

SOCIAL STUDIES SCHEME OF WORK FOR PRIMARY FIVE TERM ONE

LO: The learner is able to demonstrate an understanding and use of map reading skills to interpret information about one's immediate and distant environment and the interactions of human and other factors.

WK	PD	THEME	TOPIC	SUB TOPIC	CONTENT	COMPETENCES		MTHD/ TECH	ACT.	IND. OF L.SKILLS & VALUES	AIDS	REF	REM
						SUBJECT	LANGUAGE						
1	1	LIVING TOGETHER IN UGANDA ON THE MAP OF EAST	LOCATION OF UGANDA ON THE MAP OF EAST	**Location of places**	Different ways in which the direction of different places can be found include: - using a compass - using shadows - using the position of the sun - using land forms - using latitudes and longitudes	The learner; - gives at least four different ways of locating places.	The learner; - reads - draws new words related to location	Explanation Discussion Illustration	Observing Recording Listing	Awareness Observation Interpretation	Chalkboard illustration	Mk standard SST book 5 page 1 Fount. SST bk 5 pg 1 Comp. SST bk5 pg 1	
	2				Demonstration Demonstration on how to use the	The learner; - demonstrates on how to use the	The learner;	Demonstration	Observing	Observation	Chalkboard	MK SST Revision book pg	

		DA	**AFRICA**		different ways of locating places. How to use a compass	compass, sun, shadow as in locating places.	- reads the new words correctly - spells words used in location	Discovery	Recording Drawing	Recording Drawing	illustration	138-144	
	3			**Maps and pictures**	Definition of a map and picture - Similarities and differences between maps and pictures. - Examples of maps and pictures - Advantages and disadvantages of map and pictures.	The learner; - defines a map and a picture - draws maps and pictures	The learner; - reads the new words correctly - writes structures and words	Discussion Question & answer	Drawing Listing Naming	Appreciation Observation Drawing	Chalkboard illustration A chart	Comp SST book 5 page 22 Fount. SST bk 5 pg 9	
	4			**Elements of a good map**	Elements of a good map. - title/heading - compass direction - key - scale- Frame/ border line Their importance	The learner; - gives any four elements of a god map.	The learner; - spells the new words correctly - reads words related to map work.	Discussion Explanation Demonstration	Listing Defining	Awareness Observation	Atlas	Mk standard SST book 5 page	
	5			**Types of maps**	- topographical maps - climatic map - political maps - isoline map - flow line maps - statistical maps Historical Economic	The learner; - lists down any four types of maps - describes the various types of map - lists examples of maps under each type	The learner; - pronounces words correctly - writes them correctly spells the new words correctly reads the	Demonstration Illustration Discovery	Listing Describing Mentioning	Awareness Drawing Interpretation	Chalkboard illustration	Mk standard SST book 5 page MK SST Trs' bk 5 pg 51-54 Fount. SST bk 5 pg 2	

							new words correctly						
	6			**Longitudes and latitudes**	- definition of longitudes and latitudes. - lines of latitude and longitudes - name the main latitude and longitude - drawing latitudes and longitudes	The learner; - defines longitudes and latitudes. - names the main longitude and latitude. - draw latitudes and longitudes	The learner; - pronounces words correctly reads the new words correctly - spells - writes the new words.	Explanation Discussion Question & answer	Defining Naming Drawing	Defining Naming Drawing	Awareness Observation	Mk standard SST book 5 page 4 Comp. SST bk 5 pg 5	
	7			**Uses of longitudes &latitudes and lines of longitudes & latitudes**	- longitude determines time - longitudes help in locating places - latitudes determine climatic zones - the Equator divides the world into two equal hemispheres.	The learner; - states the uses of longitudes and latitudes	The learner; - reads the structures - writes them correctly - spells the new words correctly	Explanation Discussion Question & answer	Stating the uses of longitudes & latitude	Awareness Drawing	Atlas Wall maps	Mk SST book 5 page 5 Fount. SST bk 5 pg 3	
2	**1**			**Location of Uganda on the map of E.A**	Geographical location - shape, size, population & position of Uganda. - drawing & locating Uganda on the map of E.A	The learner; - locates Uganda on the map of E.A - draws and names the five neighbouring countries of Uganda.	The learner; - reads the new words correctly - writes -spells words used in location of Uganda.	Observation Question & answer	Locating & drawing	Awareness Drawing	A wall map of East Africa	Mk standard SST book 5 page 6 Comp. SST bk 5 pg 3	
	2			**Historical backgr**	HISTORICAL BACKGROUND	The learner; - describes the historical	The learner; - spells the new words	Explanation	Describing Stating	Critical thinking	Chalkboard	Primary SST for	

				ound of Uganda	The name Uganda was derived from the word Buganda. - Uganda is a formation of traditional states/governments which existed many centuries before colonial era. With the on set of colonial rule, the traditional states were united through agreements/treaties. - Traditional governments/states included Bunyoro-Kitara, Buganda, Busoga, Ankole, Toro.	background of Uganda.	correctly reads the new words correctly pronounces words correctly - writes words sentences related to the sub topic.	Discussion Discovery		Awareness	illustration	Uganda page 4	
	3			**Uganda as a land locked country**	Definition of a land locked country. Other neighbouring countries that are land locked. Problems faced by land locked countries Solutions to the above problems	The learner; - defines a land locked country - names any three neighbouring countries of Uganda - states problems faced by land locked countries	The learner; - reads the new words correctly - writes the new words used in the sub topic.	Explanation Discovery Discussion	Listing Defining Stating the problems faced by land locked countries	Observation Drawing	Observing Drawing	Mk SST book 5 pg 5 Fount. SST bk 5 pg 7	
	4			**Neighbouring countries of Uganda**	North – South Sudan East – Kenya South – Tanzania West – Democratic Rep. of Congo South west – Rwanda	The learner; - identifies the neighbouring countries of Uganda.	The learner; - pronounces - reads - writes the new words.	Discussion Discovery	Identifying Naming	Critical thinking Awareness	A wall map of East Africa	Mk standard SST book 5 page 5	

					- The size, population, capital cities and leaders of neighbouring countries of Uganda.	- names the capital cities and leaders of Uganda's neighbours.		Explanation				Fount. SST bk 5 pg 7	
LO: The learner is able to explore, understand and appreciate the value of one's immediate and distant environment for better health and harmonious living.													
	5		**PHYSICAL FEATURES IN UGANDA**	**Physical feature**	Definition of physical features, relief Examples of physical features. Reliefs are land forms of an area e.g. hills, mountains, plateau, valleys. Physical features are landforms of an area. Types of physical features	The learner; - defines physical features. - gives examples of physical features in Uganda.	The learner; - reads the new words correctly - writes the vocabulary used to explain physical features.	Question & answer	Starting Drawing	Critical thinking	A map of Uganda showing physical feature	Mk standard SST book 5 page 7 Comp. SST bk 5 pg 12	
	6			**Formation of physical features**	- mountains - types of mountain - Formation of block mountains.	The learner; - defines a mountain - identifies the two types of mountains - describes the formation of block mountains and illustrate.	The learner; - pronounces words correctly - spells words used in the subtopic (formation of physical feature	Discussion Question & answer Discovery	Defining Identifying Describing Drawing	Appreciation Awareness	A chart Chalkboard illustration	Mk SST book 5 page 8 Comp. SST bk 5 pg 17	
	7			**Volcanic mountains**	Formation of volcanic mountains - Types of volcanic mountains - Adv. and disadv of volcanic mountains.	The learner; - lists the three types of volcanic mountains. - states the adva and disadva of	The learner; - pronounces words correctly spells the new words correctly	Explanation Discovery	Listing Stating Describing and illustrating	Inquiry Description Observation	Chart Chalkboard illustration	Mk standard SST book 5 page 19 Fount. SST bk 5 pg 16	

						volcanic mountains. - describes and illustrates the formation of volcanic mountains.	- Writes words used in the sub topic.	Illustration					
3	**1**			**Formation of the rift valley**	- Definition of a rift valley - Formation of rift valley - Examples of rift valley lakes - Economic activities done in the rift valley - Adva and disadva of the rift valley.	The learner; - defines the term rift valley - names three lakes that lie in the rift valley. - gives any three characteristics of rift valley lakes.	The learner; - reads - spells - writes words used to explain the formation of the rift valley.	Explanation Discussion Question & answer Discovery	Defining Naming Giving x-tics of rift valley lakes.	Drawing Effective communication	Chalkboard illustration	Mk standard SST book 5 page 20 Fount. SST bk 5 pg 20	
	2			**Highlands**	- Definition of the term highlands Mountain Rwenzori - location - highest peak - people living on slopes - its discovery	The learner; - defines a highland - locates Mt. Rwenzori on the map of Uganda.	The learner; - reads - writes vocabulary related to the topic	Discovery Discussion Question & answer	Defining Locating Identifying	Inquiry Effective communication	Atlas	Mk SST book 5 page 19	
	3			**Mountain Elgon** **Mountain Mufumbiro**	- location - highest peak - people who live on its discovery - its location - highest peak - people who live on slopes	The learner; - locates Mt. Elgon on the map of Uganda - names its highest peak - mentions the people who live on its slopes.	The learner; - pronounces words correctly reads the new words correctly spells the new words	Question and answer Discussion	Locating Naming Mentioning	Observation Recording Drawing	Atlas Chalkboard illustration Chalkboard	Mk SST book 5 page 10 Mk SST book 5 page 10	

				Mountain Moroto	- its location - highest peak - people who live on the slopes.	- locates Mt. Mufumbiro - names its highest peak - identifies the people found on slopes. - locates Mt. Moroto on the map of Uganda. - names the highest peak - lists down any one tribe that lives on slope	correctly - writes words related to the topic	Discovery Discussion Illustration Discussion Discovery Illustration	Locating Naming Locating Naming Listing	Inquiry	illustration Well map showing physical feature Chalkboard illustration	Mk SST book 5 page 12 Fount. SST bk 5 pg 17	
	4			**Adv and disadvantages of Mountains**	Advantages of highland - attract tourist - help in rain formation Disadvantages - makes transport difficult Social economic and political importance	The learner; - gives at least four adv and disadv of highlands.	The learner; - reads the new words correctly - writes structures related to mountains.	Discovery Discussion	Giving adv and disadv of highlands	Description Inquiry Drawing Observation	Chalkboard illustration	Mk standard SST book 5 page 21 Fount. SST bk 5 pg 18	
	5			**Plateau**	Definition of a plateau - Economic activities carried out on a plateau - Adv and disadv of plateau - plains - low lands	The learner; - defines a plateau - gives at least four activities carried out on a plateau. - states four adva and disadv of plateau.	The learner; - reads the new words correctly - writes the new words in the subtopic	Discussion Discovery Explanation	Defining Giving at least four activities carried out on a plateau	Observation Inquiry Recording	Chalkboard illustration	Mk SST book 5 page 9 Fount. SST bk 5 pg 19	

									Stating				
	6			**Drainage**	Definition of drainage Examples of lakes found in Uganda Types of lakesin Uganda x-tics of depression lakes & rift valley lakes.	The learner; - defines drainage - gives atleast four examples of lakes and types of lakes in Uganda.	The learner; - reads the new words correctly - writes the new words in the sub topic	Explanation Discussion Question & answer	Defining Stating Identifying	Observation Recording Description	Map of Uganda showing lakes in Uganda Atlas	Mk standard SST book page 13 Comp. SST bk 5 pg 19	
	7			**Lake Victoria**	Named after Queen Victoria of England It was discovered by John Hannington Speke - size - countries that share L. Victoria - Formation of L. Victoria Ports of L. Victoria in Uganda - Location (central part) - The most swampy lake - Surrounded by other swampy lakes e.g. Opeta, L. Kwania, Nakuwa e.t.c - Fish caught	The learner; - identifies the three countries of East Africa sharing L. Victoria. - tells how L. Victoria was formed. - locates L. Kyoga on the map of Uganda. - names the most swampy lake in Uganda and fish caught there.	The learner; - pronounces words correctly reads the new words correctly-writes the vocabulary used in the sub topic	Brainstormiest Discussion Explanation Explanation Discussion Observation	Identifying Describing the formation of L. Victoria Locating Naming	Description Observation Inquiry	Chart Chalkboard illustration Chalkboard illustration	Mk SST book 5 page 15 Comp.SST bk 5 page 11 Mk SST book 5 page 15	
4	**1**			**Lake Edward and L. George**	Both lakes are joined by Kazinga channel These who lakes lie within the western arm of the rift valley.	The learner; - locates L. George & Edward on the map of Uganda.	The learner; - pronounces words correctly-reads the	Explanation Discussion	Locating Identifying	Effective communication	Atlas Charts	Mk standard SST book 5 page	

				Lake Albert	The third largest lake in Uganda. Local name in a) Luganda - Mutanzige b)Bunyoro - Mwitanzigye named after the husband to the Queen of England by sir Samuel Baker in 1863 other lakes Ports on L. Albert in Uganda Nakuwa, Opeta Kijjanebalola	- identifies the process by which both lakes were formed. - names the third largest lake in Uganda. - tells its traditional name.	words used in the sub topic	Discovery Illustration Explanation Illustration	Naming Identifying	Inquiry Recording	Charts	Comp. SST bk 5 pg 26 Mk SST Trs' guide Mk standard SST book 5 page 16	
	2			**Rivers**	Definition of a river Types of rivers Examples of rivers in Uganda Stages of rivers Location of rivers on the map of Uganda.	The learner; - defines a river - lists types of rivers - gives atleast five examples of rivers in Uganda.	The learner; reads the new words correctly - writes structures used to explain rivers.	Explanation Demonstration	Defining Listing	Effective communication Recording Awareness	Chart Chalkboard illustration	Mk standard SST book page 17 Fount. SST bk 5 pg 24	
	3			**Uses of lakes & rivers**	Good sources of fish Provide water for both domestic and industrial use. Help in rain formation Rivers help in generation hydro electricity.	The learner; - outlines at least four uses of lakes and rivers.	The learner; - reads - writes words and structures.	Explanation Discussion Discovery	Outlining Stating	Critical thinking Effective communication	Chalkboard illustration	Mk standard book 5 page 18 Fount. SST bk 5 pg 26	
	4			**Dangers & problems**	Dangers of lakes and rivers - causes drowning	The learner; - states at least four dangers of lakes and rivers	The learner; -reads the new words correctly-	Explanation	Stating Listing	Recording Awareness	Chalkboard illustration	Mk standard SST book 5 page 19	

For more schemes of work, visit *www.uganda.madpath.com*

				facing lakes & rivers	- they harbor dangerous wild animals. - they cause flooding Problems facing lakes and rivers - reduced water levels - pollution - silting - evaporation highlands	- lists down problems facing lakes and rivers.	writes dangers and problems related to lakes and rivers.	Discussion Question & answer		Drawing Awareness		Mk SST Revision bk pg 202	
	5			**Fishing in Uganda**	Definition of fishing Fishing grounds Examples of fish caught in Uganda Importance of fish Source of food, income, medicine	The learner; - defines fishing - gives at least four examples of fish caught in Uganda. - states any four uses of fish.	The learner; - reads the new words correctly - writes examples of fish	Explanation Discussion Illustration	Defining Giving Stating	Recording Awareness Drawing	Chalkboard illustration	Mk standard SST book page 20 Mk SST Revision bk pg 203	
	6			**Modern methods of catching & preserving fish**	- use of fish - use of fishing baskets - use of spears - use of fishing hooks - use of fishing rods **Local methods** - salting - sun drying - smoking – commonest **Modern methods** - freezing - timing/canning	The learner; - states at least four methods of catching fish. - lists down at least five methods of preserving fish.	The learner; - pronounces words correctly reads the new words correctly - writes examples of fish	Explanation Discussion Illustration	Defining Giving Stating	Recording Awareness Drawing Awareness	Chalkboard illustration	Mk standard SST book 5 page 21	
	7			**Problems facing the**	Presence of water hyacinth Poor roads leading to landing sites	The learner; - tells at least four problems facing	The learner; -reads the new words correctly	Explanation	Stating	Description Observation	Chalkboard illustration	Mk standard SST book 5 page 22	

				fishing industry	Poor methods of fishing Lack of modern storage facilities Solutions to the problems facing the fishing industry. Provide modern fishing facilities	the fishing industry. - states any four solutions to problems facing the fishing industry.	pronounces words correctly-writes problems facing the fishing industry.	Discovery		Recording		Comp. SST bk 5 pg 25	
5	**1-2**				TOPICAL TEST								
5	**3**			**Influence of physical features on living things** **Problems associated with various physical features**	Physical features determine - type of vegetation - grazing patterns - human settlement - activities people carry out - they lead to loss of life - steep slopes makes human settlement difficult. - flooding of lakes and rivers may lead to displacement of people.	The learner; - describes how physical features influence living things (people) - states at least four problems associated with various physical features.	The learner; - spells - reads - writes structures related to the sub topic	Discussion Questions & answer Explanation Discussion Discovery	Describing Stating	Description Awareness Effective communication	Chalkboard illustration	Mk standard SST book 5 page 25 Fount. SST bk 5 pg 29	
LO: The learner is able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.														
	4		**CLIMATE**	**Factors that influen**	Definition of climate - climatology	The learner; - defines climate – climatology	The learner; - spells the new words	Explanation	Defining	Critical thinking	Chalkboard	Mk standard SST book	

			OF UG AN DA	**ce climate**	Components/aspects of climate Types of climate Factors that influence climate	- lists components of weather - gives types of climate in Uganda - factors that influence climate	correctly pronounces words correctly-reads words related to climate	Discussion Question & answer	Listing giving	Effective communication	illustration	5 page 27 Fount. SST bk 5 pg 32	
	5			**Climatic regions** **Equatorial climatic region**	Definition of climatic regions Examples of climatic regions. Equatorial climatic region Areas experiencing true equatorial climate Entebbe, Kampala, Jinja e.t.c. x-tics of Equatorial climate Human activities carried in tropical climatic region.	The learner; - defines climatic regions - lists examples of climatic regions - identifies areas experiencing Equatorial climatic region - gives x-tics of Equatorial climate	The learner; - reads the new words correctly - writes vocabulary related to climate	Explanation Guided discovery Question & answer	Defining Listing Identifying	Description Inquiry	Chart	Mk standard SST book 5 page 26 Fount. SST bk 5 pg 32 Comp. SST bk 5 pg 33	
	6			**Tropical climatic region**	Location of tropical climatic region Description x-tics of tropical climatic region human activities carried in Tropical climatic region	The learner; - describes the tropical climatic region - locates tropical climatic region on the map of Uganda. - states x-tics of tropical climatic region	The learner; - reads the new words correctly - spells words related to climate	Explanation Discussion Question & answer	Describing Locating Stating	Description Observation Effective communication	Map	Mk standard SST book 5 page 27 Fount. SST bk 5 pg 33 Comp. SST bk 5 pg 33	
	7			**Semi – Arid climati**	Location of semi-arid climatic region	The learner; - identifies areas experiencing	The learner;	Explanation	Identifying	Description	Chalkboard	Mk standard SST book	

				c region **Mountain climate**	x-tics of Semi –arid climatic region. Human activities carried out in the Semi-arid climatic region - crops grown Areas that experience mountain climate x-tics of mountain climate activities carried out.	semi-arid climatic region - locates semi-arid climatic region - states the x-tics of semi-arid climatic region - describes the mountain climatic region - states the x-tics of mountain climatic region	- pronounces words correctly - writes words related to climate. - reads - writes the structures related to climate	Guided discovery Discussion	Locating Stating Describing	Awareness Recording Observation	illustration	5 page 28 Fount. SST bk 5 pg 35 Comp. SST bk 5 pg 33	
6	**1**			**Influence of physical feature on climate**	Physical features that influence climate (valleys highlands, water bodies) Description of how physical features affect climate. Varying climatic	The learner; - mentions physical features that influence climate - describes how physical features influence climate - identify the varying climatic conditions in relation to the different physical features.	The learner; - pronounces words correctly reads the new words correctly - writes words related to climate.	Explanation Discussion Question & answer Observation	Mentioning Describing Identifying	Description Awareness Recording Observation	Chalkboard illustration	Mk standard SST book 5 page 28 Fount. SST bk 5 pg 37	
	2			**Influence of highlands on climate**	How highlands influence climate Type of rainfall received Leeward side Wind ward side	The learner; - describes how mountains (highlands) influence climate - name the type of rainfall commonly	The learner; - reads - writes words related to the subtopic.	Explanation Discussion Guided discussion	Describing Naming	Critical thinking Effective comm	Chalkboard illustration	Mk standard SST book 5 page 28	

						received in mountainous areas.				unicati on		Comp. SST bk 5 pg 34	
6	**3**			**Influen ce of water bodies on climate**	How water bodies influence climate Processes involved in the formation of convectional rainfall. Diagram showing convectional rainfall.	The learner; - describes how water bodies influence climate. - identifies any two processes in formation of convectional rainfall. - illustrates convectional rainfall formation	The learner; - pronounces words correctly reads the new words correctly - writes vocabulary related to the given subtopic	Observ ation Discus sion Sharin g	Descri bing Identify ing Illustrat ing	Aware ness Critical thinkin g	Chalkb oard illustrat ion	Mk standard SST book 5 page 30 Fount. SST bk 5 pg 39 Comp. SST bk 5 pg 35	
	4			**Influen ce of climate on human activiti es**	Human activities influence climate Farming, hunting, cattle keeping Pit sawing or lumbering	The learner; - explains how climate influences human activities - mentions different types of farming.	The learner; - reads the new words correctly - writes structures learnt in the sub topic.	Discus sion Questi on & answer Discov ery	Explai ning Mentio ning Listing	Aware ness Critical thinkin g	Aware ness Critical thinkin g	Mk SST book 5 page 37 Comp. SST bk 5 pg 36	
	5			**Proble ms associ ated with climate (wet & warm areas)**	Warm/hot climate - high temperature that lead to crop weathering. - drought leads to death of animals. Wet areas - heavy rains that cause floods and easy spread of diseases.	The learner; - identifies problems associated with wet and warm areas and how they affect living things. - lists down any two pests and diseases	The learner; - spells the new words correctly - writes words & structures used to explain problem associated with climate.	Discus sion Explan ation	Listing Identify ing	Descri ption Observ ation Record ing	Chalkb oard illustrat ion	Mk SST book 5 page 42 Comp. book 5 page 38 Fount. SST bk 5 pg 42	

					- pests and diseases commonly found in wet areas.	commonly found in wet areas.							
	6			**Farming**	Definition of farming Importance of farming to Ugandans. - source of food - source of income - source of revenue	The learner; - defines farming - gives at least five problems faced by farmers in Uganda.	The learner; - reads the importance of farming.	Explanation Discussion Question & answer	Defiling Giving	Critical thinking Description Inquiry	Chalkboard illustration	Mk SST book 5page 46 Comp. SST bk 5 pg 39 Mk SST Revision bk pg 213, 196-198	
	7			**Problems faced by farmers in Uganda**	Limited markets Pests and diseases Lack of capital	The learner; - states at least any four problems faced by farmers in Uganda.	The learner; - reads - writes problems faced by farmers.	Explanation Discussion	Stating	Description Awareness	Chalkboard illustration	OE book 5 page 27 Fountain book 5 page 48	
7	**1**			**Solutions to the problems face d by farmers in Uganda**	Form co-operatives Look for more taxes paid on farm inputs.	The learner; - gives any four solutions to problems facing farmers.	The learner; - reads - pronounces words used in the sub topic.	Explanation Discussion	Giving		Chalkboard illustration	Fountain SST book 48 Mk SST Revision bk pg 219	

7	**2**			**Types of farming**	Subsistence farming Mixed farming Ranch farming Dairy farming Horticulture Floriculture Agro forestry Nomadic pastoralism	The learner; - mentions at least four types of farming.	The learner; - reads - spells - writes the types of farming	Explanation Discussion	Listing	Description Observation	Chalkboard illustration	Mk SST book 5 page 42	
3				**Subsistence farming**	Definition of subsistence farming Advantages and disadvantages of subsistence farming.	The learner; - defines subsistence farming - gives any four advantages of subsistence farming.	The learner; - reads - writes vocabulary used in subsistence farming.	Guided discovery Explanation Question & answer	Defining	Drawing Description	Chalkboard illustration	Mk SST book 5 page 45	
	4			**Mixed farming**	Definition of mixed farming Advantages and disadvantages of mixed farming.	The learner; - defines mixed farming - states at least four advantages & disadvantages of mixed farming.	The learner; - writes - reads structures about mixed farming	Explanation Guided discovery	Defining Stating	Awareness Effective communication	Chalkboard illustration	Mk SST book 5 page 56	
	5			**Plantation farming**	Definition of plantation farming Crops grown on plantations Plantations farms in Uganda Advantages and disadvantages of plantation farming.	The learner; - defines plantation farming - names at least four crops grown on plantations.	The learner; - writes - reads structures about mixed farming	Discussion Guided discovery	Defining Naming Stating	Critical thinking Awareness	Chalkboard illustration	Mk SST book 5 page 46	

	6			**Dairy and ranch farming**	Definition of ranch and dairy farming Examples of ranch and dairy farms in Uganda. Products got from a ranch and a dairy farm.	The learner; - defines both dairy and ranch farming. - mentions at least four products got from a ranch and dairy farm.	The learner; - writes words correctly. - reads words related to dairy and ranch farming.	Explanation Discussion Question & answer	Defining Mentioning Listening	Description Effective communication	Chalkboard illustration	Mk SST book 5 page 47	
	7			**Agro forestry**	Definition of agro-forestry Advantages and disadvantages of agro-forestry.	The learner; - defines agro-forestry - gives at least four advantages and disadvantages of agro-forestry.	The learner; - pronounces words correctly. - spells words correctly - writes words used in Agro-forestry.	Explanation Guided discovery	Defining Stating	Critical thinking Effective communication	Chalkboard illustration	Mk SST book 5 page 48	
8	**1**			**Irrigation farming**	Definition of irrigation Irrigation schemes Adv of irrigation farming. * Un productive land can be put to maximum use. Disadvantages - it is expensive to start.	The learner; - defines irrigation farming - gives at least four advantages & disadvantages of irrigation farming.	The learner; - reads words correctly - writes words used in irrigation	Explanation Discussion	Defining Stating		Chalkboard illustration	Mk SST book 5 page 26	
	2			**Vegetation of Uganda**	Definition of vegetation Types of vegetation Types of natural vegetation	The learner; - defines of vegetation	The learner; - reads words correctly	Explanation Observation	Defining Listing	Inquiry Critical thinking	Chalkboard illustration	Mk SST book 5 page 45	

					Natural vegetation zones in Uganda Locate the vegetation types Factors affecting vegetation distribution	- lists down the two types of vegetation - mentions examples of vegetation - locates the vegetation.	- writes words well - spells words and structures related to climate.	Question & answer				Comp. SST bk 5 pg 42 Fount. SST bk 5 pg 46-48	
LO: The learner is able to show, understand and appreciates the importance and value of vegetation for better living.													
	3		**VEGETATION IN UGANDA**	**Adv. and disadv. Of vegetation**	**Advantages** - vegetation control soil erosion - help is rain formation **Disadvantages** - harbours dangerous animals.	The learner; - gives at least adva and disadv of vegetation	The learner; - reads words correctly - pronounces words - spells words - writes structures and words related to vegetation.	Explanation Discussion	Defining Listing	Description Drawing	Chalkboard illustration	Comp. book 5 page 51 Fount. SST bk 5 pg 49-54 Mk SST book 5 page 46	
	4			**Influence of vegetation on human settlement**	Influence the number of people living in an area and activities they are involved in.	The learner; - describes how vegetation influences human settlement.	The learner; - reads words correctly - pronounces words - spells words - writes structures and words related to vegetation.	Explanation Discussion	Describing	Inquiry Observation Description	Chalkboard illustration	Comp. SST book 5 page 54 Fount. SST bk 5 pg 57 Mk SST book 5 page 52	
	5			**Forest in Uganda**	Definition of forest Types of forest Examples of forest in Uganda	The learner; - defines a forest - names the two types of forests - list down any four examples of	The learner; - reads words correctly - pronounces words - spells words - writes structures and	Explanation Discussion	Defining Naming Listing	Observation Description	Chalkboard illustration	Mk standard SST book page 50 Fount. SST bk 5 pg 47, 52	

						natural & artificial forests.	words related to vegetation.	Question & answer				Comp. SST bk 5 pg 43	
	6			**Adv & disadv of forests**	Advantages - source of timber - source of fuel - control soil erosion Disadvantages - harbour dangerous animals. - problems facing forests	The learner; - states at least four advantages of forests.	The learner; - reads words correctly - pronounces words - spells words - writes structures and words related to vegetation.	Explanation Discussion	Stating	Description Drawing Recording Effective communication	Chalkboard illustration	Mk SST book page 51 Fount. SST bk 5 pg 49 Mk SST Revision bk pg 198	
	7			**Defore station** **Effects of defore station.**	Definition of deforestation Reasons why people carry out deforestation Deforestation leads to: - desertification - soil erosion - loss of soil fertility - destruction of natural habitat for wild animals.	The learner; - defines deforestation - states at least four reasons why people carry out deforestation. - states any four effects of deforestation.	The learner; - reads words correctly. - writes them correctly. - spells vocabulary used in the sub topic.	Question & answer Explanation Observation	Defining Stating	Inquiry Observation	Chalkboard illustration	Mk SST book 5pg 51 page Mk SST Revision bk pg 199	
9	**1-2**				TOPICAL TEST								
	3			**Conservation of forests** **Reasons for conser**	Definition of the term forest conservation Methods of conserving forest - mass sensitisation - practicing afforestation and agro-forestry e.t.c	The learner; - defines forest conservation - states any four reasons for conserving forests.	The learner; - reads words correctly. - writes them correctly. - spells vocabulary	Question & answer Explanation	Defining Stating	Description Observation Drawing		Mk SST book 5 page 43 New Mk SST book 5page 63	

				ving forests	Forests should be controlled to: - control soil erosion - maintain soil fertility - maintain supply of timber - maintain reliable rainfall formation		used in the sub topic.	Observation				Comp. SST bk 5 pg 53	
	4			**Wetlands/swamps**	Definition of a wetland Types of swamps Uses of wetlands Wetland control - soil erosion - control floods - good fishing grounds - provide raw materials for crafts. Problems faced by wetlands.	The learner; - defines a wetland - gives three uses of wetlands	The learner; - reads words correctly. - writes them correctly. - spells vocabulary used in the sub topic.	Filed work	Observing Listing	Effective communication Observation	Nearby swamp	Mk SST book 5 page 43 Fount. SST bk 5 pg 53	
	5			**Dangers of wetlands to the community**	Act as bleeding grounds for mosquitoes. Harbours dangerous animals. Occupy land that would be used for settlement.	The learner; - states at least four uses of swamps.	The learner; - reads words correctly. - write words - pronounces words & structures used in the sub topic.	Brain storming	Stating	Effective communication	Nearby swamp	Mk SST book 5 page 57 Comp. SST bk 5 pg 44	
	6			**Swamp reclamation** **Effects of swamp reclamation.**	Definition of swamp reclamation. Reasons why people reclaim swamps. Swamps reclamation leads to: - desertification - flooding - destruction of natural habitat for wild animals.	The learner; - defines swamp reclamation. - states any four reasons why people reclaim swamps. - lists down any four effects of	The learner; - reads words correctly. - write words - pronounces words & structures used in the sub topic.	Discussion Observation	Observing Defining Stating	Effective communication Observation	Chalkboard illustration	Mk SST book 5 page 57 Fount. SST bk 5 pg 58	

						swamps reclamation.							
	7			**Solutions of swamp reclamation**	Educate masses about the importance of swamps. Put strict laws against swamp reclamation. Re allocate people who stay in swamps.	The learner; - gives at least four solutions to swamp reclamation.	The learner; - reads words correctly. - write words - pronounces words & structures used in the sub topic.		Giving and listing solutions to swamp reclamation	Description Drawing Recording	Chalkboard illustration	Mk SST book page 58 Comp. SST bk 5 pg 52	
10	**1**			**Tourism**	Definition of tourism Types of tourism Examples of tourism Importance of the tourism industry to Uganda.	The learner; - defines tourism - lists down two types of tourism - states any four importance of the tourism industry.	The learner; - reads words correctly. - write words - pronounces words & structures used in the sub topic.	Brain storming Explanation Discussion	Defining Listing Stating	Description Drawing Recording	Chalkboard illustration	Comp. SST guide book 5 page 23 Mk SST Revision bk pg 204	
	2			**Tourist attractions in Uganda**	Physical features Historical sites Cultural sites Wild life conservation centre e.t.c.	The learner; - identifies at least four tourist attractions in Uganda.	The learner; - reads words - writes words - pronounces words related to the sub topic.	Explanation Discussion	Identifying	Effective communication	Chalkboard illustration	Mk SST Revision bk pg 206	
	3			**Problems affecting the tourism industry**	Poaching Poor communication and publicity. Poor accommodation facilities Poor transport	The learner; - states at least four problems affecting the tourism industry.	The learner; - reads words - writes words - pronounces words related to the sub topic.	Discussion Explanation Brain storming	Stating	Critical thinking	Chalkboard illustration	Mk SST Revision bk pg 211	

For more schemes of work, visit *www.uganda.madpath.com*

	4			**Game parks & game reserves**	Definition of a game park and a game reserve. Examples of game parks and game reserves in Uganda.	The learner; - defines game park and game reserve. - names at least four game park & reserves in Uganda. - lists down four animals in game parks of Uganda.	The learner; - reads words - writes words - pronounces words related to the sub topic.	Explanation Discussion	Defining Naming Listing Drawing	Effective communication Observation	Chalkboard illustration	Mk standard SST book 5 page 46 Mk SST Revision bk pg 206	
	5			**Importance of game parks & reserves**	Provide employment opportunities. Earn the government revenue Used for research and study purpose.	The learner; - state at least any four uses of game parks.	The learner; - reads words - writes words - pronounces words related to the sub topic.	Explanation Question & answer	Stating	Critical thinking	Chalkboard illustration	Comp guide SST page 25	
	6			**Problems facing game parks & reserves**	Poaching Long drought Pests & diseases Lack of enough skilled man power	The learner; - states any four problems facing game parks and reserves.	The learner; - reads words - writes words - pronounces words related to the sub topic.	Discussion Explanation	Stating problems affecting game parks & reserves.	Effective communication Observation	Chalkboard illustration	Mk SST Revision bk pg 211	
	7			**Solutions to the problems facing game parks**	Educate the masses about the importance of game parks and reserves. Improve on the publicity of the tourism industry.	The learner; - states at least four solutions to the problems facing the game parks.	The learner; - reads the structures related to the sub topic.	Explanation Discussion Question & answer	Stating	Critical thinking	Chalkboard illustration	Mk SST Revision bk pg 211	

				& reserves.	Employ honest game rangers and wardens to control poaching.								
11	**1**			**Factors influencing vegetation distribution**	Climate Relief Soil Government policy Human activity Historical events that led to settlement patterns - famine, drought, wars, diseases & pest. - cultural occupation	The learner; - lists down four affecting/influencing vegetation distribution. - identifies the historical events that led to settlement patterns in Uganda	The learner; - spell words correctly - reads words related to the subtopic	Explanation Discussion Brain storming	Listing Identifying	Sharing Critical thinking	Chalkboard illustration	Mk standard SST book page Fount. SST bk 5 pg 55 Comp. SST bk 5 pg 47-49 Mk SST Revision bk pg 211	
LO: The learner is able to know the natural resources in their immediate and distant environment, how people use them to earn a living and analyse bad practices that destroy resources.													
	2		**NATURAL RESOURCES IN UGANDA**	**Natural resources in Uganda**	Concept of natural resources Different types of natural resources in Uganda.	The learner; - explains naturals resources - identifies different types of natural resources	The learner; - reads words correctly. - writes words related to the sub topic.	Explanation Guided discovery	Identifying differed natural resources	Appreciation Awareness Sharing	Chalkboard illustration	Fount. SST bk 5 pg 63-64 Comp. SST bk 5 pg 57-61	
	3				Location of different natural resources on the map of Uganda	The learner; - locates different natural resources in Uganda.	The learner; - reads words correctly. - writes words related to the sub topic.	Explanation Guided discovery	Locating differed natural resources in Uganda	Problem solving Drawing	Atlases	Fount. SST bk 5 pg 65	

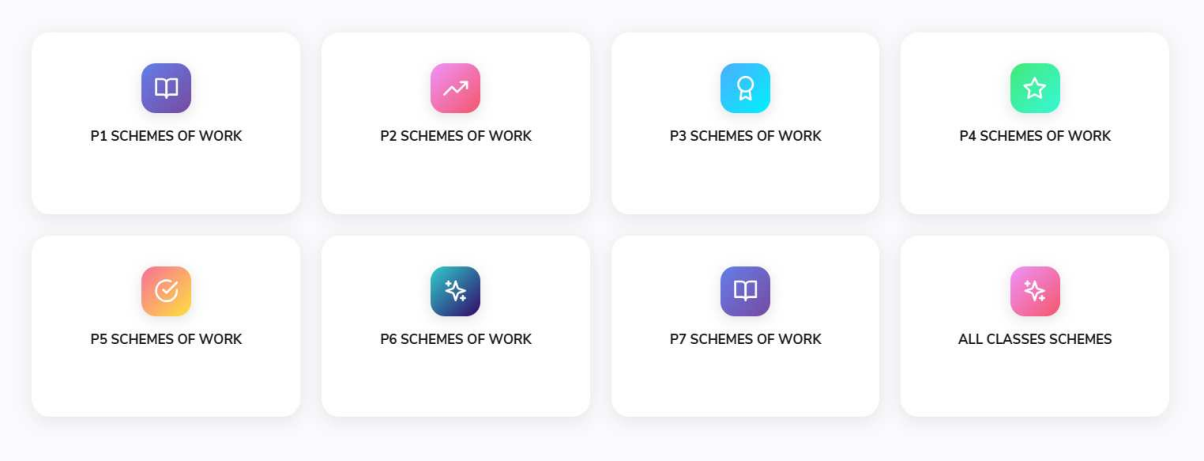
	4				Importance of natural resources. Land Plants (vegetation) Water	The learner; - discusses the importance of the different naturals resources i.e. land, vegetation & water.	The learner; - reads words correctly. - writes words related to the sub topic.	Guided discus sion Questi on & answer	Discus sing how resour ces are used.	Aware ness Apprec iation	Chalkb oard illustrat ion	Comp. SST bk 5 pg 62-66	
	5			**Natural resour ces in Ugand a**	Animals People Climate	The learner; - discusses the importance of the different natural resources i.e. climate, animals and people.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Brain stormi ng	Discus sing import ance of resour ces	Caring Critical thinkin g		Fount. SST bk 5 pg 65	
	6				Mining Definition Methods of mining	The learner; - explains mining - identifies the different methods of mining.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Explan ation Guided discov ery	Identify ing differe d metho ds of mining	Aware ness Apprec iation	Chalkb oard illustrat ion	Regional Geograp hy page 24	
	7				Types of examples of minerals. e.g. - non metallic minerals - metallic minerals	The learner; - states the different types of minerals. - identifying examples of minerals.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Explan ation Questi on & answer	Listing the differe d exampl e of minera ls.	Sharin g	Immed iate enviro nment	Mk standard revision 199 Comp. SST book page 156-	
1 2	**1**				Uses of minerals and their deposits e.g. Gold for jeweler from Kalangala.	The learner; - explains the different uses of minerals and their deposits.	The learner; - reads words correctly - writes words properly	Questi on & answer Discus sion	Sharin g			Mk standard revision 200	

							- spells vocabulary related to the sub topic.					Comp. guideSST book page 156-	
	2				Locating minerals deposit on the map of Uganda.	The learner; - draws a map of Uganda showing the mineral deposits.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Illustration Explanation	Drawing a map of Ugand a	Drawing Awareness	Atlas A chart showing the map of Ugand a	Regional Geography for Uganda	
	3				Importance of mining to the economy of Uganda - earns foreign exchange - leads to industrialization - creates job opportunities e.t.c. - research & resource utilization	The learner; - identifies the uses of mining to the economy of Uganda.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Explanation Discussion Question & answer	Identifying uses of mining	Appreciation Sharing		Mk standard SST revision page 201	
	4				Reasons why some minerals are not mined in Uganda. Lack of capital Lack of political will to exploit some minerals e.t.c.	The learner; - discusses reasons why some minerals are not mined.	The learner; - reads words correctly - writes words properly - spells vocabulary related to the sub topic.	Brain storming Guided discovery	Discussing reason why some minerals aren't mined.	Critical thinking Awareness	Chalkboard illustration	Mk SST Revision bk pg 200	
	5			**Natural resources in Uganda**	Problems associated with developing of various natural resources. - pollution	The learner; - identifies problems associated with development of	The learner; - reads words correctly. - writes vocabulary	Guided discussion	Discussing problems with	Sharing Critical thinking	Chalkboard illustration	Fount. SST bk 5 pg 65	

					- death of people during mining - environmental degradation - over exploitation of man e.t.c.	various natural resources.	related to natural resources.	Explanation Question & answer	developing of resources			Comp. SST bk 5 pg 67	
	6				How people misuse the natural resources - deforestation - swamp reclamation - failure to extract minerals - over cultivation and grazing	The learner; - debates how people misuse natural resources.	The learner; - reads the words correctly. - writes structures related to the given sub topic.	Debating Discussion Question & answer	Identifying ways people misuse resources	Awareness	Chalkboard illustration	Fount. SST bk 5 pg 66	
	7				How to care for natural resources - proper health care and nutrition - careful development of minerals - proper land use e.t.c	The learner; - discusses ways of caring for natural resources.	The learner; - reads words correctly. - writes structures related to the given sub topic.	Discussion Explanation	Visiting a nearby natural resource	Critical thinking Caring Sharing	Chalkboard illustration	New Fountain SST bk 5 pg 67 Comp. SST bk 5 pg 69	

For more schemes of work, visit *www.uganda.madpath.com*

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



Do you need more!

SCHEMES OF WORK for Primary (All Subjects)

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

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

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

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