

PRIMARY FIVE

SOCIAL STUDIES

SCHEME OF WORK

TERM II

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W	PD	TOPIC	SUB-TOPIC	CONTENT	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	METHODS	ACTIVITIES	SKILLS/ VALUES	T/L/ AIDS	REF	REM
1	1	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	-Definition of ethnic groups. -Characteristics and examples of ethnic groups -Origins of ethnic groups	The learner; -defines an ethnic group. -gives the characteristics of ethnic groups. -mentions examples of ethnic groups/. -names the origins of each ethnic group.	The learner pronounces, reads, spells, and writes words ethnic, characteristics, Hamites, Nilotics, Bahr-el – Ghazel correctly.	Guided discovery Group discussion	The learner; Mentions his/her ethnic group and tribe	-Love -Self awareness	Learners of different tribes	MK standard social studies bk 5 pg 52 A sketch map hist. of E.A P.10.	
	2	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	**Migration patterns of ethnic groups**. -A sketch map of Uganda showing migration patterns of ethnic groups	The learner; -describes the migration patterns of the ethnic groups. -draws a sketch map of Uganda showing migration patterns	The learner, pronounces, reads and writes words migration, Pakwach, pattern correctly.	-Story telling -Group discussion	-Mentions the various examples of tribes under the bantu	-Observation -Drawing	-Atlases Map cutouts	MK standard social studies bk 5 pg 52	
	3	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	**The Bantu** -Definition of the Bantu -Origin of the bantu. -migration and settlement of the bantu. -Bantu tribes -Causes of Bantu migration.	The learner; -defines the Bantu. -Names the origin of the Bantu. -describes the migration settlement of the Bantu. -defines interlacustrine region. -gives reasons why the Bantu settled in interlacustrine regions.	The learner; -pronounces reads, spells and writes words Cameroon, interlacustrine, adventure correctly. -uses words: Bantu, interlacustrine in sentences correctly.	-Story telling - Observation -	-Identifying the places in Uganda where Bantu settled using atlases. Reading stories from Mk bks.	-observation	Achart with amap of Ug showing Bantu routes	The winner social studies bk 5 pg 71 Comprehensive SST P. 73	

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					-Names Bantu tribes – identifies the causes of Bantu migration.							
	4	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	-Problems faced by the Bantu during migration and settlement -Effects of Bantu ethnic group to the people where they lived	The learner; -gives the problems. faced by the Bantu during migration -mentions the effects of the Bantu migration	The learner; -reads, pronounces words, fierce, hostile, correctly.	Group discussion	Reading the text about the Bantu ethnic group	Love, respect,appreciation	Maps from the atlases showing migration of ethnic groups		
	5	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	**Nilotics (River lake Nilotes)** -The origin of the River lake Nilotes -Occupation of the river lake Nilotes -Reasons for migration of River lake Nilotes -Settlement patterns of River lake NIlotes -Tribes under river-lake Nilotes -Effects of Nilotics migration	The learner; -explains the origin of the river-lake Nilotes. -Names the occupation of the river – lake Nilotes. Gives reasons for the migration of the NIlotes. -explains the settlement pattern of the Nilotics. -Explains the effects of river – lake Nilotes.	The learner; -spells, pronounces, reads and writes words Nomadic, pastoralism, Pubungu, Nilotics correctly	-Story telling - Group discussion	Reading stories from various text bks.	Appreciation -Co-operation	A chart showing migration routes	MK standard social studies bk 5 pg 54 A sketch map of East Africa P.21	
2	1	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	**The Nilo – hamites** -Origin of the Nilo – hamites -Occupation of the Nilo – hamites -settlement -Tribes under Nilo – hamites -Effects of their migration	The learners; -names the origin of the nilo-hamites. -explains the settlement of the Nilo-hamites -names tribes of the Nilo hamites -gives effects of the Nilo - hamites	The learner pronounces, feeds and writes words, Ethiopia, Karimojong correctly.	-Story telling -Group discussion	Reading stories from various text bks.	Appreciation	A chart showing migration routes	MK standard social studies bk 5 pg 55	

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	2	PEOPLE OF PRE-COLONIAL UGANDA	Ethnic groups	**The highland Nilotes** -Origin -Tribes under highland Nilotes. -Occupation of the highland Nilotes **The hamites** -Origin -Occupation -Tribes under Hamites	The learner -names the origin of the highland Nilotes. -names the tribes under highland Nilotes. -names the occupation of highland Nilotes Describes the origin of Hamites,. -Lists the tribes under Hamites.	The learner pronounces, reads and writes words hamites, nilotics, somalis, Batutsi correctly.	Story telling Demonstration	-reading stories from mk std book 5 page 56	Observation -Drawing	A chart showing migration routes	MK standard social studies bk 5 pg 56	
	3	PEOPLE OF PRE-COLONIAL UGANDA	Migration	-Definition of migration -Types of migration. -Forms of migration -Definition of immigration and emigration. -Causes of each type of migration -Effects of each type of migration.	The learner; -defines migration -names the types of migration -gives forms of migration -defines emigration and immigration -define emigration and immigration -explains causes of each type of migration -describes the effects of migration	The learner; -pronounces, reads, spells and writes words; migration, settlement, immigration, emigration, insecurity, cultural correctly	Demonstration -Group discussion - Role play	-Role playing about People Migrating	-Observation -Problem solving	A chart showing migration routes	Comprehensive social studies bk 5 pg 56	
	4	PEOPLE OF PRE-COLONIAL UGANDA	The political, social and economic development	Kingdoms, chiefdoms and empires. -Definition of a kingdom. -Examples of kingdoms. -The Buganda Kingdom. -Factors that contributes to the	The learner; -explains how the people of pre-colonial times were organised socially, politically.. -defines a kingdom.-gives examples of Kingdoms in Uganda.	The learner; -pronounces, reads and spells words; conquered, territory, katikiro, centralized, peaceful correctly.	- Discussion -	Naming kingdoms	-Naming -Sharing information -Appreciation	-a chart showing location of some kingdoms on a map.	Comprehensive social studies bk 5 pg 73	

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			of ethnic groups	growth and expansion of Buganda Kingdom. -The political organization of Buganda. -The economic and social organization of Buganda Kingdom.	-gives factors that led to growth and expansion of Buganda. -describes the political, social and economic organization of Buganda.		Question and answer					
	5	PEOPLE OF PRE-COLONIAL UGANDA	The political social and economic development of ethnic groups	Bunyoro Kingdom. -Location -Political, social and economic organization Ankole kingdom -Political social and economic development	The learner -describes Bunyoro Kingdom on the map of Uganda. -explains the political, social and economic organization of Bunyoro Kingdom -Explains briefly about Ankole Kingdom.	The learner; reads, spells and writes words omugabe, Enganzi, Bairu correctly.	-Discussion - Question and answer	-Locating Bunyoro kingdom on a map of Uganda	- Appreciation -Sharing information	-a chart showing political organisation of Bunyoro kingdom	Comprehensive social studies bk 5 pg 72	
3	1	PEOPLE OF PRE-COLONIAL UGANDA	The political social and economic development of ethnic groups	Toro Kingdom. -Political, social and economic organization of Toro. -Titles and names of different cultural leaders. -Roles played by cultural; institutions and cultural leaders. -Definition of a clan. -Symbols of a clan. -Examples of clans in Uganda. -Disadvantages of kingdoms.	The learners; -describes the political, social and economic organization of Toro kingdom. -names titles for different cultural leaders. -defines a clan. -mentions the symbols of a clan. -gives examples of clans in Uganda. -Lists the disadvantages of Kingdoms	The learner; -pronounces, reads, spells and writes words; cultural, institutions, mobilize. -writes sentences relates to Toro kingdom, roles played by cultural institutions.	-Group discussion -Question and answer -project method	Naming clan symbols -clan naming -clan leaders -roles played by different clans in the palace	Naming clan symbols	a chart showing political organisation of Tooro kingdom	The winner social studies primary five pg 85 -MK standard social studies bk 5 pg 64	

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	2	PEOPLE OF PRE-COLONIAL UGANDA	The political social and economic development of ethnic groups	Definition of chiefdoms. -Examples of chiefdoms -Definition of an empire -Examples of empires	The learner; -defines a chiefdom. -gives examples of chiefdoms. -defines an empire - mentions examples of empires	The learner; -pronounces, reads, spells and writes words; chiefdom and empire correctly. -writes sentences related to chiefdom and empire correctly.	-Group discussion -	Naming clan symbols	Naming clan symbols	a chart showing political organisation of chiefdoms kingdom	New fountain social studies bk 5 pg 86	
	3	PEOPLE OF PRE-COLONIAL UGANDA	The political social and economic development of ethnic groups	Bunyoro Kitara empire -The Batembuzi -Rulers of Batembuzi -The Bachwezi -The political, social and economic organization of the Bachwezi. -The contributions of the Bachwezi -Reasons for the collapse of Bunyoro Kitara empire	The learner; - explains what Bunyoro Kitara empire is. -explains how the Batembuzi ruled the empire. -names the rulers of Batembuzi. -explains the Bachwezi . -describes the political, social and economic organization of the Bachwezi. -gives the contribution of the Bachwezi. -Mentions the collapse of Bunyoro Kitara empire	The learner; -pronounces, reads, spells and writes words; Batembuzi, empire, regalia, centralized and pottery correctly. -make sentences and structures related to Bunyoro Kitara empire	-group discussion -Question and answer	Story telling Naming of different rulers	- Appreciation -Asking questions	-Story books	Comprehensive social studies bk 5 pg 70 A sketch map of East Africa P.25	
	4	PEOPLE OF PRE-COLONIA	The politic al	The economic organization of other groups	The learner; -describes the e economic activities	The learner; -pronounces, reads, spells and writes words;	-	Naming activities	- Appreciation	Pictures in New Fountain	The winner social	

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		L UGANDA	social and economic development of ethnic groups	-Hunting and gathering -Crop growing -Live stock farming-Craft industries -Other industries -Mining -Trade -Definition of trade -Types of trade. -Advantages and disadvantages of barter trade.	that were carried out during pre- colonial days in Uganda. -defines trade -gives the types of trade. -mentions the advantages and disadvantages of barter trade.	craft, gathering, barter and caravan correctly. -makes sentences related to the economic organization of ethnic groups during pre-colonial days.	group discussion	-interpreting the text from New Fountain bk 5 Page 92	-Sharing information	bk 5 Page 92	studies primary five pg 66	
	5	PEOPLE OF PRE-COLONIAL UGANDA	Culture	-Definition of culture -Types of culture -Examples of culture -Examples of non material culture -Indicators of culture. -Taboo -Examples of taboos. -Importance of taboos. -Importance of culture. -Ways of promoting culture	The learner; -defines culture -names the types and examples of culture. -defines a taboo. -mentions examples of taboo. -identifies the importance of taboo. -explains the importance of culture. -describes the ways of promoting culture	The learner; -pronounces, writes, spells and reads words. -culture, material, circumcision, marriage, moral beliefs, language and taboo correctly. -makes sentences and structures related to culture correctly.	-Question and answer -discussion - Guided discovery -Dramatization	-Naming different example of culture -Acting a drama -citing examples of taboos from Buganda -acting a cultural ceremony from Buganda	-Appreciation -Love. -Respect -Sharing -Co-operation	-Drums -Clothes -Food stuffs -Crafts	-MK standard social studies bk 5 pg 64	
4	1	PEOPLE OF PRE-COLONIAL UGANDA	Social values / norms	-Definition of social values -Types of values -Examples of each type of value s. -Importance of social values	The learner; -defines social values -names the types of values -gives examples of each type of value.	The learner ; -pronounces, reads, spells and writes words; norms, values, marriage, circumcision, enthroning, cleanliness, initiation and honesty correctly.	-Question and answer -discussion - -Demonstration	-Demonstrating different social values	-Love. -Respect -Sharing -Co-operation -Honest -Hard work	-Reference centre	The winner social studies primary five pg 88	

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				-Definition of social norms -Examples of social norms -Importance of social norms	-identifies the importance of social values. -defines social norms. -gives examples 9of social norms. -gives the importance of social norms		-Guided discovery - Dramatisation					
	2	PEOPLE OF PRE-COLONIAL UGANDA	Relations hips	Relationships -Definition of relationships. -Ways in which people interact with each other. -Types of relationships. -Importance of relationships.	The learner; -defines a relationship. -mentions ways in which people interact. -gives types of relationships. -identifies the importance of relationships.	The learner; -pronounces, reads, spells, and writes words, peer, relationship, cousin, uncles an aunt correctly.	-Discussion -Question and answer	-Describing different relationships	-Sharing -love -Co-operation -Respect - Appreciation	A chart showing relationships	The winner social studies primary five pg 88	
	3	PEOPLE OF PRE-COLONIAL UGANDA	Legends and Myths	-Definition of a legend and a Myth. -Examples of legends and a Myth. -Examples of legends. -Kintu and Nambi. Mundu and Sera. A spear and a bead. -The three sons of Ruhanga. -Importance of legends	The learner; -defines a legend. -defines a myth. -mentions example/s of legends. -describes each legend -gives the importance of legends.	The learner; -pronounces, reads, sells and writes words; myths, legends, morals, strange, false and spear correctly. -makes sentences related to legends	-Story telling - Discussion	Retelling legends -reading and interpreting the legends from the text bks.	-Co-operation - Appreciation	Pupils books	Comprehensive social studies bk 5 pg 70	
	4	FOREIGN INFLUENCE IN UGANDA	Groups of foreigners who came to	-Definition of a foreigner -Definition of foreign influence -define influence -Groups of foreigners who came to Uganda. -Traders -Arab settlements	The learner; -defines a foreigner -defines foreign influence. -names groups of foreigners who came to Uganda.	The learner -pronounces, reads, spells and writes words; Saudi Arabs, influence, foreign slave explorers, colonial administrators and missionaries correctly.	- Story telling	-Naming groups of foreigners -reading and discussing the text	Appreciation	Pupils book for social structures bk 5	New fountain social studies bk 5 pg 102	

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			Uganda	-Arab traders personalities -Reasons why Arb traders came to Uganda -Effects of Arab traders' activities.a	-explains the origin of Arab traders. -mentions the place where the Arabs first settled before coming to Uganda. -describes different Arab traders personalities -gives reasons why Arab traders came to Uganda.	-makes sentences and structures related to Arab traders.	-Group discussion-					
	5	FOREIGN INFLUENCE IN UGANDA	Groups of foreigners who came to Uganda	Trade -Trade as practiced by Arabs. - slave trade - long distance trade. -Items that Arabs exchanges with Ugandans -Effects of slave trade -Reasons why slave trade took long to stop	The learner -Name types of trade in which Arabs participated -defines long distance trade. -names items that Arabs exchanged in Uganda. -gives effects of slave trade -gives reasons why slave trade took long to stop	The learner; -pronounces, reads, spells and writes words; ivory, barter and caravan correctly -uses words trade, barter and caravan in	-Discussion	Naming items exchanged during pre-colonial trade	-Appreciation -Endurance	Reference centre	New fountain social studies bk 5 pg 99	
5	1	FOREIGN INFLUENCE IN UGANDA	Groups of foreigner who came to Uganda	**Indian traders** -How Indians came to Uganda -Indian personalities -Contributions of Indian traders to the economy of Uganda. **European traders** -Reasons why European traders came.	The learner; -explains how Indians came to Uganda. -mentions different Indian personality in Uganda. -gives the contributions of Indians to the economy of Uganda.	The learner; -pronounces, reads, spells and writes words; Indian, Visram, company, factory and manufacture correctly.	-Question and answer -story telling	Naming Indian factories an industries -listening to the story of how the Indians came to Ug.	Appreciation -Sharing information	Reference centre -Pupils books	New fountain social studies bk 5 pg 104	

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				-The trade company that operated in Uganda.	Gives reasons why European traders came to Uganda. -names the trade Company that operated in Uganda.		Discussion					
	2	FOREIGN INFLUENCE IN UGANDA	Explorers	-Definition of explorers -origin of explorers. -Reasons for the coming of explorers -Examples of explorers	The learner; -defines an explorer -gives reasons why explorer came to Uganda. -names the explorers who came to Uganda	The learner; -pronounces, spells, reads and writes words; explorer, discovery, travelers and adventure correctly.	-Story telling -Discussion -Observation	-Retelling stories about explorers	Naming explorers	-Atlases -Photos of explorers -Reference centre	New fountain social studies bk 5 pg 105	
	3	FOREIGN INFLUENCE IN UGANDA	Explorers	-John Speke and Richard Burton -Speke and Grant -The Bakers	The leaner; -describes the routes taken by John Speke and Richard Burton, Speke and Grant, and Baker s. -mentions the discoveries made by John Speke, Richard Burton -Speke and Grant and Bakers.	The leaner; -pronounces, reads, spells and writes words; journey, arrives, route, Rippon and couple correctly.	- Story telling -group discussion	Identifying routes taken by each explorer -Drawing maps showing routes of explorers. -reading texts about the story -listening to the story John Speak and Baker	Appreciating exploration work	-Atlases -Pictures of explorers	New fountain social studies bk 5 pg 106	
	4	FOREIGN INFLUENCE IN UGANDA	Explorers	-Henry Morton Stanley's three journeys and discoveries -Problems faced by explorers. -Effects of explorer in Uganda.	The leaner; -describes the three journeys of HM Stanley and his discoveries.	The learner; -pronounces, reads, spells and writes words, journey discovery, invite correctly.	-Story telling - group discussion	-Drawing a map of Uganda showing routes of explorer -Identifying	- Appreciation -Sharing information	-Atlases -Pupils books	New fountain social studies bk 5 pg 109	

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				-A sketch map of Uganda showing routes of explores	-mentions the problems faced by explorers -gives the effects of explorers in Uganda. -draws a sketch map of Uganda showing routes of explorers.			exploration routes in East Africa using atlases				
	5	FOREIGN INFLUENCE IN UGANDA	Missionaries	-Definition of missionaries -Groups of missionaries -Examples of missionaries	The learner; -defines a missionary -explains the groups of missionaries who came to Uganda -gives examples of missionaries in Uganda	The learner; pronounces, reads, spells and writes words; missionary, catholic, protestant, technical	-Story telling - Discussion	-Writing articles	Appreciation	-Pupils books - Reference centre slides	New fountain social studies bk 5 pg 111	
6	1	FOREIGN INFLUENCE IN UGANDA	Missionaries	-Reasons why missionaries came to Uganda -problems faced by missionaries in Uganda. -Effects of missionary work	The learner; -gives reasons why missionaries came to Uganda. -mentions the problems faced by missionaries. -gives effects of missionary work in Uganda.	The learner; -spread, technical, formal, hostile, and fierce and introduce correctly.	-Discussion -Story telling	-Giving effects of missionaries	- Appreciation -Care	-Pupils books	-MK standard social studies bk 5 pg 86	
	2	FOREIGN INFLUENCE IN UGANDA	Missionaries	-Persecution of Christian converts -Religious wars in Buganda -Effects of religious wars in Buganda.	The leaner; -defines a martyr. -gives names of Uganda martyrs and how they were killed. -reasons why missionaries were hated.	The learner pronounces, reads, spells and writes words; persecution, religious, martyrs, convert overthrow. -make sentences related to persecution of the Christian converts	- Discussion -	-Retelling a story about the persecution of the Christian converts	Endurance	Pupils books	-MK standard social studies bk 5 pg 79	

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					-religious wars in Buganda -mentions the effects or religious wars in Buganda.		Story telling					
	3	FOREIGN INFLUENCE IN UGANDA	Colonialists	-Definition of a colonialist and colonialism -Reasons why colonialists came to Uganda -Origin of colonialists -Definition of a colonial master -Egypt's attempt to colonize Uganda -Equatorial province and the governors	The learner; -defines colonialism and a colonialists came to Uganda. -defines a colonial master -describes the Egypt attempt to colonise Uganda -mentions the governors of the equatorial province	The leaner; -pronounces, reads, spells and writes words; colonialists, Egypt, equatorial and governor.	- Story telling Discussion	-Retelling a story about Egypt's attempt to colonise Uganda.	Sharing information	Pupils books	Comprehensive social studies bk 5 pg 90	
	4	FOREIGN INFLUENCE IN UGANDA	Colonialists	Uganda under trade companies. -Sir William Mackinnon -Carl Peters -Fredrick Jackson -Sir Gerald Portal -FD Lugard	The learner; -names the trade companies that operated in East Africa. -gives contributions of Sir William Mackinnon. Carl Peters, Fredrick Jackson and Sir Gerald Portal in the establishment of colonial rule.	The leaner; pronounces, reads spells and writes words; imperial, treaty, sphere, influence and representatives.	- Story telling Discussion	Telling stories about colonial administrators	Co-operation - Appreciation	-Slides	New fountain social studies bk 5 pg 109	
	5	FOREIGN INFLUENCE IN UGANDA	Types of nations	-Definition of a nation -Types of nations and examples -The scramble and partition of Africa	The leaner; -defines a nation -mentions the types of nations and the examples.	The leaner; pronounces, reads spells and writes words; homogeneous, heterogeneous,	-story telling	-Re-telling events of Berlin conference	Sharing information	New fountain	New fountain social studies	

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		HOW UGANDA BECAM EA NATION	Establi shmen t of coloni al rule in Ugand a.	-Definitions -A colony -A protectorate -Trusteeships -Mandates -The establishment of colonial rule -The Berlin conference -The Anglo – Germany agreement	-defines scramble and partition -names countries that scrambled for Uganda -defines a colony, protectorate, trusteeships, mandates. -describes the Berlin conference and its effects. -explains why Anglo – Germany agreement was signed	scramble, partition, Berlin , protectorate -Uses words, scramble, partition protectorate, establishment, Berlin in sentence.	-Discussion		Co - operation	Pupils books	bk 5 pg 123	
7	1	HOW UGANDA BECAM EA NATION	Establi shmen t of coloni al rule in Ugand a	Uganda under company rule. -How IBEACO was formed. -Reasons why IBEACO was formed. -End of company in Uganda	The learner; -describes how IBEACO was formed -gives reasons why IBEACO was formed -explains why IBEACO ended it operation in Uganda.	The leaner; -pronounces, reads, spells and writes words imperial, bankrupt, funded, withdrew, declare	- Story telling	Retelling stories about IBEACO	Appreciatio n	Pupils' books	The winner social studies bk 5 pg 115	
	2	HOW UGANDA BECAM EA NATION	Establi shmen t of coloni al rule in Ugand a	**Uganda as a protectorate** -Colonial agreements -Buganda agreements -People who signed it -Terms of Buganda agreement -Toro Agreement -Terms of Toro agreement	The leaner; -mentions all the colonial agreements -names the people who signed Buganda agreement -gives terms of Buganda agreement -describes Toro agreement.	The leaner; pronounces, reads, spells and writes words; mail, crown, protectorate, recognised.	- Story telling	Describing colonial agreements	Describing colonial agreements	Pupils' books	The winner social studies bk 5 pg 116	

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	3	HOW UGANDA BECAM EA NATION		-Ankole agreement. -Bunyoro agreement -Effects of colonial agreements -Other areas that came under colonial rule.	The leaner; -describes Ankole agreement -describes Bunyoro agreement -explains other areas that came under colonial rule.	The learner pronounces , reads, spells and writes words colonial conquer, Buhweju agent, military	-Discussion	-Describing colonial agreements	Description of colonial agreements	Pupils' books	The winner social studies bk 5 pg 118	
	4	HOW UGANDA BECAM EA NATION	Evolution of Uganda's boundaries.	-Evolution of Uganda's boundary -Nyanza province -West Nile -lado Enclave -The Northern part of Uganda. -North Eastern part of Uganda. -South Western part of Uganda. -Ways of fixing boundaries. -Reasons for fixing national boundaries. -A sketch map of Uganda showing the evolution of boundaries	The learner; -names the parts which were taken away from Uganda and reasons for taking them. -names parts which were given to Uganda and reasons. -mentions ways of fixing boundaries -identifies reasons for fixing boundaries -draws a sketch map showing evolution of boundaries.	The learner; -pronounces, reads, spells and writes words, extended, territory, boarder, conflict, transferred. -The leaner makes sentences related to evolution of Uganda boundaries	- Story telling	Drawing a sketch map of Uganda showing the evolution of boundaries	Appreciation -Critical thinking	Atlases	New fountain social studies bk 5 pg 139 The winner social studies bk 5 pg 120	
	5	HOW UGANDA BECAM EA NATION	Colonial administrative system in Uganda	-Methods of colonial administration -Definition of direct and indirect rule. -Advantages of direct and indirect rule. -Direct rule and why it was used. -Areas it was used.	The learner; -mentions the methods of colonial administration. -defines direct and indirect rule. -gives reasons why colonial used indirect rule.	The leaner; -pronounces, reads, spells and writes words, agents, resistance , oppose, military, chiefs and administrative	-Discussion	-Acting direct and indirect rule	Co-operation -nationalism	Pupils' books	New fountain social studies bk 5 pg 132	

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				-Some of local agents used to spread colonial rule.	-lists the advantages of indirect rule. -mentions areas where direct rule was used. -names some of local colonial agents.		Dramatization					
8	1	HOW UGANDA BECAME A NATION	Colonial administrative system in Uganda	Effects of colonial rule in Uganda. -How Ugandans reacted towards colonial rule. -Collaboration -Resistance -Definition of collaboration and resistance -Reasons for resistance. -Examples of collaborators	The learner; -mentions the positive and negative effects of colonial rule. -describes the ways in which Ugandans reacted during colonial rule. -defines collaboration and resistance. -mentions reasons for resistance. -lists example of collaborations and resistance.	The learners; --pronounce, reads, spells and writes words; collaborator, resistance, resistors, reacted. -The leaner makes sentences using the words collaboration, resistance, collaboration, resistors	-Role play -Discussion Story telling	-Role playing ways in which Ugandans reacted towards colonial rule.	-Nationalism -Endurance -Problem solving	-Photos of resistors and collaborators	Comprehensive social studies bk 5 pg 102	
	2	HOW UGANDA BECAME A NATION	Rebellions	-Nyangire rebellion -Mwanga's rebellion -Lamogi rebellion -Kabalega's rebellion	The learner; -describes Nyangire rebellions, Mwanga's rebellion, Lamogi rebellion and Kabalega's rebellion	The learner; -pronounces, reads, spells and writes words rebellions, chief, refuse, exile, defeated, captures.	Story telling	-Describing rebellions	Enduring -Problem solving	Pupils books	Comprehensive social studies bk 5 pg 92	
	3	HOW UGANDA BECAME A NATION		British commissioners and governors -names of commissioners and governors. -contributions of each commissioner and governors.	The learner; -name s the commissioner and governors in Uganda. -identifies the rule of each British commissioner and governor.	The learner; -pronounces, reads, spells and commissioner, governor.	Discussion	-Describing the contributions of British governors.	-Appreciation	Photos of commissioners and governors	MK standard social studies bk 5 pg 102	

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	4	HOW UGANDA BECAM EA NATION	Chara cteristi cs of coloni al admini strativ e syste ms	-Definition of independence. -characteristics of colonial administrative system.	The learner; -defines independence. -describes the characteristics of colonial administrative system.	The leaner; -pronounces, spells, reads and writes words foreign, labour, segregation	Explanation	Describing colonial administrativ e systems	-Nationalism -Problem solving	Pupils books	Compreh ensive social studies bk 5 pg 106	
	5	THE ROAD TO INDEPEN DENCE	Chara cteristi cs of coloni al admini strativ e syste ms	Reaction to legal system. -Formation of associations -Formation of boycotts -Formation of riots	The leaner; -explains how Ugandans reacted towards colonial legal system.	The learner; -pronounces, reads, spells and writes words, boycotts, riots, legal, association correctly	Discussion -Role play	Role playing -Boycotts	Critical thinking -Effective communica tion	-Slides	The winner social studies bk 5 pg 133	
9	1	THE ROAD TO INDEPEN DENCE	Forma tion of Legco	-Legco in full. -Similarities between Legco and parliament -Differentiate between Legco and parliament. -Reasons why Legco was formed. -Reasons why Ugandans never liked Legco before 1945. -First Ugandans on Legco. -The role played by Legco in struggle for independence.	The leaner; -writes Legco in full. -Gives similarities between Legco and the parliament. -gives differences between Legco and the parliament. -mentions reasons why Ugandans never wanted Legco before 1945. -Gives reasons why Legco was formed. -Names the first Ugandans on Legco.	The learner; -pronounces, reads, spells, and writes words; legislature, represent, council, parliament, representative, Legislative. -Makes sentences using words, legislative, represent, parliament, representative and councils.	- -Discussion -story telling	Describing the roles of the Legco	Appreciatio n - Nationalism -Tolerance	-Photos of the parliament –slides -A chart showing members of parliament .	The winner social studies bk 5 pg 134 New fountain social studies book 5 pg 157	

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					-Identifies roles played by Legco in the struggle for independence.							
	2	THE ROAD TO INDEPEN DENCE	The struggle for independence	The world war 1 and 2. -Effects of world 1 and 2 -How the world wars encouraged Ugandans to demand for their independence.	The leaner; -describes how world wars were fought. -mentions the effects of world wars. -explains how world wars encouraged Ugandans to demand for independence.	The learner pronounces, spells, reads and writes words, veteran, encourage, fight, survived, independence.	Group discussion Story telling	Describing world wars	Co-operation - Nationalism	Photos for people who struggles for independence	The winner social studies bk 5 pg 133	
	3	THE ROAD TO INDEPEN DENCE	The struggle for independence	The Kabaka crisis -causes of the Kabaka crisis. -Reasons why Kabaka opposed the East African Federation. -the signing of Namirembe agreement -Terms of Namirembe agreement. -Roles played by Mutesa II in struggle for independence.	The learner; -describes Kabaka crisis. -mentions the causes of Kabaka crisis. -explains the Namirembe agreement. -mentions the terms of Namirembe Agreement -Explains the roles of Mutesa II in the struggle for independence.	The learner; -pronounces, reads, spells and writes words, crisis, federation, conference, exile, struggle. The learner makes sentences related to the Kabaka crisis.	Group discussion Story telling	Retelling the story of Kabaka crisis	Nationalism -Love -Co-operation	Pupils books	The winner social studies bk 5 pg 138	
	4	THE ROAD TO INDEPEN DENCE	The struggle for independence	-Formation of political parties. -Definition -Examples of political parties formed in Uganda.	The learner names the political parties which were formed in Uganda to struggle for independence. -defines a political party.	The leaner; -pronounces, reads, spells and writes words, congress, democratic, national, nationalist, struggle.	Discussion	-Naming political parties in Uganda	Nationalism -Love -Co-operation	Pupils books	The winner social studies bk 5 pg 140	

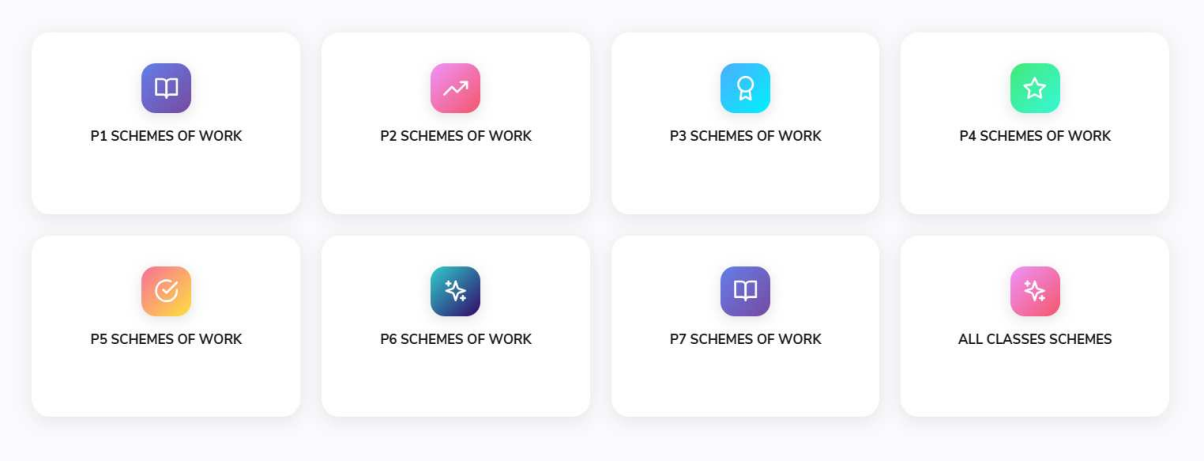
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				-Personalities who formed political parties. -Reasons for forming political parties. -Obstacles to Uganda's progress to independence.	-gives reasons for forming political parties. -gives the obstacles to Uganda's progress to independence.						Compreh ensive(S. ST) pg127	
	5	THE ROAD TO INDEPEN DENCE	Ugand ans road to indepe ndenc e	-General elections of 1961 -The Lancaster house conference -The 1962 elections -The UPC- KY alliance.	The learners; -describes the general elections of 1961. -describes the events of the Lancaster House conference. -Explains the UPC KY alliance	The leaner; -pronounces, spells, reads and writes words; conference, Lancaster, alliance, Assembly, represent. -writes articles about Uganda's independence	- Story telling -Discussion	-Retelling the situation of the general elections of 1961 and 1962.	Co-operation - Nationalism	Pupils books	New fountain social studies book 5 pg 177	
10	1	THE ROAD TO INDEPEN DENCE	Ugand ans road to indepe ndenc e	Political leaders of Uganda who struggle for independence -Ignatius Kangaave Musaazi. -Challenges that faces IK Musaazi. -Benedicto Kiwanuka -Dr. Milton Obote Sir Edward Mutesa2	The learner; -names the political leaders of Uganda who struggles f or independence. -gives the contributions and challenges of Musaazi.	The learner; -pronounces, reads, spells and writes words, independence, alliance, hero, abolish, opposition, struggle association.	Story telling - -Discussion	Retelling stories about Uganda's independenc e	Nationalism -Love	Photos of Uganda's leaders who struggled for independe nce	The winner social studies bk 5 pg 143	

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