subjects like S.ST and Science by including relevant themes from them into supplementary reading and other text materials. For instance, topics on Health and Civic Education have been included in this syllabus. You are expected to use the texts on such topics to teach aspects of grammar without dwelling so much on the content of the text.

General Aims of Teaching a Local Language

To enable the learner;

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

b) use correct language and structural patterns functionally.

c) communicate effectively in a Local language.

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

e) demonstrate permanent functional literacy.

f) use short forms and competently talk about cultural rites and ceremonies.

g) create original stories around given themes/situations.

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

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

j) exhibit correct use of parts of speech and tenses, orally and in writing.

General Methodology

It is advisable that learners are taught through participatory methods such as: brainstorming, group work, project work, discovery, storytelling, recitation and dramatisation.

Local Language, like any other language should be taught focusing on the four basic language skills: listening, speaking, reading and writing. Comprehension is most effective when done through silent reading; while reserving reading aloud to check on learners' pronunciation and diction. In every topic the aspects of culture related to that topic should be taught for example proverbs, sayings, idioms and taboos. At Primary Seven, the methods used should prepare learners for effective participation in further study of the topics.

Handling of Specific Language Aspects

a) Orthography

Although this was handled in Primary Three, Four and Five, there is still need to continue reminding learners of the rules of orthography whenever grammar is being taught. You are therefore advised to emphasise orthography whenever learners are given a writing activity.

b) Vocabulary

Encourage the learners to identify from the text and discuss the words they feel need more clarification.

c) Comprehension

Learners must be availed with a variety of text materials/books for reading. For the purpose of integration, the reading texts may be taken from all the other subjects of the curriculum. These will not only be used for comprehension but also for teaching punctuation, tenses, prepositions and other aspects of grammar in addition to the content which may be learnt incidentally.

d) Language skills across the text

In previous classes, you were advised that a language lesson should cater for all the four language skills (listening, speaking, reading and writing), taking one or two as major or minor depending on the lesson. At Primary Seven level, the major skills are: reading (intensively) and writing (creatively). For example, before reading the text, your discussion with the learners which ushers them into reading should be brief. This is the reason why discussion is not highlighted as an independent activity and hence the chronological follow-up of the language skills is unnecessary.

e) Forms of Oral Literature

These are proverbs, similes, sayings, metaphors, idioms, stories, songs and puzzles. They should be taught in relation to the topic at hand. For instance, a topic on the preservation of the environment may be used to teach proverbs and taboos that relate to the environment.

f) Culture

Language and culture are inseparable. The morals, values, philosophy responsibilities and attitudes are taught through culture. Aspects of culture should be taught as various topics may allow. For example, if you are teaching about integrity, you may include proverbs, taboos, stories and sayings. The topics that readily focus on culture should be taught focusing on the culture of the speech community whose language was chosen to be taught as a subject.

g) Penmanship

Language teaching aims at making learners functionally literate. That means they should be able to communicate effectively both orally

and in writing. Whenever there is a writing activity, help and remind the learner to write legibly. Illegible writing blocks communication. Advise the learners also to desist from making funny shapes of letters as these may result into permanent misrepresentation of letters.

h) Punctuation

This is an important aspect of writing but should be taught using texts where the punctuation marks have been used. Oral practice activities should be designed with an aim to use and recognise the various punctuation marks required as exhibited in the voice.

i) Spelling

Spelling can be taught through dictation or memory writing. Learners can also be given texts for copying.

j) How to assist learners with reading difficulties

Allow time for the learner to read for pleasure or information. Let learners practise reading with materials that have become familiar. At each stage, give more time for over learning and reviewing materials that have been introduced. Provide creative writing activities with guidance and feedback on a daily basis. Nurture their self-esteem through praise, encouragement and recognition of personal progress.

Hints to the Teacher

You are required to develop certain interests and engage in certain activities in order to manage the teaching and learning process properly. For example:

a) Collecting materials and information about the culture of that community (where the school is) e.g. names of people, places, objects, landmarks, their origin and meaning; practices of the people related to child upbringing, dress habits, religious beliefs, cures for common diseases, beliefs about certain diseases, occupations and implements used; social behaviours such as greetings and interactions; norms and values; historical data on that village and those in the neighbourhood and most important; learn the language.

b) Visit places of cultural interests in that area and find out what those people cherish.

c) Assess your culture objectively and identify practices that may need to be enhanced or discouraged.

d) Treat other people's cultures with understanding and respect and teach learners to do the same.

Note: For the topics which are drawn from across the curriculum, for example Hygiene or Time Management, you are expected to concentrate more on the grammar, vocabulary, punctuation and structures used. The learners, however, will learn the content of the text by incidental learning as they work through the comprehension exercises. Guard against the temptation of putting more emphasis/focus on the content in the text than the grammatical aspects therein. You are expected to make a list of the words you think are difficult to the learners at the end of each topic and revisit them.

Time Allocation

Local Language has two periods a week. You are expected to spend most of the time on consolidating grammar, creative writing and intensive reading.

Materials to be used

Some materials you can use are: charts, books, news captions, concrete materials/objects, newspapers and artwork pieces. These may be prepared by the learners or teacher, photocopied, bought or borrowed.

Assessment Guidelines

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

a) observation of behaviour and performance or exhibition of life skills during the learning process.

b) activities done at the end of each topic or unit, weekly, monthly or at the end of the term.

c) examinations for example those done at the end of the term or year.

Structure of the Topics

The topics in P7 do not have sub-topics. However, every topic has three aspects: a text to be read and discussed, grammar and cultural content, which are shown under the content column. With the text, you are expected to handle vocabulary, comprehension, forms of oral literature, cultural aspects, punctuation and spellings. See more hints outlined earlier.

The grammar part will take care of the parts of speech, spelling, orthography, tenses and sentence construction. The cultural aspect can be taken care of by using stories, proverbs, idioms, puzzles, similies or sayings. In order to cater for relevancy, the cultural aspect should be in line with the topic.

Topic Outline

Term I

Topic	Periods
1. Parenting and Growing	7
2. Gender and Language at the Work Place	6
3. Environmental Protection	7

Term II

Topic	Periods
1. Food Security	7
2. Formal Communication	6
3. Time Management	7

Term III

Topic	Periods
1. Hygiene	8
2. Livelihood in the Community	12

Term I

Topic 1: Parenting and Growing 7 Periods

Rationale

Learners at Primary Seven level are still growing and facing challenges. They need to discuss those challenges and how to overcome them, as well as their responsibilities towards healthy growing up. As they read the text and discuss the challenges of parenting, their language proficiency improves.

Background

In addition to the knowledge on parts of speech a learner has acquired at the previous levels, this topic will help the learner to explore more vocabulary, structures and skills in language use. The text on parenting will concretise the use of different parts of speech, tenses and punctuation, hence providing a background for creative writing. In addition, stories on parenting will show the use of similies or idioms related to parenting.

Learning Outcome

The learner uses the correct language to competently talk about responsibilities of parenting and challenges of growing up.

Life Skills and Values

- Decision-making
- Self-awareness
- Problem-solving
- Critical thinking
- Appreciation
- Obedience
- Tolerance

Competences	Content	Activities
The learner: • reads the text silently. • discusses the values and responsibilities of people growing up using correct structures. • discusses the challenges of growing up using correct structures. • answers questions on the text. • completes forms of oral literature. • writes a composition on parenting. • tells a story related to challenges of growing up. • reads conditional sentences. • constructs conditional sentences correctly.	Text on: • values, responsibilities and challenges of growing up • conditional sentences • stories, similies, proverbs and values about parenting and growing up	• Discussing the values and responsibilities of a person growing up • Reading the text on parenting and growing • Discussing challenges of growing up • Answering questions on the text • Constructing conditional sentences • Reading conditional sentences • Telling/listening to a story on growing up • Completing forms of oral literature about growing up • Reading proverbs, idioms or sayings related to parenting and growing • Writing a composition on values and responsibilities expected of a person growing up

Guidance to the Teacher

- Prepare questions that will motivate learners to read the text.
- Remind learners of techniques of silent reading.
- Discourage any bad reading habits as learners read.
- Demonstrate how conditional sentences are constructed.
- Look for a story on parenting related to that cultural setting.
- Look for proverbs, idioms or similies related to parenting ahead of the lesson.
- Make sure your lesson caters for all the language skills: listening, speaking, reading and writing.

Suggested Competences for Assessment

The learner:

- reads the text with comprehension.
- answers questions on the texts.
- constructs correct conditional sentences
- writes a composition.
- completes proverbs and similies related to growing up.

Topic 2: Gender and Language at the Workplace 6 Periods

Rationale

Gender is the traditional societal attitude between male and female roles. In this global village, most of the jobs can be done by any competent person regardless of his/her sex.

As learners discuss gender and language at workplaces, they will be encouraged to try out occupations/professions regardless of societal beliefs. This will create opportunities for using gender balanced language and also serve to change the attitudes of future leaders/parents.

Background

Learners today tend to associate themselves with modern types of work but are also influenced by traditional attitudes. Regardless of the type of work, there are titles, tools, equipment and materials used whose names can serve to enrich the learner's language efficiency. The topic will focus on knowledge about gender responsive language at workplaces. Adjectives that describe the work tools, stories on gender and proverbs will also be taught.

Learning Outcome

The learner uses the correct language and structures to talk about gender and the appropriate language at the workplace.

Life Skills and Values

- Decision-making
- Self-awareness
- Critical thinking
- Problem-solving
- Responsibility
- Appreciation
- Working hard
- Care

Competences	Content	Activities
The learner: • reads the provided text on gender and the language at the workplace. • answers questions on the text. • makes sentences exhibiting correct use of adjectives • uses adverbs in sentences correctly. • completes forms of oral literature.	• Gender responsive language at the workplace • Adjectives and adjectival phrases • Adverbs • Stories, similies and proverbs related to gender and language at the place of work	• Reading the text provided • Making sentences on gender terms used • Using adjectives and adjectival phrases to make correct sentences • Using adverbs and adverbial phrases in sentences • Reading/listening to a story on activities affected by gender • Completing forms of oral literature related to the topic

Guidance to the Teacher

- Study the text on gender, or consult, so that you have an idea about the topic.
- Prepare learners for reading by discussing the topic.
- Comprehension questions should be answered orally and in writing.
- Demonstrate and ask learners to give sentences with adjectives.
- Demonstrate the use of adverbs and let learners construct similar sentences.
- Look for stories which depict gender equality/inequality or cultural stories where women were oppressed.

Suggested Competences for Assessment

The learner:

- reads the text with comprehension.
- answers the questions on the text.
- constructs correct sentences using adjectives.
- constructs correct sentences using adverbs.
- completes form of oral literature related to the topic.

Topic 3: Environmental Protection

7 Periods

Rationale

In the world over today, there is an outcry on global warming and climate change resulting into floods and other disasters at a rate we can no longer afford to ignore. All these are caused by environmental destruction or man's unwise use of God-given resources.

Learners therefore need to be sensitised about their own contribution towards mitigating the effect of unwise use of environmental resources. They need to learn proper language through which they can discuss the issues and solutions to the challenges faced. Consquently they will also sensitise other citizens and negotiate for the protection of their environment. It is intended that the teacher explores the strategies used by that community to protect the environment.

Background

Using Social Studies lessons learnt in P6 Topic 5 Term 3, learners have become aware of the benefits of environmental protection and consequences of irresponsible environmental management. But, those discussions have been done in a second language. This topic will focus on the proper language to be used when disseminating messages on the environment. These will include collective and compound nouns related to the environment. Stories, proverbs and idioms on environmental protection can also be used. In order for the learners to share ideas and current information with other citizens in the community, they must communicate in the local language and use collective nouns. Guide them to use appropriate language to discuss how the environment around them could be protected.

Learning Outcome

The learner competently talks about environmental protection while exhibiting competence in using collective and compound nouns.

Life Skills and Values

- Decision-making
- Critical thinking
- Problem-solving
- Cleanliness
- Responsibility
- Care

Competences	Content	Activities
The learner: • reads the text on environmental protection. • answers questions on the text correctly. • debates competently on the traditional or modern methods of protecting the environment. • takes note of the agreed on environmental conservation points during the debate. • constructs correct sentences using collective nouns. • constructs correct sentences using compound nouns. • generates/completes forms of oral literature related to the environment or tells a story about how the environment is protected in that community.	• Traditional and modern methods of environmental protection • Collective and compound nouns related to environmental protection • Stories, proverbs and idioms on environmental protection	• Reading the text on modern and traditional methods of protecting the environment • Answering questions on the text • Debating on the traditional and modern methods of protecting the environment. • Constructing sentences using collective nouns • Constructing sentences using compound nouns • Reading/telling a story on either modern or traditional methods of protecting the environment. • Completing forms of oral literature that are related to environmental protection

Guidance to the Teacher

- Guide learners to read the text silently for comprehension.
- Lead learners to debate between traditional and modern methods of protecting the environment.

- Teach learners how to summarise the points from the debate.
- Give examples of compound nouns and lead learners to generate more.
- Teach about compound nouns and guide learners to use them in making sentences.
- Guide learners to generate proverbs and other forms of oral literature that are related to environmental protection.

Suggested Competences for Assessment

The learner:

- reads a text provided.
- answers questions.
- debates competently on traditional and modern environmental protection methods.
- completes forms of oral literature related to the topic.
- narrates forms of oral literature related to the topic.
- makes correct sentences using collective nouns.
- constructs correct sentences using compound nouns.

Term II

Topic 1: Food Security 7 Periods

Rationale

Traditionally, families used to take precautionary measures against 'lean times ahead' because they were aware that seasons could be unpredictable and cause disaster. Learners have to discuss issues pertaining to hunger and famine. Learners therefore need to be taught proper language to enable them discuss messages on food security in their communities.

Background

In P6 Local Language Framework Topic 1 of Term 3, you taught about traditional foods, beliefs and taboos. In this topic, the text on food security will include vocabulary and appropriate language use that will help the learner to practise the past, the present and past participle tenses. Forms of oral literature and stories on food security will help you to make the information real.

You may start by discussing methods of food preservation in the community. You are expected to gather as much information as possible about traditional methods of food preservation and security. Lead learners to discuss the challenges in the use of modern methods of food security. As you discuss the above with the learners, guide them to the correct use of tenses according to times in context.

Learning Outcome

The learner competently uses present and past tenses while talking about food security.

Life Skills and Values

- Problem-solving
- Critical thinking
- Decision-making
- Respect
- Appreciation

Competences	Content	Activities
The learner: • reads a text on cultural and modern ways of attaining food security. • answers questions on the text. • debates on methods of ensuring food security. • changes sentence forms from present to past tense. • completes forms of oral literature. • writes a composition on either cultural or modern way of attaining food security.	• Cultural and modern methods of attaining food security • Past and present tenses • Stories about food security or famine • Forms of oral literature on food security	• Reading the text on cultural and modern methods of attaching food security • Answering questions on the text • Debating between the traditional and modern methods of attaining food security • Constructing correct sentences in past tense • Changing sentences from present to past tense and vice versa • Completing forms of oral literature related to food security • Writing a composition on food security practices in the locality

Guidance to the Teacher

- Guide learners to read the text silently.
- Hold discussions to aid comprehension before the learners can write.
- Use examples to revise past tense.
- Teach learners to change sentences from past tense to present tense and vice versa.
- Revise paragraphing and principles of writing a composition before learners are set to write a composition.

Suggested Competences for Assessment

The learner:

- answers questions on the text.
- discusses cultural and modern ways of attaining food security competently.
- changes sentences from past to present tense correctly and vice versa.
- completes forms of oral literature such as proverbs related to food security.
- writes a composition on strategies of food security.

Topic 2: Formal Communication 6 Periods

Rationale

As learners approach the end of the primary level of education, they need to be prepared to focus on joining secondary level or the world of work. Either way, that stage leads one to a wider horizon and the need to be more formal in communication. They need to be equipped with skills and a variety of formal structures and phrases of their language to be able to address people and communicate formally. Learners will also learn skills of filling tables, filling forms, writing curriculum vitae and responding to interview questions.

Background

In P5 Topic 3 Term 3, the learners were exposed to the skills of writing informal letters. It is worth noting that informal and formal letters have similarities which can provide a good starting point for handling formal letter writing.

Formal letters and/or application forms are widely used in applying for jobs and admissions into institutions of learning. Some situations may require describing oneself and one's achievement up-to-date. With intent to preserve and develop the Local Languages, you will need to expose learners to different formal letters, tables and fill-in forms in Local Language for practice.

Learning Outcome

The learner fills forms, writes formal letters, interprets tabulated information and writes his/her curriculum vitae correctly.

Life Skills and Values

- Effective communication
- Self-awareness
- Decision-making
- Honesty
- Politeness

Competences	Content	Activities
The learner: • interprets different content in tables. • answers questions on a given table • fills in given forms • discusses parts of a curriculum vitae. • writes his/her own curriculum vitae. • completes proverbs and idioms. • writes a formal letter. • role- plays interviews.	• Tabulated information • Forms (filling/ reading) • Curriculum vitae • Formal letter writing • Proverbs and idioms connected to communication	• Reading different tabulated information • Answering questions on a tabulated text • Reading filled forms • Filling given forms • Reading a curriculum vitae • Writing own curriculum vitae • Writing a formal letter • Completing proverbs and idioms • Role-playing interviews

Guidance to the Teacher

- Provide tabulated information and questions.
- Provide different fill-in forms for practising on in groups.
- Explain, with examples, the type of information that should be included in a curriculum vitae.
- Use samples to explain what a formal letter should look like.

Suggested Competences for Assessment

The learner:

- interprets different tables.
- fills different forms competently.
- writes his/her curriculum vitae.
- writes a formal letter.
- completes forms of oral literature.

Topic 3: Time Management 7 Periods

Rationale

Much of our traditional time management is based on the way we tell time, by lumping a number of hours together, for instance, when events are being planned. A village meeting may be set for afternoon, late morning or evening. A group of people may agree to start a journey at sunrise. These types of arrangements do not give precise timing for beginning and ending of events, thus causing people who arrive early to wait for others and also plan to come late next time. In this contemporary world, learners need to be taught to plan their time and to prioritise activities or events. This therefore calls for the skill of planning and time management. A saying goes: Time is money.

Old ways of telling time and planning events were useful when the events involved did not require precise timing. But in this age and era, a community that does not manage time lags behind in development because communal activities may not be accomplished in time as people sluggishly come to the venues.

Background

In P4, Topic 2 of Term One, learners discussed how to plan for the future. This was, however, geared towards a focusing on why one is reading/ studying. Ultimately, one cannot reach his/her goal without planning and prioritising one's activities. As you focus on time management, you are expected to discuss the responsibilities of the learner to self, parents and community. Guide them to write a plan on how best they would wish to spend their time. As you do the planning, guide learners to practise the future and past tenses as they record what has been and what is yet to be done in their diaries.

Learning Outcome

The learner exhibits competences in making a plan of activities and constructing sentences in future and past tense.

Life Skills and Values

- Self-awareness
- Problem-solving
- Critical thinking
- Responsibility
- Concern
- Care

Competences	Content	Activities
The learner: • reads a text on planned activities. • discusses how one can budget time for the available activities. • writes a plan of activities for two days. • makes correct sentences in past tense. • constructs correct sentences in future tense. • completes proverbs and idioms. • tells/listens to stories related to time management. • role plays a case of time management.	• Planning daily activities • Keeping a diary • Future tense • Past tense • Proverbs and idioms	• Reading text on planned activities • Discussing how to budget time • Listening/telling stories related to time management • Making sentences in past tense • Constructing sentences in future tense • Completing similies and proverbs • Writing in a diary • Role-playing time management

Guidance to the Teacher

- Guide learners to read a text on planning or planned activities
- Let learners discuss how one can budget time.
- Guide learners to practise writing a work plan/or fill in a diary.
- Lead learners to generate sentences in future and past tenses.
- Guide learners to generate and complete proverbs connected to planning and time management.

Suggested Competences for Assessment

The learner:

- writes a plan of activities for a day.
- constructs correct sentences in future tense.
- constructs correct sentences in past tense.
- completes proverbs and idioms connected to time management.

Term III

Topic 1: Hygiene 6 Periods

Rationale

By Primary Seven, learners are expected to be transiting from childhood to adolescence. They need to be taught how to practise proper hygiene which leads to maintaining good health. It is therefore high time these adolescents acquired habits of keeping personal and general hygiene. This is because they are now moving away from being cared for to personal management. Some people care for their bodies while they neglect their living quarters and wider surroundings. That is a job half done.

Background

Body hygiene normally refers to the care given to parts of the body. However, apart from body hygiene, this topic will also talk about caring for the home environment. The language used, proverbs and similes that refer to hygiene will be emphasised. Opposites of the good habits or aspects of hygiene will also be practised in sentences. Nouns and their plurals will also be taught. Stories depicting presence or absence of proper hygiene practices will be told and discussed.

Learning Outcome

The learner correctly uses both singular and plural sentences to talk about hygiene.

Life Skills and Values

- Self-awareness
- Problem-solving
- Empathy
- Critical thinking
- Cleanliness
- Responsibility
- Concern
- Cooperation

Competences	Content	Activities
The learner: • reads a text on how to look after different parts of the body. • answers questions on the text. • discusses ways of keeping hygiene. • uses different nouns in sentences correctly. • changes plural sentences to singular and vice versa. • listens to stories related to values of hygiene (especially in that community). • recites proverbs or idioms related to hygiene. • copies proverbs, idioms, similies related to the hygiene. • tells stories related to values of hygiene. • completes proverbs or idioms related to hygiene.	• Hygiene of body parts • Managing home environment and sanitation • Nouns and their plurals • Stories and proverbs that relate to hygiene	• Reading text on how to look after different parts of the body • Discussing ways of keeping personal hygiene and hygienic conditions of surroundings • Answering questions about the text both orally and in writing • Constructing correct sentences using the nouns related to hygiene • Changing singular sentences to plural and vice versa • Telling stories that relate to hygiene • Completing proverbs and idioms that relate to hygiene • Copying the generated forms of oral literature

Guidance to the Teacher

- Lead the learners to discuss how to keep their bodies clean.
- Guide them to read the text on hygiene. Note that hygiene also takes into account one's surroundings.
- Let learners use names of body parts and those of sanitary materials in sentences.
- Help learners to construct or change singular sentences to plural form.
- Tell/read to learners a story on hygiene.
- Guide learners to copy proverbs or idioms on hygiene.

Suggested Competences for Assessment

The learner:

- reads the text and answers questions correctly.
- discusses ways of keeping hygiene.
- uses different nouns in sentences correctly.
- changes singular sentences to plural form.
- completes proverbs or idioms related to hygiene.
- tells or listens to a story on hygiene.

Topic 2: Livelihood 8 Periods

Rationale

Livelihood refers to ways of earning money to live. One of the ways is doing business. Business management, planning and supervision require negotiation skills which rely heavily on language proficiency. Poor choice of words, phrases and structures can jeopardise a business by repelling customers or suppliers. So learners need to practice the use of suitable language before they go into the real world of self employment that involves running a business.

Background

In P4 Topic 2 of Term 2, learners learnt about what people in their communities do to survive. They learnt about the tools, processes and product of different occupations.

As learners get ready for the world of work and business, they need to integrate language with fine art in the designing, labelling and packaging of goods. These aspects go a long way in selling the products. They must learn to present the products in appropriate advertising language while at the same time being honest about what is packed. They should also practise using compound words with a hyphen. In this topic, you are expected to teach learners the proper use of pronouns and prepositions. In addition, stories, proverbs, or idioms related to livelihood will be taught.

Learning Outcome

The learner competently uses pronouns and prepositions and exhibits proper use of language in business.

Life Skills and Values

- Critical thinking
- Empathy
- Working hard
- Care
- Problem-solving
- Friendship formation
- Responsibility

Competences	Content	Activities
The learner: - • reads the given text on livelihood. • answers questions on the text. • debates on preferred livelihood. • uses pronouns in sentences correctly. • constructs correct sentences using given prepositions. • narrates a story on livelihood in that community. • completes proverbs, idioms or similies on livelihood. • listens to a story on livelihood in that community.	• Text on livelihood in the community • Pronouns and prepositions • Stories, proverbs or idioms on livelihood	• Reading the text on livelihood • Answering questions on the text • Debating on preferred livelihood • Making sentences using different pronouns • Constructing sentences with prepositions • Identifying prepositions from the given text • Narrating a story on livelihood • Completing proverbs/ idioms related to livelihood

Guidance to the Teacher

- Guide learners to read the text.
- Lead learners to answer the questions.
- Help them to revise using pronouns in sentences correctly.
- Let learners construct sentences using prepositions correctly.
- Tell or read a story on the common livelihood in that community.

Suggested Competences for Assessment

The learner:

- answers comprehension questions on a given text.
- uses pronouns in sentences correctly.
- narrates a story on livelihood.
- completes proverbs, idioms and similies on livelihood.

Mathematics Syllabus

General Background

This is the revised P7 Mathematics Syllabus for Uganda. It aims at helping learners to:

- appreciate the value of Mathematics and its usefulness.
- develop confidence in their ability to foster a sense of personal achievement.
- encourage continuing and creative interest in Mathematics.

The syllabus has been designed in such a way that learners develop a variety of problem-solving strategies, thinking ability, logical reasoning and numerical skills. These will be powerful tools in their further study and later work in exploring the environment. In P7, you have the task of making Mathematics a reality in life by emphasising learning by doing and collaborating. The curriculum emphasises the development of skills, concepts, understanding and attitudes in the learner which will enable him/her to cope confidently with the Mathematics of everyday life. Therefore, integrated skills and approaches in all disciplines are important.

Mathematics is not an isolated skill or procedure. It is everywhere and relates to other subjects. Therefore, Mathematics must be integrated with and related to other subjects. In order to do so, there is a need to seek opportunities for drawing mathematical experiences out of a wide range of learner's activities. Many curricular areas and activities give rise to the need to use Mathematical concepts, principles or ideas.

Rationale

The constant use of the Mathematical approach to situations and the formation of important concepts are the main aims of this syllabus. The learning of Mathematics at all levels involves more than acquisition of basic concepts and skills. It also involves an understanding of the underlying Mathematical thinking, general strategies of problem-solving, positive attitude and appreciation of Mathematics. Therefore, a strong command of Mathematics knowledge and thinking is essential to enable learners solve new problems on a regular basis. Teachers should know the philosophy and rationale underlying the intended curriculum and pay special attention to the scope, depth and linkages of different

topics. This will enable learners make connections and use Mathematics knowledge to develop transferable skills in numeracy in order to become the emotionally intelligent and flexible learners needed for the 21st century.

Note

Learning Mathematics does not occur as learners take in Mathematics knowledge in ready-made pieces but as they build up Mathematical meaning on the basis of their experiences in the classroom. Therefore, practical work plays a big role in consolidating what the learners already know before new ideas are brought in.

Methodology

Methods and approaches to learning experiences should emphasise higher order thinking and creativity in Mathematics. Therefore, teaching Mathematics should be done effectively through the application of concepts and skills in an interesting and realistic context that is personally meaningful to the learners. This implies that Mathematics is best taught by helping learners to solve problems drawn from their own experiences. Therefore, teaching methods to be emphasised are those that allow the learners to learn from their mistakes. This will help the learners to develop stronger Mathematical habits that make the future of Mathematics more efficient. In this way, Mathematics should be taught following the concrete, pictorial and symbolic approach so as to assist the learners to easily discover and actively experiment during learning. The choice of a method to use in a lesson largely depends on a number of factors. It is, however, important to note that all methods used are always learner-centred. The following are examples of learner-centred methods:

1. Group discussion
2. Think- pair- share
3. Demonstration
4. Guided discovery
5. Role-play

Note

- You are encouraged to use concrete objects and learner's real life experiences while teaching. This will help to enhance retention of Mathematics concepts besides making learning meaningful and enjoyable.

- Give learners time to solve problems on the chalkboard and allow them to explain to their classmates. This will enhance their confidence and ability to attempt Mathematics problems.
- Take time to read 'guidance to the teacher' notes at the end of each topic. This will enable you make lesson preparations and presentations better.

Competences

Subject competences

These are the abilities the learner demonstrates to show that learning has occurred. While making your lesson, use verbs that can help you to develop the learner's competences. Think carefully about activities that develop competences without much difficulty. At the end of every topic, these are the very competences that will be assessed.

Language competences

In this syllabus, emphasis is put on language competences. These will help the learner to communicate effectively using the appropriate vocabulary for a particular topic. You will realise that each topic has its own technical words and therefore you should ensure that the learner develops the language competences throughout the teaching/learning process.

Life Skills

Life skills are abilities that will help the learner to develop positive behaviour and to function purposely in society. Skills cannot be developed in a short period, there are indicators for every life skill which you expect to identify in the learner. For example, critical thinking as a skill has the following indicators:

- Responding to questions appropriately
- Giving reasons for action taken
- Analysing statements

In your scheme of work and lesson plan, always show life skills and indicators.

Values

Values, on the other hand, are the desired standards or qualities that are generally acceptable in society. For example, endurance, patience, appreciation, perseverance, care, respect, trustworthiness, togetherness, self-reliance, empathy, independence, responsibility and cooperation.

Role of the Teacher

Your role as a teacher is to put in place an environment that will enable learners develop as many skills and values as possible by the end of a lesson, through various activities, especially using the practical methods. Build the mental capacity of the learners by providing mental work at every beginning of a lesson. Make it a routine exercise and put much emphasis on multiplication tables.

Use a variety of textbooks to support your teaching.

Assessment Guidelines

Assessment is aimed at finding out the attainment of the learner. Use continuous assessment to supplement on the formative and summative assessments. This can be done through observation, class work, homework and topical tests.

The syllabus should be your major guide in formulating competences for assessment (at the end of every topic, there are assessment competences which act as a guide.) Besides, it is important to construct a table of specification whenever you are setting test items together with a marking guide. Categories of knowledge, comprehension and application requiring deductive and inductive reasoning should be an integral part of assessment. Emphasise on being orderly, use of correct units and always insist on correct use of language in the process of getting the answer. There are assessment competences at the end of every topic which will guide you to formulate other relevant ones.

Scope and Sequence

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

1. Sets
2. Whole Numbers
3. Operation on Whole Numbers
4. Patterns and Sequences
5. Fractions
6. Integers
7. Data Handling
8. Construction
9. Time
10. Length, Mass and Capacity
11. Algebra

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

Topic Outline

Term I

Themes	Topics to be covered	Sub-topics	Number of Periods
1. Sets	1. Sets Concepts	• Finite and infinite sets • Subsets • Venn diagram (2 events) • Probability	14
2. Numeracy	2. Whole Numbers	• Numbers up to 99,999,999 • Roman numerals up to MM • Bases	20
	3. Operations on Whole Numbers	• The four basic operations • Expanded form using indices • Standard form (Scientific notation) • Prime factorisation	25
	4. Patterns and Sequences	• Tests of divisibility • Numbers • Number patterns and sequence	11

Term II

Themes	Topics to be covered	Sub-topics	Number of Periods
	1. Fractions	• Fractions • Decimals • Proportion and percentages	14
	2. Integers	• Integers • Clock arithmetic. (Modular/ finite system)	10
3. Interpretation of Graphs and Data	3. Data Handling	• Pie charts and travel graphs • Graphs of ordered pairs of coordinates • Measures of central tendency and range • Probability of numbers	19
4. Geometry	4. Construction	• Parallel and skew lines • Line segments and angles • Simple polygons • Regular polygons • Bearing and scale drawing	18
5. Measurement	5. Time	• 12 and 24-hour clocks • Timetables (travel, class and work timetable)	7

Term III

Themes	Topics to be covered	Sub-topics	Number of Periods
	1. Length, Mass and Capacity	• Length • Perimeter • Area • Volume • Capacity	18
6. Algebra	2. Algebra	• Algebraic expressions • Substitution • Equations • Inequalities and solution sets • Algebra in real life situations	20

Term I

Theme 1: Sets

Topic 1: Set Concepts — 14 Periods

Background

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 help the learners to derive the formula on their own. Finite and infinite sets are introduced and these concepts should be explained to the learner properly. Concerning Venn diagrams, concentration should be on use of representation and interpretation of two events.

Learning Outcome

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

Life Skills

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

Values

- Patience
- Responsibility
- Cooperation

Suggested Methods

- Guided discovery
- Discussion
- Demonstration

Suggested Instructional Materials

Manipulatives from learners' immediate environment, e.g. ropes, cups, balls and books

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • identifies finite and infinite sets. • forms subsets from finite sets. • derives the formula for finding the number of subsets. • applies the formula to find number of subsets. • determines the number of subsets. • represents information on Venn diagrams. • solves problems involving Venn diagrams. • works out probability of events using Venn diagrams.	The learner: • reads new words on sets. • describes set concepts. • explains different types of sets. • explains information on Venn diagrams. • reads sentences related to Venn diagrams and probability. • tells the probability of simple events.	• Finite and infinite sets • Subsets • Venn diagram (2 events) • Probability	• Revising different types of sets • Identifying finite and infinite sets • Forming proper and improper subsets from a given set • Developing the formula for the number of subsets • Applying the formula for number of subsets • Solving real life problems involving Venn diagrams • Working out probability of simple events

Guidance to the Teacher

- Use application of work covered on sets in previous classes at the beginning of the topic to further learners' understanding of sets.
- Relate the application of Venn diagrams to real life situations. (Remember to display information on Venn diagrams up to two events).
- Give learners ample time to describe the relationship between sets using Venn diagrams.

- Have learners work in cooperative learning groups to solve problems involving sets.
- Emphasise the process of deriving the formula of finding subsets including proper sets.

Suggested Competences for Assessment

The learner:

- describes finite and infinite sets.
- forms subsets, improper and proper subsets from given finite sets.
- finds the number of subsets using the derived formula.
- solves real life problems involving Venn diagrams.
- works out probability of events.

Topic 2: Whole Numbers 20 Periods

Background

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. Learners should be helped to read, count and write numbers up to eight digits correctly.

Learning Outcome

The learner manipulates and converts whole numbers.

Life Skills

- Problem-solving
- Effective communication
- Creative thinking

Values

- Endurance
- Appreciation

Suggested Methods

- Guided discovery
- Discussion
- Explanation

Suggested Instructional Materials

- Counters
- Flash cards

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • counts numbers up to 99,999,999. • writes numbers in words up to 99,999,999. • counts 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. • adds, subtracts and multiplies in binary system up to 5 digits.	The learner: • reads numbers in words up to 99,999,999. • reads numerals correctly. • reads answers after adding, subtracting and multiplying in binary system.	• Numbers up to 99,999,999 • Roman numerals up to MM • Bases	• Reading, counting and writing in figures and words numbers up to 99,999,999 • Writing Roman numerals up to MM • Converting Roman numerals to Hindu-Arabic numbers and vice versa • Converting numbers from other bases to base 10 and vice versa • Adding, subtracting and multiplying in binary system up to 5 digits

Guidance to the Teacher

- Revise the covered multiplication tables.
- The content of this topic builds on material that is familiar to the learner.
- Give learners ample time to revise work covered in the previous classes on Roman numerals and bases.
- Let learners practice reading and writing whole numbers up to 99,999,999 correctly.
- Emphasise correct spellings when writing numbers in words.

Suggested Competences for Assessment

The learner:

- reads and writes Roman numerals.
- converts Roman numerals to Hindu-Arabic numerals and vice versa.
- reads, counts and writes numbers in words.
- adds, subtracts and multiplies in binary system.
- converts from one base to base ten and vice versa.

Topic 3: Operations on Whole Numbers

25 Periods

Background

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.

Learning outcome

The learner applies the basic concepts and operations achieved to solve real life problems.

Life Skills

- Problem-solving
- Effective communication
- Creative thinking

Values

- Responsibility
- Cooperation
- Appreciation

Suggested Methods

- Demonstration
- Discussion
- Explanation
- Discovery

Suggested Instructional Materials

- Sticks
- Flash cards
- Bottles
- Stones

Subject Competences	Language Competences	Content	Suggested Activities
Thee learner: • applies the basic operations integrated with commutative, associative and distributive properties. • writes numbers in expanded form and vice versa. • writes numbers in standard form. • prime factorises whole numbers. • writes prime factors of whole numbers. • finds the square roots of square numbers. • solves problems involving application of square roots.	The learner: • describes commutative, associative and distributive properties. • reads numbers in expanded form. • reads numbers in standard form. • explains what prime factors are. • reads prime factor • explains what prime factorisation is. • explains the relationship between square roots and square numbers.	• The four basic operations • Expanded form using indices • Standard form (Scientific notation) • Prime factorisation .	• Working out operations on numbers integrating them with commutative, associative and distributive properties • Expanding numbers not exceeding 8 digits • Writing numbers in standard form not exceeding 8 digits • Writing the prime factors of whole numbers not exceeding 5 digits • Finding square roots of square numbers by prime factorisation • Solving problems involving application of square roots

Guidance to the Teacher

- Guide learners to discover the difference between expanded form and standard form.
- Give learners ample time to practice writing numbers in both expanded and standard forms.
- Use various manipulatives to help learners get a wider understanding of operations on whole numbers.
- Guide learners to find square roots of perfect numbers and stress the correct use of the radical symbol.
- Encourage learners to solve problems involving the application of operations on whole numbers in relation to real life situations.
- Encourage a lot of cooperative learning and learners to check the reasonableness of their answers.

Suggested Competences for Assessment

The learner:

- works out operations on numbers integrated with commutative, associative and distributive properties.
- writes numbers in standard form.
- writes the prime factorisation of numbers.
- finds square roots of numbers.
- solves problems involving application of square roots.

Topic 4: Patterns and Sequences
11 Periods

Background

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.

Learning Outcome

The learner relates and applies simple computational skills in real life situations.

Life Skills

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

Values

- Responsibility
- Appreciation
- Cooperation

Suggested Methods

- Discovery
- Discussion
- Think- pair- share

Suggested Instructional Materials

- Cuttings from old sandals
- Papers
- Boxes
- Flash cards

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • finds out whether a number is divisible by another using divisibility tests. • gives examples of the following numbers; – composite – square – cubic – triangular – prime – odd, and – even • forms: – patterns and sequences of numbers using composite, square, cubic, triangular, prime, odd and even.	The learner: • explains divisibility tests • defines the following; – composite numbers – square numbers – cubic numbers – triangular numbers – prime numbers – odd numbers – even numbers • reads patterns and sequences of numbers.	• Tests of divisibility • Numbers • Number patterns and sequences	• Determining divisibility tests of numbers divisible by 6, 8, 9, 10 and 11 • Defining and giving examples of: composite, triangular, square, cubic, prime, odd and even numbers • Forming patterns and sequences using: composite, triangular, square, cubic, prime, odd and even numbers

Guidance to the Teacher

- Revise with learners work on patterns and sequences that was covered from P3 to P6.
- Give learners mental Mathematics and ample time to explore patterns and sequences using games, puzzles, quizzes and brain teasers.

- Have learners develop some of their own patterns through cooperative learning groups.
- Motivate learners by occasionally giving them patterns and sequences integrating with geometric shapes.

Suggested Competences for Assessment

The learner:

- determines numbers divisible by 6, 8, 9, 10 and 11.
- forms patterns and sequences of composite, square, cubic, triangular, prime, odd and even numbers.

Term II

Topic 5: Fractions 16 Periods

Background

This is not a new topic as it was already introduced right from P1. 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.

Learning Outcome

The learner applies fractions and decimals in daily life experiences.

Life Skills

- Problem-solving
- Effective communication
- Critical thinking
- Logical thinking

Values

- Responsibility
- Cooperation
- Appreciation
- Togetherness

Suggested Methods

- Cooperative groups
- Class discussion
- Demonstration

Suggested Instructional Materials

- Abacus
- Papers
- Colour
- Containers

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • works out problems involving application of fractions. • writes repeating and non repeating decimals. • rounds off decimals up to hundred thousandths. • writes fractions as decimals and decimals as fractions. • works out problems on proportion and percentage in daily life.	The learner: • describes repeating and non-repeating decimals. • explains what rounding off is. • reads the rounded off numbers. • describes proportion and percentage.	• Fractions • Decimals • Proportions and percentages	• Solving problems involving application of fractions • Writing repeating and non-repeating decimals • Rounding off decimals up to hundred thousandth • Writing fractions as decimals and decimals as fractions • Solving problems involving the application of proportions and percentages in real life

Guidance to the Teacher

- Emphasise the difference between terminating decimals and repeating decimals.
- Show learners the importance of fractions in the real world.
- Provide motivation to learners by having them make a list of everyday activities that involve using fractions.
- Encourage learners to recognise decimal numbers through practical activities.
- Guide learners to solve problems involving the application of fractions in relation to real life situations.

Suggested Competences for Assessment

The learner:

- writes fractions as decimals and decimals as fractions.
- solves problems involving proportions and percentages.
- finds the relationship between fractions, proportion, decimals and percentages.
- rounds off decimals to the required place value.

Topic 6: Integers 10 Periods

Background

An integer is a whole number (not fraction) that can be positive, negative or zero. In this topic, learners will master the concept of integers which will help them to determine a location within a group.

Learning Outcome

The learner recognises, manipulates and applies the knowledge of integers in real life.

Life Skills

- Problem-solving
- Effective communication
- Critical thinking

Values

- Responsibility
- Cooperation
- Appreciation
- Interpersonal relationship

Suggested Methods

- Discovery
- Cooperative learning groups
- Think- pair- share

Suggested Instructional Materials

- Mathematical ruler
- Learners
- Circular shapes
- Floor
- Ladder
- Trees
- Clock faces

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • solves problems involving the application of integers. • carries out basic operations (addition, subtraction, multiplication) of clock arithmetic and solves related problems. • solves word problems involving clock arithmetic.	The learner: • describes integers. • describes real life situations where integers are applied. • describes the forward and backward movement during operations on clock arithmetic.	• Integers • Clock arithmetic (modular finite system)	• Solving word problems involving application of integers • Carrying out basic operations of clock arithmetic and solving related problems • Solving word problems involving clock arithmetic

Guidance to the Teacher

- Review P6 work on integers.
- Let learners research (project work) various areas such as marketing, sales, banking and science for ways in which positive and negative integers are used.
- Guide learners to solve problems involving the application of integers in real life situations.
- Use number lines as models and discuss thoroughly the steps followed when carrying out basic operations of clock arithmetic and solve related problems.

Suggested Competences for Assessment

The learner:

- solves word problems involving integers.
- carries out basic operations of clock arithmetic and solves related problems.

Theme 3: Interpretation of Graphs and Data

Topic 7: Data Handling — 19 Periods

Background

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.

Learning Outcome

The learner collects, organises, records, presents and interprets simple mathematical data in various forms.

Life Skills:

- Problem-solving
- Effective communication
- Critical thinking

Values

- Cooperation
- Appreciation

Suggested Methods

- Demonstration
- Discussion
- Explanation

Suggested Instructional Materials

- Mathematical sets
- Manila cards
- Learners

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • works out problems using pie charts. • presents and interprets information on travel graphs • presents and interprets information on coordinate grid. • solves problems involving the application of mean, median, mode and range. • calculates probabilities of numbers.	The learner: • explains what steps are followed when presenting data on graphs. • reads information on graphs. • discusses ways of finding mean, median, mode, range and probability of numbers.	• Pie charts and travel graphs • Graphs of ordered pairs of coordinates • Measures of central tendency and range • Probability	• Working out problems using pie charts • Presenting, and interpreting information on travel graphs. • Plotting graphs of ordered pairs of coordinates and interpreting information • Calculating problems involving the application of mean, median, mode and range • Calculating probabilities of numbers

Guidance to the Teacher

- Review work covered in P6 on graphs.
- Guide the learner to understand the problem, make a plan, work out and finally get an accurate answer through making this topic a fun and involving them as much as possible.
- Emphasise orderliness.
- Discuss displayed graphs with learners in cooperative learning groups.
- Stress scale interpretation.
- Help learners identify the relationship between mean, median, mode and range.
- Let learners state the probability of numbers through practical work.

Suggested Competences for Assessment

The learner:

- plots graphs of ordered pairs of integers.
- reads, presents and interprets information on graphs.
- calculates probabilities of simple events.
- calculates mean, median, mode and range.

Topic 8: Geometric Construction

18 Periods

Background

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.

Learning Outcome

The learner recognises and constructs lines, angles and geometric figures.

Life Skills

- Creative thinking
- Problem-solving
- Logical reasoning

Values

- Cooperation
- Appreciation
- Self-reliance

Suggested Methods

- Demonstration
- Discovery
- Discussion
- Explanation

Suggested Instructional Materials

- Mathematical instruments
- Boxes
- Classroom
- Sea compass
- Papers
- Books
- Tables

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • constructs parallel lines and draws skew lines. • identifies: – vertically opposite angles. – co-interior, corresponding and alternate angles. • identifies line segment and angles. • constructs and bisects angles. • constructs simple polygons. • states properties of regular polygons and solids. • applies the formulae for exterior and interior angle sum of polygons. • draws bearing and scale.	The learner: • explains: – parallel, bisecting and skew lines. – opposite and co-interior. – alternate angles. • describes line segment and angles. • States properties of regular polygons. • describes bearing and direction.	• Parallel and skew lines • Line segments and angles • Simple polygons • Regular polygons • Bearing and scale drawing	• Constructing and drawing parallel and skew lines • Bisecting lines and various types of angles • Constructing simple triangles, quadrilaterals, pentagons and hexagons using a pair of compasses and a ruler • Stating the properties of regular polygons • Working out angle sum of interior and exterior angles of regular polygons • Constructing and showing the bearing of different locations

Guidance to the Teacher

- Use models to illustrate different solids.
- Give various geometric terms using many physical examples which are familiar to learners.
- Encourage cooperative learning to help learners get a wider understanding of the concepts of geometry.
- Introduce learners to some of the less complicated types of constructions.
- Encourage learners to use standard geometric instruments and correct language.

Suggested Competences for Assessment

The learner:

- draws lines and line segments, parallel and intersecting lines.
- Constructs various angles, polygons and circles.
- finds interior and exterior angle sums of polygons.

Theme 11: Measurements

Topic 9: Time — 7 Periods

Background

Measurements are one of the ways that help us describe the world and everything in it. It describes length, volume, weight, temperature and other properties. People use measurement in whatever they do. Without it the world would be a mess. It is through time that learners will be able to distinguish between words like arrival, departure and others. Therefore, finding duration must be emphasised especially when it involves conversion of minutes to hours or vice versa. Measurement and symmetry arise frequently in Art and Technology and many patterns have geometrical basis. Environmental Education and Social Studies use measurements of many kinds and the study of maps introduce the concepts of direction, scale and ratio. A great deal of measurements feature in the cooking course, including cost calculations in the study of Home Economics.

Learning Outcome

The learner appreciates and applies the knowledge of time in real life situations.

Life Skills

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

Values

- Cooperation
- Self-reliance
- Appreciation
- Independence

Suggested Methods

- Demonstration
- Group discussion
- Think- pair- share

Suggested Instructional Materials

- Clock
- Card boards
- Cut outs

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • reads and tells time on 12 and 24 - hour clocks. • converts time from 12-hour clock to 24-hour clock or vice versa. • solves problems involving time in 12 and 24-hour clock. • reads timetables and finds durations.	The learner: • reads time on the 12 and 24 hour clock. • reads timetables and durations. • explains time-tables. • describes how to convert time from 12-hour to 24-hour clock and vice versa.	• 12 and 24-hour clocks. • Time-tables (travel, class and work timetable).	• Reading time on the 12 and 24 hour clocks • Converting time from 12-hour to 24-hour and vice versa • Reading timetables • Finding duration • Solving problems involving time

Guidance to the Teacher

- Make this topic practical.
- Use various clock faces to help learners read and write time correctly in both 12 and 24 hour clocks.
- Have learners identify the tricky points (midday and midnight) of time in the 24-hour clock in cooperative learning groups.
- Display charts showing different timetables and encourage learners to thoroughly discuss questions related to duration.
- Encourage learners to solve problems involving the application of time in real life.
- Emphasise the correct way of reading and writing time.

Suggested Competences for Assessment

The learner:

- reads and tells time on 12 and 24-hour clocks.
- reads timetables and finds durations.
- converts time from 12-hour to 24-hour and vice versa.
- solves problems involving time.

Term III

Topic 10: Length, Mass and Capacity

18 Periods

Background

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.

Learning Outcome

The learner appreciates and recognises the application of length, mass and capacity in our daily life experiences.

Life Skills

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

Values

- Responsibility
- Cooperation
- Appreciation

Suggested Methods

- Demonstration
- Discovery
- Discussion

Suggested Instructional Materials

- Water bottle
- Boxes
- Bottle tops

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • calculates length, perimeter and area of figures using standard measures. • calculates volume of solid figures. • calculates capacity in real life situations.	The learner: • describes length, mass and capacity. • distinguishes between volume and capacity.	• Length • Perimeter • Area • Volume • Capacity	• Calculating: – length – perimeter and area of triangles and quadraterals – area and circumference of a circle • Finding the difference between volume and capacity • Calculating the volume and Capacity of cylinders, cuboids and cubes

Guidance to the Teacher

- Bring out a clear difference between volume and capacity.
  - Remember volume, whether liquid, solid, or gas is the amount of space that it occupies.
  - Capacity is the ability of something to hold, receive or absorb a substance.
- Encourage learners to use correct units for this topic.
- Give practical examples and involve learners as much as possible.
- Encourage learners to identify examples that bring out relevancy in relation to real life.

Suggested Competences for Assessment

The learner:

- calculates length and area of various objects.
- solves problems involving volume and capacity in real life situations.

Topic 11: Algebra — 20 Periods

Background

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.

Learning Outcome

The learner forms and solves algebraic problems.

Life Skills

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

Values

- Appreciation
- Responsibility

Suggested Methods

- Discussion
- Discovery

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • simplifies expressions involving the unknown. • substitutes values for the unknown. • solves inequalities and finds solution sets. • solves problems involving the application of algebra.	The learner: • explains steps taken in solving simple equations. • reads statements showing inequalities. • distinguishes between solution and usual sets	• Algebraic expressions • Substitution • Equations • Inequalities and solution sets • Algebra in real life situations	• Simplifying algebraic expressions and finding unknowns • Solving equations • Solving inequalities and finding solution sets • Solving problems involving application of algebra

Guidance to the Teacher

- Review P6 work on algebra.
- Help learners identify the relationship between an algebraic statement and an equation.
- Set word problems from experiences more familiar to the learners and let them write down algebraic expressions.

Suggested Competences for Assessment

The learner:

- simplifies algebraic expressions.
- solves equations.
- solves inequalities and writes solution sets.

Word List

Term I

- Universal, sets, subsets, finite, infinite, probability, Venn diagrams
- Whole numbers, Roman Numerals, binary base, conversion
- Expanded form, standard form, prime factorization, squares, square roots, commutative, associative composite, square, cube, triangular, prime, odd, even, patterns, sequences

Term II

- Decimals, proportion, percentage, rounding off, hundred thousandths, terminating decimals, non-terminating
- Integers, clock arithmetic, clockwise, anti-clockwise, positive, and negative
- Data, information, graphs, scale, pie charts, bar graph, line graph, pictograph, axes, mean, median, mode, range average, probability, parallel, intersecting, skew lines, vertically opposite, co-interior, corresponding, alternate angles, line segment, construction, polygons, solids, scale drawing, quadrilaterals, properties, parallelograms, bearing, compass bearing, models

Term III

- Departure, arrival, a.m., p.m., conversion, duration, time-tables, time, hours, minutes
- Length, mass, capacity, volume, cubic units, area, square units, perimeter, circumference, radius, diameter, pi (π)
- Unknown, substitution, inequalities, solution sets

Religious Education Syllabus

Background

Religious Education (RE) is part of the whole educational experience. It deals with the religious and moral beliefs and values that underpin personal choices and behaviour such as relationships, health and practices in life. RE is an important subject on the school curriculum because it impacts on the morality of individuals and the society at large by developing values like love, peace and justice. Therefore, RE is necessary for the development of moral and spiritual values as well as life skills. Christianity and Islam are the two major religions in Uganda. These religions have a lot in common.

Importance of RE to the Learner

Religious Education enables the learner to:-

- gain knowledge about God and the world.
- develop self discipline, integrity, tolerance and human fellowship.
- develop spiritually.
- develop personal discipline and good manners.
- make sense of themselves, their own experiences and the world in which they live.
- learn about communities of faith, the foundations of given religions, religious practices and festivals, rituals and holy days, marriage customs, as well as regulating the interpersonal behaviour.
- become a well balanced and mature young citizen who makes informed choices about beliefs.
- behave positively in society.
- grow into an all-round, balanced, responsible and mature member of the society.

Given its nature as a comprehensive discipline covering all aspects of life, other subjects such as singing religious songs, making models and pictures in RE and dramatising religious stories are integrated during the Religious Education teaching and learning process.

The Primary Seven Religious Education syllabus comprises of two alternative parts:

(i) Christian Religious Education (CRE)

(ii) Islamic Religious Education (IRE)

Each part provides the topic outline to be covered in a year. It is up to the individual school to decide which part they want to teach. They may opt to teach CRE or IRE depending on the available resources, the foundation bodies, and other stakeholders.

Part I: Christian Religious Education

Introduction

The P7 Christian Religious Education syllabus has one theme "Christians and the Holy Spirit" which is broken down into topics that are taught throughout the year. An attempt has been made to create a bond between Christians and the Holy Spirit in all aspects of their lives. This includes living, service, enjoyment, growing up, praying, using gifts, loving and freedom.

Rationale

The manifestation of the Holy Spirit in Christians is done through appreciating richness in the Spirit, ancestors, ourselves and the Spirit being enriched by other nations and religions, service to others in the spirit, living in the spirit of love, freedom, enjoyment in the spirit, being helped by the spirit, enjoyment of the gift of life, being strengthened by the spirit to accept the events of life, praying in the spirit, and growing up in the spirit.

Organisation of the Syllabus

A background for each topic has been provided. It gives an overview of the topic, thus giving the teacher an insight into the topic.

Learning Outcomes

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, show and do as a result of being exposed to the given RE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

Life Skills and Values

Life skills are personal and social skills that enable young people to function confidently and competently with others. The curriculum emphasises the development of life skills and values across all subjects. This will create awareness among the learners and enable them practice what is acceptable in society. Life skills and values must be on your finger tips so that you stress and apply them as you teach.

Life skills help learners to:

- make informed decisions.
- practice healthy behaviours.
- avoid risky situations.
- change attitudes.
- become good citizens.
- be active and constructive in life.
- solve problems encountered in different situations.
- cope with stress and control their emotions.
- communicate effectively.

Below are the suggested life skills and values you need to develop and refer to during scheming and teaching/learning.

Life skills and their indicators

Skills of Living with Oneself		
Effective Communication • Fluency • Audibility • Meaningfulness • Confidence • Articulation • Accuracy • Logical flow of ideas • Verbal • Non-verbal	**Friendship Formation** • Sharing • Playing with others • Working in groups • Using polite language • Love • Concern • Care • Trustworthiness • Faithfulness • Responsibility	**Self-Esteem** • Expressing likes and dislikes • Self-appreciation • Talking about self

Assertiveness • Being open • Listening and valuing what others say • Expressing one's point of view • Volunteering • Giving reasons for actions taken • Standing up for one's rights • Responding to questions	**Self-Awareness** • Self identification • Self evaluation • Talking about one's potential, feelings and emotions • Talking about one's culture e.g. tribe, home, religion • Knowing one's position and responsibility • Making choices • Caring for oneself	
Skills of Making Informed Decisions		
Creative Thinking • Logical reasoning • Initiating new ideas • Innovativeness • Finding different ways of doing things	**Decision-Making** • Acceptance • Refusal • Making questions • Asking questions • Giving instructions • Telling consequences of decisions made	**Critical Thinking** • Responding to questions appropriately • Selecting and evaluating information • Analysing statements • Giving reasons for action taken • Making a decision • Making the best use of the information you have

<table>
<tr>
<td>Problem-Solving
• Taking a decision
• Making choice
• Evaluating facts
• Finding different ways of doing things

Empathy
• Supporting others
• Caring
• Guiding others
• Using appropriate language (etiquette)
• Listening to others
• Comforting</td>
<td>Interpersonal Relationship
• Forgiving others
• Interacting freely with others
• Caring for others
• Sharing with others
• Knowing how to be with different people under different circumstances
• Working together
• Respecting others' opinions
• Reacting appropriately
• Respecting other people's property, cultures, and so on
• Appreciating individual differences</td>
<td>Coping with Stress
• Being patient
• Forgiving others
• Accepting advice
• Talking about personal problems
• Narrating past experiences</td>
</tr>
<tr>
<td colspan="3">Skills of Living with Others</td>
</tr>
<tr>
<td>Negotiation
• Using persuasive language
• Using appropriate body language
• Temper control
• Responding appropriately
• Apologising
• Requesting
• Thanking

Peer Resistance
• Standing for one's values and beliefs
• Defending one's decisions
• Standing by one's principles</td>
<td>Non-Violent Conflict Resolution
• Resolving issues without fighting
• Negotiating
• Using appropriate language
• Assisting others to come to an understanding
• Coping with stress
• Accepting defeat
• Knowing when to give in</td>
<td>Coping with Emotion
• Recognising emotions
• Identifying other people's emotions and feelings
• Being sensitive about other people's feelings
• Recognising causes for different emotions
• Making critical decisions for different emotions
• Not letting your emotions affect your decisions</td>
</tr>
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Values

These are the desired standards of behaviour acceptable in society. Values need to be developed during and after the teaching and learning process. Examples of values include cooperation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, joy, concern, privacy, independence, self-reliance. It is important to note that you need to observe the learners to see whether they are practising what they learn.

Methodology

You are expected to use child-centred methods which put the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include project work, discussion, role-play, brainstorming, storytelling, excursion, dramatisation, demonstration and debating.

Instructional Materials

Instructional materials are very important in lesson delivery. Use instructional materials and get learners involved in the teaching and learning process as this will help learners get more interested in their work. Use a wide range of instructional materials. Examples of instructional materials include textbooks, bible, money, clock, pictures, charts, poster of major world religions, magazines, life skills manual, Young Talk (newspaper), human rights documents and electoral commission materials.

Assessment

Continuous assessment is recommended and should be based on the suggested competences for each topic. Assessment should be carried out during and after the teaching and learning process, at the end of the topic, at the end of the term and at the end of the year. Keep records of the assessment. Christian Religious Education should be assessed using two basic attainment targets, knowledge and practice. Learners are expected to gain knowledge of/about the religious beliefs and practice what is taught and learnt in class. They should transfer that knowledge to practical situations in the daily life.

Guidance to the Teacher

- You are free to use relevant books of the old curriculum and any other materials related to the content. However you should be mindful of the novelties and modifications introduced in the syllabus which may require new information.
- The key words that appear in the column of language competences represented in each topic will enable you develop literacy skills.
- You are expected to relate the content to daily life situations. As far as possible you should avoid using hypothetical examples which normally begin with "suppose" or "imagine".
- When teaching Religious Education, you should relate God's message/word to real life experiences. Put emphasis on practising what is learnt.
- You are expected to be a role model and should be knowledgeable about the content of learner's discipline. In case of any difficulties, it is advisable to seek assistance from resource persons.
- The methods you choose to use should be those which contribute to the achievement of the expected learning outcomes, competences, and eventually lead to the achievements of the aims and objectives of Primary Education. They should be interactive in order to make the learning process interesting.
- You should not be the director of the learning process; instead you should allow learners to make contributions at every stage of lesson development and discussion.
- You should be gender sensitive, and mindful of learners with special needs.
- You should take note of peculiar words and difficult terminology frequently used.
- Avoid hurting the feelings of the learners who may not agree with you. Do not take sides on issues where Christian denominations differ.
- Use pictures as much as possible in the teaching and learning process. Some RE concepts become easier to understand when presented pictorially.
- Read the bible commentaries for more information.
- Observe learners in and outside the class to see whether they are practising what they learnt to ensure change of attitudes.

Topic Outline

THEME:	CHRISTIANS AND THE HOLY SPIRIT	No. of periods
TERM I		
Topic 1:	Enriched in the Spirit	7
Topic 2:	Ancestors, Ourselves and the Spirit	7
Topic 3:	Enriched by other Nations and Religions	7
		21
Term II		
Topic 4:	Serving others in the Spirit	6
Topic 5:	Living in the Spirit of Love	9
Topic 6:	The Spirit Makes us Free	6
Topic 7:	The Spirit Helps us to Use His Gifts	6
		27
TERM III		
Topic 8:	Strengthened by the Spirit we Accept the Events of Life	6
Topic 9:	Praying in the Spirit	7
Topic 10:	Growing in the Spirit	7
		20

Term I

Topic 1: Enriched in the Spirit — 7 Periods

Background

God's Holy Spirit in us, as Christians, is our greatest gift. When we receive the gift of the Holy Spirit we receive the gift and the giver, because the gift is the giver.

At the time of creation, man was created in God's image. The image of God in man is the Spirit. The Spirit is expected to help man fulfil his God-given responsibility of being accountable for his entire creation including animals. This topic will expose the learner to discover the richness of the Spirit and how it helped bridge the gap between God and the people of the New Testament. It will also help the learner to discover that the Spirit that helped Jesus in his work is the very Spirit that guides us today.

This topic aims at equipping the learner with knowledge about creation and the position of human beings in creation. It also shows the learner man's failure to live up to God's standards and how God's plan bridged the gap.

Life Skills

- ***Critical thinking***
  - analysing statements
  - making the best use of information
- ***Decision-making***
  - telling consequences of their decisions
- ***Self-awareness***
  - knowing one's position and responsibility
- ***Creative thinking***
  - logical reasoning

Values

- Respect
- Obedience
- Care
- Trust
- Concern
- Appreciation

Learning Outcome

- The learner appreciates and explains how God has always cared for his people even when they betray him.

Subject Competences	**Language Competences**	**Content**	**Suggested activities**
The learner: • describes the nature of human beings as part of God's creation. • explains the five freedoms for animals. • describes his/her responsibility towards animals and plants. • explains the role of human beings as part of God's creation. • explains how human beings failed to live up to God's standards. • describes God's plan of salvation in the Old Testament • explains how God bridged the gap between himself and human beings.	The learner: • reads, pronounces, writes and uses the following words correctly: – creation – plan – promise – Holy Spirit – gifts – care – bridge – gap – shelter – health care – kindness • writes correct grammatical sentences.	• Nature and role of human beings • The five animal freedoms • Respect, care and protection of all life including animals and plants • How human beings failed to live to God's standards. • How God bridged the gap with people • Teachings about God's plan, (Genesis 12:1-3, Exodus 24:3, 19:5-6) • God's plan for salvation • Jesus' life as a perfect example (Romans 5:6-10, Hebrews 9:15, Mathew 21:23-27, Mark 14:32-41)	• Reading verses from the bible • Discussing how to care for and protect animals and plants • Discussing how human beings fail to live up to God's standards • Discussing the role of human beings • Explaining how God bridged the gap • Discussing the works of the Holy Spirit • Talking about lessons learnt • Writing lessons learnt • Singing spiritual songs • Memorising bible verses • Saying prayers

• relates Jesus' life to other people's lives in general. • mentions and explains the work of the Holy Spirit in the church today. • explains how the Holy Spirit guides and helps the church today.		• Jesus' care for others • Jesus' promise of the Holy Spirit (John 14: 25 – 26, Acts 2:1-13, Luke 4:1,4, Ephesians 1:13) • The works of the Holy Spirit	

Guidance to the Teacher

- Introduce the topic by asking the learners to narrate the creation story up to the fall of man.
- Ask them to form groups and discuss the role of human beings in creation.
- Guide learners to respect/value all life. Stress the need to protect animals by providing them with shelter, health care and kindness.
- Guide them to discover the original plan of God for people.
- Discuss with them how human beings failed to live according to God's plan.
- Help them realise how God bridged the gap with man through reading different biblical texts both in the Old and New Testaments.
- Ask them to sing a song that reflects Jesus' general life. Encourage them to further narrate simple stories about the life of Jesus.
- Guide them to identify the life aspects of Jesus that need to be taken on by human beings.
- Ask them to write poems about the attributes of Jesus.
- Ask the learners to tell the story of the coming of the Holy Spirit on the day of Pentecost.

- Guide them through the gifts of the Holy Spirit by reading the Bible.
- Guide them to memorise some of the verses from the Bible.
- Discuss with the learners the lessons learnt.

Suggested Competences for Assessment

The learner:

- describes the nature and role of human beings in creation.
- discusses how human beings failed to live up to God's expectations.
- explains how human beings fail to live up to God's expectations today.
- explains God's plan to save man.
- narrates Jesus' life and mission in the world.
- explains the work of the Holy Spirit in the church today.
- explains the five freedoms of animals.
- describes the responsibility of man towards animals.
- explains how he/she can follow Jesus' example.

Topic 2: Ancestors, Ourselves and the Spirit — 7 Periods

Background

This topic enables the learner to explore the relationship between Christian and African traditional beliefs. Although some of the African beliefs and practices are bad, many of them are good. Our ancestors in African traditions 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 such as reconciliation. The learner will further discover the differences between Christianity and the African traditional beliefs.

A comparative study of death and here-after in the Bible and in the African tradition is dealt with and this will enable the learner to appreciate African values which helped people in their interactions with one another and with the Supreme Being.

Life Skills

- ***Effective communication***
  - logical flow of ideas
- ***Self-awareness***
  - talking about one's culture
  - self-identification
  - knowing one's position and responsibility
- ***Decision-making***
  - asking questions
  - making choices
- ***Non-violent conflict resolution***
  - resolving issues without fighting
  - negotiating
  - accepting defeat

Values

- Appreciation
- Respect
- Sharing
- Patience
- Endurance
- Love

Learning Outcome

The learner identifies and appreciates the common aspects in Christian and African traditional beliefs.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • compares African traditional and Christian beliefs. • identifies the similarities and differences between African traditional and Christian beliefs. • explains the meaning and importance of reconciliation. • describes the traditional ways of securing reconciliation.	The learner reads, pronounces, writes, spells and uses the following words correctly: – Christian – tradition – beliefs – reconciliation – death	• Christian and African traditional beliefs – Similarities and differences between Christian and traditional beliefs (1 Thessalonians 5:21-22) • Reconciliation – Definition and importance of reconciliation (Leviticus. 6:1-7, 1 Samuel 12:1-17, Matthew 5: 23-24) – African traditional ways of securing reconciliation	• Carrying out research on African traditional and Christian beliefs • Discussing the similarities and differences between Christian and African traditional beliefs • Discussing the importance of reconciliation • Writing creatively on seeking reconciliation • Dramatising ways of reconciliation • Singing songs related to reconciliation

Subject Competences	Language Competences	Content	Suggested Activities
• describes the Christian ways of reconciliation with God and with one another. • relates the traditional and Christian concept of life after death.		– Christian ways of reconciling with God (2 Corinthians 5: 18-19, Hebrews 10:9-10, Romans 12:1) – Ways of reconciling with one another • Life after death – The concept of life after death – Traditional teaching about life after death – Biblical teaching about life after death (1Corinthians 15:20, Genesis 3: 19, 1Thessalonians 4: 14-17, John 11:25-27, Matthew 10: 28)	• Telling stories related to Christian and African traditional concepts • Sharing experiences on ways of reconciling with one another • Talking about Christian and African traditional beliefs about life after death • Sharing lessons about life after death • Saying religious prayers • Reconciling with one another

Guidance to the Teacher

- Since African tradition is a new concept to the learners, the topic can be introduced using a story illustrating some African traditional beliefs and practices.
- Guide the learners towards discovering the meaning of the word tradition from the story told.
- Identify general beliefs and practices with the learners which cut across Christian and African traditional beliefs.
- Brainstorm on the meaning of reconciliation.

- Guide the learners to read biblical verses about reconciliation from the Old and New Testament.
- Identify different sources of knowledge about African traditional reconciliation.
- Ask learners to share their experiences about death.
- Discuss with them the concept of death.
- Guide them to discover what is meant by life after death. Ask them to write what they think happens after death.
- Read with them biblical texts reflecting the life after death.
- Tell them the traditional concepts of life after death.
- Guide them to make a comparison so that they can identify the similarities and differences about life after death.
- Share lessons learnt about Christianity and positive traditional beliefs.
- Encourage them to reconcile with others.

Suggested Competences for Assessment

The learner:

- outlines the differences and similarities between Christian and African traditional beliefs.
- describes the importance of reconciliation.
- explains ways of securing reconciliation (traditional and/or Christian).
- explains the concept of life after death.
- writes text on reconciliation and prayers expressing gratitude to God.
- reconciles with one another.

Topic 3: Enriched by other Nations and Religions — 7 Periods

Background

Christianity has many virtues that are similar to other religions such as engaging in rituals, ethical beliefs, practices, celebrations, worship and prayer. However, the perception is different. This topic explores learner's knowledge about the different religions which exist in the world including Judaism, Islam and Christianity which have been major influential religions in the forming of culture.

It will enable learners find out the benefits gained from people of other countries through international organisations, culture, trade, development and relief. Hence, they will appreciate, respect and live in harmony with people of other religions.

Life Skills

- ***Critical thinking***
  - selecting and evaluating information
- ***Decision-making***
  - making choices
- ***Effective communication***
  - confidence
  - accuracy
  - articulation
- ***Interpersonal relationship***
  - interacting freely with others
  - forgiving others
- ***Friendship formation***
  - sharing
  - working in groups
  - use of polite language

Values

- Respect
- Concern
- Love
- Togetherness
- Appreciation
- Cooperation
- Care

Learning Outcome

The learner appreciates the interdependence and co-operation between people of different nations and religions.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • explains some major religions of the world. • describes symbols, signs and basic beliefs of some major religions of the world. • identifies international organisations that bring together different nations.	The learner: • reads, pronounces, spells and uses the following words correctly: – nations – organisations – culture – relief – development – trade – Judaism – Bahai	• World religions – Historical background – Symbols, signs and basic beliefs • Respecting and relating with people of other religions • International organisations such as ICRC, United Nations, Red Cross, World Food Program (WFP) and their benefits (Micah 4: 3-4)	• Researching about the different world religions • Drawing posters of major organisations • Drawing key religious symbols • Identifying international organisations • Talking about the benefits from international organisations

• explains how international organisations bring people together. • prays for international organisations which offer support to the communities. • explains the benefit got from people of other countries.	– symbols – Hinduism – Buddhism – animal welfare – partnership – rescue initiative • writes related text appropriately	• Ways through which nations benefit from other people's culture, trade and development	• Brainstorming about how nations benefit from each other's culture • Saying prayers for international organisations which support the communities • Dramatising togetherness • Writing creatively

Guidance to the Teacher

- Guide learners to identify world religions.
- Identify the similarities and differences in each religion. Focus on the practices of the religions.
- Help them discover that all people in the world have a strong belief in their own religions.
- Guide learners to discover international organisations that serve other people in the community such as United Nations (UN) organisations, Red Cross and World Society for the Protection of Animals (WSPA).
- Help them discover how we benefit from other people's culture and religion.
- Discuss different major religions of the world and show the main symbols and beliefs in each of the religions.
- Help them to develop an attitude of respect for other people's culture and religion.

Suggested Competences for Assessment

The learner:

- mentions some major religions in the world.
- explains the basic beliefs of the world religions.
- lists the international organisations that give assistance to people in the communities.
- outlines the work of some international organisations.
- identifies symbols of each of the world religions.
- identifies lessons learnt.

Term II

Topic 4: Serving others in the Spirit

6 Periods

Background

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. Jesus is an example of a servant and the topic brings this out strongly. Service involves being selfless and serving other people first. It aims at encouraging the learner to get involved in projects implemented in the community in order to emulate Jesus' example of offering selfless service especially to those in need.

Life Skills

- ***Friendship formation***
  - sharing
  - working in groups
- ***Creative thinking***
  - initiating new ideas
  - innovativeness
- ***Empathy***
  - supporting
  - caring for others
  - guiding others

Values

- Caring
- Concern
- Love
- Hard working

Learning Outcome

The learner explores ways of serving others which are carried out in Uganda and appreciates the importance of caring for and serving others.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • defines service. • explains the bible teaching on service. • identifies different incidences where people have demonstrated care for others in the locality. • explains services offered to needy groups by relief organisations and institutions. • identifies ways in which people respond to the call to serve. • explains how he/she can serve others. • relates service in the bible to daily life. • serves others.	The learner: • reads, pronounces, spells and uses the following words correctly: – service – needy – relief – organisation – selflessness – project • writes text related to service correctly.	• Service for others – Bible teaching on service. (Matthew 25:33-40, Luke 16: 19-25, Luke 12: 32-34, Acts 6:1-3, John 13:8) – Local examples on care for others • Relief organisations and institutions – Examples of relief organisations and institutions. Red Cross, World Food Program (WFP) • The call to serve – Examples of selfless service – Responding to the call to serve – Project work such as protecting the environment	• Reading bible text on service • Group discussion on services offered in the community • Brainstorming on relief organisations in the community • Writing poems about service • Praying • Talking about how they can serve others • Carrying out project work on service

Guidance for the Teacher

- Introduce the lesson by guiding the learners to identify different incidences in which people have demonstrated care for others.
- Help them to develop an attitude towards caring for others.
- Ask the learners to mention some of the organisations and institutions that care for different people.
- Explain to them what selfless service means.
- Encourage them to always respond to the call to serve.

Suggested Competences for Assessment

The learner:

- explains bible teachings on service.
- discusses services offered by relief organisation in his/ her area/community.
- mentions some relief organisations that provide service in the community.
- identifies ways of serving others.
- carries out a project of offering service.
- serves others.

Topic 5: Living in the Spirit of Love

9 Periods

Background

God created every human being in His image, which means that we are created to love. We are created to need love and we are created to give love. The Holy Spirit is the Spirit of Love. When we walk in obedience to the Holy Spirit, we experience inner love, joy and peace. As individuals, we are expected to have personal qualities that will enable us to demonstrate to the outside world true unity of love. Love is one of the Christian virtues and a gift of the Holy Spirit. It is the manifested presence of the glory of God. When you experience true love you are experiencing God's glorious presence. 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 learner will be exposed to the qualities one desires from a marriage partner.

This topic will further expose the learner to good friendship, self control, sexually transmitted diseases and how to avoid them. This is vital because the learner is an adolescent and needs guidance to live as a God-fearing person and good citizen.

Life Skills

- ***Friendship formation***
  - sharing
- ***Decision-making***
  - making choices
- ***Coping with emotions***
  - identifying other people's emotions
  - recognising emotions
  - making critical decisions for different emotions

- ***Assertiveness***
  - being open
- ***Self-esteem***
  - expressing one's likes and dislikes
- ***Peer resistance***
  - standing up for one's values and beliefs
  - standing by one's principles
  - defending one's decision
- ***Problem-solving***
  - taking a decision
  - making choices
- ***Critical thinking***
  - giving reasons for action taken

Values

- Love
- Faithfulness
- Abstinence

Learning Outcome

The learner appreciates the purpose of marriage and develops skills of friendship formation and control of emotions and instincts.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • explains the meaning of marriage. • identifies types of marriage. • identifies reasons for marriage. • identifies biblical teachings and laws on marriage. • describes the qualities of a good husband/wife. • explains the meaning of love and relationships. • mentions ways one can control him/herself in relation to the spirit of love • identifies sexual deviations and its effect according to the Bible. • explains the effects of HIV and AIDs.	The learner reads, pronounces, spells and uses the following words correctly: – marriage – love – relationship – friendship – bestiality – sexually transmitted diseases – sexual deviation – consent – defence	• The spirit of love (Romans 5:5, Galatians 5:22-25, 1 John 4:12-19) • Marriage – Meaning of marriage as a social institution – Purpose of marriage – Types of marriage – Biblical teaching and laws on marriage (Genesis: 2: 18 – 25, Leviticus 18:1-18, Matthew 19: 3 – 6, 1Corinthians 7:1 – 16) • Marriage partners – Qualities of a good husband – Qualities of a good wife • Love and relationships – Meaning of love (1 Corinthians 13: 4-7) – Meaning of relationships (Ephesians 6: 1 – 4, Colossians 3:18 -21)	• Discussing about the concept of marriage • Carrying out research on types of marriages • Debating on qualities of a good partner in marriage • Discussing about ways of preventing sexually transmitted diseases and HIV and AIDs • Sharing experiences on how to behave well in relation to the opposite sex • Brainstorming on the meaning of love and relationship • Discussing sexual deviations and its dangers

Subject Competences	Language Competences	Content	Suggested Activities
• explains ways of controlling and preventing sexually transmitted diseases. • practices good behaviour.		• The importance of good friendship and self-control • Sexual deviations and their dangers – Homosexuality – Incest – Fornication – Adultery – Prostitution – Bestiality • Control and prevention against sexually transmitted diseases biblically	• Discussing how people deviate from normal sexual practices

Guidance to the Teacher

- Explain to the learners the meaning of marriage as a social institution and its purpose.
- Ask the learners to mention the qualities of a good husband/ wife.
- Guide the learners to discuss the importance of good friendship and self-control.
- Guide learners to talk about sexually transmitted diseases and their causes.
- Explain to the learners how to prevent sexually transmitted diseases.
- Lead learners to discuss sexual deviations and its implications.
- Put emphasis on the development of the relevant life skills. For example, one way to avoid sexual immorality is to resist the negative influence of peers. Alternatively, adolescents should find better ways of solving problems than succumbing to sugar daddies/ mummies.
- Relate what you teach to biblical teachings on relationships and marriage.

Suggested Competences for Assessment

The learner:

- identifies reasons why people marry.
- describes the qualities of a good husband or wife.
- explains the biblical teaching on love and relationships.
- discusses the importance of good friendship and self-control.
- explains how to avoid sexually transmitted diseases.
- identifies examples of sexual deviations and its dangers.
- practises good behaviour.

Topic 6: The Spirit Makes us Free

6 Periods

Background

Freedom is the inner state of all who are fulfilling the potential of their own created nature by worshipping and serving God. Freedom is not about doing wrong, but about doing right; not to break the moral law, but to keep it; not to forget God, but to turn to Him every moment, in every endeavour and relationship; not to abuse and exploit others, but to lay down one's life for them and even for the life of animals with the guidance of the Holy Spirit. God established the relationship between man and animals. He gave people the authority over all that was created. This means that people are to assume the control and protection of all that God created.

This topic brings out the aspects 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 emphasises the fact that the two should not be misused. It also introduces the learners to the concept of human rights and laws and how to respect others' rights.

The topic will expose the learner to 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.

Life Skills

- ***Friendship formation***
  - use of polite language
- ***Effective communication***
  - articulation
  - confidence
  - non verbal communication
- ***Empathy***
  - supporting others

- ***Coping with stress***
  - being patient
  - forgiving others
  - accepting advice
- ***Non-violent conflict resolution***
  - resolving issues without fighting
  - using appropriate language
  - accepting defeat
- ***Coping with emotions***
  - not letting your emotions affect your decisions
  - making critical decisions for different emotions
- ***Negotiation***
  - temper control
  - using persuasive language
  - apologising

Values

- Caring
- Concern
- Love
- Cooperation
- Faithfulness
- Tolerance

Learning Outcome

The learner develops awareness of the rights and responsibilities of individuals and appreciates the need for free and fair elections.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • explains the meaning of freedom and authority. • identifies the types of authority. • describes how people misuse freedom and authority. • explains the biblical teachings on freedom and authority. • describes a free and fair electoral process. • explains how he/she can use freedom and authority well.	The learner: • reads, pronounces, spells and uses the following words correctly: – freedom – authority – human rights – free – fair – voting – rights – leadership • writes text on freedom and authority appropriately.	• 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, Romans 13:1-7, Jeremiah 10:23) – Proper use of freedom and authority (John 13:5) – Animal rights (Proverbs 12:10, Jonah 4:11) – 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 peoples' rights.	• Asking and answering questions about freedom and authority • Debating on freedom and authority • Reading bible verses on freedom and authority • Praying • Sharing experiences on elections • Role-playing elections • Sharing lessons learnt about the process of free and fair elections • Discussing how to use freedom and authority

Guidance to the Teacher

- Guide learners to describe the concept of authority and freedom.
- Give examples of people with authority.
- With examples, explain how people misuse their authority and freedom.
- Quote and explain the biblical teaching on authority and freedom.
- Explain the proper use of authority and freedom.
- Describe the concept of human rights and freedoms of animals.
- Guide learners to mention the characteristics of free and fair elections.

Suggested Competences for Assessment

The learner:

- explains the meaning of authority and freedom.
- describes how people misuse authority and freedom.
- explains the biblical teaching on authority and freedom.
- identifies national laws which protect people's rights.
- outlines the characteristics of free and fair elections.
- states the five rights of animals.
- explains freedom and authority appropriately.
- participates in elections freely and fairly.

Topic 7: The Spirit Helps us to use His Gifts — 6 Periods

Background

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. The evidence that the promise is true is seen in the fruits the Holy Spirit bears in our lives. The fruits are permanent traits that help us to share the very nature of God. These are love, joy, peace and mercy.

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. Our talents are gifts from God which we have to use wisely. Talents are our best abilities that we have nurtured through practice, personality, genetics, education and interest. We are called to use our talents to serve others. God blesses each one of us with gifts which are placed within us as individuals. Each one of us has a unique gift which we have to nurture.

Life Skills

- ***Creative thinking***
  - initiating new ideas
  - innovativeness
  - finding different ways of doing things
- ***Effective communication***
  - verbal and non-verbal communication
- ***Self-awareness***
  - talking about one's potential, feelings and emotions
  - knowing one's position and responsibility
- ***Self-esteem***
  - expressing likes and dislikes
  - self-appreciation
  - talking about self

Values

- Cooperation
- Concern
- Appreciation

Learning Outcome

The learner appreciates and understands the importance of gifts, talents and fruits of the Holy Spirit and uses them responsibly.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • identifies their talents and those of different people. • describes how to use talents • identifies the gifts and fruits of the Holy Spirit. • explains biblical teachings on the gifts and fruits of the Holy Spirit. • explains how the Holy Spirit guides us through our conscience. • uses own talents responsibly.	The learner reads, writes, pronounces and uses the following words correctly: – talents – conscience – potential	• Talents such as – Leadership – Business – Academic – Farming – Preaching – Teaching – Sports – Entertainment • Using our talents • Creativity in use of talents (Proverbs 11: 24-25) • Meaning of conscience • The Holy Spirit and the conscience (John 16: 6-15, 1Corinthians 12: 1-11) • The gifts and fruits of the Holy Spirit	• Talking about the gifts and fruits of the Holy Spirit • Dramatising how people use the gifts and fruits of the Holy Spirit • Memorising bible verses on gifts and fruits of the Holy Spirit • Praying • Role-playing using the talents

Guidance to the Teacher

- Using learner's experiences, explain the meaning of talents.
- Guide them to explore and mention some of their talents and those of their friends.
- Discuss how they use those talents and how they benefit the community.
- Explain the meaning of conscience and its use.
- Describe the role of the Holy Spirit in guiding our conscience – make use of bible texts.
- Discuss with learners the importance of the gifts and fruits of the Holy Spirit.
- Guide the learners on how they can use the gifts and fruits of the Holy Spirit and their talents.

Suggested Competences for Assessment

The learner:

- explores his/her talents.
- explains the best ways of using talents.
- identifies the gifts and fruits of the Holy Spirit.
- explains how to use the gifts and fruits of the Holy Spirit in daily life.
- uses own talents responsibly.

Term III

Topic 8: Strengthened by the Spirit we Accept the Events of Life

6 Periods

Background

In our daily life, we need 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 learners the ideas of success, failure, fear and courage. It guides the learners on what brings about success and failure. The learners will be equipped with skills of coping with emotions.

Life Skills

- ***Critical thinking***
  - giving reasons for action taken
  - selecting and evaluating information
- ***Decision-making***
  - making choices
  - telling consequences of decisions made
- ***Self esteem***
  - Self-appreciation
  - talking about self
  - expressing likes and dislikes
- ***Coping with emotions***
  - identifying other people's emotions
  - temper control
  - apologising
- ***Coping with stress***
  - being patient
  - accepting advice
  - talking about personal problems
  - Narrating past experiences

Values

- Confidence
- Responsibility
- Commitment
- Cooperation
- Patience

Learning Outcome

The learner develops skills to make necessary emotional adjustments to cope with failure and fear as well as celebrate success.

Subject competences	**Language Competences**	**Content**	**Suggested activities**
The learner • explains the meaning of success and failure. • describes the causes of success and failure. • explains 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. • manages own emotions • describes causes of fear in animals.	The learner reads, writes, spells, pronounces and uses the following words related to the topic correctly: – success – failure – cope – fear – courage – emotions – pollutants – natural habitat – cruelty	• Success and failure – Define success and failure. (Job 1: 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 – The causes of fear in human beings – The 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, 1 Peter 5:7, Mark 14: 32-36) • Emotions – Recognizing our emotions – Managing our emotions – God's help in managing our emotions (Gen. 45, John 16: 33)	• Sharing success stories • Memorising key verses from the bible on success and failure • Writing stories on failure and success • Discussing about fear and how to overcome it • Discussing about causes of fear in animals • Setting personal goals individually • Saying prayers related to success • Sharing experiences on how to control emotions • Role-playing success, fear and courage

Guidance to the Teacher

- Guide the learners to tell what they understand by success and failure.
- Guide learners to share experiences of failures and successes.
- Discuss the causes and effects of success and failure.
- Guide learners to role-play success, fear and courage.
- Guide the learners to read key verses about success and failure and how God helps people to cope.
- Discuss with the learners possible causes and benefits of fear.
- Explain to the learners how they can recognise emotions.
- Guide the learners to read Genesis 45 and mention the emotions felt by Joseph and his brothers.
- Discuss with the learners how to manage emotions.
- Explain God's help in managing emotions and relate them to real life.
- Disscuss with the learners causes of fear in animals.

Suggested Competences for Assessment

The learner:

- explains the meaning of success and failures.
- discusses causes of success and failure among people.
- explains how God helps people to cope with positive and negative experiences.
- discusses the causes of fear in animals.
- identifies biblical teachings on courage and overcoming fear.
- explains bible teachings of coping with emotions and relates them to real life experiences.
- manages own emotions.

Topic 9: Praying in the Spirit — 7 Periods

Background

The Holy Spirit is our unity with God, our source of communication from God, and the guarantee that we are His children. Communication is 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. Prayer is the way through which people communicate with God. Praying in the Spirit is an experience that comes from having a relationship with God's Holy Spirit. Jesus encouraged us to pray and worship God in the Spirit. This topic brings to the learners knowledge and skills of effectively communicating to God, hence enable them create a good relationship with God.

Life Skills

- ***Effective communication***
  - confidence — articulation
- ***Critical thinking***
  - taking decision
- ***Self-awareness***
  - talking about one's religion
  - making choices — self-evaluation
- ***Friendship formation***
  - sharing
- ***Empathy***
  - guiding others
  - working together
  - respecting other people's opinions

Values

- Honesty
- Respect
- Appreciation
- Love

Learning Outcome

The learner develops communication skills with fellow human beings and with God through fellowship and prayer.

Subject Competence	Language Competence	Content	Suggested Activities
The learner: • explains the meaning and importance of communication. • describes ways of communicating to God through prayer. • mentions incidents of prayer in the Old Testament, • explains different types of prayer. • mentions lessons learnt from Jesus' teaching on prayer. • says prayers. • explains why he/she prays.	The learner reads, pronounces, writes and uses the following key words correctly: – praise – thanksgiving – confession – intercession – petition – dedication	• Meaning of communication • Importance of communication • Ways of communicating with God through prayer • Importance of prayer • Prayers as a means of knowing God better (Luke11:1-13, John 20: 24-29) • Types of prayer • Prayer in the Old Testament • Incidents of prayer (Exodus 15: 1- 8, 2 Samuel 12: 13) • Examples of prayer (Psalm 6:1-2; Psalm 51:1-8,1 Kings 3:4-15) • Jesus' teaching and example of prayer • Lessons from Jesus' prayer life (Mathew 14:23, Mark 1:35) • Practical application of prayer	• Defining communication • Explaining the importance of communication with God. • Bible readings about prayer • Sharing experiences about communication • Reciting different types of prayer as a way of communicating to God • Writing a prayer communicating to God • Explaining Jesus' teaching on prayer • Saying prayers for different purposes

Guidance to the Teacher

- Help the learners to understand the meaning of communication and its importance.
- Guide the learners to mention ways they can communicate with God.
- Ask the learners to give examples of different types of prayer.
- Explain to learners Jesus' teaching and examples of prayer "our Lord's Prayer".
- Ask learners to tell what they learn from Jesus' prayer life.
- Ask learners to say a prayer.
- Ask learners to tell different incidents where prayer is applicable.
- Let learners write own prayers and identify the key message of the prayer.

Suggested Competences for Assessment

The learner:

- explains the meaning and importance of communication.
- identifies ways of communicating to God through prayer.
- identifies incidences of prayer in the Old Testament.
- explains Jesus' teaching and prayerful life.
- writes prayers for different circumstances.
- says prayers as communication to God and identifies the key message of the prayer.

Topic 10: Growing in the Spirit

7 Periods

Background

In Topic 9 we looked at prayer as a way of communicating with God. Prayer was frequently found in the gatherings of the early church guided by the Holy Spirit. This topic brings out the prayer life of the people in the Early Church. It also explains the place of the Holy Spirit in prayer and the doctrine of sacrament and their importance to the church. It further helps the learner relate the doctrine of sacrament to the modern Christian life.

Life Skills

- ***Effective communication***
  - accuracy
- ***Creative thinking***
  - logical reasoning
- ***Decision-making***
  - asking questions

Values

- Patience
- Love
- Care

Learning Outcome

The learner explores the prayer life of the church through the ages and develops an understanding of the sacraments and their importance.

Topic Competence	Language Competence	Content	Suggested Activities
The learner: • describes the need for prayer as a church and as individuals. • explains the meaning and importance of sacraments to the church. • identifies the sacraments for the different denominations • explains the interdenominational differences. • discusses the role of the Holy Spirit in prayer as a church and as individuals. • describes how he/she can participate in church activities.	The learner reads, writes, pronounces and uses the following words correctly: – prayer – creed – sacraments – Holy Spirit	• Prayer in the church – Prayer in the early church (Acts 2: 42-47, 3: 6-8, 23: 1-3) – Prayer in church history – Meaning of creeds (Acts 3:1 – 10) • Sacraments in the life of a Christian (Matthew 28: 19, 1 Corinthians 14:23-26) – Meaning of sacraments – The number of sacraments for the different denominations – Importance of sacraments – The interdenominational differences such as Church of Uganda, Roman Catholic and Pentecostals • Holy Spirit and prayer – Bible teaching about the Holy Spirit and prayer – Positive attitude towards prayer • The Holy Spirit in the church today - New Pentecost (Romans 12: 6) – Participation in church worship	• Explaining the need for prayer • Discussing the meaning and importance of sacraments in the church • Talking about the role of the Holy Spirit in prayer today

Guidance to the Teacher

- Explain the meaning of prayer and its importance in church and to individuals.
- Describe how prayer was conducted in the early church.
- Guide learners to recite the Apostles' Creed.
- Guide them to identify the sacraments and their importance in the church and in our lives today.
- Using the scriptures, explain the role of the Holy Spirit in church, prayer and in our lives today.
- Help them develop a positive attitude towards prayer and participation in church activities.

Suggested Competences for Assessment

The learner:

- explains the need for prayer as a church and as individuals.
- explains the meaning and importance of sacraments in the church and in our lives today.
- states the role of the Holy Spirit in prayer and church.
- participates in prayer, worship and church activities.
- recites the Apostles' creed.
- says a prayer.

Word List

Term I

- Creation, plan, promise, Holy Spirit, gifts, care, bridge, gap, shelter, health care, kindness
- Christian, tradition, beliefs, reconciliation, death, life after death, nations, organisations, culture, relief, development, trade, partnership, rescue initiative
- Judaism, Bahia, symbols, Hinduism
- Buddhism, animal welfare, partnership, rescue, initiative, needy, relief

Term II

- Service, needy, relief, organisation, selfishness, project, marriage, love, relationship, friendship
- Bestiality, sexually transmitted, sexual deviation, consent, defence
- Freedom, authority, human rights, free, fair, voting, rights, leadership, talents, conscience, potential

Term III

- Success, failure, cope, fear, courage, emotions, pollutants, natural habitat, cruelty
- Praise, thanksgiving, confession, intercession, petition, medication, prayer, creed
- Sacraments, Holy Spirit, denomination, interdenominational

Part II: Islamic Religious Education Syllabus

Background

The Islamic Religious Education Syllabus is both Thematic and Cyclic. Though the same themes recur throughout the syllabus, the topics keep on changing, basing on the importance of the concepts, doctrines and the level of maturity of the learner. In Lower Primary classes, basic doctrines and simple concepts are introduced, while in Upper Primary more complex and abstract concepts, the understanding of which require maturity and solid background, are introduced.

Rationale

The P7 Syllabus is predominantly ethical. It puts emphasis on Islamic morality. The P4, P5, and P6 Syllabi emphasise the devotional aspects of Islam with a view to develop faith in a learner. It is assumed that once a learner's faith is consolidated, his ethics will improve tremendously. In other words the three Upper Primary syllabi lay a strong foundation for the introduction of Islamic ethical teachings in P7. These teachings include tolerance, interaction with members of other religions, contribution to the development of Muslim community, cleanliness, greeting, status of woman and upholding good health. The concept of tolerance could not have been introduced at a more appropriate level than P7 because of its emotional, psychological, and social implication. As a learner completes the primary level, she/he is provided with life skills such as greeting (salaam) and helping his/her community to develop. It was realised that much as the learner needs spiritual values, she/he should also be trained in routine values before she/he graduates from primary school.

Organisation of the Syllabus

A background for each topic has been provided. It gives an overview of the topic, thus giving the teacher an insight into the topic.

Learning Outcomes

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, show and do as a result of being exposed to the given IRE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

Life Skills and Values

Life skills are personal and social skills that enable young people to function confidently and competently with others. The curriculum emphasises the development of life skills and values across all subjects. This will create awareness among the learners and enable them practice what is acceptable in society. Life skills and values must be on your finger tips so that you stress and apply them as you teach.

Life skills help learners to:

- make informed decisions
- practice healthy behaviours
- avoid risky situations
- change attitudes
- become good citizens
- be active and constructive in life
- solve problems encountered in different situations
- cope with stress and control their emotions
- communicate effectively

Below are the suggested life skills and values you need to develop and refer to during scheming, lesson planning and teaching/learning.

Life skills and their indicators

Skills of Living with Oneself		
Effective Communication • Fluency • Audibility • Meaningfulness • Confidence • Articulation • Accuracy • Logical flow of ideas • Verbal • Non-verbal	**Friendship Formation** • Sharing • Playing with others • Working in groups • Using polite language • Love • Concern • Care • Trustworthiness • Faithfulness • Responsibility	**Self-Esteem** • Expressing likes and dislikes • Self-appreciation • Talking about self
Assertiveness • Being open • Listening and valuing what others say • Expressing one's point of view • Volunteering • Giving reasons for actions taken • Standing up for one's rights • Responding to questions	**Self-Awareness** • Self-identification • Self-evaluation • Talking about one's potential, feelings and emotions • Talking about one's culture e.g. tribe, home, religion • Knowing one's position and responsibility • Making choices • Caring for oneself	

Skills of Making Informed Decisions		
Creative Thinking • Logical reasoning • Initiating new ideas • Innovativeness • Finding different ways of doing things	**Decision-Making** • Acceptance • Refusal • Making questions • Asking questions • Giving instructions • Telling consequences of decisions made	**Critical Thinking** • Responding to questions appropriately • Selecting and evaluating information • Analysing statements • Giving reasons for actions taken • Taking a decision • Making the best use of the information you have
Problem-Solving • Taking a decision • Making choices • Evaluating facts • Finding different ways of doing things		

Empathy • Supporting others • Caring • Guiding others • Using appropriate language (etiquette) • Listening to others • Comforting	**Interpersonal Relationship** • Forgiving others • Interacting freely with others • Caring for others • Sharing with others • Knowing how to be with different people, under different circumstances • Working together • Respecting others' opinions • Reacting appropriately • Respecting other people's property, cultures, and so on • Appreciating individual differences	**Coping with Stress** • Being patient • Forgiving others • Accepting advice • Talking about personal problems • Narrating past experiences
Skills of Living with Others		
Negotiation • Using persuasive language • Using appropriate body language • Temper control • Responding appropriately • Apologising • Requesting • Thanking	**Non-Violent Conflict Resolution** • Resolving issues without fighting • Negotiating • Using appropriate language • Assisting others to come to an understanding • Coping with stress • Accepting defeat • Knowing when to give in	**Coping with Emotion** • Recognising emotions • Identifying other people's emotions, feelings • Being sensitive about other people's feelings • Recognising causes for different emotions • Making critical decisions for different emotions • Not letting your emotions affect your decisions

Peer Resistance • Standing up for one's values and beliefs • Defending one's decision • Standing by one's principles		

Values

These are the desired standards of behaviour acceptable in society. Values need to be developed during and after the teaching and learning process. Examples of values include cooperation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, joy, concern, privacy, independence, self-reliance. It is important to note that you need to observe the learners to see whether they are practising what they learn.

Methodology

You are expected to keep the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include project work, role-play, brainstorming, storytelling, excursion, dramatisation, demonstration and debating.

Instructional Materials

Instructional materials are very important. Get learners involved in the teaching and learning process in order to help them get more interested in their work. You need to use a wide range of instructional materials to enable learners discover concepts by themselves. These are some of the suggested materials to be used when implementing the P7 IRE Syllabus.

- Qur'an
- History books
- The biography of the Prophet
- Zam Zam
- Hadith books
- Habbat Sauda
- Bible

- The vida
- A picture of Ka'bah
- The map of Mecca and Medina, showing the Holy Sit

Assessment

Continuous assessment is recommended and should be based on the suggested competences for each topic. Assessment should be carried out during the teaching and learning process, at the end of the topic, at the end of the term and at the end of the year. Keep records of assessment. Islamic Religious Education should be assessed using two basic attainment targets: knowledge and practice. Learners are expected to gain knowledge of/about the religious beliefs and practice what is taught and learnt in class. They should transfer that knowledge to practical situations in the daily life.

Guidance to the Teacher

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

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

General Learning Outcomes

The learners:

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

Some of the commonly used words in this syllabus include:

Hijj	=	pilgrimage (ritual)
Al-Haj	=	a male pilgrim (a person)
Hajat	=	a female pilgrim

Haji
Hajati
Hajji
Hijja

} these are indigenous versions which should not be used in academic circles

Topic Outline

IRE Syllabus for P7 will cover 15 topics, 5 topics per term as outlined below:

Theme	Term	Topic	No. of periods
Reading from the Qur'an	I	Qu'ranic Extracts Regarding the Day of Judgment	4
Tawhiid (Faith)		Hypocrites	4
Fiqh (Practice)		Rites of Hajj	4
Hadith (Prophetic Traditions)		Upholding Good Health	5
History of Islam		Asian Muslim Communities in Uganda	4
			21
Reading from the Qur'an	II	Qur'anic Extracts Regarding Hajj	5
Tawhiid (Faith)		Islam and other Religions	5
Fiqh (Practice)		Hajj and Umra	6
Hadith (Prophetic Traditions)		Importance of Hajj	5
History of Islam		Important Muslim Personalities in Islam	6
			27
Reading from the Qur'an	III	Qur'anic Teaching on Women	4
Tawhiid (Faith)		Obedience and Social Security	4
Fiqh (Practice)		Rites of Umra	4
Hadith (Prophetic Traditions)		Marriage and the Status of Women	4
History of Islam		Muslim Organisations in Uganda	4
			20

Note

- The background to each topic has been provided. It gives an overview of the topic, thus giving you an insight into the topic.
- General learning outcomes are also stipulated for each topic.
- Language competences have been included in order to enhance literacy skills.
- The syllabus stipulates subject and language competences to be developed. These competences focus on knowledge, comprehension and application.
- Resources for the teacher have been suggested in the preliminary pages of this syllabus under instructional materials.
- It is important to note that not every teaching in Islam has support from the Qur'an. There are other sources of information such as Islamic traditions, theology, history of Islam and Fiqh.

Term I

Topic 1: Qur'anic Extracts Regarding the Day of Judgment — 4 Periods

Background

The Qur'an describes the Day of Judgement as a day on which righteous people will be rewarded and wrong doers will be punished. Belief in the Day of Judgement is an article of faith. A number of events will take place. There will be many signs for the Day of Judgement as told by Allah in the Quran and Prophet Muhammad. These will include giving out to people books containing records of their deeds, weighing people's deeds on the scale (Mizan) and fixing a narrow bridge (Siratwa).

Life Skills

- ***Effective communication***
  - articulation
  - accuracy
  - confidence
- ***Critical thinking***
  - analysing statements
  - selecting and evaluating information
- ***Decision-making***
  - telling consequences of decisions made

Values

- Appreciation
- Respect
- Endurance
- Preparation for the Day of Judgment
- Being righteous

Learning Outcome

The learner appreciates the extent to which belief in the Day of the Judgement can affect our behaviour.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • recites selected verses regarding the Day of Judgement. • interprets the selected verses. • applies the message in the verses to his/her daily life. • identifies the events of the Day of Judgment. • explains the significance of those events.	The learner reads, writes, pronounces and uses the following words related to the topic correctly: – Siratwa – Judgment – Mizan (weighing scale)	• Selected verses regarding the Day of Judgement • Interpretation of the selected verses • Relationship between the selected verses and daily life. • Events of the Day of Judgement: (6: 51, 7: 187 • 33: 63, 56: 11-56) • Significance of the events of the Day of Judgement	• Reciting selected verses individually • Reading and interpreting the selected verses • Explaining the relationship between the selected verses • Identifying events of the Day of Judgement • Explaining the significance of the events • Discussing the message and lessons learnt from the selected verses through brainstorming

Guidance to the Teacher

- Help learners revise the previous Surah in the P6 Syllabus.
- Explain the meaning of Surah to the learners.
- Invite a mullah to recite the Surah correctly if need be.
- Help learners to relate the message in the Surah to their daily life.
- Help learners with special needs by using the best methodology suitable to them.

- Guide learners to discover the meaning of key words in the Surah. These are other relevant verses 56: 27-40, 3: 185, 18: 47-49
- Guide the learners in the discussion of the events of the Day of Judgement: trumpet, giving out records, Mizan, Siratwa, intercession, fate of righteous and wrong doers.

Suggested Competences for Assessment

The learner

- recites selected verses.
- gives the meaning of selected verses.
- explains the relevance of the Surah to daily life.

Topic 2: Hypocrites — 4 Periods

Background

The word hypocrisy is defined as an act or a practice of feigning to be what one is not, or to feel what one does not feel; especially, the false assumption of goodness. Therefore, a hypocrite is a pretender and dissembler to virtue or piety.

There are some faults prevalent in society that a person may acquire, nurture and establish within himself which affect his personal behaviour. The fault of hypocrisy is one of them. For instance, the Arab non-believers whose leader was Abdulah bin Ubayy bin Salul pretended to be Muslim believers, yet they were not. Fortunately, the Prophet knew them and received revelation from Allah about their conspiracies. Allah hates those people who acquire this fault, and he therefore warns them that their punishment is indeed hell. This topic will enable the learner reflect on his/ her daily life, as it reflects our behaviour, our manners, our faith in Allah, and his teachings.

When Prophet Muhammad (PBUH) migrated to Medina, the Yathribites were divided into three categories.

a) Arab Muslim believers
b) Arab non-believers
c) Jews

Life Skills and Indicators

- ***Assertiveness***
  - being open
  - giving reasons for action taken
- ***Effective communication***
  - confidence
  - logical thinking

- ***Self-esteem***
  - expressing likes and dislikes
  - self-appreciation

Values

- Righteousness
- Honesty
- Uprightness

Learning Outcome

The learner acquires knowledge and appreciates hypocrites and their threats to the Muslim community in Yathrib and relates it to daily life.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • defines the Munafiqun. • explains the characteristics of Munafiqun. • describes the characteristics of the hypocrites of Yathrib. • explains the threats of the hypocrites. • identifies ways of avoiding hypocrites in society today. • relates the topic to the daily life.	The learner defines and uses the following words related to the topic correctly: – Yathrib – Munafiqun – hypocrites – affectation	• Definition of Munafiqun • Characteristics of Munafiqun • Description of the characteristics of the hypocrites of Yathrib • Dangers and threats of hypocrites • Ways of avoiding hypocrites in society today • Relevance of the topic to daily life.	• Describing hypocrite • Discussing who a hypocrite is • Discussing the dangers and threats of hypocrites • Identifying ways of avoiding hypocrites • Sharing experiences about hypocrites

Guidance to the Teacher

- Introduce this topic by telling a story from your experience about hypocrites. Give learners a chance to tell theirs.

- Guide learners to identify instances in which the conduct of hypocrites was harmful to Muslim interests in Medina.
- Explain the way the hypocrites were tolerated by the Muslim community in Medina.
- Share experiences on the presence of people with wicked hearts and those who adopt double standards in every community including Ugandan communities.
- Guide learners to explain how hypocrites affect our daily life today.

Note

Hypocrites are the source of disharmony and instability in society. For example, they rig elections, con people and practice corruption.

Suggested Competences for Assessment

The learner:

- explains Munafiqun (hypocrites).
- states the characteristics of Munafiqun.
- explains the dangers of Munafiqun to society.
- identifies dangers of hypocrites.
- states ways of avoiding hypocrites.
- avoids hypocrites.

Topic 3: Rites of Hajj — 4 Periods

Background

Hajj is a pilgrimage to Mecca. It is the fifth pillar of Islam and is performed by only those who can afford the expenses. In some Muslim countries, a person who has performed Hajj assumes a title of Al-Haj or Hajat. In other Muslim countries, the title is not important although they perform Hajj. The rituals (rites) of Hajj are prescribed by the Qur'an and Hadith. Hajj is important socially, politically, and economically.

Life Skills and Indicators

- ***Self-esteem***
  - self-appreciation
- ***Self-awareness***
  - self-identification
  - talking about self
- ***Assertiveness***
  - standing up for one's rights
  - being open

Values

- Socialisation
- Uprightness
- Determination

Learning Outcome

The learner appreciates the benefits of performing Hijj and practices virtues that enhance togetherness.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • talks about Hijj and its rituals • explains the importance of Hijj • relates Hijj to daily life • describes the rites of Hijj • demonstrates how Hijj is performed • explains how Hijj can change ones behaviour • identifies religious symbols located in Mecca and Madina	The learner defines and uses the following words related to the topic correctly: – Umra – Sa'y – Tawaf – Arafa – Mina – Jamarat – pilgrimage – rites	• Definition of Hijj • Importance of Hijj • Relevance of Hijj to daily life • How Hijj can change one's life • Religious symbols located in Mecca and Medina	• Defining Hijj • Sharing experiences about any Al-Haj they have met • Discussing the benefits of Hijj • Asking and answering questions on how the performance of Hijj can change one's behaviour • Reciting a poem on Hijj • role-playing how Hijj is performed • Identifying religious symbols

Guidance to the Teacher

- Introduce the topic by asking questions on Hijj.
- Use existing textbooks to discuss "the rites of Hijj and Umra".
- Help learners identify the relevance of Hijj to daily life.
  - For instance, the titles Al-Haj and Hajat bring pride and respect to the owners in society and make them join the ranks of the elders.
  - Hijj increases one's exposure to other cultures and interaction with people from all over the world.
- Help learners identify the key words and use them to write complete sentences.

- Mention the religious symbols located in Mecca and Medina such as Jabal Rahma, cave of Hira, Masjid al Gamamah, Masjid al Qiblatain, Masjid Quba Bagie.
- Guide learners to demonstrate the performance of Hijj.
- Help learners recite a poem on the important sites in Mecca.
- Use a guided discussion to identify the relevance of Hijj to a Muslim.

Suggested Competences for Assessment

The learner:

- defines Hijj.
- identifies the rituals of Hijj.
- mentions the importance of Hijj.
- explains the relevance of Hijj to daily life.

Topic 4: Upholding Good Health 5 Periods

Background

Visiting the sick is one of the obligations of a Muslim, according to Hadith. This has been a tradition among Muslims since the time of the Prophet, for such a visit brings comfort to the sick and hastens his/her recovery.

The topic will enable learners appreciate the importance of visiting the sick which involves a number of things including:

i) taking food and drinks to them

ii) giving them medicine

iii) giving the assistance they may need

There are many types of diseases as there are categories of sick people. The most serious diseases today in Uganda are HIV/AIDS, STDS and malaria.

The topic will further help learners identify Islamic prescribed medicine to supplement that sold in pharmacies and drug shops for the sick. The Islamic medicines include:

a) Honey

b) Habbat Sauda

c) Zam Zam

d) Dates

Life Skills and Indicators

- ***Peer resistance***
  - standing up for one's values and belief
  - standing by one's principle

- ***Empathy***
  - supporting others
  - caring for others
  - guiding others
  - comforting others
- ***Coping with emotions***
  - making critical decisions
  - being sensitive to other people's feelings

Values

- Care
- Respect
- Privacy
- Cooperation
- Protecting one's health
- Attending to the sick
- Avoiding early sex
- Avoiding HIV and STDs

Learning Outcome

The learner appreciates and practices Islamic teachings regarding medicine and treatment of the sick.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • recites one Hadith regarding visiting the sick. • recites one Hadith regarding medicine. • interprets the Hadiths recited. • relates the Hadiths to daily life. • identifies problems and consequences of pre-marital sex and pregnancy. • mentions categories of diseases such as: – STI/STDS – HIV/AIDS. • gives examples of STDS. • explains causes of HIV and STDS. • identifies the medicine prescribed by Islam	The learner uses the following words related to the topic correctly: – honey – dates – Habbat – Sauda	• One Hadith regarding visiting the sick • One Hadith regarding medicine and treatment • Interpretation of the Hadiths • Relevance of the Hadith to daily life. • Problems and consequences of early sex and pregnancy • Categories of diseases: – HIV/AIDS – STI/STDs – Examples of STDs – Causes of HIV and STDs • Ways of avoiding HIV/STDs • Religious implications • Muslim medicine	• Reciting relevant Hadiths • Interpreting the Hadiths • Identifying problems and consequences of early sex and pregnancy • Discussing causes of HIV and STDs and ways of avoiding them • Discussing types of Muslim medicines

Guidance to the Teacher

- Guide learners to perform a play about visiting and caring for the sick. Let them tell you experiences when they fell sick and were visited.
- You should endeavour to make the required resources available.

- Introduce the Hadith written on the chart; "The prophet said a Muslim owes another Muslim six things … he mentioned visiting him/her when he is sick".
- Introduce another Hadith on medicine "Zam Zam cures the sickness for which it is taken".
- Introduce the Hadith The Prophet said, "For every diseases there is a cure".
- Allow learners to repeat the Hadiths after you, several times.
- Introduce the key words to the learners.
- Ask learners to use the key words in sentences.
- Ask learners to brainstorm on serious diseases and let them mention their remedies. The Prophet said for every disease God provides medicine. This implies that even for HIV/AIDS, there is a cure which is yet to be discovered.
- Brainstorm with learners on what can be done for the sick.

Suggested Competences for Assessment

The learner:

- recites one Hadith concerning visiting the sick.
- recites one Hadith concerning medicine and treatment.
- explains problems and consequences of early sex and pregnancy.
- explains the causes and effects of HIV and STDs.
- identifies ways of avoiding HIV and STDs.
- explains how he/she can help sick people in the community.
- helps the sick.

Topic 5: Asian Muslim Communities in Uganda — 4 Periods

Background

Among the workers who constructed the Uganda Railway was the Asian Muslim community. The Asian Muslim communities especially the Ismail community have great contributions to the development of the Muslim community in Uganda through construction of mosques and schools under East Africa Muslim Welfare Society (EAMWS). This topic enables the learner to appreciate the contribution made by Asian Muslim communities.

Life Skills

- ***Critical thinking***
  - analysing statements
  - responding to questions
- ***Creative thinking***
  - logical reasoning

Values

- Peaceful co-existence
- Commitment
- Tolerance
- Co-operation
- Appreciation

Learning Outcome

The learner appreciates the value of living together and adopts methods for co-operation with members of different cultural backgrounds.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • identifies the Asian communities which made a contribution in Uganda. • explains the contribution of these communities to the development of Islam in Uganda.	The learner: • uses the following words related to names of the Asian community correctly. – Sunni – Shia – Ismaili – Aga Khan – Bohra • African Traditional Religion	• The Asian communities which made a contribution in Uganda (Ismaili and Bohra) • Contributions of the Asian Muslim communities to the development of Islam in Uganda	• Brainstorming on the Asian communities which made a contribution in Uganda • Discussing the contributions of Asian communities in the spread of Islam in Uganda • Sharing lessons learnt

Guidance to the Teacher

- Introduce the topic by sharing expericences of contributions to spread Islam in Uganda.
- Guide learners to describe Asian communities in Uganda.
- Guide learners to discuss the significant contributions rendered by the Ismaili and Bohra communities to the development of the Muslim community in Uganda.

Suggested Competences for Assessment

The learner:

- describes the Asian Muslim communities in Uganda.
- states the contributions of these communities to the development of Islam in Uganda.
- shares the lessons learnt from the Muslim communities in Uganda.

Term II

Topic 6: Qur'anic Extracts Regarding Hijj

5 Periods

Background:

The Qur'an orders Muslims to observe Hijj for those who can afford the expenses. Verses 196-200 of Surat Baqara give clear instructions and guidance to the Al-Hajj on performance of Hijj. They give guidance on; sacrifice, expiation, inability to complete Hijj because of sickness or being denied access to places of rituals.

In the pre-Islamic Hijj, the nobles stayed in a special place at Arafat and did not mix with ordinary people. Verse 199 orders Muslims to ignore this custom and join a gathering at Arafat. This topic will help the learners to understand Qur'anic extracts regarding Hijj and the importance of Arafat.

Life Skills

- ***Effective communication***
  - logical thinking
  - articulation
- ***Interpersonal relationships***
  - knowing how to behave with different people under different circumstances
- ***Empathy***
  - supporting others
  - guiding others
  - using appropriate language

Values

- Equality among people
- Non-discrimination
- Respect for holy places
- Appreciation

Learning Outcome

The learner appreciates the forbidden practices in Hijj, and the solutions to problems that may cause failure to perform some rites of Hijj.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • identifies the forbidden practices in Hijj. • explains the importance of the Arafat Assembly • recites Qur'anic extracts regarding Hijj • interprets Qur'anic selected extracts. • relates message in these extracts to his/her daily life.	The learner reads, writes, pronounces and uses the following words related to the topic: – Arafat – sacrifice – expiation	• The forbidden practices in Hijj. • Importance of the Arafat Assembly • Recitation of Qur'anic extracts regarding Hijj • Interpretation of the selected extracts • The relevance of the extracts to daily life	• Reciting and memorising Qur'anic extracts individually • Interpreting the verses • Brainstorming on the message and lessons learnt from Qur'anic extracts • Discussing the relevance of the extracts to daily life

Guidance to the Teacher

- Compare the school assembly to pilgrim's assembly at Arafat, and help learners see similarities and differences between the two.
- Discuss with learners what the school has recommended for those who do not fulfil school obligations. Use this discussion to discover what the Qur'an has legislated for those who fail to perform some rites of Hijj.
- Explain to learners the present arrangement of choosing special seats for school management at school functions and the way this contrasts with Arafat.
- Guide learners to identify the key words and use them to construct full sentences.

- Guide learners to dramatise the activities that take place at Arafat.
- Lead the learners to recite the Qur'anic extracts regarding Hijj. Where necessary invite a mullah or school sheikh to assist recite the extracts correctly.
- Explain to the learners the meaning of the given extracts.
- Lead the learners into a discussion to identify the relevance of the Qur'anic extracts to daily life.

Suggested Competences for Assessment

The learner:

- recites Qur'anic extracts regarding Hijj.
- tells the meaning of the extracts.
- explains and relates the relevant extracts to daily life.

Topic 7: Islam and other Religions

5 Periods

Background

Islam has many virtues that are similar to those of other religions. One would say that the majority of the principles, concepts, and objectives are the same for all religions such as worship, supernatural being, humanity and sacrifice. However, the perception of these principles is different.

This topic will enable the learner to identify and appreciate other religions, their differences and similarities with his or her own.

Life Skills

- ***Friendship formation***
  - sharing
  - using polite language
- ***Interpersonal relationships***
  - knowing how to behave with other people
- ***Self-awareness***

Values

- Peaceful co-existence
- Tolerance
- Appreciation

Learning Outcome

The learner appreciates the similarities and differences between Islam and other religions and learns skills of harmonious living.

Subject competences	Language Competences	Content	Suggested Activities
The learner: • explains the concept of God according to Islam. • explains similarities between Islam and other religions in Uganda. • explains the differences between Islam and other religions in relation to:- – nature of God – prophethood – destiny of the soul – concept of sin. • appreciates other religions. • interacts freely with people of other religions.	The learner uses the following words related to the topic correctly: – Qur'an – Bible – Vidas – Bahaullah (founder of Bahai faith) – revelation – sin – destiny of the soul – life after death – traditional	• Concept of God according to Islam – Similarities and differences between Islam and other religions in Uganda such as Baha'ism – Christianity • African traditional religion, and Hinduism in relation to: – concept of God – concept of revelation – prophethood – life after death – sin	• Discussion about the concept of God according to Islam • Identifying the similarities and differences between Islam and other religions • Sharing experiences about the concept of God, revelation, prophethood, and life after death. • Visiting different places of worship

Guidance to the Teacher

- Introduce the lesson by asking learners to narrate their experiences with people of different faiths.
- Invite resource people from different religions to tell learners about the virtues of their religions.

- Do not go into details of explaining similarities and differences between religions. Confine yourself to positions of each religion on:
  (i) nature of God
  (ii) prophethood
  (iii) destiny of the soul
  (iv) concept of sin
- Guide learners to identify the keywords in the topic and use them to construct meaningful sentences.
- Brainstorm with learners on each of the following: concept of God, revelation, prophethood and life after death as perceived by the various members of other faiths.
- Guide learners to write a story on how to develop and sustain a good relationship.
- Summarise the lesson by asking learners to identify the shared values between the various faiths.

Suggested Competences for Assessment

The learner:

- states the similarities and differences between Islam and other religions.
- explains the different concepts regarding God, revelation and prophethood.
- talks about sin and life after death.
- explains the consequences of sin.
- appreciates other religions.
- interacts freely with people of other religions.

Topic 8: Importance of Hijj 6 Periods

Background

Hijj is the fifth pillar of Islam. A person who performs pilgrimage is forgiven of all his/her sins. In Theme Three, the learners learnt how to perform Hijj. Topic 3 talks about the rites of Hijj and Topic 6 supplements these rites with extracts from the Qur'an verses (196-200). This topic introduces the learner to the importance of Hijj. There are benefits obtained from one's journey to Mecca and Medina according to verse 28 Surat al Hijj.

Life Skills

- ***Creative thinking***
  - logical reasoning
- ***Self-awareness***
  - self identification
  - making choices
- ***Decision-making***
  - asking questions

Values

- Appreciation
- Networking
- Communication

Learning Outcome

The learner gains knowledge and appreciates the importance of Hijj and demonstrates a willingness to perform Hijj.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • recites two Hadiths concerning the importance of Hijj. • interprets the two mentioned Hadiths. • relates the message contained in the Hadith to daily life.	The learner reads, writes and uses the following words correctly: – valid – reward – Janah – obscene – vulgar – innocent	• The two Hadiths on the importance of Hijj. • Meaning of the two Hadiths • Application of the Hadith in daily life	• Memorising the Hadith • Explaining the meaning of the Hadith • Asking and answering questions about the message of the Hadith • Explaining the importance of Hijj

Guidance to the Teacher

- Make use of the two Hadiths given at the end of this topic.
- Help learners identify the new words in the topic and use them in meaningful sentences.
- Through guided discussion, lead learners to discover the meaning of the Hadith.
- Engage learners in a discussion to discover the relevance of the Hadith to daily life.
- Guide learners to write a story on the importance of the Hadith.

Suggested Competences for Assessment

The learner:

- narrates two Hadiths regarding the importance of Hijj.
- explains the meaning of the two given Hadiths.
- demonstrates readiness to perform Hijj.

NB: Invite a resource person to help with the recitation of the two Hadiths where necessary.

Hadith 1

"Man Hajja Hatha Al-Bayita wa Lam Yaf-sug

Raja-a ka yawumi waladatimu ummhu"

Meaning of Hadith 1

"Whoever performs Hijj and does not indulge in obscene acts or use vulgar language, is forgiven all his/her sins; and becomes as innocent as a baby".

Hadith 2

"Al-Hajj Al Mabruul Layisa La hu jaza Illal Al-Jannah"

Meaning of Hadith 2

"A valid Hijj is rewarded by paradise". Refer to Qur'anic extracts.

Topic 9: Hijj and Umra — 5 Periods

Background

The prophet said "Learn from me the rites of your Hijj. The prophet performed one Hijj and nine Umras. Today, both Hijj and Umra are performed the way the prophet performed them. The learner has already studied extracts from the Qur'an regarding Hijj and is familiar with the rites of Hijj. He/she is yet to discover the way Hijj and Umra can be combined together. There are three types of Hijj performed in this way:

(i) Ifrad (singular)

(ii) Qiran (combined)

(iii) Tamattu (performance of Umra before Hijj)

Life Skills

- ***Effective communication***
  - fluency
  - articulation
- ***Interpersonal relationship***
  - interacting freely with others
  - knowing how to behave with different people

Values

- Solidarity
- Togetherness
- Appreciation

Learning Outcome

The learner appreciates the importance of Hijj and Umra as an occasion for showing solidarity and demonstrates skills for living with other people.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • recites one Hadith regarding performance of Hijj and Umra. • states the difference between Hijj and Umra. • explains the three types of Hijj. • explains how Hijj and Umra can be combined.	The learner uses the following words related to the topic correctly: – rites – Ifrad – Qiran – Tamattu	• A Hadith regarding performance of Hajj and Umra • Differences between Hijj and Umra • Types of Hijj • How Hijj and Umra are combined	• Narrating a Hadith concerning Hijj and Umra • Discussing the similarities between Hijj and Umra • Identifying the difference between Hijj and Umra • Discussing the three types of Hijj i.e. Ifrad, Qiran, Tamattu • Explains how Hijj and Umra can be combined

Guidance to the Teacher

- Revise the previous topics about Hijj.
- Display a chart to show learners places where both Hijj and Umra are performed.
- Guide the learners to discover the types of Hijj.
- Divide your class into groups and give each group one of the following tasks:
  - Demonstrate how Qiran is performed.
  - Demonstrate how Ifrad is performed.
  - Demonstrate how Tamattu is performed
- Allow learners with disabilities to participate in this activity.
- Guide learners to use the key words in the topic in complete sentences.
- Lead learners to recite Hadith regarding performance of Hijj and Umra.

Suggested Competences for Assessment

The learner:

- recites a Hadith regarding the performance of Hijj and Umra.
- explains the different types of Hijj.
- states the differences between Hijj and Umra.
- explains how Hijj and Umra can be combined.

Suggested Hadith

"Hajj is Arafat"

- Refer to previous Hadiths on Hijj

Topic 10: Important Muslim Personalities in Uganda — 6 Periods

Background

There are a number of prominent promoters of Islam whose study inspires others to emulate their examples. This topic will help learners to appreciate the indigenous people who promoted Islam in Uganda although it was a foreign religion introduced by Arab traders. In this topic, the learner will further be introduced to some of the important Muslim personalities in Uganda.

Life Skills

- ***Assertiveness***
  - listening and valuing what others say
  - expressing one's point of view
- ***Critical thinking***
  - taking a decision
  - responding to questions
- ***Non-violent conflict resolution***
  - resolving issues without fighting
  - negotiating
  - using appropriate language
  - assisting others to come to an understanding
  - coping with stress
  - accepting defeat
- ***Peer resistance***
  - standing up for one's values and beliefs
  - defending one's decisions
  - standing by one's principles
- ***Negotiation***

Values

- Dedication to a cause
- Develop a philosophy of life
- Consistency
- Tolerance

Learning Outcome

The learner appreciates the contributions made by important personalities to the promotion of Islam in Uganda, and emulates them.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • identifies the important Muslim personalities in Uganda. • gives the biographies of the following important personalities in Islam: – Badru Kakungulu – Anas Kinyiri – Juma Munuulo – Zaid Mugenyi Asooka – Mbogo • explains their contribution to Islam.	The learner uses the following words correctly: – personality – contribution	• Important Muslim personalities in Uganda • Biographies of the following important personalities in Islam: – Badru Kakungulu – Anas Kinyiri – Juma Munuulo – Zaid Mugenyi Asooka – Mbogo • Their contribution to Islam	• Giving biographies of important religious Muslim personalities in his/her locality • Discussing the qualities of an important Muslim personality • Identifying the characteristics of the personalities as they study their biographies • Sharing experiences on how the study about important personalities helps to improve one's life • Writing essays on these personalities • Sharing what he/she will do to support Islam

Guidance to the Teacher

- Every community has had some people who contributed to its development. Help individual learners to identify names of people who donated land and helped in the development of his/her school. Compare their deeds with those of the Muslim personalities.
- As you plan for your activities, consider learners with special needs.
- Introduce the key words in the topic and let learners use these words in meaningful sentences.
- Help learners to identify characteristics of an important person.
- Lead learners to talk about important personalities. This may help them improve their lives.
- Give learners an assignment to write about important personalities.
- Encourage learners to say what they will do to support Islam.

Suggested Competences for Assessment

The learner:

- identifies important personalities in Islam in Uganda.
- states the biographies of important Muslim personalities in Uganda.
- explains their contributions to the development of Islam in Uganda.
- explains the lessons learnt from the Muslim personalities.

Term III

Topic 11: Qur'anic Teaching on Women — 4 Periods

Background

The Qur'an refers to the way women of the pre-Islamic Arabia were treated. It redressed the malpractices and attitude of the pre-Islamic society towards women in Arabia. A whole chapter was devoted to the discussion of women issues. This chapter, the fourth in the Qur'an is called Al-Nisae (Women). This is intended to affirm the value that Islam attaches to women as important members of the society. However, modern politicians have exploited women under the guise of helping them to improve their conditions. This topic will enable the learner appreciate the status and rights of women in Islam.

Life Skills

- Empathy
  - supporting others
  - using appropriate language
- Self-awareness
  - knowing one's position and responsibility
  - self-identification
- Self-esteem
  - self-awareness
  - talking about self

Values

- Respect
- Love
- Concern
- Appreciation

Learning Outcome

The learner understands and appreciates the status of women and demonstrates readiness to practice rights granted to women.

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • explains the status and rights of women in Islam. • explains the status and rights of women according to God. • recites Qur'anic extracts from Surat Nisae related to women. • interprets selected verses from Surat Nisae. • relates the verses to his/her daily life.	The learner reads, writes, pronounces and uses the following words correctly: – Nisae – Talaq – Nikah – Mahr – Idda – status – rights – discrimination	• The status and rights of women in Islam • The status and rights of women according to God • Qur'anic extracts from Surat Nisae related to women • Interpretation of the verses from Surat Nisae • Relationship between the selected verses and daily life • Relevance of the selected verses to daily life.	• Talking about the status and rights of women in Islam • Discussing the status and rights of women as granted by God, not by fellow human beings • Reciting and memorising the verses individually • Reciting selected verses with the assistance of a mullah or school sheikh • Interpreting the verses • Sharing experiences on lessons learnt from the verses • Discussing the relevance of the verses to the daily life

Guidance to the Teacher

- Introduce the lesson by referring to the previous Qur'anic extracts in Term II.
- Devise teaching methods so as to take care of learners with disabilities.
- Make use of a resource person, where applicable, to interpret some verses.
- Introduce the key words and make sure the learners are able to use them in their own sentences.
- Use a rote method to ensure proper memorisation of the verses.
- Use guided discussion and demonstration to illustrate the meaning of the verses.
- Help learners relate what they learn to real life.

Suggested Competences for Assessment

The learner:

- recites extracts from Surat Nisae related to women.
- explains the status and rights of women as granted by God, not by fellow human beings.
- interprets the verses.
- relates what is learnt to real life experiences.

Topic 12: Obedience and Social Security — 4 Periods

Background

The Qur'an calls upon Muslims to obey Allah and their leaders (ULUL-Amr). The word "obedience" implies that there is somebody to be obeyed. This person has authority over others as a parent, a community leader, an Imam, or a head of an institution. However, apart from obedience to God which is absolute, obedience to other creatures should be within the confines of Sharia.

Life Skills

- ***Non- violent conflict resolution***
  - resolving issues without fighting
  - using appropriate language
- ***Negotiation***
  - apologising
  - requesting
  - responding appropriately
- ***Critical thinking***
- ***Decision-making***
- ***Assertiveness***

Values

- Obedience to Allah
- Obedience to authority
- Social security
- Respect

Learning Outcome

The learner appreciates the importance of obedience in promoting security in society.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • explains the concept of obedience. • identifies who should be obeyed: – God – parents – leaders • practices obedience so as to promote security in a home and society at large. • explains the consequences of disobedience.	The learner reads and writes the following words related to the topic in complete sentences: – Twa-ah – leader – security – obedience.	• Concept of obedience • Who should be obeyed: – God – parents – authority • How obedience promotes security in the home and in society • Consequences of disobedience	• Explaining the concept of obedience • Identifying who should be obeyed • Sharing experiences about obeying school authorities • Identifying advantages of obedience at different levels • Discussing the reasons for obedience to parents • Discussing the consequences of failure to obey God, parents and authority • Role-playing obedience at different levels • Writing creatively about obedience

Guidance to Teacher

- Introduce the lesson by doing a revision of the topic: "Islam and other Religions".
- Use various teaching methods to cater for learners with disabilities.
- Introduce the key words and explain them.
- Explain the concept of obedience and how it leads to social security.
- Guide learners to identify the consequences of disobedience.

Suggested Competences for Assessment

The learner:

- explains the concept of obedience.
- identifies who should be obeyed.
- explains the way obedience promotes security in the home and in society.
- narrates consequences of disobedience.
- practices obedience in the society.

Topic 13: Rites of Umra 4 Periods

Background

There are a number of historical sites in Mecca and Medina which gain their importance from being associated with Prophet Muhammad's mission. Any visit to these sites in months other than that of Thul – Hijj is called Umra. Therefore, Umra is a lesser Hijj, and can be performed any time in the year. This topic will enable learners appreciate the rites and importance of Umra.

Life Skills

- ***Assertiveness***
  - giving reasons for actions taken
  - standing up for ones rights
- ***Effective communication***
  - articulation
  - logical reasoning
- ***Interpersonal relationships***
  - knowing how to behave with different people
  - forgiving others

Values

- Appreciation of cultural heritage
- Respect for holy places
- Togetherness

Learning Outcome

The learner appreciates the sanctity of holy sites and demonstrates readiness to perform the rites of Umra.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • mentions the historical sites in Mecca and Medina. • mentions the rites of Umra. • explains the importance of Umra. • demonstrates how Umra is performed.	The learner uses the following words related to the topic correctly: – Umra – Masjid Qiblatayn – Masjid Quba – Cave of Hira	• The historical sites in Mecca and Medina • The rites of Umra • The importance of Umra	• Identifying holy sites in Mecca and Medina • Brainstorming the importance of Islamic sites in Mecca and Medina • Discussing the importance of Umra • Demonstrating how to perform Umra

Guidance to the Teacher

- Use the learner's previous knowledge about Hijj to introduce the topic about the rites of Umra.
- Explain the key words in the topic.
- Guide learners to identify historical sites.
- Lead learners to identify the importance of Umra.
- Ask learners to write about the importance of Umra.
- Guide the learners to share lessons learnt about Umra.

Suggested Competences for Assessment

The learner:

- mentions the historical sites in Mecca and Medina.
- explains the rites of Umra.
- states the importance of Umra.

Topic 14: Marriage and the Status of Women — 4 Periods

Background

The prophet 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. In another Hadith, the prophet explained the factors that determine one's choice of a wife namely, beauty, family background, wealth and religiousness. The prophet said "the best amongst you people is the most co-operative to his wife". The topic will help learners to appreciate the importance of marriage.

Life Skills

- ***Self-awareness***
  - self-evaluation
  - making choice
- ***Self-esteem***
  - expressing likes and dislikes
  - self-appreciation
  - talking about self
- ***Assertiveness***
  - standing up for one's rights
  - being open

Values

- Respect
- Appreciation
- Privacy

Learning Outcome

The learner appreciates the message contained in the Hadith regarding marriage, the status of women and promotion of gender-related issues.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • narrates one Hadith regarding marriage in Islam • narrates one Hadith regarding status of women in Islam. • describes the status of women in Islam. • explains the importance of marriage in Islam. • explains the status of women in Uganda.	The learner uses the following words related to the topic correctly: – rights – status – afford – expenses	• One Hadith regarding marriage • Status of woman in Islam • Importance of marriage in Islam • One Hadith regarding status of women in Islam • Status of women in Uganda	• Narrating a Hadith regarding marriage and interpreting it • Reading and interpreting the Hadith concerning status of women • Discussing the importance of marriage • Discussing the roles played by women in society. • Role-playing the roles of women • Writings about the status of women in different cultures • Brainstorming on the qualities of a good wife in Islam • Sharing experiences on the status of women in Uganda

Guidance to the Teacher

- Although there are Hadiths cited in the background on this topic, you are free to cite other relevant Hadiths, provided you keep the load light.
- Be mindful of the level of maturity of the learners. They may easily understand "equal rights" but not "equality between the members of opposite sex" or worse still equality between people of different social positions such as a teacher and a learner.

- There are four basic qualities people look for in women they want to marry namely, beauty, wealth, family background and religiousness (piety). Religiousness is the most important of all.
- Lead a discussion on how the society treats women.

Suggested Competences for Assessment

The learner:

- recites a Hadith regarding marriage.
- outlines the status of women in Islam.
- identifies the status of women in Uganda.
- recites a Hadith regarding the status of women in Islam.
- explains the importance of marriage.
- gives the qualities of a good wife.

Hadith concerning marriage

1. **The Prophet said:** A woman is married because of four qualities: her beauty, family background, wealth and religiousness. If you get a religious one you are blessed.
2. **The Prophet said:** "People are equal like the teeth of a comb".

Note

Islam emphasises "equal rights" rather than equality between sexes. Equality cannot be imagined among people of different natures and biological structures.

Topic 15: Muslim Organisations in Uganda — 4 Periods

Background

This topic introduces the learner to the Muslim organisations in Uganda. At this level, the learner is introduced to only two organisations. These are the Uganda Muslim Supreme Council (UMSC) and Uganda Muslim Education Association (UMEA). Uganda Muslim Supreme Council was created in 1971 and since that time it has made a number of achievements while the Uganda Muslim Education Association was created to promote Muslim education. Previously, most Muslims got modern education from Christian-founded schools. The topic will enable the learner to appreciate the contributions made by the two organisations.

Life Skills

- ***Friendship formation***
  - use of polite language
- ***Interpersonal relationships***
  - knowing how to behave with different people
  - forgiving others
  - respecting others' opinions
  - reacting appropriately
- ***Non violent conflict resolution***
  - resolving issues without fighting
  - negotiating
  - accepting defeat

Values

- Ability to judge
- Appreciation

Learning Outcome

The learner appreciates achievements of Muslim organisations in Uganda.

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • describes activities of UMSC. • describes activities of UMEA. • explains the causes of the wrangles at UMSC. • identifies effects of wrangles. • gives ways of promoting unity.	The learner uses the following words related to the topic correctly: – supreme – council – association – wrangle – unity – reconciliation – faction/sect	• Muslim organisations: the activities and challenges of: – Uganda Muslim Supreme Council – Uganda Muslim Education Association • Causes and effects of wrangles • Ways of promoting unity	• Discussing the activities of UMSC and UMEA • Sharing experiences about ways UMSC and UMEA have helped people (Muslim communities) • Sharing experiences about the wrangles at UMSC and ways of avoiding them • Discussing ways of promoting unity • Writing text about the two organisations

Guidance to Teacher

- Guide learners to identify Muslim organisations in Uganda which have supported Islam and education
- There have been leadership wrangles at UMSC from time to time. Ask the learners to discuss those wrangles.
- UMEA is one of the least known Muslim organisations. Ask learners to write what they know about this organisation.
- Ask learners to tell you if Muslim organisations have programmes for people with SNE.

Suggested Competences for Assessment

The learner:

- identifies the activities of UMSC.
- identifies the activities of UMEA.
- expresses ways in which UMSC and UMEA help the community.
- explains the challenges of UMSC and UMEA.
- states how to avoid wrangles.

Word List

Term 1

Siratwa, judgement, Mizan (weighing scale), Yathrib, munafiqun, hypocrites, affectation, Umra, Sa'y, Tawaf., Arafat, Mina, Jamarat, Honey, Dates, Habbat Sauda, HIV/STDs, Sunni, Shia, Ismaili, Aga Khan, Bohra

Term II

Arafat, sacrifice, expiation, Qur'an, Bible, Vidas, Bahaullah, revelation, sin, destiny of the soul, life after death, valid reward, janah, obscene, vulgar, innocent, rites, Ifrad, Qiran, Tamattu, personality, contribution

Term III

Nisae, Talaq, Nikah, Mahr, Idda, Twa-ah, authority, security, Umra, Masjid Qiblatayn, Masjid Quba, Cave of Hira, rights, status, afford, expenses, Uganda Muslim Supreme Council, Uganda Muslim Education Association

Social Studies Syllabus

Background

The P7 learner has gone through a variety of experiences on the physical and social environments. By this time, the learner has been exposed to living together in an expanding environment, starting with the familiar ones such as a home, school, neighbourhood, sub-county, municipality, district, Uganda and East Africa. The learner will now be exposed to the rest of Africa, under the theme "Living together in Africa".

A number of physical, social, political and economic aspects have been covered to enhance the learners' knowledge and skills on how human beings interact with other living things to survive in different types of environments.

Rationale

Social Studies (SST) is designed to equip the learners with knowledge, skills, values and desired attitudes which are required to prepare them for living in a physical, social, political and economic environment as knowledgeable and as participating citizens of society. Primary Seven SST competences are intended to prepare learners in their final year of primary school education to higher academic levels. Learners will use the knowledge, skills and values to interact with others from various communities and backgrounds and this is why they should be exposed to the wider community for a harmonious living.

Social Studies can provide learners with the skills for productive problem-solving and decision-making, as well as for assessing issues and making thoughtful value judgements. Above all, Social Studies helps learners to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community or the world.

Social Studies content integrates knowledge, skills and attitudes within and across disciplines. This helps learners to view and relate the concepts of physical, social, political and economic factors which will enable them cope with multiple perspectives in the dynamic world.

It is important for learners to begin to understand, appreciate and apply knowledge, skills and values in other academic disciplines as a way of

disciplinary integration. Such interdisciplinary-based learning draws simultaneously from several disciplines in clarifying specific concepts. Social Studies addresses the contemporary conditions of real life and academic scholarship.

Learning Outcomes

The following are the expected learning outcomes of the P7 SST learning and teaching process:

1. Promotes an appreciation of Africa as a continent, where our own country exists.
2. Demonstrates the usage of lines of latitudes and longitudes to locate Africa, its regions and member countries.
3. Explores, identifies and appreciates the value of one's immediate and distant environment for better and harmonious living.
4. Identifies and appreciates the importance of climate and how it determines and supports human, animals and plant life.
5. Appreciates the value of vegetation and endeavours to care for it for better and harmonious living.
6. Demonstrates and promotes values, social practices in the society and shows respect for his/her own and other cultures.
7. Identifies the importance of interdependence of nations and continents.
8. Demonstrates and explains the use of map reading skills, interpretation and analysis of data.
9. Demonstrates knowledge and appreciates the rights of individuals in society and recognises and practises collective responsibility in bringing order, social justice, and political growth.
10. Identifies and appreciates the values of being in an independent state and appreciates the events that led to independence.
11. Identifies and examines natural resources and their importance in the development of Africa.
12. Explores and understands the challenges African states face and highlights strategies to overcome them.

13. Appreciates the inter-dependence among nations and the contribution made by United Nations agencies.
14. Appreciates the role-played by the Commonwealth in the development of member countries.

Methodology

Teaching Social Studies calls for the application of various methods which support the development of literacy, numeracy, positive behaviour, desired attitudes, values and application of life and study skills. Therefore, the following generic methods are recommended for use:

- Group discussion
- Project method
- Dramatisation
- Exhibition
- Construction
- Inquiry
- Discovery method
- Problem-solving method

You are encouraged to explore and use various teaching methods.

Method	Techniques
Discussion	• Brainstorming, question and answer, debate, resource person, storytelling, arguments, experiment, observation, illustration, interview and field visits
Projection method	• Audio-visual, video recording, slides, films, trips and audio-recording
Dramatisation	• role-play, drama, conversations, dialogue or monologue and simulation
Exhibition	• Display, interest corner/centre, picture essays, demonstration, ground and wall maps and real objects
Representation	• Drawing, painting, sculpture, modelling, use of diagrams, charts, photographs, posters and so on
Group method	• Grouping, reporting, brainstorming and display
Problem-solving	• Sorting, competitions, initiations, note making, puzzles, quizzes and debates

Inquiry or discovery	• Project assignment, research, field visits, excursion, questions, resource persons, observations, recording and interviews

Life Skills

A life skill is the ability to cope with any emerging situation both in happiness and difficulty. For effective teaching of SST, you are advised to develop life skills in the learner. Life skills and values should be incorporated in your scheme of work and lesson plan. Life skills cannot be developed in a single lesson. It takes time.

Life skills are grouped into three categories:

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

g) Effective communication: ability to express oneself clearly and appropriately.

3. Skills of making effective decisions

a) Critical thinking: ability to explore possibilities of solving problems.

b) Creative thinking: ability of coming up with new ways of doing things, ideas, arrangements or organisations.

c) Decision-making: ability to make the right choice from alternatives.

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

Social Studies Skills

The skills that are primary to Social Studies are those related to maps and globes, such as understanding and using locational and directional terms. These SST skills are categorised as study and manipulative skills.

Study skills

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

Manipulative skills

A manipulative skill is the ability to express knowledge by the use of hands and other body parts. Some of these skills are displaying, drawing, painting, modelling, making cut-outs and all activities done using hands.

Values and Attitudes

Values are things we believe in and support openly such as orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness.

Attitudes are inner feelings manifested by actions like appreciation, cooperation, patience, tolerance, empathy and sympathy.

Instructional Materials

The following instructional materials may be used to support the teaching/learning process of the subject.

- Reference books
- Textbooks
- Wall maps
- Charts
- Globes
- Flash cards
- Models
- Radios
- Televisions
- Other audio/visual aids

Above all, you are encouraged to use the environment. This is a major source of teaching and learning aids. The things provided by the environment are plants, animals, physical features, houses, factories, household property, social service centres such as schools, health centres, hospitals and police stations.

Instructional materials are very important in the teaching/learning process because they make teaching and learning real and enjoyable. They reinforce learning and also attract learners' attention and motivation.

Instructional materials are clear, bold, representative, attractive and can make teaching and learning effective. Learners must be involved in the making or collecting of instructional materials. As you select instructional materials, you are encouraged to consider the special needs learners as well.

Assessment

Assessment of learning is a very important aspect of the teaching/learning process. You should assess the learner's progress in terms of attainment of the set competences. The syllabus also suggests competences to be assessed at the end of every topic. However, summative assessment should be carried out at the end of a specified period.

The three domains, cognitive, psychomotor and affective, should be considered during assessment. These domains will be assessed through simple tests, observations, checklists, oral tests, simple texts, objective texts, group projects, records of behaviour and classroom discussion. You should keep records of both findings and results. The results can be used for promotion of learners to the next level. Share the records with other stakeholders at different levels.

Topic Outline

Term I

Topic	Sub-topics	Suggested No. of Periods
1. LOCATION OF AFRICA ON THE MAP OF THE WORLD	• Location and position of Africa using lines of latitudes and lines of longitudes • World continents and their sizes • Water bodies that surround Africa • Regions that make up Africa • Countries in each region and their capital cities	8
2. PHYSICAL FEATURES	• Names and location of physical features in Africa – Mountains and highlands – Rivers – Lakes – Plateau – Rift valley – Coastal plains • Formation of major physical features of Africa	12
3. CLIMATE OF AFRICA	• Climatic regions of Africa • Characteristics of different climatic regions • Factors that influence climate of Africa • Influence of climate on human activities • Influence of human activities on climate	22

Topic	Sub-topics	Suggested No. of Periods
4. VEGETATION OF AFRICA	• Location and names of vegetation types of Africa • Factors that influence vegetation distribution in Africa • Importance of vegetation to people and animals • Importance of game parks • Animals found in different vegetation zones • Reasons why animals live in different vegetation zones • Population distribution in relation to vegetation • Reasons for differences in population distribution in different vegetation zones • Effects of population on vegetation	18

Term II

Topic	Sub-topics	No. of Periods
5. THE PEOPLE OF AFRICA, THE ETHNIC GROUPS AND SETTLEMENT PATTERNS	• Origin of different ethnic groups • Movements of different ethnic groups into Africa • Settlement patterns of different ethnic groups • Tribes belonging to different ethnic groups • Reasons for the migration and settlement of ethnic groups in Africa • Problems met by ethnic groups during their movement and settlement in Africa • Effects of ethnic migrations	12

Topic	Sub-topics	No. of Periods
6. FOREIGN INFLUENCE IN AFRICA	• Foreign groups in Africa – Arab traders, Persian and Indian traders, European explorers, missionaries, administrators/colonialists • Reasons for the coming of European explorers into Africa • Problems faced by European explorers in Africa • Effects of European explorers • European traders in Africa – Triangular trade • Reasons for the coming of traders into Africa – Effects of European traders • European colonialists in Africa (South Africa, Ghana, Senegal, Algeria, Angola, Egypt, DRC) – The scramble and partition of Africa – Establishment of colonial rule in Africa – in Francophone and Anglophone States – Methods of acquiring colonies in Africa such as ▪ Treaty making ▪ Violence, existing misunderstanding – European settlers in South Africa, Zimbabwe • The beginning of the Great Trek in South Africa • Effects of foreign influence – Political effects (apartheid in South Africa) – Economic effects – Social effects • Methods used by colonialists to administer the colonies such as direct rule, indirect rule or assimilation	18

Topic	Sub-topics	No. of Periods
7. NATIONALISM AND THE ROAD TO INDEPENDENCE OF AFRICA	• Meaning of Pan-Africanism, Pan-Africanists, nationalism – nationalists and patriotism • The work of Pan-Africanists and nationalists • Countries that were not colonised in Africa (Ethiopia and Liberia) • Reasons for maintaining their independence • Leading Pan-Africanists who fought for Africa's independence • Methods of work by the Pan-Africanists and nationalists • Problems Pan-Africanists and nationalists faced • Multiparty system – Advantages of multiparty system – Disadvantages of multiparty system • Single party system – Advantages of single party system – Disadvantages of single party system	20

Topic	Sub-topics	No. of Periods
8. POST-INDEPENDENCE AFRICA	• Formation of OAU – When and why it was formed – Founder members – Objectives of OAU – Functions of OAU • Achievements of OAU • Failures of OAU • Formation of AU – Objectives of AU • Challenges of AU – Organs of AU • Possible solutions to challenges of AU • Regional economic grouping (Common Markets) – COMESA (Common Market for Eastern and Southern Africa) – ECOWAS (Economic Community of West African States) – SADC (Southern Africa Development Community) – IGAD (Intergovernmental Authority and Development) • Advantages and disadvantages of economic cooperation • Ways of solving problems faced by economic groupings	10

Term III

Topic	Sub-topics	No. of Periods
9. ECONOMIC DEVELOPMENTS IN AFRICA	• Major economic resources of Africa • Problems faced in the utilisation of resources • Caring for our resources • Major economic development in Africa (case studies) – Nigeria: climate, oil mining, farming, nomadism, hydro-electric power, trade and transport – Ghana: climate, farming, River Volta projects, mining – Libya: climate, oil mining, irrigation farming, industrialisation, tourism – South Africa: mining, farming, trade, tourism, industrialisation – Democratic Republic of Congo: climate, mining, tourism, farming – Uganda: farming, mining, tourism, irrigation schemes, pastoralism • Comparison with other countries in terms of economic development • Challenges affecting economic development in Africa - Social - Economic - Political • Possible solutions to problems that affect economic development in Africa	30

Topic	Sub-topics	No. of Periods
10. MAJOR WORLD ORGANISATIONS	• Formation of the United Nations – Origin – Objectives – Membership and organs of the UN – Functions – Agencies • Importance of the United Nations • Agencies of the UN and their functions • UN Human Rights Charter • The Commonwealth of Nations – Membership – Functions • Challenges of the UN and The Commonwealth of Nations	10

Term I

Topic 1: Location of Africa on the Map of the World — 8 Periods

Background

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:

- appreciates Africa as a continent and its position on the world map.
- demonstrates the usage of lines of latitudes and longitudes to locate Africa and its member countries.

Life Skills

- Creative thinking
- Effective communication

SST Skills

- Recording
- Observation

Values

- Cooperation
- Appreciation
- Love
- Sharing

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • 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 the water bodies that surround Africa. • identifies the regions that make up Africa. • lists the countries in each region. • lists the capital cities of respective countries. • Lists islands which are part of Africa.	The learner correctly uses the following words related to the topic: – latitude – longitude – position The learner correctly reads, spells and writes words and sentences using words related to the regions that make up Africa, countries found in each region and their capital cities.	• Location and position of Africa using major lines of latitudes and longitudes • World continents in order of their sizes: – Asia – Africa – North America – South America – Antarctic – Europe – 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 • Countries in each region • Capital cities of different countries in Africa • Islands which are part of Africa	• Locating Africa on the world map • Drawing the map of the world • Identifying major lines of latitudes and longitudes that pass through Africa • Naming continents of the world • Naming oceans, and seas that surround Africa • Stating the directions of other continents, oceans and seas from Africa • Locating countries of Africa using latitudes and lines of longitudes, following region per region

Subject Competences	Language Competences	Content	Suggested Activities
			• Listing the countries in each region of Africa and their capital cities • Listing islands which are part of Africa

Guidance to the Teacher

- Use the globe to guide learners to find the continents of the world.
- Let the learners locate Africa and their own country.
- Guide the learners to draw a difference between lines of latitude and lines of longitude.
- Organise learners in a group to compare and contrast lines of latitudes and lines of longitudes. Let them draw a diagram showing lines of latitude and lines of longitude.
- Guide learners to identify the equator and prime meridian on a world map.
- Explain how lines of latitude and lines of longitude are used to identify locations on maps.

Suggested Competences for Assessment

The learner:

- draws the map of Africa showing the regions, lines of latitudes and lines of longitudes.
- names the countries and their capital cities.
- names Islands which are part of Africa.
- identifies compass directions of different oceans, seas and other continents from Africa.

Topic 2: Physical Features of Africa

12 Periods

Background

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.

Life Skills

- Effective communication
- Critical thinking

SST Skills

- Recording
- Observation
- Drawing
- Modelling
- Analysing differences in formation

Values

- Caring
- Appreciation
- Love
- Respect

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • names and locates the major physical features of Africa beyond East Africa.	The learner correctly uses the following words related to the topic: – depression – coastal plain – island – drainage – delta	• Names and location of physical features in Africa • Mountains and highlands – The Atlas – The Drakensberg – The Cameroon highlands – The Jos plateau – The Ahaggar – The Tibesti – The Ethiopian highlands • **Rivers** – River Congo – The Nile – The Niger – Zambezi – Orange – Limpopo – Blue Nile – The Volta • **Lakes** - Lake Chad and Lake Ngami	• Identifying major physical features on the map of Africa • Locating major physical features on the map of Africa • Locating the physical features of Africa region by region • Drawing the map of Africa, showing major physical features
• discusses the formation of major physical features in the other regions of Africa. • identifies the coastal plains.	The learner reads, spells and writes words and sentences related to formation of major physical features.	• Formation of major physical features of Africa • The coastal plains in the West, North and South	• Drawing diagrams illustrating the formation of major physical features in the regions of Africa

Guidance to the Teacher

- Guide learners to identify the different land forms of Africa.
- Organise field visits for learners to survey, observe, collect data, record and discuss the land forms available in their local environment.
- Use the map of Africa to guide learners in locating the land forms in Africa.
- Guide learners to describe folded, fault-block and volcanic mountains.
- Talk about how the land around them was formed.
- The learner is expected to name and locate major physical features in Africa. The learner should revise how physical features were formed and relate these physical features to the ones found in East Africa. The learner should be guided to understand how different physical features influence people's ways of life and other living things and how people affect physical features.
- You are advised to handle each physical feature separately and in details. Teach physical features outside East Africa only but region by region. To teach this topic effectively, you are advised to use various textbooks, atlases, wall maps and ground maps.
- Guide learners to model different physical features using local materials such as stones, banana fibres, papyrus, wood, sand, clay and water. You are advised to use field trips, discussions and questions. Plan and design a questionnaire for the learners to use while on the trip.
- Ensure that learners answer oral and written questions and that they draw and label the major physical features. They should model various examples of physical features and display their work.

Suggested Competences for Assessment

The learner:

- names 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 22 Periods

Background

In P5, the learner covered the climate of Uganda. This year, the learner is expected to cover climate of Africa. The learner should be able to identify different climatic zones of Africa. In P7, the learner will be introduced to other types of climate zones in Africa such as the Mediterranean, temperate and desert. Human activities have caused the climate of some parts of Africa to change. There are several factors that influence climate. They include water bodies, altitudes, vegetation, winds, human activities and latitudes. 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.

Life Skills

- Critical thinking
- Effective communication
- Problem-solving

SST Skills

- Observing
- Drawing
- Inquiring

Values

- Appreciation
- Sharing
- Cooperation
- Caring

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • identifies the climatic regions of Africa and their characteristics. • identifies factors that influence the climate of Africa.	The learner correctly uses the following words related to the topic: – climate – weather – altitude – humidity – temperature The learner reads, spells and writes sentences related to factors that influence the climate of Africa.	• Climatic regions/zones in other parts of Africa – Mediterranean – Temperate – Desert (hot & dry) – Tropical – Equatorial – Mountane • Factors that influence the climate of Africa: – Nearness to water bodies: – Winds: – Land mass – Altitude/relief – Human activities – Vegetation	• Drawing the map of Africa showing climatic regions • Drawing graphs, charts and tables showing different climatic conditions • Explaining the characteristics of each type of different climatic regions of Africa • Drawing the map of Africa, showing the locations of different types of climate • Explaining how each factor influences the climate of different regions of Africa • Drawing the map of Africa showing the movement of ocean currents and winds.

Subject Competences	Language Competences	Content	Suggested Activities
			• Explaining the causes of the low and high pressure belts in different parts of Africa • Comparing factors that influence the climate of East Africa and that of other regions • Discussing how elements of weather help one to know the types of climate in Africa
• explains how climate influences human activities. • describe how human activities affect climate.	The learner correctly reads, spells and writes sentences related to how climate influences human activities and how human activities also influence climate.	• 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	• Identifying the different activities done in those climatic regions • Mentioning the human activities that influence climate positively and negatively

Subject Competences	Language Competences	Content	Suggested Activities
		– Equatorial and tropical: lumbering, agriculture, hunting, tourism, mining, trading, transport and livestock farming – Mountane: farming, tourism, lumbering, mining • Influence of human activities on climate	• Writing compositions on the causes of climate change in Africa today • Identifying problems faced by people in different climatic regions of Africa and suggesting solutions to the problems

Guidance to the Teacher

- Ask learners to use their experience and explain why climate differs from place to place.
- Guide them to describe the different climate types.
- Use the map of Africa to show the different climate types of Africa.
- Discuss with them the factors that determine the climate of an area.
- Guide learners to draw the map of Africa showing climatic regions.
- Discuss with them how climate influences human activities in their area.
- Let them explain how human activities influence the climate of an area.

- When dealing with this topic, teach the climate of Africa in general. You are advised to use graphs, tables and charts. Also use textbooks, atlases and wall maps.
- The following are suggested methods and techniques that you can use: discussion, question and answer, resource persons and the integrated approach.

Suggested Competences for Assessment

The learner:

- names 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 the countries experiencing different types of climate in Africa.

Topic 4: Vegetation of Africa 18 Periods

Background

The learner was introduced to different types of vegetation in Uganda in Primary Five. 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, nature 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 practises how to care for it for a better and harmonious living.

Life Skills

- Effective communication
- Critical thinking
- Problem-solving

Skills

- Drawing
- Observation

Values

- Caring
- Appreciation
- Love

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • locates and names the types of vegetation in Africa.	The learner correctly uses the following words related to the topic: – natural – planted – nature – velds –	• Location and names of the vegetation of Africa: – Equatorial forests – Mangrove forests – Mountane vegetation – Temperate grasslands of South Africa (Velds) – Savannah vegetation – Mediterranean vegetation in South Africa, Tunisia, Algeria, Morocco and Libya.	• Naming types of vegetation in some parts of Africa • Locating different types of vegetation on the map of Africa • Visiting nearby types of vegetation and observing its appearance • Writing about the nature of vegetation visited

Subject Competences	Language Competences	Content	Suggested Activities
• describes factors influencing vegetation distribution in Africa. • explains the importance of vegetation to people and animals. • explains why animals live in different vegetation zones. • explains the importance of game parks. • explains ways of caring for wild animals. • identifies the animals found in different vegetation zones.	The learner correctly uses the following words related to the topic: – game park – tourism – game reserve – relief – game ranger – habitat – game warden	• Factors that influence vegetation distribution: – 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 – Animals in Temperate grasslands	• Describing factors influencing vegetation distribution • Discussing why each factor is responsible for the vegetation type • Identifying the importance of game parks to people and animals • Explaining the problems faced by game parks • Describing how to care for wild and domestic animals • Role-playing the work of game rangers, game wardens and herdsmen • Identifying animals that graze in different vegetation areas

Subject Competences	Language Competences	Content	Suggested Activities
• relates population distribution to vegetation. • explains the reasons for the difference in population distribution in different vegetation zones. • outlines the effects of population on vegetation.	The learner correctly uses the following words related to the topic: – population distribution – dense population – sparse population	• Population distribution in relation to vegetation: – Equatorial – Desert – Savannah – Mediterranean – Mountane • Reasons for differences in population distribution in different vegetation zones • Effects of population on vegetation: – Big population – Small population	• Identifying vegetation with a sparse or dense population • Explaining reasons why some vegetation regions in Africa have more people than others • Discussing the effects of a big and small population on vegetation

Guidance to the Teacher

- Organise field visits for the learners to observe, survey, collect data, record and discuss the plants/vegetation available in their local environment.
- Let them discuss the characteristics of different types of vegetation.
- Guide learners to describe the different adaptations that allow plants to survive on land.
- Discuss with learners about the specific conditions that favour certain plants such as cacti, hardwood trees, (rosewood, ebony), planted trees (eucalyptus, pine, cypress).
- Discuss with the learners about the relationship between population and vegetation distribution in Africa.
- Guide the learner to list activities carried out in each type of vegetation and the problems caused by vegetation to people and other living things.

- This topic has a lot of content in the existing textbooks, atlases, wall maps, newspapers, internet, newsletters and journals. You are encouraged to make use of these materials.
- Use the following methods to teach this topic: field trips, question and answer, class discussions, composition writing and report making.
- Guide learners to research about Africa's vegetation and draw maps locating different types of vegetation in Africa.
- You are also advised to construct good structured questions for learners to answer in their books.

Suggested Competences for Assessment

The learner;

- draws the map of Africa and locates the different types of vegetation.
- describes factors that influence vegetation distribution in Africa.
- explains how each factor influences the vegetation.
- explains the importance of vegetation.
- lists the various types of birds and animals in his/her area.
- identifies animals found in different vegetation zones.
- explains why animals live in different vegetation zones.
- writes down the importance of caring for animals and birds.

Term II

Topic 5: The People of Africa, the Ethnic Groups and Settlement Patterns

12 Periods

Background

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.

Life Skills

- Creative thinking
- Friendship formation

SST Skills

- Inquiry
- Observation
- Classifying
- Drawing

Values

- Cooperation
- Love

- Respect
- Appreciation

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • describes the origin of different ethnic groups in Africa. • describes the movement of different ethnic groups. • identifies settlement patterns of different ethnic groups. • identifies tribes that belong to different ethnic groups.	The learner correctly uses the following words related to the topic: – origin – settlement – migration – ethnic	• Origin of different ethnic groups • Movements of different ethnic groups into Africa • Settlement patterns of ethnic groups • Tribes belonging to different ethnic groups – Berbers – Negroes – created Bantu – Cushites – Arabs – Caucasians (Hamites and Semites)	• Tracing the origin of different ethnic groups into Africa • Discussing the movements of the ethnic groups • Discussing the settlement patterns of ethnic groups • Matching different tribes with their ethnic groups
• identifies reasons why different ethnic groups moved from their origins.	The learner correctly uses the following words related to the topic: – conflict – war – population increase	• 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	• Brainstorming reasons for migration, movement and settlement of ethnic groups

Subject Competences	Language Competences	Content	Suggested Activities
• discusses problems people met during their movements and settlements.	The learner correctly uses the following words related to the topic: – indigenous – resistance – terrain	• 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 – Difficult terrain – Food and water shortage – Harsh climate	• Explaining and discussing problems met by ethnic groups during their movement and settlement in Africa
• explains the effects of ethnic migrations.	The learner reads, spells, and writes words and sentences related to effects of ethnic migrations	• Effects of migrations – Population increase – Cultures changed	• Explaining the effects of migrations

Guidance to the Teacher

- Use the learner's experience to identify their cultural heritage according to clans within the tribal groups.
- Ensure that the concept of unity in diversity and appreciation of cultural norms of Uganda are emphasised.
- Brainstorming, storytelling and guided discovery are very important methods that can be used.

- Discuss with them about the current rural-urban, rural-rural and urban-rural migration. Draw a comparison with the migrations that occurred in the ancient days.
- Guide the learners to locate the migration routes and settlement patterns of peoples of Africa.
- Discuss with learners about the influence of relief features on the settlement patterns.
- Give them a simple task of research work to find out how different tribal groups came to settle in areas where they exist today in Uganda.

Suggested Competences for Assessment

The learner:

- names 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 6: Foreign Influence in Africa

18 Periods

Background

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 Outcomes

The learner:

- appreciates the importance of interdependence of nations and continents.
- demonstrates the use of maps, reading skills, interpretations and analysis to collect information.

Life Skills

- Effective communication
- Creative thinking

SST Skills

- Observation
- Interpretation
- Reading
- Writing

Values

- Tolerance
- Cooperation
- Respect
- Love
- Appreciation

Subject Competences	Language Competences	Content	Suggested Activities
The learner: • mentions the foreign groups that came to Africa.	The learner correctly uses the following words related to the topic: – explorer – foreign – trader	• Foreign groups in Africa – Arab traders in East Africa and North Africa – Persian/Indian Traders in East Africa – European explorers – The Portuguese and the need for the sea route to India – Explorers in the rest of Africa like Dr Livingstone, Bartholomew Diaz, Mungo Park, the Landers, the role of Prince Henry the Navigator	• Listing foreign groups that came to Africa • Drawing maps showing routes explorers used to enter Africa
• outlines the reasons for the coming of European explorers into Africa. • discusses problems faced by explorers. • discusses effects of European explorers.	• reads, spells and writes words related to colonial rule: – scramble – partition	• Reasons for the coming of European explorers into Africa • Problems faced by explorers in Africa • Effects of European explorers • European traders in Africa – the Triangular / Trans-Atlantic trade	• Discussing the formation of trading companies • Giving reasons why different groups of Europeans came to Africa • Discussing problems faced by explorers

Subject Competences	Language Competences	Content	Suggested Activities
• identifies European traders who came to Africa. • outlines reasons why traders came to Africa. • Identifies the effects of European traders. • mentions European missionaries who came to Africa. • explains why European colonialists came to Africa. • explains the causes of the Great Trek in South Africa. • discusses the effects of the Great Trek in South Africa.		• 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 • Effects of the Great Trek	• Discussing reasons why European colonialists came to Africa • Stating what the causes of the scramble and partition for Africa were • Describing the establishment of colonial rule in Africa • Discussing the way Africa was partitioned • Explaining the causes of the Great Trek • Discussing the effects of the Great Trek
• describe the effects of foreign influence on the people of Africa. • discusses the methods the colonialists used to establish their rule. • discusses the method used to acquire colonies in Africa.	The learner correctly uses the following words related to the topic: - economic – social – political – infrastructure – distorted – exploitation – administer	• 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	• Discussing the effects of foreign influence on the people of Africa • Discussing the methods used by the colonialists to establish this rule

Subject Competences	Language Competences	Content	Suggested Activities
• describes reactions of Africa towards colonial rule.		◦ 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 colonialists to administer the colonial rule • Methods of acquiring colonies in Africa • Ways in which Africans reacted towards colonial rule	• Discussing methods used to acquire colonies • Describing methods used by colonialists to administer their colonies • Describing ways in which Africans related towards colonial rule

Guidance to the Teacher

- Make a quick review of what learners learnt about the foreigners in P5, their contributions and challenges.
- Organise learners in small groups to discuss the effects of foreign influence on the people of Uganda and East Africa.
- Guide learners to identify the different groups of foreigners who came to Africa.
- Discuss with learners the reasons why the foreigners came to Africa.
- Let them identify their countries of origin.

- Guide learners to write a composition about the effects of foreign influence on the people of Africa.
- You are expected to teach foreign influence in Tanzania, Rwanda, Burundi, Kenya and the rest of Africa. Guide learners to relate the impact of the industrial revolution in Europe to the coming of the European foreigners to Africa.
- Use maps, atlases and the globe to teach. Relate this topic with the current social, political and economic set up in Africa.
- Group learners to discuss and present their points to the rest of the class.
- Organise quizzes and debates on topics related to foreign influence.
- Formulate structured questions for learners to answer either orally or written.

Suggested Competences for Assessment

The learner:

- gives reasons why foreigners came to Africa.
- mentions groups of foreigners who came into Africa.
- names European countries that colonised Africa.
- draws the map of Africa showing sphere of influence.
- discusses problems faced by explorers.
- identifies the effects of European 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 colonies.

Topic 7: Nationalism and the Road to Independence of Africa

20 Periods

Background

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 reacted to colonial rule. They also learnt about how the people of Uganda, Tanzania, Rwanda and Burundi and Kenya got independence. 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 demonstrates knowledge and appreciates the rights of an individual, society and collective responsibility in bringing social justice, and political order.

Life Skills

- Effective communication
- Self-awareness
- Self-esteem
- Assertiveness

SST Skills

- Reading
- Writing
- Analysing

Values

- Cooperation
- Love
- Respect
- Appreciation

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • discusses pan-Africanism and nationalism. • explains the work of pan-Africanisists and nationalists. • identifies countries that were not colonised in Africa. • discusses the reasons why Ethiopia and Liberia maintained their independence.	The learner correctly uses the following words related to the topic: – nationalism – pan-Africanism – patriotism – independence – freedom – detention	• 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	• Discussing the meaning of pan-Africanist, nationalist, patriotism and nationalism. • Debating the work of pan-Africanists and why nationalists succeeded in their movements • Discussing problems pan-Africanists and nationalists met in their struggle • Discussing reasons why Ethiopia and Liberia were not colonised
• discusses reasons why Africans wanted independence.	The learner correctly uses the following words related to the topic: – discrimination – resources – oppression – equality – dignity – freedom	• 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	• Stating reasons why Africans wanted independence • Drawing a map of Africa showing African independent countries and their former colonial masters

Subject Competences	Language Competences	Content	Suggested Activities
		– stop oppression – desire for social freedom and their rights – regain African dignity and self-respect – ensure human equality – end racial discrimination	
• identifies key personalities who fought for Africa's independence. • identifies the leading nationalists who fought for independence. • discusses the methods used to gain independence. • identifies the problems encountered on the road to independence.	The learner correctly uses the following words related to the topic: – pan-Africanist – nationalist – ideology – law – imprisonment – trade union	• Leading personalities who fought for Africa's independence: – Marcus Garvey – Jamaica – William Du Bois – America – Booker T. Washington – America – Henry Sylvester Williams – Trinidad – J.E.K. Aggrey – Ghana – Leopold Senghor – Senegal – Kwame Nkrumah - Ghana – Edward Blyden – Liberia • Leading nationalists who fought for independence of their countries examples – Kwame Nkrumah - Ghana – N'Amdi Azikiwe – Nigeria – Hastings Kamuzu Banda –Malawi – Nelson Mandela - South Africa	• 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

Subject Competences	Language Competences	Content	Suggested Activities
		– Patrice Lumumba – Zaire (Democratic Republic of Congo) – Abdul Nasser – Egypt – Samora Machel – Mozambique – Haile Selassie - Ethiopia • Methods use by pan-Africanists in their struggle - Meetings/ conferences - Media	• Discussing the methods used to gain independence
		• Methods used by the nationalists in their struggle: – Formation of trade unions – Formation of political parties – Formation of nationalistic associations – Armed struggle • Problems pan-Africanists faced: – Lack of unity among the Africans leaders – Lack of enough funds – Differences in political ideologies	• Discussing the problems faced by pan-Africanists and nationalists during their struggle for independence

Subject Competences	Language Competences	Content	Suggested Activities
		• Problems nationalists faced - Death - Imprisonment - Harsh rules/laws - Loss of property - Intimidation - Oppression - Detention	• Explaining the problems encountered in the struggle for independence
Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
• discusses the advantages and disadvantages of multiparty and single party systems of government.	The learner correctly uses the following words related to the topic: – political party – multiparty – single party – human rights – delegation – hierarchy – leadership – corruption – injustice – petition – rigging – dictatorship – election – accountability	• Advantages of a multiparty system such as: – there is room to choose better leaders – there is respect of fundamental human rights – there is respect for hierarchy – there is delegation of power – checks and controls leadership – government organs are positively developed • Disadvantages of a multiparty system such as: – cause confusion, quarrels and conflicts – favouritism and corruption is increased – political parties divide people	• Discussing the advantages of multiparty systems • Discussing the disadvantages of multiparty system of governance • Discussing how democracy is practiced in their school • Discussing the advantages of a single party system

Subject Competences	Language Competences	Content	Suggested Activities
		– injustice is increased – decisions and programmes take long to be worked on – more election petitions are raised • Advantages of a single party system such as, – leadership is respected – there is less conflict – there is less rigging and few petitions – cheaper to conduct elections – easy to take decisions • Disadvantages of a single party system such as, – encourages dictatorship – decisions take long to be implemented – there is less accountability – new ideas are not accepted	• Discussing the disadvantages of a single party system

Guidance to the Teacher

- Guide learners to differentiate between nationalism, pan-Africanism and patriotism.
- Carry out demonstrations to clearly bring out the meaning of the key words.
- Organise learners to role-play the concept of patriotism.
- Discuss with learners about the countries which were not colonised and let them explain why they were not controlled by any colonial power.

- Discuss with the learners why Africans demanded for independence. Bring out the methods used and challenges faced during the struggle.
- Guide learners to explain the roles played by African leaders in the struggle for independence.
- Organise debates about the importance of multiparty system of governance and disadvantages of single party system.
- Organise demonstrations and role-plays of how elections are conducted in their schools.
- Discuss with them how elections are organised and conducted in Uganda.
- To teach this topic effectively, you are advised to use the following methods and techniques: storytelling, question and answer, debate and quizzes, role-playing and composition writing.
- Use existing textbooks, magazines, newspapers, atlases and world maps to teach the topic. Guide learners to demonstrate how they can express nationalism and patriotism in their country.

Suggested Competences for Assessment

The learner:

- states what pan-Africanism and nationalism mean.
- names the two countries in Africa which were not colonised.
- gives reasons why African countries demanded for their independence.
- names 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 8: Post Independence Africa

10 Periods

Background

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.

Life Skills

- Effective communication
- Friendship formation
- Non-violent conflict resolution
- Problem-solving

SST Skills

- Inquiry
- Reading
- Writing

Values

- Cooperation
- Love
- Respect
- Appreciation

Subject Competences	**Language Competences**	**Content**	**Suggested Activities.**
The learner: • explains why OAU was formed.	The learner correctly uses the following words related to the topic: – unity – founder – objective	• Formation of OAU: – When it was formed – Why it was formed – Founder members – Objectives of OAU – Functions of OAU	• Discussing why the OAU was formed • Explaining the objectives of OAU and stating how it functioned • Drawing the map of Africa and shading founder member countries
• states achievements of OAU. • discusses the failures of OAU. • explains why AU was formed • describes the organs of AU. • discusses challenges of AU. • suggests the possible solutions to challenges of AU.	The learner correctly uses the following words related to the topic: – failure – challenge – apartheid – policy – dependence – funds	• 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	• Discussing the achievements and failures of OAU • Discussing the formation of AU

Subject Competences	Language Competences	Content	Suggested Activities.
		– Failures of OAU such as it failed to stop civil wars in some countries in Africa such as Sudan • 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	• Describing the organs of AU • Discussing the challenges of AU • Suggesting the possible solutions to the challenges of AU
• states the functions of regional economic groupings in Africa. • discusses advantages and disadvantages of economic cooperation.	The learner correctly uses the following words related to the topic: – market – community – development – cooperation	• Regional economic groupings: – COMESA (Common Market for East and Southern Africa)	• Identifying reasons why regional economic groupings were formed • Discussing advantages and disadvantages of cooperation

Subject Competences	Language Competences	Content	Suggested Activities.
• suggests ways of solving problems affecting economic groupings.		– ECOWAS (Economic Community of West African States) and ECOMOG (Economic Community Monitoring Group) – East African Community (EAC) – SADC (Southern Africa Development Community) – IGAD (Inter-governmental Authority and Development) • Advantages and disadvantages of economic cooperation • Ways of solving problems faced by economic groupings	• Suggesting ways of solving problems of economic groupings

Guidance to the Teacher

- Discuss with the learners why Africans formed OAU.
- Explain the process through which OAU came into existence and its aims.
- Guide learners to identify the economic groupings of Africa.
- Discuss with learners the reasons for formation of economic groupings, their achievements and challenges.

- This topic has a lot of details in existing textbooks. Use maps, charts newspapers, magazines and radios as sources of information to teach this topic effectively. Read extensively to get enough content.
- You are advised to teach this topic using the following methods and techniques; question and answer, group discussions, explanations, brainstorming and guided discovery.

Suggested Competences for Assessment

The learner:

- 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 the different economic groupings in Africa.
- discusses advantages and disadvantages of economic cooperation.

Term III

Topic 9: Economic Developments in Africa — 30 Periods

Background

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.

Life Skills

- Effective communication
- Creative thinking
- Critical thinking

SST Skills

- Drawing
- Observation
- Inquiry
- Reading
- Investigating

Values

- Appreciation
- Cooperation
- Care
- Respect
- Love

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • identifies major economic resources of Africa and explains how each contributes to economic development. • discusses the problems faced in the utilisation of resources. • identifies ways of caring for our natural resources.	The learner correctly uses the following words related to the topic: – resource – natural resources	• Major economic resources: – Land and soils – Minerals – Animals – People – Vegetation – Climate – Water • Problems faced in the utilisation of resources • Care for our resources	• Discussing major economic resources of Africa • Drawing various maps of Africa to show where the economic resources are found • Explaining how people use natural resources within their environment to develop • Discussing ways of caring for our natural resources • Explaining problems faced in the utilisation of resources
• identifies major economic developments in Africa (case studies).	The learner correctly uses the following words related to the topic: – drilling – nomadism – irrigation – industrialisation – tourism – lumbering	• Major economic development in Africa (case studies) a) Nigeria: – Climate – Oil drilling – Farming – Nomadism – Hydro-electric power project: Kainji dam – Trade and transport	• Identifying major economic activities in case study countries • Comparing economic activities carried out in case study countries with Uganda • Comparing Uganda's climate with that of the case study countries

Subject Competences	Language Competences	Content	Suggested Activities
		• Libya: – Climate – Oil mining – Irrigation farming – Industrialisation – Tourism	• Comparing oil mining in Libya with that of Nigeria • Discussing the influence of climate on economic activities in the case study countries
		• 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 • Uganda – Climate – Farming – Mining – Tourism – Irrigation schemes – Pastoralism	

Subject Competences	Language Competences	Content	Suggested Activities
• identifies challenges affecting economic developments in Africa and possible solutions.	The learner correctly uses the following words related to the topic: – poverty – ignorance – mortality – teenage – contraceptive – technology	• 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 – No money/funds – Low level of technology/ skills – High dependency ratio – Unemployment – Corruption – Economic collapse – Brain drain	• Writing problems affecting economic developments in Africa • Discussing how communication is important in the economic development of Africa • Describing how electricity is produced and its importance to the development of Africa
		• Political challenges: – Wars, coups, conflicts and violation of human rights – Political instability – High numbers of refugees – Poor governance	• Discussing the political challenges faced in Africa • Mentioning common challenges in their lives and suggesting solutions to them

Subject Competences	Language Competences	Content	Suggested Activities
• discusses the possible solutions to problems that affect economic development in Africa.		– Foreign domination – Riots • Possible solutions	• Discussing the possible solutions that affect economic development of Africa

Guidance to the Teacher

- Guide learners to describe the major economic resources in Africa.
- Discuss with learners the problems faced in resource utilisation. Use local examples from Uganda first before talking about others elsewhere.
- Organise learners to demonstrate or role-play how corruption is practised.
- Organise field visits, surveys and data collection about developmental projects in the neighbourhood.
- Guide learners to compare economic developments in Uganda with other case study countries.
- Guide learners to write compositions and reports about the challenges affecting the economic development of Africa.
- Use the immediate environment within the learner's reach such as family and the community to enable him/her to understand the concept of economy better.
- You are advised to use the following materials to teach this topic effectively: various textbooks, maps, atlases, wall charts, diagrams, newspapers and magazines.
- Collect products of different natural resources from the environment.
- Organise trips to the local environment.
- You are also advised to use resource persons.
- Encourage learners to participate in environmental maintenance. Encourage learners to write compositions and organise debates and quizzes about the topic. Using prompting questions is also important.

Suggested Competences for Assessment

The learner:

- writes 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 10: Major World Organisations

10 Periods

Background

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:

- appreciates 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.
- appreciates the role-played by the Commonwealth of Nations.

Life Skills

- Effective communication
- Friendship formation
- Non-violent conflict resolution

SST Skills

- Recording
- Reading
- Writing
- Interpretation

Values

- Cooperation
- Appreciation
- Love
- Sympathy
- Sharing

Subject Competences	**Language Competences**	**Content**	**Suggested Activities**
The learner: • explains how the two world wars led to the formation of the United Nations and how it works. • describes the membership of the UN. • identifies the organs of the UN. • identifies the importance of the United Nations. • identifies the agencies of the UN and their functions.	The learner correctly uses the following words related to the topic: – technical assistance – agency – nation – coup – human rights – dignity – slavery – slave trade – violate – nationality	• Formation of the United Nations – Origin – Objectives – Functions • Membership of the UN • 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	• Explaining briefly how the two world wars led to the formation of the UN • Explaining why the United Nations was formed • Describing the membership of the UN • Identifying the organs of the UN • Discussing the importance of the UN
• 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.		• 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 punishment – All human beings are born free and equal in dignity and rights – Everyone is entitled to all the rights and freedoms	• Discussing the UN agencies and their functions • Outlining the human rights stated in the UN charter • Identifying ways in which human rights are violated • Discussing ways in which human rights should be respected

Subject Competences	Language Competences	Content	Suggested Activities
		– 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	
• explains the role-played by the Commonwealth as a case study in strengthening some African countries and other member states in the world. • discusses the functions of the Commonwealth of Nations. • compares the activities of the UN and Commonwealth of Nations.	The learner correctly uses the following words related to the topic: – membership – instability	• The Commonwealth of Nations – Membership – Functions • Functions of the Commonwealth of Nations • Comparison of the activities of the UN and Commonwealth of Nations	• Identifying Commonwealth member countries in Africa and the rest of the world • Mentioning the various functions of the Commonwealth of Nations to member states • Comparing the activities of the UN and the Commonwealth of Nations
• identifies the challenges of the UN and the Commonwealth.		• Challenges of the UN – Insecurity/political instability – Limited funding – World dictators – Conflicts among member states	• Discussing the challenges faced by the UN and the Commonwealth

Guidance to the Teacher

- Explain how both world wars contributed to the formation of the UN.
- Discuss with the learners the circumstances that led to the formation of the UN.
- Let learners identify some of the UN agencies and their functions.
- Organise demonstrations on how UNICEF assists children in Uganda.
- Guide the learners to compare the activities of the UN and the Commonwealth of Nations.
- Discuss with the learners the challenges faced by the UN and the Commonwealth of Nations.

Suggested Competences for Assessment

The learner:

- 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.

Word List

Term I

continent
latitude
longitude
location
delta
estuary
climate
influence
tourism
lumbering
nomadism
Veld
population distribution
effect
surround
physical features

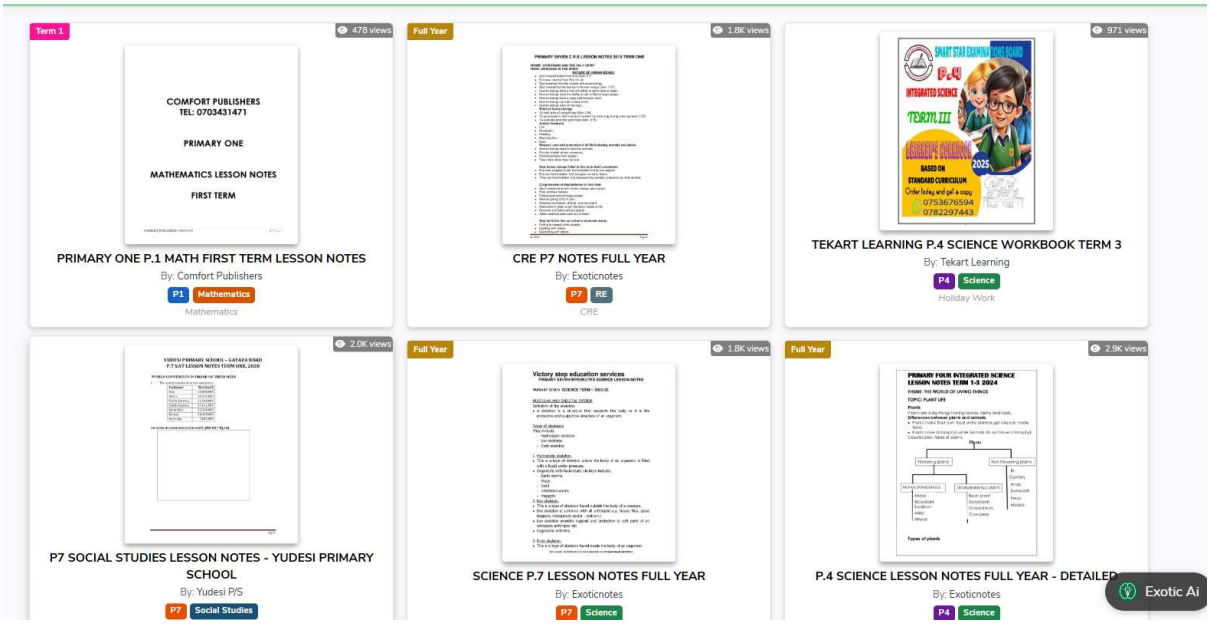
Term II

ethnic
settlement
resistance
indigenous
Zenj
explorer
political
social
economic
foreign
colonialism
culture
reaction
pan-Africanism
nationalism
patriotism
nationalist
freed
exploitation
independence
resource
corruption
scramble
discrimination
dignity
detention
multiparty
single party
election
petition
injustice
human rights
settlement pattern
migration

Term III

dependence	ignorance
ideology	technology
apartheid	coup
common market	donation
challenge	loans
economy	grants
unemployment	instability
mortality	membership
fertility rate	technology
contraceptive	riots
teenage	governance
poverty	brain drain

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