

PRIMARY THREE SOCIAL SST SCHEME OF WORK FOR TERM THREE.

Major references

1. Primary school Curriculum for Uganda-Primary three
2. MK Standard Social Studies Book 3
3. Monitor Social Studies Book 3
4. Thematic Curriculum Literacy 1 Text Book for Primary three

WEEK	PD	THE ME	SUB THEME	COMPETENCES		CONTENT	METHODS	ACTIVITIES	LIFE SKILL S & VAL UES	INST MATE RIALS	REF
				SUBJECT	LANGUAGE						
2	1	CULTURE AND GENDER IN OUR SUB-COUNTY	CULTURE	The learner; -defines the term culture & identifies the aspects of culture -defines the term customs & gives examples	The learner ; -reads, spells these words and uses them to make sentences; 1. culture 2. society 3. custom 4. circumcision 5. traditional	-Definition of culture -Aspects of culture -Definition of customs -examples of common customs	Discussion Explanation Self discovery Observation Demonstration	Observing and demonstratin g different customs Writing notes	Self awareness Assertivenes s Effective communicati on Respect	Environ ment Text books Charts Video	P.3 Curriculu m 43 Monitor SST bk 3 pg 23
	2		MARRIAG E	The learner; -defines marriage -describes the types of marriage	The learner ; -reads, spells these words and uses them to make sentences; 1. marriage 2. religious 3. union 4. civil 5. agreement 6. reverend	-Definition of marriage -Types of marriage -defintion of religious marriage	Demonstrati on Role play Observation Whole class discussion. Narration	Role playing a religious marriage Answering oral questions	Love and care Interpersona l communicati on Sharing Appreciatio n	Class enviro nment Text books Video	Monitor SST bk 3 pg 23-25 P.3 curriculu m page 43
	3			The learner; -explains the term customary marriage -explains the term	The learner ; -reads, spells these words and uses them to make sentences;	-Customary marriage -What bride price is and	Demonstrati on Discovery Observation	Observing Answering oral questions Writing notes	Awareness Confidence Critical thinking	Class enviro nment Text	Monitor SST bk 3 pg 23-25

				bride price and gives examples of items people of today take as bride price	1. customary 2. cultural 3. bride price 4. dowry 5. groom	items given as bride price	, Group discussion	Role playing a customary marriage ceremony	Responsibility Respect	books	P.3 curriculum page 43
	4	CULTURE AND GENDER IN OUR SUB-COUNTY		The learner; -describes how customary marriage is done -identifies the qualities of a good marriage partner	The learner ; -reads, spells these words and uses them to make sentences; 1. civil 2. chief 3. administrative 4. officer 5. certificate 6. witness	-Description of civil marriage. -Qualities of a good marriage partner	Demonstration Discovery Observation , Group discussion	Role playing the marriage ceremony	Awareness Confidence Critical thinking Responsibility	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	5			The learner; -identifies and explains the problems faced by marriages -outlines the effects of divorce to children	The learner ; -reads, spells these words and uses them to make sentences; 1. divorce 2. couples 3. poverty 4. adultery 5. alcoholism 6. STDs	-Problems faced by marriages -Effects of divorce to children	Imitation Whole class discussion Demonstration Observation . Narration/story telling	Telling stories Writing notes Explaining the meanings of words Spelling words	Problem-solving Critical thinking Responsibility Appreciation	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
3	1		GREETING AND DRESSING	The learner; -demonstrates how greeting is done in different tribes -identifies the traditional wears of different tribes -states the	The learner ; -reads, spells these words and uses them to make sentences; 1. greet 2. identification 3. upright 4. respect 5. kneel 6. relationship	-How greeting is done & why -A table showing different tribes and their traditional wear	Narration/story telling Demonstration Imitation Observation Whole class discussion.	Observing the different cultural wear Answering oral questions Spelling words	Problem-solving Co-operation Love responsibility	The environment Wall charts	Mk bk3 pg46-47 P.3 curriculum page 43

						Why people wear clothes					
	2	CULTURE AND GENDER IN OUR SUB-COUNTY	CHILD NAMING	The learner; -explains how children were and are named in our society. -identifies the meaning of his/her surname. -identifies some of the names in the different tribes and their meanings. -states reasons why children are given names	The learner ; -reads, spells these words and uses them to make sentences; 1. tribe 2. religion 3. paternal 4. thunder 5. famine 6. earthquake	-How children were and are named -Meaning of different names -Why children are given names	Narration/story telling Demonstration Imitation Whole class discussion.	-identifying the meanings of their surnames and some of their friends in class	Identity Critical thinking Responsibility Appreciation	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	3			The learner; -identifies the names of twins and twins' parents from his /her tribe and from other tribes in Uganda.	The learner ; -reads, spells these words and uses them to make sentences; 1. twins 2. naming 3. special 4. male 5. female 6. young	Names of twins and their parent as from the different tribes	Demonstration Discovery Observation , Group discussion	Identifying names of twins in class/school -Identifying names of twins and twins' parents from their tribes and other tribes	Responsibility Appreciation	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	&		FOOD	The learner; -defines the term food and staple food -identifies the staple foods /traditional dishes of different tribes	The learner ; -reads, spells these words and uses them to make sentences; 1. staple food 2. traditional 3. dishes 4. flour	-Definition of food and a staple food -A table showing staple foods of different	Demonstration Imitation Observation Whole class discussion. Narration/story telling	- Demonstrating how different dishes are prepared -Identifying the staple	Assertiveness Identity Responsibility Concern Loyalty	The environment Foodstuffs such as posho, millet,	Mk bk-pg P.3 curriculum page 43

					5. sorghum	tribes		food for their tribes and other tribes		cassava flour, sorghum, sweet potatoes	
	5			The learner; -explains what food taboos are and gives examples -identifies the totem of his/her clan -gives the importance of customs in a society	The learner ; -reads, spells these words and uses them to make sentences; 1. taboo 2. society 3. forbidden 4. totem 5. morals	-What food taboos are and examples -Importance of customs	Demonstration Discovery Observation , Group discussion	-Identifying the totems for their clans -identifying some of the common taboos in their society	Problem-solving Critical thinking Responsibility Appreciation	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
4	1		CLANS	The learner; -defines a clan -names the symbols of a clan -identifies his/her clan and its symbols -gives the duties of a clan head	The learner ; -reads, spells these words and uses them to make sentences; 1. clan 2. clan head 3. fore-father 4. symbols 5. ancestor 6. disputes	-Defining a clan -Symbols of a clan -Duties of a clan head	Self discovery Observation Whole class discussion. Narration/story telling	Identifying names of their tribes. clans, totems and their drum sounds	Belonging Respect Identity Responsibility Concern Loyalty	Charts The environment	http://en.wikipedia.org/wiki/Buganda

	1			The learner; -identifies the forms of Buganda clans and their examples	The learner ; -reads, spells these words and uses them to make sentences; 1. Buganda 2. forms 3. crested crane 4. crow 5. egret	Forms of Buganda clans and their examples	Demonstration Discovery Observation , Group discussion	Identifying names of their tribes, clans and Buganda clans	Appreciation Respect Self awareness	Class environment	Trs own collection
	2		PRESERVING CULTURE	The learner; -describes and dramatizes the ways of promoting/preserving culture	The learner ; -reads, spells these words and uses them to make sentences; 1. preserve 2. funeral 3. festival 4. norms 5. medicinal 6. succession	-Ways of preserving /promoting culture	Demonstration Discovery Observation , Group discussion	Dramatizing how culture is promoted in African societies Answering oral questions	Problem-solving Co-operation Responsibility awareness	Class environment Text books	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	3	CULTURE AND GENDER IN OUR SUB-COUNTY		The learner; -identifies the importance of cultural practices in our society -explains the dangers of some cultural practices	The learner ; -reads, spells these words and uses them to make sentences; 1. identity 2. allergic 3. practice 4. malnutrition 5. obscene 6. circumcision	-Importance of cultural practices -Dangers of cultural practices	Demonstration Imitation Discovery Observation , Group discussion	Imitation of good cultural practices -identifying some of the dangerous cultural practices and explain their dangers	Problem-solving Critical thinking Responsibility	Newspapers and magazines, Text books Cultural wears like bark cloths, beads,	P.3 curriculum page 43
			GENDER	The learner;	The learner ;	- What	Whole class	Role playing	Problem-	Text	P.3

				-explains the term gender and sex -gives the types of gender -outlines the traditional gender roles for men and women in the traditional society	-reads, spells these words and uses them to make sentences; 1. gender 2. masculine 3. feminine 4. female 5. male 6. traditional	gender is -Types of gender - Traditional gender roles	discussion. Self discovery Observation Role play Narration/story telling	different gender roles Answering oral questions	solving Co-operation Responsibility	books Flash cards Class environment	curriculum page 44
	5			The learner; -outlines the gender roles by both boys and girls in modern society -identifies the unfair misunderstanding of gender in societies	The learner ; -reads, spells these words and uses them to make sentences; 1. roles 2. modern 3. cattle 4. building 5. husband	-Gender roles in modern society -Fair gender relations	Role play Observation , Whole class discussion Discovery	Role playing different gender roles Answering oral questions	Problem-solving Critical thinking Responsibility Respect	Wall charts Textbooks Class environment	P.3 curriculum page 44 Tr's own collection
5	1		GENDER EQUITY	The learner; -explains the meaning of gender equity -describes the ways of promoting gender equity & what shows that boys and girls are equal	The learner ; -reads, spells these words and uses them to make sentences; 1. equity 2. equally 3. promote 4. opportunity 5. misunderstanding	-Describing gender equity -Ways of promoting gender equity	Demonstration Imitation Observation , Group discussion	Role playing shared gender roles Answering oral questions	Effective communication Self-awareness Empathy Love	Charts Text books Class environment	P.3 curriculum page 44-45 Tr's own collection
	2			The learner; -writes the given questions in his/her exercise book and answers them correctly		TOPICAL TEST	Self discovery Supervision	Writing and answering questions correctly	Critical thinking		

	3	BASIC TECHNOLOGY IN OUR SUB-COUNTY//DIVISION	TECHNOLOGY	The learner; -explains the meaning of the term technology -describes the types of technology - gives examples of things made using the different types of technology	The learner ; -reads, spells these words and uses them to make sentences; 1. technology 2. scientific 3. knowledge 4. machines 5. equipment	-Defining technology -Types of technology a. traditional b. modern	Group discussion Demonstration Imitation Observation ,	Demonstrating how things are made and used in the diff. technology Identifying things made using modern and traditional technology	Effective communication Self-awareness Creative thinking appreciation	Charts Radios Televisions Drums Hoes Text books	Mk bk3 pg 70-71 P.3 curriculum pg 51
	4		NATURAL AND ARTIFICIAL MATERIALS IN OUR SUB-COUNTY	The learner; -describes what natural materials are -lists the examples of natural materials and their sources	The learner ; -reads, spells these words and uses them to make sentences; 1. natural 2. materials 3. environment 4. plantation 5. papyrus	-What natural materials are -Examples of natural & their sources	Demonstration Discovery Observation , Group discussion	Sorting out natural materials and artificial Spelling words	Co-operation Effective communication Self-awareness Creative thinking	Papyrus Clay palm leaves Text books	Mk bk3 70 pg P.3 curriculum page 51&53
	5		PROCESSING AND MAKING THINGS FROM NATURAL AND ARTIFICIAL MATERIALS	The learner; - lists the examples of things of natural materials and demonstrates how they are made -defines who a blacksmith is and gives examples of things made by a black smith	The learner ; -reads, spells these words and uses them to make sentences; 1. Iron 2. blacksmith 3. Banana fibres 4. Palm leaves 5. necklace	-Processing and making things from natural materials -meaning of the term black smith -Things made by a black smith	Demonstration Discovery Observation , Group discussion	Sorting out natural materials and artificial, metallic from non-metallic Demonstrating how things are made using natural materials	Effective communication Self-awareness Creative thinking Co-operation	Papyrus brooms Clay palm leaves Balls Ropes Mats pots etc	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43

6	1	BASIC TECHNOLOGY IN OUR SUB-COUNTY//DIVISION		The learner; -explains what artificial materials are -lists the examples of things made from artificial materials and explains how they are made	- The learner ; -reads, spells these words and uses them to make sentences; 1. artificial 2. plastic 3. polythene 4. scrap 5. decoration	-What artificial materials are -Examples of artificial materials -Importance of things made from natural and artificial materials	Demonstration Discovery Observation , Group discussion	Sorting out natural materials and artificial Demonstrating how things are made using artificial materials	Self-awareness Creative thinking Effective communication Co-operation	Mats Boxes Tools Toys Abacus	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	2		CRAFTS	The learner; -defines the term crafts and gives examples -demonstrates how different crafts are made -explains how technology has helped us	The learner ; -reads, spells these words and uses them to make sentences; 1. crafts 2. banana fibres 3. carpet 4. local 5. technology	- What are crafts -Examples of crafts -Importance of technology	Discovery Demonstration Imitation Observation , Group discussion	Identifying crafts and non-crafts Demonstrating how to make different crafts	Effective communication Self-awareness Creative thinking Co-operation	brooms Clay palm leaves Balls Ropes Mats pots etc	Monitor SST bk 3 pg 23-25 P.3 curriculum page 43
	3			The learner; -writes the given questions in his/her exercise book and answers them correctly		TOPICAL TEST	Self discovery Supervision	Writing and answering questions	Critical thinking		