

SOCIAL STUDIES SCHEME OF WORK FOR P.5 TERM TWO

LEANRING OUTCOMES FORM TOPICS:

1. *The learner is able to promote and practice desirable knowledge and values in the society; show respect for his/her culture and those of their people; and demonstrate an understanding of and use map reading skills to interpret information.*
2. *The learner is able to understand the importance of interdependence among people and nations and demonstrate an understanding of and use of map reading skills to collect information.*
3. *The learner is able to explore, understand and appreciate the value of Uganda as a nation.*
4. **The learner is able to:-**
   a) *demonstrate knowledge and appreciate the Africans collective responsibility in bringing order and social justice.*
   b) *understand structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one's country.*

WK	PD	THEME	TOPIC	SUB TOPIC	COMPETENCES		CONTENT	METHODS/TECHNIQUES	ACTIVITIES	INDICATORS OF LIFESKILLS &,VALUES	AUDIO VISUAL AIDS	REF	REM
					SUBJECT	LANGUAGE							
1	1	LIVING TOGETHER IN UGANDA	THE PEOPLE OF PRE-COLONIAL	ETHNIC GROUPS IN UGANDA	The learner - defines an ethnic group. - identifies different ethnic groups	The learner -writes words correctly. - spells words correctly.	-Definition of ethnic groups. -listing down the major ethnic groups n Uganda. -Identifying the original inhabitants of Uganda -stating the characteristics of ethnic groups	discussion Explanation question and answer brain storming	Defining ethnic groups -Listing the main ethnic groups in Uganda	-friendship formation -respect -appreciation - sharing with others - knowing how to behave when with	A chart showing the migration patter n	MK SST Bk.5 pg 52-53 Comprehensive SST Bk.5 pg 41 P.5 curriculum pg 186-187	

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			UGANDA							different people.			
	2 & 3			MIGRATION PATTERNS IN UGANDA	The learner –explains different forms of migration - states reasons for migrations. - gives effects of migration	The learner - writes different forms of migration correctly	**MIGRATION** -Definition of migration -Different forms of migration e.g. immigration, emigration -Reasons for migration -Effects of migration	Question and answer discussion discovery market stall	- discussing reasons for migration	-effective communication -critical thinking -cooperation - fluency - audibility - responding to questions.	Chalk board illustration	Comprehensive 41-44 P.5 curriculum pg 187	
	4				The learner - suggests solutions over dangers of migration. - defines terms related to migration.	The learner - reads words correctly. - writes related words correctly.	-solutions to the dangers of migration. -defining Rural – urban migration -causes of Rural-urban migration -Urban-Rural -Ways in which it can be encourage	guided discussion - Explanation think, pair & share	Discuss the solution to the dangers of migration	-critical thinking -appreciation -co-operation - taking decision	Chalk board illustration	Teacher collection P.5 curriculum page 187	
	5	LIVING TOGETHER IN UGANDA		MIGRATION PATTERNS IN UGANDA	The learner -discusses the settlement patterns - states factors that affect settlement patterns.	The learner - pronounces words correctly. - reads words.	Factors affecting settlement patterns e.g Land, vegetation, climate e.t.c.	Discussion question and answer diamond nine	Discussing the factors influencing settlement patterns	Appreciation -Respect -effective communication - verbal expression	Chalk board illustration	Comprehensive page 48 P.5 curriculum pg 187 Fountain page 70	
	6				The learner -defines the term Bantu - describes their migration patterns	The learner -writes different tribes under the Bantu.	<u>THE BANTU</u> -definition of the Bantu -Describing their migration patterns -identifying the tribes under the Bantu	Explanation discussion	Writing the Bantu speaking tribes in Uganda	-self-awareness -friendship formation -appreciation	A map showing the Bantu's	Mk standard SST Bk.5 pg 52.	

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					- identifies areas occupied.	- pronounces words correctly.	-causes of their migration -effects of their migration	question and answer market stall		- self identification	migration	Comprehensive SST Bk.5 pg 41 New Fountain SST Nk.5 pg 67	
	7			ORGANISATION OF THE BANTU	The learner - states the occupation of Bantu. - describes the social, economic organization of the Bantu.	The learner - reads words correctly. - writes related words correctly.	<u>SOCIAL/ECONOMIC ORGANISATION</u> -occupation of the Bantu -Economic activities done by the Bantu	Explanation Guided discussion Discovery	-Drawing different symbols	-Appreciation -Respect -self awareness - talking about one's cultures.		New Fountain SST Nk.5 pg 67/81-87 Comprehensive SST Bk.5 pg 41	
2	**1 & 2**				The learner - describes the political organization of the Bantu - suggests roles of leaders of Kingdoms and chiefdoms.	The learner - illustrates the political organizations of Baganda & Banyoro.	<u>POLITICAL ORGANISATION</u> -Ways in which the Bantu were organized e.g. Kingdoms, chiefdoms. -Roles of leaders of Identified areas. -symbols of the kingdoms -Titles of different cultural leaders	brain storming explanation story telling		- talking about one's culture. - self identification		Fountain SST page 81-87	
	3	LIVING TOGETHER IN UGANDA		MIGRATION PATTERNS IN UGANDA	The learner - describes the Nilotics -identifies tribes under Nilotics - states reasons for migration	The learner - writes words correctly - pronounces related words properly.	<u>THE NILOTICS</u> -Explaining the course of their migration -reasons for their migration -effects of the Nilotics migration -Tribes under the Nilotics	Discussion Explanation question & answer	Listing the causes tribes of the Nilotics	-Appreciation -self awareness -effective communication -Love - self identification	A chart showing their migration	New Fountain Bk.5 SST pg 97 Mk SST Bk.5 pg 62 P.5 curriculum 187	
	4				The learner	The learner	<u>POLITICAL ORGANISATION</u>	Discussion	Listing the	-Appreciation	A chart	New Fountain	

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					- describes political & economic organizations of the Nilotics. - states the main occupation of the Nilotics.	- spells words properly. - writes related words correctly.	-Living (organized under clans ECONOMICALLY -Trading -pastoralists	Explanation question and answer brain storming	causes tribes of the Nilotics	-self awareness -effective communication -Love - self identification	showing their migration	Bk.5 SST pg 97 Mk SST Bk.5 pg 62	
	5				The learner -identifies different tribes under the Nilo-s	The learner -pronounces words correctly. - spells words correctly. - writes words related to the Nilo-Hamites	NILO HAMITES -Their course of migration -Reasons for their migration -Effects of their migration -Tribes	question and answer Discussion Explanation feed back	Listing the examples of the Nilo Hamites	-co-operation -Appreciation -Friendship formation - working in groups	-do--	New Fountain SST BK.5 pg 97 Mk SST Bk.5 pg. 62	
	6				The learner - describes the political, social and economic set up of the Nilo-Hamites	The learner - reads related words correctly. - writes words correctly.	POLITICAL ORGANISATION -They were headed by elders *ECONOMIC ACTIVITIES -cattle keepers. SOCIAL *SET UP -They lived in communities	Discussion discovery market stall		-self awareness -Love - knowing one's position and responsibility.		New Fountain SST pg 86-98 P.5 curriculum1 87-188	
	7	LIVING TOGETHER IN UGANDA		MIGRATION PATTERNS	The learner - identifies tribes under Hamites - states reasons for their migration.	The learner – pronounces words properly. - spells words correctly. - writes related words well.	HAMITES (CUSHITES) -The course of their migration -Reasons for their migration -Results of their migration -Tribes belonging to the Hamites	Discussion question and answer Explanation	Writing the reasons and examples of the Hamites	-Appreciation -self-awareness -co-operation	Chalk board illustration	Mk SST Bk.5 pg 56	
3	**1**				The learner	The learner - reads words correctly.	-Sudanic in Uganda e.g. Madi, Lugbara	Discussion	Stating the causes of	-Effective communication	A map showing	Mk SST Old Edition Bk.5 pg 50	

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					- identifies the groups of people that migrated - states reasons for their migration - suggests effects of their migration.	- articulates words properly.	-Reasons for their migration of the Sudanic Rwandese	Explanation feed back	their migration	-Appreciation Taking a decision	their migration		
	2 & 3			ANCIENT KINGDOMS	The learner -identifies ancient kingdoms, interlacustrine region. - states reasons for calling them interlacustrine kingdoms.	The learner - reads words correctly. - writes words properly.	Examples of ancient kingdoms -Bunyoro-Kitara empire or kingdoms (Lake Region kingdoms) -Examples of interlacustrine kingdoms -Reason why the mentioned kingdoms were called interlacustrine kingdoms. BUNYORO-KITARA KINGDOMS -Historical back ground -Founders of Bunyoro-Kitara -contributions of the Bachwezi i.e. Politically, socially & Economically	discussion Guided discovery Explanation brain storming	Listing the ancient kingdoms in Uganda	-appreciation -Effective communication - Self identification - knowing one's position and responsibility	Chalk board illustration	Mk SST Bk.5 pg 52-53	
	4				The learner - states factor that led to decline to decline of the Bachwezi.	The learner - articulates words correctly. - writes words correctly.	-Decline of the Bachwezi e.g. It was too large.	Explanation discussion	Identifying the causes of the Chwezi collapse	-Appreciation -Effective communication	Chalk board illustration	Mk SST Bk.5 pg 54	
	5	LIVING TO GET		KINGDOMS	The learner - identifies kingdoms in Uganda.	The learner - pronounces words correctly.	-Advantages of kingdoms -Disadvantages of kingdoms	Discussion	Stating the advantag	-Love -co-operation -Appreciation	Atlas	Mk SST Bk.5 pg 64-65	

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		HE R IN UG AN DA			- states advantages & disadvantages of kingdoms. - describes ban and restoration of kingdoms in Uganda.	- writes the words related to kingdoms	-Restoration of kingdoms i.e. Reasons for restoration & when they were restored	Question and answer story telling	e of kingdoms	-self-awareness - self identification			
	6				The learner identifies the symbols of culture	The learner -pronounces words correctly. - reads the words related to culture	<u>CULTURE</u> -Definition of culture -Types of culture -Symbols of culture, values & customs -importance of culture -Ways of promoting culture.	Question and answer Guided discovery Explanation	-Drawing the symbols of culture	-appreciation -co-operation -observation - talking about one's culture	Chalk board illustration	MK SST Bk.5 pg 66-67	
	7			LEGENDS	The learner identifies the legends in Uganda	The learner - spells words related to legends. - pronounces the words correctly.	-Definition of legends e.g. Spear and the bead -Lessons learnt from the legend of the spear and the bead	Discovery Explanation	-Drawing the spear -the bead	-co-operation -love -tolerance - forgiving others. - sharing with others	Chalk board illustration	Mk SST Bk.5 pg 56	
4	**1 & 2**			-do-	The learner - identifies describes the legends of first Muganda and Bagisu	The learner -defines the term Legend	Buganda Legend *Story of Kintu and Nambi/The first Muganda on earth *Lessons learnt from Bugisu *The first Bagisu *Meaning of the term Ingishu	-story telling Discussion Explanation	Narrating the legends of the first Muganda, Bagisu	-co-operation -appreciation -Love - requesting - thanking	Textbooks	MK SST Bk.5 pg 59	
	3				The learner -describes the Bachwezi	The learner -describes the Bachwezi	Bachwezi & Babiito *Founders of the Bachwezi *First & Last rulers *lessons learnt						

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	4	**LIVING TOGETHERIN UGANDA**			The learner -explains or states the factors that led to the collapse of Bunyoro-Kitara	The learner -spells words correctly. -pronounces the words related to the kingdoms	-Factors that led to the collapse of Bunyoro-Kitara empire e.g. *Misfortunes *Luo invasion e.t.c	Discussion Explanation Question and answer	Stating the factors that led to the collapse of Bunyoro-Kitara	-Effective communication -appreciation	Chalk board illustration	MK SST Bk.5 pg 63	
	5 6 & 7				The learner - describes Buganda Kingdom - states the founder of Buganda Kingdom. - describes the administrative structure of Ankole Kingdom.	The learner - articulates words correctly. - spells words properly.	<u>BUGANDA KINGDOM</u> *Location *Founders *Factors that led to its expansion *Structure of the kingdom <u>ANKOLE KINGDOM</u> *Its structure *Activities they used to do (people)	description question & answer story telling brain storming	-stating the factors that led to the expansion of Buganda kingdom	Knowing one's position and responsibility		Pg 56-57 Fountain page 85 Comprehensive page 78	
5	**1**		FOREIGN INFLUENCE IN UGANDA	FOREIGN INFLUENCE IN UGANDA	The learner identifies the origin of different foreigner who came to Uganda	The learner - spells words correctly. - writes words related to foreigners	-Defining foreign influence -First foreigners and their places of origin -Reasons for their coming -Items brought by the Arabs and the Indian traders. -forms of currency the Arabs & Indians they introduced.	Question and answer Discussion	Listing the items the Arabs & Indian traders brought	-creative thinking -Effective communication -Appreciation - Acceptance - Refusal	Text books	MK SST Bk.5 pg 69 Comprehensive 79-80 New Fountain SST page 102-105 P.5 curr. 190-191	
	2			INFLUENCE OF FOREIGN TRADE	The learner - identifies groups of European	The learner - spells words correctly.	-Groups of foreigners (Europeans) who came to Uganda & their origin	Discussion Explanation	Describing	-Effective communication -appreciation	Chalk board illustration	MK SST Bk.5 pg 69 Comprehensive 79-80	

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				ON PRE-COLONIAL SOCIETIES	Foreigners that came to Uganda. - states factors of influence on trade.	- writes related words correctly.	-Identifying the effect of foreign influence on trade e.g. *some societies became richer e.t.c	Question &answer		-co-operation - working in groups		New Fountain SST page 102-105 P.5 curr. 190-191	
	3 & 4			EXPLORERS	The learner - defines the term explorers, exploration. - identifies examples of explorers and their discoveries. - states years when explorers came to Uganda.	The learner - writes related words correctly. - illustrates journeys of explorers.	-Definition of explorers -origin explorers -Examples of explorers and their discoveries e.g. *John Speke and Richard Briton(1856-1858) *John Speke and James Grant (1860-1863) *Bakers (1862-1865)	Discussion Question and answer	Listing the explorers who came to Uganda and their discoveries	-Respect -effective communication -creative thinking	Textbooks	MK SST Bk.5 pg 70-72 Comprehensive page 80-84 Fountain 105-110	
	5	LIVING TOEGETHER IN UGANDA		EFFECTS OF THE COMING OF EXPLORERS	The learner states the positive results of explorers	The learner -reads words correctly. - writes words related to the explorers - pronounces words properly	<u>Positive effective of the explorers</u> e.g *They made Uganda known to outside world. *They led to the coming of missionaries *They discovered the source of the Nile e.t.c. <u>Negative results</u> *They paved a way for colonialism *They led to exploitation of Uganda's (Africa's minerals) e.t.c	Discussion Explanation	Stating the effect of explorers in Uganda	-creative thinking -co-operation -Appreciation Logical reasoning	Chalk board illustration	Mk SST Bk.5 pg 75 Comprehensive page 80-84 Fountain 105-110 P.5 curr 191	
	6			PROBLEMS FACED BY	The learner states the problems faced by explorers	The learner - reads words correctly.	Problems faced by explorers e.g. *Language barrier *Tropical discoveries	question and answer	Stating the problems faced by	-Appreciation -co-operation -creative thinking	Chalk board illustration	MK SST Bk.5 pg 75	

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				EXPLORERS		- pronounces words properly	*Shortage of supplies e.t.c	Discussion	explorers.	Not letting your emotion affect you decision		Comprehensive page 80-84 Fountain 105-110	
	7			MISSIONARIES	The learner - defines the term missionary. - describes the coming of missionaries - states reasons for the coming of missionaries	The learner - writes related words correctly.	-Definition of a missionary -Invitation of the missionaries -Reasons why king Mutesa I invited the missionaries -Reasons why the missionaries came to Uganda. - reasons for mistrust	Question and answer Explanation	Listing the reasons for the coming of missionaries	-Effective communication -Creative thinking - Requesting - interacting freely with others.	Chalk board illustration	MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116	
6	**1**			MISSIONARY GROUPS AND WORK IN UGANDA	The learner states the groups of missionaries	The learner - reads words properly. - write words correctly	-Examples of Missionary groups -Leaders of the Missionary groups -Missionary work and conflicts -Effects of the missionary conflicts	Discussion Explanation Question & answer	Naming the groups of missionaries	-Effective communication -Appreciation - interacting freely with others	Chalk board illustration	MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116	
	2			UGANDA MARTYRS	The learner name the Uganda Martyrs	The learner -write words correctly. - reads the words related to the Uganda Martyrs	-definition of a martyr -Two groups of the martyrs i.e. 1885 and 1886 *List of the Uganda Martyrs.	Question & answer Explanation guided discovery	Listing the Uganda martyrs	-Effective communication -creative thinking - Taking a decision	A chart showing the Uganda Martyrs	MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116	
	3	LIVING TO GET		CONTRIBUTION OF MISSION	The learner identifies the contribution of the Missionaries	The learner - writes words correctly.	The missionaries contribute to the development of Uganda in the following ways	Discussion Explanation	Stating the results of the	-Appreciation -cooperation	Chalk board illustration	MK SST BK.5 pg 83	

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		HE R IN UG AN DA		ARIES IN UGANDA		- reads the words properly.	*They introduced Christianity *They introduced formal education e.t.c	Questio n and answer	missionar ies	-Effective communicatio n - Supporting others. - Caring for others.		Comprehen sive Bk.5 pg 86-87	
	4			RELIGIO US WARS IN UGANDA	The learner states the causes of religious wars	The learner - reads words correctly. - writes words properly	-causes of Religious wars in Buganda. -Effects of Religious wars in Buganda.	Question & answer Discussio n Guided discovery	Stating the causes of religious wars	Creative thinking - Temper control - Negotiating	-do-	Mk SST Bk.5 pg 81	
	5			EFFECT S FO MISSION ARY WORK IN UGANDA	The learner states the Positive and Negative results of missionaries	The learner - reads words correctly. - writes words properly. - pronounces words properly.	-Positive effects of missionary work e.g *They converted to Christianity *They improved on health services *They introduced new crops e.t.c Negative results *They undermine the African cultures and traditions *It created division among people e.t.c	Discussi on Explanat ion feed back	Listing the effects of the missionar y work.	-creative thinking -appreciation -co-operation - Thanking - Volunteering	Chalk board illustra tion	MK SST Bk.5 pg 82 Comprehen sive 88-89	
	6 & 7			EUROPE AN TRADER S	Learner states the causes for the collapse of IBEACo	The learner - reads words correctly. - pronounces words related to IBEACo	-Formation of IBEACo -Reasons why IBEACo was founded and why it was started in Uganda. -The collapse of the IBEACo in Uganda	Questio n and answer explanat ion Guided discover y	Identifyin g the causes for the collapse of IBEACo	-critical thinking -Observation - Giving reason for action taken.	-do-	Mk SST Bk.5 pg 85 Fountain 118-119 Comprehen sive 90-91	

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7	**1**			THE UGANDA RAILWAY	The learner - states reasons for calling it the Uganda Railway. - discusses the course of the Uganda Railway. - suggests reasons for the construction of the Uganda Railway. - identifies the important personalities involved in the construction of the Uganda Railway.	The learner - illustrates the construction of the Uganda Railway. - writes related words correctly.	-course of the Uganda Railway -Reasons for its construction -important people involved in its construction	Guided discussion Question and answer brain storming	Listing the Reasons for constructing the Uganda Railway.	-Effective communication -Appreciation - Giving reason for action taken	A map showing the railway line	Mk SST Bk.6 pg 161-162	
	2 & 3	LIVING TO GETHER IN UGANDA		PROBLEMS FACED URING UGANDA RAILWAY CONSTRUCTION	The learner states the problems and Positive and Negative effects of Uganda Railway	The learner - writes words correctly. - reads words related to the railway construction	-Identifying problems faced during railway construction e.g. *Lack of skilled labour. *Hostile tribes *Man- eaters e.t.c -Effects of Uganda Railway (Adv. And Disadv.) *It made communication easy *colonial administration was made easy *Transport was made easy *It abolished slave trade	Discussion Question and answer	Listing the problems faced during railway construction	-creative thinking -appreciation	Chalk board illustration	Mk SST Bk.6 pg 162	
	4			ADMINISTRATORS	The learner states the	The learner - reads words correctly.	-Introduction of Indirect rule -Definition of indirect rule	Question and answer	Listing the reasons	-creative thinking -co-operation	Chalk board	Mk SST Bk.6 Pg 91	

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					reasons for using Indirect rule	- writes words properly.	-Reasons why indirect rule was used in Uganda		for using Indirect rule	- Finding different strategies.	illustration		
	5			SIR GERALD PORTAL	The learner - states reasons for the coming of Sir Gerald Portal to Uganda. - suggests contributions of sir Gerald Portal in establishing colonial rule.	The learner - spells words properly. - writes related words correctly,	-Reasons why sir Gerald Portal came to Uganda -His contributions in establishing -colonial rule in Uganda	Question & answer discussion		-Appreciation	Chalk board illustration	Mk SST Bk.6 Pg 91 Comprehensive page 91	
	6			METHODS USED IN ESTABLISHING COLONIAL RULES	The learner - identifies different methods used in acquiring colonies. - states examples of collaborators used in extending the British rule in Uganda.	The learner - articulates words correctly. - writes related words properly.	-Different methods used in acquiring colonies e.g *Signing treaties or agreement *Use of trading companies -Examples of collaborators used in extending the British rule and their roles	Question and answer discussion	Stating the methods used in acquiring colonies	-creative thinking -Appreciation - Making choice - Resolving issues without fighting	Chalk board illustration	New Fountain SST Bk.7 pg 87-89	
	7	LIVING TOGETHER IN UGANDA		HOW UGANDA BECAME A NATION	The learner identifies the terms of 1900 Buganda agreement	The learner - pronounces words related to 1900 agreement - writes words correctly.	Agreements signed by the British -Definition of an agreement (a)1900 Buganda Agreement *Main terms (issues) discussed in the 1900 Buganda Agreement *Regents of Kabaka Daudi Chwa II *People who signed the 1900 Buganda Agreement.	Discussion Question and answer	Listing the terms, Regents	-sharing -critical thinking - selecting and evaluating information	Chalk board illustration	Mk SST Bk.5 pg 92 P.5 curriculum 192-193 Fountain page 123-125	

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							- Recommendations of the agreement e.g. land was divided.						
8	**1**			EFFECTS OF 1900 BUGANDA AGGREMENT	The learner - states the effects of the 1900 Buganda Agreement. - describes how Kabaka's powers were affected.	The learner - writes related words correctly.	Effects of the 1900 Buganda Agreement e.g. *Kabaka's powers were reduced. *Land was divided *Some forms of taxes were introduced e.t.c.	-do-	Stating the results of the1900 Agreement	-Description -Inquiry - Analysing statements.	Chalk board illustration	Mk SST Bk.5 pg 92 Fountain 125-126 Comprehensive 96-98	
	2 & 3				The learner identifies the agreement signed	The learner - reads words correctly. - writes words related to agreements	OTHER AGREEMENTS *1900- Toro Agreement *1901-Ankole Agreement -Events leading to the signing of agreement -Effects of the Toro and Ankole Agreements -Personalities that signed these agreement	discussion Question and answer Explanation	-Listing the agreements	-Description -Effective communication - Knowing when to give in	Chalk board illustration	Mk SST Bk.5 pg 92 Fountain 125-126 Comprehensive 96-98	
	4			RESISTANCE AGAINST COLONIAL RULE	The learner states the traditional rulers	The learner - reads words correctly. - pronounces the words related to colonial rulers	RESISTANCE AGAINST COLONIAL RULE -Examples of traditional rulers that resisted the British rule -Reasons for resisting the British rule -Rebellions staged against colonial rule. -Effects of resisting colonial rule.	- Question and answer	Naming the traditional rulers who resisted the British rule	-Description -sharing -effective communication - Taking a decision - Acceptance - Refusal	Chalk board illustration	Mk SST Bk.5 pg 81-82 Comprehensive 92-93 Fountain 136-138	
	5 & 6	LIVING TO GET HE		EVOLUTION OF UGANDA'S	The learner - identifies the areas transferred	The learner - reads words correctly. – writes words properly.	-old and New boundaries of Uganda -Reasons for transferring some areas e.g. Nyanza Province (1902)	Illustration discussion	Drawing a map	Description -inquiry - Resolving issues without fighting	-Atlas -Text books	Mk SST Bk.5 pg 95-96 Comprehensive 99	

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		R IN UG AN DA		BOUNDA RIES			West Nile (1914) -Drawing a map showing the evolution of boundaries.	Questio n & answer				Fountain 139-140	
	7				The learner - states adv. and disadv. of fixing Uganda's boundaries.	The learner - draws the map illustrating Uganda's boundaries.	-Advantages & disadvantages of fixing Uganda's boundaries e.g. *It made Uganda smaller *It led to the displacement of natives e.t.c	- Explanat ion	Listing the disadvant ages and advantag es	Critical thinking -Appreciation - Evaluating facts	Chalk board illustra tion	Mk SST Bk.5 pg 97 Comprehen sive 99 Fountain 139-140	
9	**1**				The learner states the definition of colony and protectorate	The learner - reads words correctly. - pronounces new words	Administrative system during British occupation of Uganda. *Describing the system of administrators during the British *Characteristics of colonial rule. *Differences between a colony and a protectorate	Discussi on Explanat ion	Listing	Critical thinking -appreciation - Evaluating facts	Chalk board illustra tion	Mk SST BK.5 pg 97-98 Mk SST 187-190 Comprehen sive 102-103 Fountain 141-143	
	2				The learner - states the advantages of colonial rule	The learner - reads words correctly. - pronounces words properly. - writes the words well.	Advantages of colonial administrators -Disadvantages of indirect rule	discussi on explanat ion	Listing	-Inquiry -critical thinking	Chalk board illustra tion	MK SST Bk.5 pg 98 Fountain 141-142	
	3 & 4				The learner - states the effects of colonial rule	the learner; - writes related words correctly.	Positive and Negative results of colonial e.g. *Imposed foreign rule on Africans *Introduction of modern means of transport e.t.c	Explanat ion	Listing the effects	Description of -inquiry - Logical thinking	Chalk board illustra tion	Mk SST Bk.5 pg 98-100 New Fountain 141-143	

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	5 & 6	LIVING TO GETHER IN UGANDA		THE BRITISH GOVERNORS	The learner states examples of British governors	The learner - reads words correctly. - pronounces the new words	-The year when the title Governor started functioning. -Examples of the commissioners and Governors e.g. Henry Lord Colville *Harry Johnston *Hesketh Bell *Frederick Jackson to the 9th Governor -Their contributions	Discussion Question and answer	Stating the British governors and their roles	-inquiry -Description - Analysing statements	Textbooks	Mk SST Bk.5 pg 102-106 P.5 curriculum 195-196	
	7				The learner - identifies more British Governors to Uganda. - states their contributions	The learner - writes name of governors correctly. - pronounces the names correctly.	-More Governors in Uganda e.g. *Charles Dundas *John Hathon Hall *Andrew Cohen *Walter Coutts -Their contributions	Question and answer Explanation	Stating the British governors & their roles	-inquiry -Description - Analysing statements	Textbooks		
10	**1**		THE ROAD TO INDEPENDENCE	THE ROAD TO INDEPENDENCE	The learner - states x-tics of colonial administrative system. - describes reaction toward colonial rule. - states causes of the Bataka rebellion.	The learner - pronounces words correctly. - writes words properly.	-characteristics of colonial administrative system -Laws and policies introduced by the Kings and chiefs -Reactions to colonial legal system *cause of Bataka rebellion (movement)	Question and answer Explanation market stall	Stating the laws introduced by kings and chiefs	-self awareness -creative thinking - logical reasoning	Chalk board illustration	Mk SST Bk.5 pg 108-110 Fountain 145-148 Comprehensive 106-110	
	2				The learner - describes formation of LEGCO in Uganda.	The learner - writes names correctly. - pronounces the names properly.	FORMATION OF LEGCO -founder of LEGCO -Reason why it was formed -Governor by the time the first Africans were nominated	Discussion Question and answer	Identifying the LEGCO representatives	-Tolerance -self awareness -effective communication	Chalk board illustration	Mk SST Bk.5 pg 110	

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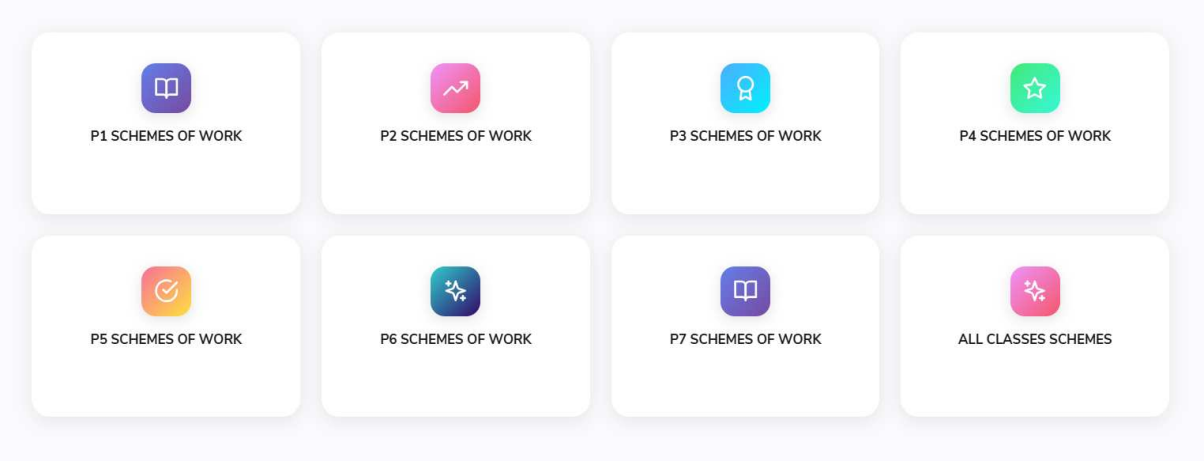
					- identifies the governor the nominated the legislators. - identifies the first black legislators on Uganda's LEGCO.		-Africans that were nominated to joins the LEGCO e.g. *Kawalya Kaggwa –Central Uganda *Mr. Petero Nyangabyaki Akiiki- Western e.t.c.	brain storming		- Innovativeness		Comprehensive 111-113 Fountain 157-158	
	3	LIVING TOGETHER IN UGANDA		THE ROAD TO INDEPENDENCE	The learner – discusses how world wars I and II helped in the struggle for independence	The learner -reads words correctly. - spells words properly. - writes words in sentences	SECOND WORLD WAR *First world war. *Year when it started and when it ended *Definition of a world war *countries that were involved in the second world war *Lessons the veterans learnt from the world war. *Definition of nationalism *Examples of nationalists	discussion Question and answer Explanation think, pair & share	Listing the nationalists	Self awareness Effective communication - Negotiating - Assisting others to come to an understanding	Chalk board illustration	Primary 5 curriculum pg 196 MK SST Bk.5 pg 110-111 Comprehensive page 113-115	
	4 & 5			DEMAND FOR INDEPENDENCE	The learner states the reason for rejecting the East African Federation	The learner - reads words correctly. - pronounces words correctly. - spells the words related to the Kabaka's crisis	-Definition of independence and East African Federation -Reasons why they wanted *independence *East African Federation -Kabaka's crisis in 1953 and its cause -British Governor that exiled Kabaka Mutesa II -Namirembe agreement and reason why it was signed	Question and answer Explanation diamond nine	Stating the cause of Kabaka's crisis	-Tolerance -Effective communication -Respect	Chalk board illustration	MK SST Bk.5 pg 111-112 Comprehensive 115 Fountain 163-166	

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	6 & 7			FORMATION OF POLITICAL PARTIES	The learner identifies the political parties formed in Uganda	The learner - spells words correctly. - read words properly. - pronounces the words clearly.	-Examples of political parties that were formed in Uganda -Reasons why the Political parties were formed. -Other ways in which Ugandans demanded for independence -Founders of the political parties -Current political parties and their founders (leaders)	Discussion Question and answer Guided discovery	Listing the Political found in Uganda	-Description -Analysis -inquiry -effective communication	Chalk board illustration And Text books	Mk SST Bk.5 pg 113-116 Comprehensive 115-116 Fountain 172-177	

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