P.5 S.S.T SCHEME TERM 1

WK	PD	TOPIC	SUB-TOPIC	SUBJECT COMP	LANG. COMP.	CONTENT	METHODS	ACTIVITIES	SKILLS	T/L AIDS	REF	REM
1	1	Location of Uganda	Map work	**The learner;** Identifies the terms - A map - A picture Draws pictures of some common objects and their maps like a tree, table, car e.t.c.	**The learner;** spells, pronounces and writes new words correctly - Map - Picture - Representation	Meaning of a map Meaning of a picture Drawing of pictures of some common objects and their maps	Discussion Directed discovery	Reading Writing Drawing	Effective communication Creative thinking Observation	Chart Real objects Observation Interpretation	Lesson notes MK. On School Atlas	
	2		Elements of a good map	**The learner;** Identifies elements of a good map Gives qualities of a good map States the uses of different elements on a map	**The learner;** Pronounces, reads and writes words related to elements of a map correctly	- Key - Title - Scale - Frame - Compass direction - Uses of the different elements on a map - Qualities of a good map	Discussion Inquiry	Written activity	Critical thinking Effective communication	Text books Chalkboard illustration	MK SST book pag 8 – 11 Functional Primary SST book page 2 – 10	
	3		Map symbols	**The learner;** Defines map symbols Draws examples of map symbols and gives their meanings	**The learner;** reads, spells and writes related to map symbols correctly - Quarry - Permanent books - Railway - Mountain contours	- Definition of map symbols. - Examples of map symbols and their meanings	Discussion	Drawing Writing	Observation Interpretation	Chart Text books	MK SST book 5 page 8- 9	
	4		Locating places	**The learner;** Mentions ways of locating places Names cardinal and semi-cardinal points of a compass Lists down major longitudes and latitudes States the main use of longitudes and latitudes to a map reader	**The learner;** spells and writes vocabulary related location correctly e.g. cardinal, semi-cardinal, Capricorn, cancer, tropic, Equator	- Ways of locating places - Using compass direction - Using longitudes and latitudes - Using neighbouring places / features - Apparent movement of the sun.	Discussion	Reading Drawing Writing	Reading Drawing	Chart Text books	MK SST Book 5 page 2 – 4	

	5		Location of Uganda	The learner locates Uganda's neighbours using compass directions, longitudes and latitudes Draws the map of East Africa showing the location of Uganda	**The learner;** Spells and writes words below correctly Region Neigbour Location Equator	- Locating Uganda using compass direction / neighbours - Locating Uganda using longitudes and latitudes on the map of East Africa	Discussion	Reading Drawing	Map reading Interpretation Appreciation	Chart Atlases	MK SST book 5 page 5-6	
2	1		Uganda as a land locked country	**The learner;** Defines a land locked country States problems faced by land locked countries and gives solutions to them. Mentions the seaports used by Uganda to handle her imports and exports	**The learner;** spells and writes vocabulary related to the sub-topic correctly e.g. land locked, seaport, exports, imports	- Meaning of a land locked country - Problems faced by Uganda as a landlocked country - Seaports used by Uganda - Education / topical activity	Discussion	Reading Writing	Critical thinking Critical reasoning Co-operation	Text book Atlases	MK SST book page 6 – 7	
	2	Physical features of Uganda	Physical features	**The learner;** Defines physical features Gives examples of major physical features. Draws a sketch map of Uganda showing major physical features	**The learner;** Spells and writes down key words correctly e.g. Highlands, mountains, plateau, Rift valley, lakes	- Definition of physical features - Examples of major physical features of Uganda - Map of Uganda showing major physical features	Discussion	Writing Drawing	Drawing	Atlases Text books Chart	MK SST book 5 page 13 – 20 Functional SST book 5 page 16 – 17	
	3		The plateau	**The learner;** Defines a plateau Mentions features found on the plateau Gives activities carried out on the Ugandan plateau States the importance of the plateau to man	**The learner;** spells and writes key words correctly Plateau topped tableland flat raisal	- Definition of plateau - Features found on the Ugandan plateau - Activities carried out on the plateau - Importance of a plateau	Discussion	Writing	Critical thinking Reasoning Appreciation	Text book Chalk board illustrations	MK SST book 5 page 13 Functional SST book 5 page 26	

	4 & 5	Physical features of Uganda	Highlands and mountains	**The learner;** Names mountainous districts in Uganda Mentions the major mountains in Uganda and their peaks	**The learner;** Spells and writes key words correctly Highlands Mountainous Peak Rwenzori	- Highland / mountainous districts in Uganda - Major mountains in Uganda and their peaks	Discussion	Reading Writing	Awareness Effective communication	Atlases Text books	MK SST book 5 page 14 – 16	
3	1		The Great Rift valley	**The learner;** Defines the term Great rift valley Mentions the two arms of the Great rift valley Names lakes found on the Western arm of the rift valley States characteristics of rift valley lakes	**The learner;** Reads and writes key words correctly Escarpments Arms Characteristics Rift valley lakes	- Definition of the Great Rift valley - Arms of the Great Rift Valley - Rift valley lakes and their characteristics	Discussion	Reading Writing		Text books Chalkboard illustration	MK SST book 5 page 17 Functional SST book 5 page 21	
	2		Lakes and Rivers	**The learner;** Identifies the different types of lakes in Uganda Gives examples of the above types of lakes in Uganda	**The learner;** Spells, reads and writes vocabulary related to the different types of lakes below:- Depression Down warping Faulting Crater	- Types of lakes and their formation - Examples of the different types of lakes in Uganda	Discussion	Reading Writing Drawing		Chart Chalkboard illustration	Teachers collection	
	3	Physical features of Uganda		**The learner;** States important facts about the major lakes in Uganda	**The learner;** spells and writes key words related to the sub-topic e.g. explorers, inland ports, swampy channel	- Lake Victoria - Lake Kyoga - Lake Albert - Lake George and - Lake Edward	Discussion Inquiry	Reading Writing	Awareness Appreciation	Text books Chalkboard illustration	MK SST book 5 page 17 – 18	
	4 & 5		Rivers	**The learner;** Defines a river Mentions the major rivers in Uganda States major facts about the major rivers in Uganda	**The learner;** spells and writes new words correctly e.g. Mass Source explorers generate	- Meaning of the term river - Major rivers in Uganda R. Nile R. Katonga R. Semliki R. Kafu R. Katonga	Discussion Inquiry	Reading Writing	Awareness Appreciation	Text books Chart	MK SST book 5 pag 18 – 20	

4	1		Rivers development	**The learner;** Defines the three stages of river development States the characteristics of the three stages of river development Defines terms related to river development	**The learner;** spells and writes down key words correctly Tributary Distributary Confluence Meander	- Stages of river development and their characteristics - Terms related to stages of river development	Discussion Inquiry	Reading Writing Drawing	Awareness	Text books Chart	Lesson notes	
	2	Physical features of Uganda	Formation of physical features	**The learner;** Defines a block mountain Mentions the process that leads the formation of block mountains and forces that lead to formation	**The learner;** spells and writes down words correctly i.e faulting , horst mountaine.t.c.	- Meaning of the term river	Discussion Inquiry	Reading Writing	Awareness Appreciation	Text books Chart	MK SST book 5 page 21	
	3			**The learner;** Defines volcanicity Mentions the types of volcanic mountains Names examples of volcanic mountains in Uganda	**The learner;** Reads spell and writes down vocabulary related to volcanic mountains correctly Volcanicity Nagma Crater Earth crust Extinct volcanic Dead volcanic	- Volcanic mountains - Formation of volcanic mountains (process) - Types of volcanic mountains - Examples of volcanic mountains	Discussion Inqury	Writing Drawing	Awareness Effective communication	Text books Chart	MK SST book 5 page 21	
	4	Physical features of Uganda		**The learner;** Defines the Rift valley Mentions the process that led to the formation of the Rift valley Identifies features associated with the formation of the Rift valley Draws diagrams showing the formation of the Rift valley	**The learner;** Writes and spells key words related to the formation of the Rift valley correctly Faulting Tensional forces Compressional forces Escarpment	Formation process Features associated with the formation of the Rift valley Diagrammatical illustration about the formation of the Rift valley	Discussion	Reading Writing Drawing	Awareness Drawing	Text books Chart	MK SST book 5 page 22	

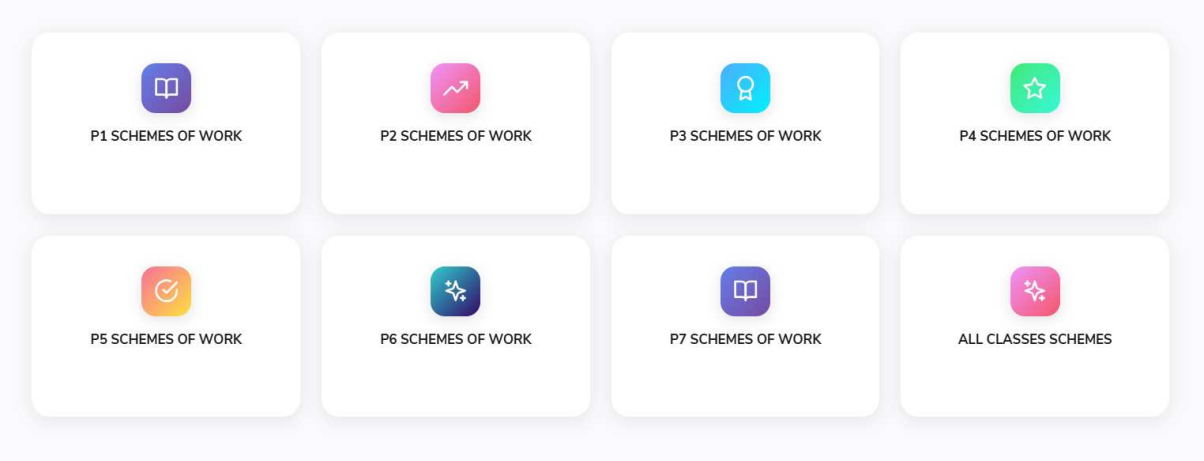
	5		Importance of physical features	**The learner;** States the advantages of the different physical features to man	**The learner;** spells and writes words related to the importance of physical features below correctly Formation Farming Irrigation Habitat Game conservation	- Mountains and highlands - Rift valleys - Lakes and rivers	Discussion	Reading Writing	Appreciation Awareness Critical thinking and reasoning	Chalk board illustration Text books	MK SST book 5 page 26-27	
5	1		Problems associated with physical features and solutions to them	**The learner;** Identifies problems associated with physical features and suggests solutions to them	**The learner;** Pronounces, spells and writes key words below correctly Associated Dangerous Erosion Sensitizing	- Problems association with physical features - Solutions to the above problems	Discussion	Reading Writing	Awareness Problem solving	Chalk board illustration Text books	MK SST book 5 page 29 – 30	
	2	Physical features of Uganda	Influence of physical features on climate	**The learner;** States the influence of water bodies and mountains on climate Mentions processes involved in rain formation	**The learner;** Reads, spell and writes key words bellow correctly Temperature Rainfall Evaporation Convectional Relief Condensation	**Rain formation** - Influence of lakes and rivers on climate (convectional rainfall) - Influence of mountains and highlands on climate (Relief rainfall) - Formation of cyclonic rainfall	Discussion	Reading Writing Drawing	Awareness Appreciation Care	Chalk board illustration	MK SST book 5 page 23 – 24	
	3		Influence of physical features on living things	**The learner;** States all the ways how physical features influence -Vegetation cover -Animals and birds -Human beings	**The learner;** Spells and writes key words correctly -Living things -Human activities -Swamps -Habitat -Vegetation	- How physical features influence vegetation - Influence of physical features on animals and birds - Influence of physical features on human beings	Discussion	Written activity	Awareness Appreciation Care	Chalkboard illustration	MK SST book 5 page 25	

	4	The climate of Uganda	Revision on weather	**The learner;** Defines weather Lists down elements of weather and instruments used to measure them States the different conditions of weather	**The learner;** Spells and writes down key words correctly Meteorology Meteorologists Elements Atmosphere Delicate	- Definition of weather - Elements of weather and their measurements - Conditions / states of weather	Discussion	Evaluation Activity	Awareness Observation Drawing	Chalkboard illustration Chart	Lesson notes Functional SST book 5 page 41	
	5	Climate of Uganda	Climate zones	**The learner;** Defines the term climate Mentions the climatic zones of Uganda/ Characteristics Reads and interprets climate graphs and tables Draws a map of Uganda showing climatic regions	**The learner;** Reads and writes key words related to climatic zones correctly e.g. regions, equatorial, semi-desert, tropical, mountains	- Meaning of climate - Climate regions of Uganda and their characteristics - Map of Uganda showing climatic zones	Reading Writing Drawing	Recognition Drawing Reading Interpretation	Chalkboard illustration Text books	Guided discovery	MK SST book 5 page 31-34 Functional SST book 5 page 40 – 43	
6				**EXAMS**		**EXAMS**				**EXAMS**		
7	1		Factors that influence the climate of Uganda	**The learner;** Identifies all the factors that affect the climate of Uganda States ways how the above factors influence the climate of Uganda	**The learner;** spells and writes key words correctly e.g. altitude, latitude, vegetation, water bodies e.t.c.	- Altitude - Latitude - Wind - Vegetation - Nearness to large water bodies - Human activities	Reading Writing	Awareness Effective communication	Chalk board illustration Text books	Discussion	Functional SST book 5 page 44 – 46	
	2		Influences of climate on human activities	**The learner;** Defines farming and other farming systems Mentions crops and animals reared in Uganda. States the advantages and disadvantages of different farming system,	**The learner;** spells and writes key words related or farming systems correctly Subsistence Ranching Pastoralism Plantation	- Farming (meaning) - Types /Systems of farming - Livestock farming - Plantation farming - Irrigation farming	Reading Writing	Appreciation Awareness Effective communication	Chalk board illustration	Discussion	MK SST book 5 page 37-44	

				Gives problems facing farmers and their solutions		-						
	3	The vegetation of Uganda	Vegetation	**The learner ;** Defines the term vegetation Mentions the two major types of vegetation Identifies the major vegetation zones of Uganda Draws a map of Uganda showing vegetation zones	**The learner;** Spells and writes key words related to vegetation correctly Vegetation Shrubs Forests Swamps Savanna Grasslands	- Meaning of vegetation - Types of vegetation and their examples - Vegetation zones of Uganda - Map of Uganda showing the different vegetation zones	Inquiry Discussion	Reading Writing Drawing	Effective communication Writing Drawing	Chart Text books Chalkboard illustration	MK SST book 5 page 46-50	
	4		Characteristics of the different vegetation zones	**The learner;** Identifies the characteristics of the different vegetation zones States the importance of the different vegetation zones	**The learner;** Reads, pronounces and spells key words below correctly Equatorial Tropical Savanna Grasslands Swamps Plantation	- Equatorial / Tropical vegetation / Rain forests - Savanna vegetation grassland - Swamps / wetlands - Planted forests - Importance of the different vegetation zones	Inquiry Discussion	Reading Writing	Awareness Appreciation Effective communication	Chalkboard illustration Text books	MK SST book 5 page ..	
	5			**The learner;** Mentions factors that influence vegetation distribution Identifies activities carried out on different vegetation zones Suggests ways of conserving vegetation cover	**The learner;** spells and writes down key words below correctly Vegetation distribution Scanty vegetation Altitude Conservation Afforestation Re-afforestation	**Factors that influence vegetation distribution** - Rain fall / climate - Soil fertility - Altitude - Human activities How vegetation influences human activities Ways of conserving vegetation	Inquiry Discussion	Reading Writing	Awareness Appreciation Care	Chalkboard illustration Text books	MK SST book 5 page 51 -56	

8	1	Natural resources in Uganda	Natural resource	**The learner;** Defines natural resources Mentions different types of natural resources Identifies examples of natural resources in Uganda Locates different natural resources	**The learner;** Pronounces, spells , read and uses words related to natural resources correctly Natural resources Climate Mineral Mountains Animals Land	- Meaning of natural resources - Types of natural resources - Examples of natural resources - Location of different natural resources in Uganda	Discussion	Reading Writing Drawing	Awareness Appreciation	Chalkboard illustration Text books	MK SST book 5 page 59 - 65	
	2		importance of natural resources	**The learner;** States the importance of land, minerals and water bodies Draws a map of Uganda showing the location of minerals	**The learner;** Uses key words related to uses of natural resource below Employment Income Generation Transport	- Land - Minerals - Map of Uganda showing location of mineral resources - Water bodies	Discussion	Reading Writing	Awareness Appreciation Drawing	Chalkboard illustration	MK SST book 5 page 66-69	
	3			**The learner;** Gives the importance of climate , people, animals and vegetation as natural resources	**The learner;** Spells and uses key words in sentences correctly Domestic Wild life Tourism Tourist attraction	- Climate - People - Animals - Vegetation / plants	Discussion	Reading Writing	Awareness Appreciation Drawing	Chalkboard illustration	MK SST book 5 page 69-70	
	4	natural resources of Uganda	Problem associated with the development of natural resources	**The learner;** Identifies the problems associated with the development of natural resources	**The learner;** Uses key words in sentences correctly e.g. Development Associated Smuggling Exploitation Capital Machinery e.t.c.	- Problems associated with the development of natural resources like land, water bodies, vegetation, forests, minerals e.t.c.	Discussion Inquiry	Reading Writing	Awareness Problem solving	Chalkboard illustration	MK SST book 5 page 71	
	5		Caring for the natural resources	**The learner;** Gives the various ways of caring for different resources of Uganda	**The learner;** Reads, spells vocabulary related to care for natural resources below correctly Crop rotation Contour ploghing Strip cultivation Terracing Land slides Afforestation	-		Reading Writing	Care	Chalkboard illustration	MK SST book 5 page 73	

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