

SCHEME OF WORK FOR SOCIAL STUDIES P.5 TERM 1

WK	PD	THEME	TOPIC	S/TP	CONTENT	SUBJECT COMPETENCE SUBJECT	LANGUAGE	METHODS	ACTIVITY	SKILLS &ATTDS	INT. MTRLS	REF.	REM
1	1	LIVING TOGETHER	LOCATION	DISTRICTS	*Revision of Districts that form Uganda. *Examples of districts in the; Northern region, north-eastern Southern region, south-western	The learner; *identifies the districts that form Uganda.	The learner; Spells the districts Reads the names of districts	Discovery Brainstorm Guided discussion	Identifying different districts of Uganda from atlas, text books	Effective communication Recording sharing	Chart showing map of Uganda	Mk sst bk. 5 pg 1	
	2			CARDINAL	*Revision of the cardinal points. *Revision of the semi cardinal points Diagram showing the compass direction	The learner; *identifies the cardinal and semi cardinal points of a compass	The learner; Spells, reads and writes the words cardinal points	Discovery Guided discussion explanation	Drawing the map of Uganda. Identifying the cardinal points	Observation Interpretation Critical thinking	Map of Uganda Atlas Ref. books	Mk. Sst bk. 5 pg vii	
	3			LATIT	*Lines of latitudes *Major line of latitudes *Uses of latitudes Latitudes that pass through Uganda e.g. equator , tropics.	The learner; *identifies the latitudes that pass through Uganda.	The learner; Spells, reads and writes the words used e.g. latitudes.	Discovery Guided discussion Question & answer	Drawing the globe using latitudes	Effective communication Critical thinking	Atlas Text books Chart globe	Mk.sst bk5 pg 1-4	

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		I N		U D E S	*Locating Uganda using latitudes. *African countries crossed by the major lines.	*State the effects of these lines			Drawing the map of Uganda.			Functional pg13	
	4	**U G A N D A**		L O N G I T U D E S	*Longitudes *Definition of longitudes *The major longitude Other important longitudes e.g. IDL *Uses of longitudes	The learner; *identifies the longitudes *mentions the use of longitudes	The learner Spells, reads, writes the words using longitudes	Discovery Observation Guided discussion	drawing the globe. Listing countries crossed by both lines	Interpretation Observation Recording appreciation	Globe Atlas chart	Mk. Sst bk5 pg 4. Fountain sst bk5 pg 2	
	5				*Uganda's neighbor e.g. Kenya Tanzania Sudan D.R.C Rwanda Direction of neighborhood. *To locate places, we can use neighbours, compass, imaginary lines, important features.	The learner; *identifies Uganda's neighbours *Draws the map showing the position of Uganda.	The learner; Spells, reads and writes words, sentences related to directions of Uganda's neighbors.	Discussion Guided discussion brainstorming	Mentioning countries that share border with Uganda and their direction Drawing a map of Uganda	Interpretation Observation Sharing Recording appreciation	Text books Atlas chart	Mk. Sst bk. 5 pg 5	
2	**1 & 2**				***Uganda's neighbor hood and capital.*** Kenya – Nairobi Tanzania – Dodoma Rwanda – Kigali D.R.C. – Kinshasa Sudan – Khartoum *Identify the Presidents of the above *Uganda being landlocked country *Problems faced by landlocked	The learner; *identifies Uganda's neighbours with capital *mentions the Presidents of the neighboring states *states problems of land locked countries	The learner; Spells, reads and writes the new words learnt Identifies the capitals of the neighbouring countries	Guided discussion -discovery Explanation group work	Modeling the map of Uganda with her heighbours using clay Trace the map of Uganda on hard card.	Appreciation Cooperation Sharing Recording Critical thinking	Atlas Clay Seeds Blades glue	Mk. Sst Pg 5 Functional sst pg 13	
	3 & 4			M A P S	***Elements of a good map** e.g. Key- interprets Scale- calculates actual ground dist. Compass direction – shows direction Title –gives general purpose of map. *Differentiate btn a map and a picture	The learner; *Describes elements of a map *mentions the uses of each element.	The learner; Pronounces, reads, writes elements of a map	Discussion Discovery group work	Measuring distances Map reading e.g. atlas	Observation Recording Interpretation sharing	Rulers Pencils Atlas chart	Mk. Sst pg 2-4 Functional pg. 2-11	

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	5		PHYSICAL FEATURES	EXAMPLES	*Definition of physical features (natural land forms of an area) Examples; Lakes Rivers Mountains Plateau Rift valley *plateau is the largest landform *Importance of plateau *Human activities carried out in plateau	The learner; *identifies different physical features of Uganda *defines what physical features are. *mentions the importance of plateau	The learner; Pronounces, reads, spells and writes the example of physical features e.g. plateau, rift valley	Guided discussion Discovery Explanation Field trip	Identifying physical features in the environment Observing the physical features	Critical thinking Caring Cooperation Recording sharing	Atlas Text books Environment chart	Mk. Sst pg 7-24 Functional sst pg 16-38	
3	1			EXAMPLES OF	**Rift valley in Uganda** *Definition of rift valley (long depression on the earth's surface) *Location of rift valley *lakes in the rift valley *activities done in rift valley e.g. fishing, tourism, mining, farming *problems experienced in valleys e.g. soil erosion, poor transport etc *advantages of rift valleys *Arms of the rift valley	The learner; *Defines what rift valley is. *identifies importance of rift valley. *Identifies features found in the rift valley	The learner; Pronounces, reads, and writes the word rift valley.	Explanation Discovery Field trip Guided discussion	Identifying the stretch of rift valley in Uganda. Answering questions Taking notes in their exercise books	Description Inquiry Recording Effective communication cooperation	Atlas Text books Charts environment	Mk. Sst pg 12 Functional sst pg 19	
	2			HIGHLANDS	**Highlands/ mountains** Examples of mountains -Mt. Moroto -Mt. Elgon -Mt.Rwenzori -Mt.Mufumbiro *Two types of mountains -Block mountains -Volcanic mountains *Peaks of mountains in Uganda *Locations of mountains in Uganda *Districts found on slopes *Tribes living on the slopes *Effects of mountains to man	The learner; *Identifies the mountains in Uganda *Mentions their peaks *States the location of each physical features.	The learner *Spells the words *Reads the words Constructs sentences using the new words	Discovery Explanation Guided discussion	Identifying Different mountains and peaks Naming the lights of the peaks in mountains	Recording Observation Inquiry Appreciation Co-operation	Atlas Text books Chart	Mk.SST Pg 7-12 Functional pg 18	
				LAKES AND RIVERS	***Lakes & rivers in Uganda** -naming lakes & rivers	The learner;	The learner	Guided discussion	Identify different lakes	Reading	Atlas	Mk.sst pg 13	

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	3 & 4			KES & VERS	*Types of lakes e.g. ox-bow, rift valley, down warping, crater, etc. Terms related to rivers -Source , distributaries -Mouth, tributary -Delta, -Estuary -Confluence *The characteristics of each type *Major rivers in Uganda *Transport on River Nile	*Identifies the lakes and rivers in Uganda *Mentions the types of lakes in Uganda *Gives the types, methods of fishing & preservation methods of fish. *Defines terms connected to river flow & give stages of rivers and characteristic	*Produces the necks of lakes and rivers *Reads and note the names	Explanation Discovery	and rivers in Uganda Categorize lakes Name the rivers in Uganda	Recording what they observe Appreciation Sharing Observation Description	Text books Chart showing lakes and rivers	Functional pg 27-36	
	5			FORMATION	**Formation of different physical features** (mountains) *types of mountains -volcanic, fold, block mountains ***volcanic mountains** -terms used e.g. magma, lava, volcano, crater, vent, eruption, ash, dormant, extinct, active, folding, faulting, warping/ depression. -types of volcanoes. *diagram showing volcanic action	The learner; *identifies the volcanic mountains in Uganda *describe the process of volcanicity	The learner; *pronounces, reads spells and writes words, sentences related to new words.	Explanation Discovery discussion	Explanation of the concept formation of physical features Draw diagram showing volcanic action	Appreciation Sharing Cooperation recording	Atlas Text books chart	New Mk. Sst Functional 20-22	
4	1 & 3	LIVING TOGETH		FORMATION	**Formation of rift valley and block mountains**. Major / key words Faulting, faults, compressional tentional forces, escarpments. -illustrations of faulting. *features formed by faulting e.g. rift valley, rift valley lakes, block mountains, escarpments	The learner; *explains how rift valley and block mountains were formed	The learner; *pronounces the words e.g. faulting, faults, escarpments. *reads the words and write them	Guided discussion Discovery explanation	Demonstrating how the physical features (rift valley) were formed. Drawing diagram showing rift valley formation	Drawing diagram Recording Observation Critical thinking	Text books Atlas b/b illustration chart	Mk. Sst Pg12 - 18 Functional sst bk5 pg 22.	
	4 &			INFLUEN	**Influence of physical features on climate**. E.g. *mountains attract rainfall *lakes help in rainfall formation *areas with lakes have moderate temperate.	The learner; *explains the influence of different physical features on climate	The learner; Pronounce, reads spells, and reads the new words e.g. temperature, rainfall	Guided discussion Discovery explanation	Explaining the concept of physical features on climate	Observation Recording Description Cooperation	Text book Chalkboard illustration	Mk. Sst pg 22	

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	5	E R I N U G A N D A		C E						sharing			
5	1 & 2			I N F L U E N C E	**Influence of physical features on vegetation** -animals and birds -human beings -plants * determine the type of vegetation of an area *grazing pattern of animals *human settlement *activities people are involved in	The learner; *explains the influence of different physical features on living things.	The learner; *pronounces, spells, read and writes structures and sentences related to the influence of physical features on living things.	Question & answer Guided discussion Observation	Identifying different ways in which physical features affect vegetation, animals, birds, and human beings.	Appreciating Cooperation Caring Observation recording	Text books Chalk board illustration	New mk sst pg 22 Comprehensive book 6 pg 13	
	3 & 4			I M P O R T A N C E	***importance of physical features** -they are source of rivers -contribute to rainfall -attract tourists -source of minerals -provide running water for HEP -provide water for irrigation -conservation of wild life -source of fishing ground	The learner; *Identifies the importance of different physical features	The learner; *spells, reads writes words and structures using new words like tourists, shelter, settlement.	Inquiry Explanation Guided discussion observation	Discussing the importance of physical features Listing activities carried out in physical features Visiting different physical features	Recording Description Caring Appreciation	Text books Atlas Dictionary B/b use	New Mk. Sst pg 21 Functional sst pg 37	
	5 &			P R O B L E M S	**Problems associated with physical features e.g**. -rapids & waterfalls hinder transport -steep slopes in highland encourage soil erosion -some are barriers to construction of roads, railway net work -some are home for wild animals which are dangerous to man -lakes and rivers are breeding places for mosquitoes that cause malaria & sleeping sickness. -thugs & wrong doers can hide	The learner; *identifies problems associated with different types of physical features. *mentions the solutions to the problems above	The learner *Reads, spells and writes sentences and structures related to the problems above.	Discussion Explanation Guided discussion	Writing some physical features in locality Writing problems caused by physical features Identifying activities done	Description Inquiry Recording observation	Text books Atlas chart	New Mk. Sst pg 22-23 Functional sst pg. 37	

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6	**1**				-human settlement is very difficult e.g. floods -landslides e.g. in rift valleys <u>Solutions</u> -planting trees -avoid deforestation -massive education *activities done on rift valley -fishing, farming, mining, transport.				by people in different physical features				
	2		**C L I M A T E**	R E V I E W W E A T H E R	*Define the term weather *Factors of weather *Types of weather *Weather instruments *Effects of weather to man. *Effects of man to weather	The learner; *Defines the terms weather, humidity, temperature *Identifies the elements and types of weather *States the effects of man on weather and weather on man	The learner; *spells, pronounces and writes the new words	Discussion Explanation discovery	Doing review exercise	Appreciation Observation Critical thinking	Chalkboard illustration Text books	Comprehensive sst bk 5 pg 18 – 25 Mk sst pg 25-32	
	3 & 4		**C L I M A T E**		*climate (definition) *main factors of climate of climate *other factors e.g. humidity, air pressure etc. *types of climate / zones in Uganda *characteristics of different climate *Types of rainfall *Disasters caused by climate	The learner; *Defines the term climate *identifies and describes the major climatic regions of Uganda *Describes each type of climate *Gives factors that affect climate *Gives climatic disasters	The learner; *spells, reads, and writes words related to climate	Discussion Explanation observation	Location of major climatic regions on the map of Uganda	Observation Critical thinking Description appreciation	Text books Atlas chart	Old Mk. Sst pg 25 Functional sst Pg 41-45	
	5		**C L I M A T E**	**I N F L U E N C E**	*influence of physical features on climate e.g. -highlands – relief rain fall -water bodies –convectional rain fall -valleys – dry and hot *describing each using diagram/ illustrations	The learner; *describes how physical features influence climate *draws diagrams illustrating the influence on climate	The learner; *reads, pronounces and write words using the words "influence & condition"	Explanation Discovery observation	Locating physical features and their influence Drawing map of Uganda showing different physical	Drawing map & illustrations Critical thinking Observation description	Atlas Text books chart	Functional sst pg 44-45 Mk sst pg 29-30	

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									features with their climate				
7	**1 & 2**		**C L I M A T E**	**A C T I V I T I E**	***Climate and human activities** *some human activities influenced by climate e.g. *farming, cattle keeping, hunting, *afforestation, lumbering, fishing, Settlement *dry climate, hot climate.	The learner; *explains how climate influences human activities e.g. farming	The learner; *reads pronounces and writes the words, sentences related to how climate influences human activities	Discovery Guided discussion Observation explanation	Locating wet areas in Uganda Naming different crops grown in dry & wet areas Activities carried out in dry & wet areas in Uganda	Cooperation Appreciating Sharing Critical thinking	Atlas Text book Chalkboard illustration	Old Mk sst pg 27 Functional sst pg 46-48	
	2			**F A R M I N G S Y S.**	**Farming systems in Uganda.** *Advantages/disadvantages of each farming system *Factors to consider before setting up a farm ***Major crops of Uganda** *Food crops *Non traditional cash crops *Conditions required for the growth of each crop *products got from each crop *Marketing/ cooperative society	The learner; *Defines terms connected to farming *Identifies advantages / disadvantages of each farming sys. *Gives factors considered before setting up a farm *States products got	The learner; *spells, pronounces & writes the terms related to farming	Guided discussion Explanation discovery	Identifying different farming system Mentioning different crops grown in different parts of Uganda	Cooperation Appreciating Sharing Critical thinking	Field trips Chalkboard illustration	Mk sst bk pg 32 - 39	
7	**3**				*<u>Problems faced by farmers</u> -Lack of capital -Pests and diseases -Pesticides are very expensive *<u>**Solutions**</u> -Formation of co-operatives -Reduce taxes -Giving loans	*The leaner; -Identifies the problems faced by farmers in Uganda Giving solutions to problems above	*The learner; `-Reads, Speaks, Pronounces and write under instructions related to problems above	Discussion Discovery Explanation	-Identifying problems facing farmers	Appreciation Sharing Critical thinking Description	Text books Blackboard illustration	Functional sst Pg 50-51	

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	4		**V E G E T A T I O N**	**T Y P E S O F**	*Definition of vegetation *Types of vegetation -Natural vegetation -Planted vegetation Examples of Natural vegetation -Forests -Shrubs -Swamps -Grass -Savannah -Mountains *Characteristics of natural forests	The learners -Identifies different vegetation types -Defines what vegetation is.	The learner *Pronounces, Spells and writes words -Vegetation -Natural	Guided discussion Discovery Explanation	Studying the vegetation map of Uganda in the atlas Identifying the different vegetations	Caring Appreciation Description Observation Critical thinking	Text books Atlas Blackboard illustration	New Mk. Pg 54-57	
	5			**V E G E T A T I O N**	Planted vegetation -Definition of planted vegetation *Examples of planted forests(trees) Eucalyptus, Pine, Cedar, Conifers Cypress *Characteristics of planted vegetation *Examples of planted forests in Uganda like Lendu, Mafuga, etc.	The learner; *Describes the plantation vegetation *Identifies the characteristics of plantation	The learner *Pronounces, reads, spells and writes words like -vegetation -plantation	Guide d Discussion Explanation Observation	Studying plantation vegetation Identify the characteristics of plantation vegetation	-Critical thinking -Description -Caring -Appreciation	Text books Atlas Blackboard illustration	Functional sst Pg 55-60 New Mk sst Pg 47	
8	1			**F A C T O R S**	***Vegetation distribution** -Rainfall -Fertile soil -Land forms (physical features) -Altitude -Human activities *explanation on how each factor affects vegetation distribution.	The learner; *Identifies factors that influence vegetation distribution	The learner; *pronounces, reads, spells and writes words, structures and sentences that are related to new words e.g. vegetation distribution.	Explanation Question & answer Guided discussion	-studying map of Uganda showing areas with different rain fall pattern and vegetation	Appreciation Caring Description Critical thinking	Textbook Atlas Chalkboard illustration	Functional sst pg 53 New MK.sst pg 48	
	2 **&**			I N F L U E N C E	*different ways vegetation influences human activities e.g. savanna grassland; -pastoralism -tourism -mining Rain forests; -lumbering -crop growing -tourism	The learner *explains different ways how vegetation influences human activities *defines the term conservation *mention ways of vegetation conservation	The learner; *reads, pronounces, spells and writes words, structures and sentences	Guided discussion explanation	Visiting and vegetation around the school Observe and record human activities	Appreciation Caring Description Critical thinking	Text book Atlases Chalk board illustration	Teachers' own collection Functional sst bk 5 pg 61 – 62	

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	3			O F V E G.	<u>Mountain vegetation</u>; -lumbering -tourism -crop growing <u>Swamp vegetation</u>; -fishing -pottery / brick making -craft making etc *Vegetation conservation	*Gives the uses of vegetation to man						Fountain sst bk 5 pg 13 - 16	
	4 & 5			**Wild Life in Uganda**	*Major terms used in tourism E.G. Game park, game reserve. *Game parks and reserves *Tourism in Uganda *Problems facing; a)Animals in game parks b)The tourism industry *Importance of the game parks/ reserves (tourism/industry) *Ways of improving the tourism industry.	The learner; *Names the major game parks to a country *Gives problems games parks face *Identifies solutions and ways of improving the tourism industry.	The learner *Spells, pronounces, reads and writes the words e.g. game park, game reserve	Guided discovery Explanation Discussion	Drawing the map of Uganda showing game parks Listing game parks/ reserves	Description Appreciation Critical thinking caring	Atlases Wall chart Cut outs map of uganda	New Mk sst bk 5 pg44-45 Old Mk sst bk 5 pg 45 -46	
9	1 To 4		**N A T U R A L R E S O U R C E S**	Natural resources	**Definition of natural resources**. (Are things provided by the earth and are used by people/ things created by God and very useful to man) *Different types of natural resources.(Renewable and Non renewable resources) *Location of natural resources on the map of Uganda *Examples of natural resources e.g. water-lakes, rivers, springs People-total population; men and women. Aninals- domestic & wild Vegetation; grasslands & swamp Climate- sunshine & wind	The learner; *Describes natural resources *Gives example of natural resources *Locates natural resources on the map	The learner; *pronounces, spells, reads and writes the words e.g. natural resources	Guided discussion Discovery explanation	Locating natural resources on the map of Uganda Tracing the map of Uganda showing major natural resources	Observation Interpretation Recording Appreciation Caring sharing	Wall maps Chart showing major resources in Uganda atlases	Fountain sst bk 4 pg48 Mk sst bk 4 pg 99 Monitor sst bk 4 pg 65	

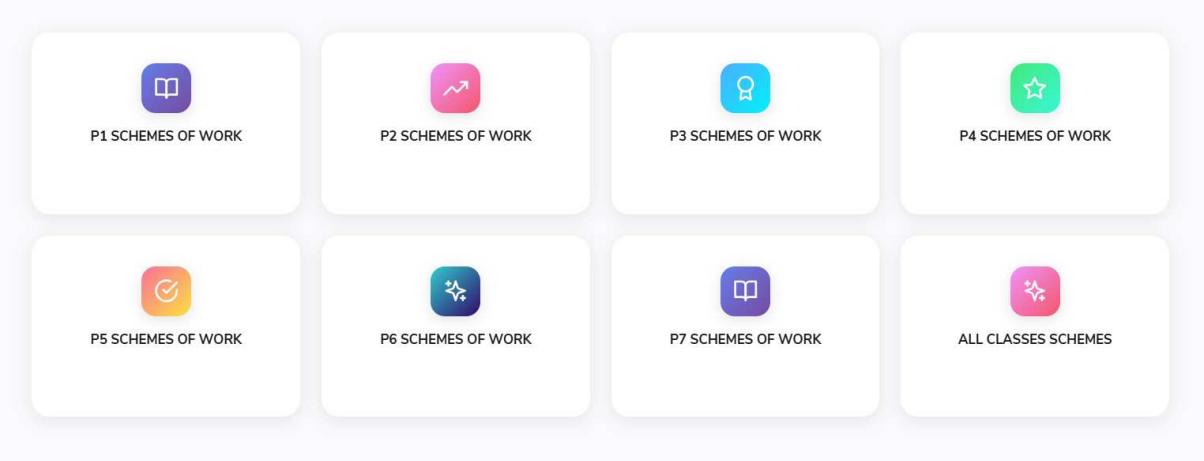
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	5			I M P O R T A N C E	***Importance of natural resources*** -Land -Minerals -Water -Climate -People -Animals -Plants e.g. lakes are sources of fish, rivers help in power generation, forests help to form rain fall etc	The learner; *Discusses the importance of natural resources	The learner; *spells, pronounces, reads and writes sentences related to importance of natural resources; use words like importance, products & generation of electricity	Guided discovery Discussion Explanation	Visiting the nearest resources and finding out how it is utilized(forest, swamp, water sources & mine) Discuss how resources are used	Recording Appreciation Caring sharing	Wall maps Chart showing major resources in Uganda atlases	Fountain sst bk 4 pg48 Mk sst bk 4 pg 99 Monitor sst bk 4 pg 65	
10	**1** **&** **2**				***Problems associated with development of various natural resources.*** *Effects of misusing the environment e.g. prolonged drought/famine/soil erosion, easy spread of diseases, shortage of fish,, local hand craft products become expensive	The learner; *Identifies problems associated with the development of various natural resources	The learner; *Reads, spells, and writes words connected with development of various natural resources.	Discussion Explanation Guided discovery	Discussing problem associated with natural resources Debating how people misuse natural resources	Recording Appreciation Caring sharing	Chalk board illustration environment	Mk sst bk 4 pg 99 Monitor sst bk 4 pg 65	
	3 **&** **4**				*Way of protecting our natural resources* *Caring for natural resources -proper land use -careful development of minerals -proper disposal of wastes -proper health care, nutrition, education & government -sensitization of people -conservation -afforestation / reforestation and good methods of farming/ fishing etc.	The learner; *Discusses ways of caring for natural resources *States the importance of caring for our natural resources	The learner; *Spells, pronounces, reads words connected to caring for natural resources e.g. "proper land use"	Guided discussion Guided discovery Explanation	Cleaning water sources Planting trees Visiting a nearby natural resource and recording what the see.	Recording Appreciation Caring Sharing Observation cooperation	Nearby environment Chalk board illustration	Teacher's own collection Resource person	

END OF TERM 1; Revision on topics; Location, Physical features, Climate, Vegetation, and Natural resources.s

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