P. 5 SST SCHEME OF WORK FOR TERM II

WK	PD	THEME	TOPIC	SUB – TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	ACTIVITIES	LIFE SKILLS & VALUES	T/ L AIDS	REF	REM
1	**1**	**Living together in Uganda**	**The people of pre colonial Uganda**	**Ethnic groups in Uganda**	**The leaner,** 1)defines an ethnic group II)mentions the major ethnic groups in Uganda III) states the general characteristics of ethnic groups IV) draws a sketch map of Uganda showing migrations into Uganda	**The learner,** spells, writes and uses new words in sentences e.g. -pre-colonial -ethnic group -origin -cradle land -bantu -Nilotic	-definition of an ethnic group -major ethic groups in Uganda -characteristics of ethnic groups -map of Uganda showing migrations into Uganda	-discussion -guided -discovery Representation Brain storming	Defining ethnic groups Mentioning major ethnic groups Drawing and colouring the map Answering oral and written question	Effective communication Critical thinking Co-operation Creative thinking Awareness	-atlases -A chart showing migration patterns -text bks	Mk sstbkspg 75-78(current curriculum -functional sstbook 5 pg 77	

	2			**The bantu migration**	**The leaner,** I) mentions the origin of the bantu II) gives examples of bantu tribes in Uganda III) states reasons for the bantu migration IV) writes down results of the bantu migration	**The learner,** Spells, pronounce and uses words below in sentences correctly -migration -movement -immigration -immigrant	**-**origin of the bantu -examples of bantu tribes in Uganda -reasons for the bantu migration -result of the Bantu migration Reasons why they settled in great lakes regions	-discussion -inquiry Exhibition Story telling	Mentioning the origin of the Bantu Giving Bantu tribes Stating reasons of effects of the Bantu migration	Critical -thinking -problem -solving -awareness	Text books -chart showing ethnic migration -chalk board	Mk sst book 5, pg 76 -comp, sst book 5, pg41-42 -function sstbk 5, pg75-79	

	3			**The Nilotics**			-origin of the Nilotics -example of theNilotics Reasons for their migration Effefcts of their migration	-guided discovery Guided discussion Story telling	Stating the origin of the Nilotics Giving examples of the Nilotics Identifying reasons and effects of their migration	Critical thinking Self awareness Problem solving Co-operation	-atlases -text book		
	4			**The NiloHamites**	The leaner, I)mention the origin of the Nilo-hamites II)gives tribes that belong to the Nilo-hamites iii) states reason for their migration and their results iv) gives reasons why they changed to mixed farming	-the learner, writes and spells new words correctly, Ethiopia, highland, pastoralism etc.	-origin of the Nilo –hamites -tribes that belong to the nilo –hamites -original occupation of the Nilo-hamites -causes their migration -effects of their migration - why they turned to mixed farming	-discussion -inquiry Story telling	Identifying the origin of the NiloHamites Stating examples of Nilo-Hamites Giving reasons and effects for their migration	-awareness -problem solving Effective communication	-atlases -text books	Comp sstbk 5 , pg -mksstbk 5 pg 55-56	

	5			**Hamites and the Sudanic**	**The leaner,** -mentions the origins of the Hamites and the Sudanic -gives examples of the tribes that belong to the above -states reasons for their migration and their effects	**The learner,** -pronounces, writes words below correctly -Hamites -Sudanic -pastoralism -Bahima -Bahinda -Lugbara	-origin of the hamites and Sudanic -examples of their tribes -reason and effects of their migration	discussion story telling	Mentioning the origin of the Hamites and Sudanic Giving examples of the tribes Stating reasons for their migration	-Self awareness -problem solving co-operation love for one another	Chalk board illustration -text books -atlases	Mk standard sst for revision pg 205 -mksstbk 5,pg 77	
2	**1 & 2**			**Legends and myths**	**The learner** Gives the meaning of legends and myths Tells the legends and lessons learnt from them	**The learner** reads, spells and writes	**-**meaning of legends and myths -example of legends and lesson learnt -the legend of Kintu and Nambi Gipir and Labong Mundu and Seera	discussion exhibition story telling	-story telling -reading writing watching a video about legends	-critical -thinking observation co-operation self awareness	Audio visual	Mk sstbk 5, pg 79-82	

	3			**How occupation in fluenced settlement patterns**	**The leaner,** -States reasons why the different ethnic groups settled in those areas	**The learner**, -spells, writes and uses words below correctly in sentences -influence -settlement -interlacustrine -cultivation -pastoralism	-why the Bantu settlement in the Lake region -settlement of the river-lake nilotes,plain-Nilotes and the hamites	-discussion Guided discovery	Reading Giving reasons why the Bantu settled in lake regions and their effects	Problem solving Creative and critical thinking Appreciation	Chalk board illustration	Mk sstbk 5, pg 59	
	4			**Political organization of different ethnic gps**	**The leaner,** -defines political organisations -gives examples of the above origins -names tribes that formed clans, chief doms and kingdoms	**The leaner.** -spells and writes related vocabulary in sentences correctly e.g. clan,chiefdoom,kingdom	**-**meaning of political organisations -chiefdom -kingdom -clans	-discussion -guided discovery	Defining political organization Giving the meaning of Kingdoms and chiefdoms Giving examples of tribes that formed kingdoms	-awareness -appreciation Effective communication	-text book A chart showing interlacastrine kingdoms	Mk sstbkpg 60-61`	

	5				**The learner,** -mentions the administration structure of the Baganda -name some of the names of the kings of Buganda	**The leaner,** words related to the structure of Buganda administration in sentences e.g. -interlacustruic -kingdom -subjects -kabaka -katikiiro -saza	-political organization of the Buganda -political structure of Buganda -some kings who ruled Buganda	-inquiry -discussion Exhibition		recognition co-operation respect	-text book -chalkboard illustration	Mk sstbkpg 60-61`	
	6		**The people of per-colonial Uganda**	**Political organisation of ethnic group**	**The leaner,** -states how the Banyoro, Banyankole, Basoga,Bagisu and Nilotesorganized themselves politically	**The leaner,** -reads and writes vocabulary related to the different political organisation of the different groups e.g. omugabe, prime minister, chiefs clan heads	-Banyoro -Banyankole -Basoga -Bagisu	Discussion -inquiry	Answering oral and written activities	-operation -leadership -recognition -awareness	-textbooks -chalkboard illustration	mksst book5, pg 62	

3	**1 & 2**			**The early kingdom in Uganda**	**The leaner,** -mentions the founders of bunyoro-kitara kingdom -states the factors that led to the rise and collapse of the above kingdom -give the contribution of the chwezi and factors that led to their collapse	**The learner,** Uses vocabulary related to the sub-topic in sentences like batembuzi, miraculous, dynasty, collapse etc.	-bunyoro-kitara kingdom -founders of Bunyoro - kitarakingdom Tembuzi dynasty Chwezi dynasty -reason for the rise and expansion of bunyoro-kitara kingdom -factors that led to the collapse of the kingdom -contributions of the collapse of their dynasty	-discussion -guided discovery	Mentioning the founder of BunyoroKitara kingdom Giving reasons for the rise and fall of BunyoroKitara Identifying the contributions of the Chwezi	-awareness -appreciation -critical thing & reasoning -	-text books -chalkboard illustration	Mk sstbk 5, pg 63-64	

	3				**The learner,** States x-tics of ancient kingdoms in Uganda -gives the advantages of kingdom -states reasons for the restoration of kingdoms -draws a map of Uganda showing the location of the kingdom	**The leaner**, Uses vocabulary related to the content in sentences correctly e.g. regalia, restore, Hereditary, culture	-characteristic of kingdoms -advantages of kingdoms -disadvantages of kingdoms -restoration of kingdoms -map showing the location of kingdoms	-Discussion -inquiry	Stating characteristics of kingdoms Giving advantages and disadvantages of kingdoms Drawing the map to show interlustribe kingdoms	-awareness -critical and creative thinking respect for leaders	-text bks -chalk board illustration	Mk sstbk 5 pg 64	
	4 & 5			**Social organisation**	**The leaner,** -culture -mention types of culture -gives evidence of culture in Uganda -states the importance of culture Social norms Types of relationship	**The leaner,** Writes and uses the words below in sentences correctly -culture -customs -social -barter trade	-culture (meaning) -types of culture(meaning) -evidence of culture in Uganda -importance of culture -economic organisation(barter trade	-discussion -inquiry	Giving the meanin g of culture Stating the types of culture and examples Giving the importance of culture	-awareness -respect -appreciation	-text books c/board illustration	Mk sstbk 5, pg 66-68	

4	**1**			**Economic organization**	-defines barter trade, gives items of trade, its advantages and disadvantages	**The learner** Writes words and sentences correctly	Meaning of barter trade Advantages and disadvantages of barter trade	Guided discussion	Defining barter trade Giving advantages and disadvantages of barter trade		MK page 69		
4	**2**		**Foreign fluence in Uganda**	**Foreign influence**	**The leaner,** -Defines foreign influence/ foreigner -mentions groups of foreigners that come to Uganda -name the origin of the Arab traders -states reasons for their coming and contributions	**The leaner,** -Pronounces, spells and uses words below correctly -foreigner -foreign influence -colonialists -monsoon winds -dhows	-meaning of foreign influence / foreigner -groups of foreigners that came to Uganda -the Arab traders	-Discussion -inquiry Story telling	Defining foreign influence Mentioning groups of foreigners Stating reasons and effects of the coming of the Arabs	-recognition -appreciation Effective communication Co-operation	Primary school atlas	Mk sst, book 5 pg 93-94	

	3			**Slave trade & slavery**	The learner, -defines slave trade, slavery & slave -gives reason for slave trade and mention the participants -mentions ways how slaves were obtained -states results of slave trade	**The leaner,** -uses vocabulary related to slave trade correctly Slavery, slaves, trade)	**-**meaning of slave trade and slavery / slave -reasons for slave trade -participants in slave trade -how slaves were obtained -results of slave trade	-Discussion guided discovery	Giving the meaning of slave trade and slavery Stating the participants in slave trade Giving the effects of slave trade	-awareness -respect for human rights Descision making	Video watching (slavery)	Mk sst revision notes pg308-311	
	4 & 5		**Foreign influence**	**explorers**	**The leaner,** -defines the term explorer -give the reason for the coming of explorers -states discoveries made by JH Speke in his first and second journey	**The leaner,** -spells and writes vocabulary related to explores correctly i) explorer ii) exploration iii)organistion iv) discovery	**-**meaning of explorer -reason for their coming -the body that sent explores -examples of explorers and their discoveries -JH.Speke& Richard b (1856-1858) -James grant & JH, Speke (1860-1863)	Guided Discovery Discussion	Defining the term explorers and exploration Giving reasons for the coming of explorers and their discoveries	Discovery -recognition Effective communication	Text book	Mk sst book 5 pg 94-96	

5	**1**			**do**	**The leaner,** -states the discoveries made by baker -gives his contributions as governor of the equatorial province -name the 2nd governor of the equatorial province	**The leaner,** **-**Writes words related to sir Samuel baker as an explorer & governor correctly -source -equatorial province -fort -Egypt	**-**The bakers (1862-1863) -bakers discoveries and explorer -bakers contributions as a governor of the equatorial province -Dr. Emin Pasha & Charles Gordon as governors of the equatorial province	-discussion -guided -discovery	Giving the meaning of Equatorial province Stating the governors of Equatorial province and their contributions	Recognition Effective communication	Text books	Mk sst book 5, pg 97 Revision mksst 314	
	2			**do**	**The leaner,** States the contributions of HM Stanley -gives effects of explorers & problems they faced -draw a map of Uganda showing the explorers routes		**-**HM Stanley three journeys / contritions -effects of the coming of the explorers -problems faced by explorers -map of Uganda showing the explorers routes	-guided discovery story telling	-reading -writing Drawing and colouring the map	-Awareness -critical thinking &reasoning Creative thinking Sharing	-textbooks	Comprsst book5 pg 83-84	

5	**3**		**Foreign influence**	**missionaries**	**The learner,** -defines the term missionaries -state reasons for their coming to Uganda -mention organization that sent missionaries to Uganda -name the missionaries that come to Uganda under the CMS	**The learner,** Reads, spells and writes words related to missionaries correctly -missionary -Christianity -society -church -carpenter	Meaning of missionaries and why they come -organisations that sent missionaries to Uganda (CMS&RCM) -the CMS (church missionary society)	discussion Story telling question and answer	Defining the term missionaries Stating reasons for the coming of Christian missionaries Describing protestant missionaries	Self Awareness Appreciation Effective communication Co-operation Love for one another	Text books	Mk sstbk 5, pg 97-98 -functional prisstpg 108-109	
	4			**do**	The learner, Mention the society that sent the RCM -name the leader of the RCM -mention other missionaries under the RCM	**The leaner,** Spells writes and uses words related to the RCM correctly -Lourdel -martyr -converts -white fathers	The Romas catholic missionaries -Fr.SimonLonrdel (leaders) -Br. Amans -Fr.Leonlivinhar -Fr.Ludovic -Fr. Leon Barbot	discussion story telling		do	Text books	Mk sst book 5 pg 98-99	

	5			**do**	**The leaner,** States the causes of religious wars in Buganda -names the Uganda martyrs	The learner, -spells writes below correctly -religion -persecution -martyrs -executioner	-religion war in Buganda -why mwanga / mutesa I developed mistrust on the missionaries -the Uganda martyrs	discussion inquiry	Stating problems/ difficulties faced by missionaries in Buganda	Problem solving cooperation	Text bks	Mk sstbk 5, pg 99-100	
6	**1**		**Foreign influence in Uganda**	**Missionaries**	**The learner,** -states the contributions of the missionaries -gives problems faced by the early missionaries in Uganda -name important missionaries and their contribution	**The leaner,** -reads and uses keywords related to missionaries in sentences correctly e.g. -sleeping sickness -mengo hospital -schools -colleges	-contribution of the missionaries to Uganda -problems faced by missionaries -important missionaries and their outstanding contributions	-discussion -inquiry Story telling	Identifying contributions of prominent missionaries in Uganda Giving the general problems faced by missionaries and their effects	-Awareness -appreciation -Problem solving	Text bks Chalk board illustration	Collection Mk sstbk 5, pg 99-100 -lesson notes pg 36-38	

	2			**The colonialists**	**The leaner,** -Name the first African country to attempt to colonise Uganda and why it did so -tells how the British introduced their rule in Uganda -state why the British colonized Uganda / roles of IBEAC -	**The leaner,** Pronounces, spells and uses key words below in sentences -colonialist -colonialism -protectorate	-meaning of colonialism and colonialists / colony / protectorate -Egypt's attempt to colonise Uganda & why it wanted to do so -British rule and its interests in Uganda in Uganda (IBEAC and its activities)	Discussion inquiry	Giving the meaning of coloniasl rule Stating reasons why Egypt wanted to colonize Uganda Writing IBEACO in full Reasons why it was formed and its leaders	awareness	Text bk	p.5 sst lesson note pg 38-39 mksstbk 5, pg 107-109	

7	**1**			**do**	**The leaner,** Gives the reason why captain Lugandacome to Uganda -states terms of lugard agreement with Mwanga, Ntare&Kasagama of Toro -why lugard brought the Sudanese soldiers Buganda	**The leaner,** Reads, spells and writes key words below correctly -agreement -treaty -forts -mutiny -imperial	-captain Fredrick Lugard and his contributions as a colonialist -agreements Lugard signed in 1890, 1891 and Toro respectively	discussion discovery story telling	Describing the impact of F.D Lugard in Uganda	Critical and creative thinking	A chart showing Captain Lugard's joining in Uganda	p.5 sst lesson notes pg 41-43 mksstbk 5pg 109 lesson notes for p5, pg 41-42	
	2 &3			**Resistance to colonial rule**	**The learner,** States ways how the Africans reacted to colonial rule -give examples of resistors and collaborators -mention the causes of the Nyangire, Mwanga's and the Lamogi rebellion	**The leaner,** Reads and writes sentences related to rebellions correctly -resistance - rebellions/revolts -political parties - collaborators -	-how the Africans reacted to colonial rule(formed rebellions and others collaborator) -examples of resistors, and collaborators -rebellions and their causes & effects i)Nyangirerebellion(1907) ii)Mwanga's rebellion iii)Lamogi rebellion	Discussion Guided discovery	Stating how Africans reacted towards colonial rule Giving examples of colaboration and resisting together with their contributions	Chalkboard illustration	Text bk	Comprsstbk 5, pg 92-93 Mk sstbk 5, 88-89 functional sst, bk 5 pg 119	

	4		**How Uganda become a nation**	**Establishment of colonial rule in Uganda**	**The learner,** **-**mentions the methods that were used by the British to establish colonial rule in Uganda	**The leaner,** Pronounces, spells and uses words correctly -diplomacy -treaties -military -agents	Methods that were used by the British to establish colonial rule in Uganda 1 signing treaties 2 using military means 3 divided and rule policy 4 using trading companies -examples of British administrators & their contributions e.g. lugard,colonal Colville, portal	Discussion inquiry Story telling	Describing the methods used by the colonialist to bring Uganda under their control Answering oral and written questions	Awareness readership		Mk sstbk 5, pg 111-113 Lesson notes for p5, pg 48-49	
	5			**The 1900 Buganda agreement**	**The learner,** -mention the terms of the 1900 Buganda agreement -name the signatories of the 1900 Buganda agreement -states the terms of the 1900 Buganda agreement	**The learner,** Reads, spells and writes down words correctly -signatories -mailo land -hut tax -taxation -land -governance	-terms of the 1900 Buganda agreement -signatories of the 1900 Buganda agreement -results of the 1900 Buganda agreement	-discussion -inquiry	Giving the reasons for signing Buganda agreement, reasons, Effects and signatories	Patriotism		Lesion notes gp.5, pg 48- 49 Mk bk 5, pg 113-114	

8	**1**		**How Uganda become a nation**	**Other agreements signed to establish colonial rule in Uganda**	**The leaner,** States the terms/result of the 1900 and 1901 Toro and ankole agreements -give the contribution of Mbaguta and kakungulu in Uganda	**The learner,** -pronounces, spells, and uses the words in the sentences correctly	-Toro agreement of 1900 and its results -1901 Ankole agreement and its results -contributions of Nuwa-Mbaguta and kakungulu	Discussion inquiry	Giving the signatories and effects of the signing of Toro and Ankoleagreement	Recognition appreciation Patriotism		Mk sstbk 5, pg 114	
	2			**The evolution of Uganda's boundaries**	**The leaner,** -states reasons why some parts of Uganda were transferred from it and others added to it -draw a sketch map of Uganda showing how the boundaries were fixed	**The leaner,** -spells and writes words related to fixing of boundaries in sentences -boundaries -border -evolution -transfer	Fixing of Uganda's boundaries -map work (mk work sst pg116) -disadvantages of fixing boundaries	Discussion inquiry	Reading Writing Drawing a map Colouring Answering oral and written questions	Recognition Respect appreciation	The sketch map showing boundary in Uganda	Mk sst, bk5 pg 116-117 Lesion notes p 5, pg 55-57	

	3			**Colonial administrative system**	**The leaner ,** **-**Defines direct and indirect rule -give reasons why direct and indirect rule was used in some parts of Uganda	**The leaner,** Pronounces, spells and writes correct sentences using related words -direct rule -indirect rule -agents -administration	-direct rule (meaning) -indirect rule (meaning) -why direct rule and indirect rule was used in some parts of Uganda	Guided discovery &discussion	Giving the meaning advantages and disadvantages of indirect rule	Recognition Appreciation leadership	Chalkboard illustration	Mk sst, bk 5 pg 121 Lesson notes pg 57-59	
	4			**Effects of colonial rule**	**The leaner,** -states the positive and negative effects of colonial rule in Uganda -gives the causes of political unrest among the nation	**The leaner,** Pronounces spells and uses words below in sentences correctly -discrimination -culture -establishment -college -independence	-positive effect of colonial rule -negative effects of colonial rule -causes of political unrest among the nation	Discussion inquiry	Describing the positive and negative effects of colonial rule in Uganda	Awareness Respect for humanity		Mk sst, bk 5, pg118-126 Lesson note for p.5, pg 59-60	

	5			**The British governor commissioners in Uganda**	**The leaner,** -Names the British commissioner and governors in Uganda -states the contribution of the above in Uganda	**The leaner,** Pronounces, spells and uses words below correctly -governor - commissioner -textile - administration	-British commissioners and governors in Uganda and their contributions -col. Henry Colville (commissioner) -Sir Hesketh Bell(Governor)	Discussion inquiry	Explaining the contributions of British commissioners and Governors	Recognition appreciation	Pictures of colonial communities and governors	Lesson notes p.5, pg 61-63	
9	**1**		**The Road to independence**	**Characteristic of the colonial administrative system**	**The learner,** States the x-tics of the colonial administrative systems Gives ways how Africans reacted to the colonial administrative system	The leaner, -spells and writes key words below correctly in sentences -foreign laws -segregation -labour force -economy	-foreign laws -taxation -labour force -segregation -economy -reactions to colonial legal systems	Discussion inquiry	Stating the characteristic of colonial rule in Uganda	Self awareness Problem solving Critical and creative thinking Patriotism	Text bks	Lesson notes for p.5, pg63-64 Mk sst, bk 5, pg122-128	

	2				**The leaner,** Defines key words like independence , nationalism -states the influence of the 2nd world war to Uganda's road to independence	**The leaner,** -pronounces and uses new words in the sentences correctly, Independence, nationalism	-meaning of independence -rise of nationalism and the 2nd world war	Story telling Question and answer	Giving the meaning of the term independence Stating the impact of world war 2 on Uganda struggle for independence		Text bks	Lesion notes for p.5, pg 66-67	
	3 & 4			**The demand for independence**	**The leaner,** States reasons why Ugandans demanded for independence -gives the major reason why the British wanted to form the east African federation	**The leaner,** Pronounces, spells and writes key words in sentences correctly -federation -colonial -labour force - discrimination -taxation	-reasons why Ugandans demand for independence -the east African federation -the kabaka crisis Formation of LEGCO Representatives	Discussion Guided discovery	Giving reasons why Ugandans demanded for independence and the problems they faced	Critical thing &reasoning patriotism	Text bks	Lesson notes pg 68-69 Mk sstbks 127-128	

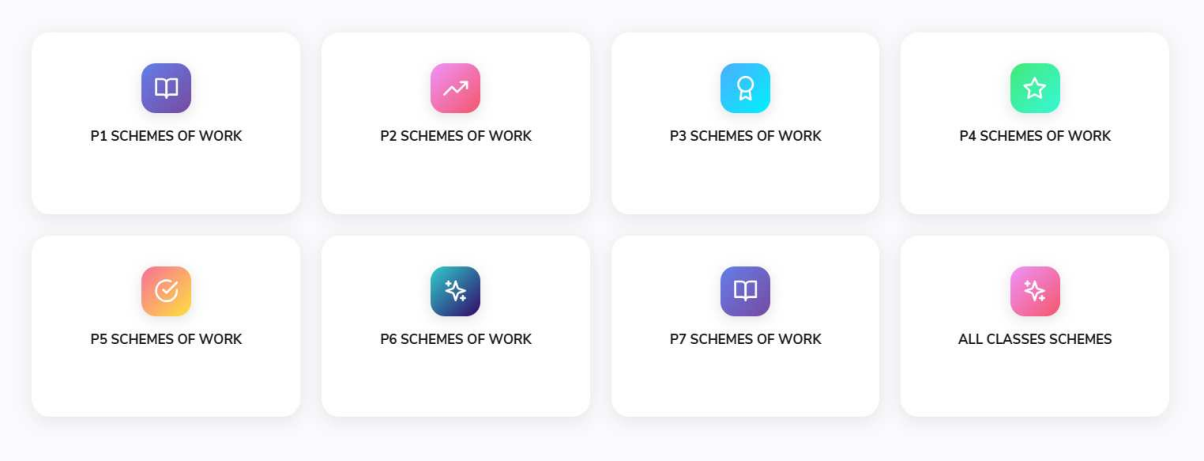
	5			**Formation of political parties**	**The leaner,** Defines a political party -states reasons why political parties were formed in Uganda -give examples of parties that fought for independence in Uganda and their founders	**The leaner,** pronounces, spells and writes correct sent6ences using vocabulary below correctly -political party -organisation -democratic -congress	-meaning of political parties -reasons why political parties were formed -examples of political parties that fought for independence in Uganda - UNC UPC DP KY The objectives Founders	discussion	Defining political parties Giving the political parties that were formed and their founders	Recognition Patriotism	A chart showing political parties that were formed during colonial rules	Mk sstbk 5, pg133-137 Lesson notes for p.5, pg 70-71	
9	**1 & 2**			**Current political parties in Uganda**	**The leaner,** Names the founders of the respective political parties in Uganda today -states the objectives of the aboveparties	**The leaner,** pronounces and writes vocabulary related to political parties correctly	-political parties in Uganda today and their founders -NRM -UPC -DP -FDC -JEEMA -UFA -objectives of the above political parties Their current leaders	Guided discussion	Answering oral and written questions	Leadership Appreciation Effective communication	A chart showing political parties that were formed during colonial rules	Lesion notes for p.5,pg 72-73	

TEACHING LESSON COUNT TERM II 2019

Teacher's Name: Wanzusi Patrick, Opala Stephen and Kissa Nathan **Subject:** Social studies **Class:** P.5

Topic	No. of lessons	Total No. of time tabled lessons	Extra lessons noted / load noted	Way forward / action points
People of pre- colonial Uganda Foreign influence in Uganda How Uganda became a nation The Road to independence	48	37	11 lessons - colonial agreements -Evolution of boundaries -Colonial administrative systems -Effects of colonial rule -Colonial commissioners and governors -Characteristics of colonial administrative system. -Reactions to colonial rule -World war I and II -The demand for independence -Formation of political partiesm 1950's -Current political parties	-Teaching should be permitted on Saturdays for syllabus work - Extra assistance should be given to the SST P.5 team during time tabling
People of our district	15	5	-	-

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



Do you need more!

SCHEMES OF WORK for Primary (All Subjects)

Click
https://exoticnotes.com/schemes_of_work/primary/

For LESSON NOTES P.1 – P.7
Click
https://exoticnotes.com/notes/primary/

For Papers and Exams P.1 – P.7
Click
https://exoticnotes.com/papers/primary/

For Holiday Packages P.1 – P.7
Click
https://exoticnotes.com/holiday-work/primary/