

LEARNING OUTCOMES FOR TOPICS:

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

| W K | P D | THE ME | TOP IC | SUB TOPIC | COMPETENCES | | CONTENT | METHO DS/TEC HNIQUE S | ACTIVITI ES | INDICATORS OF LIFESKILLS &,VALUES | AUDIO VISUA L AIDS | REF | R E M |
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| | | | | | SUBJECT | LANGUAGE | | | | | | | |
| 1 | 1 | LIVI NG TO GET HE R IN UG AN DA | TH EPE OPL E OF PRE - COL ONI AL UG AN DA | ETHNIC GROUPS IN UGANDA | The learner - defines an ethnic group. - identifies different ethnic groups | The learner -writes words correctly - spells words correctly. | -Definition of ethnic groups. -listing down the major ethnic groups in Uganda. -Identifying the original inhabitants of Uganda -stating the characteristics of ethnic groups | discussi on Explanat ion question and answer brain storming | Defining ethnic groups -Listing the main ethnic groups in Uganda | -friendship formation -respect -appreciation - sharing with others - knowing how to behave when with different people. | A chart showi ng the migrati on patter n | MK SST Bk.5 pg 52- 53 Comprehen sive SST Bk.5 pg 41 P.5 curriculum pg 186-187 | |
| | 2 & 3 | | AN DA | MIGRATI ON PATTER NS IN UGANDA | The learner -explains different forms of migration - states reasons for migrations. - gives effects of migration | The learner - writes different forms of migration correctly | MIGRATION -Definition of migration -Different forms of migration e.g. immigration, emigration -Reasons for migration -Effects of migration | Questio n and answer discussi on discover y market stall | - discussin g reasons for migration | -effective communicatio n -critical thinking -cooperation - fluency - audibility - responding to questions. | Chalk board illustra tion | Comprehen sive 41-44 P.5 curriculum pg 187 | |
| | 4 | | | | The learner | The learner | -solutions to the dangers of | guided | Discuss | -critical | Chalk | Teacher | |

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| | | | | <ul style="list-style-type: none"> - suggests solutions over dangers of migration. - defines terms related to migration. | <ul style="list-style-type: none"> - reads words correctly. - writes related words correctly. | <ul style="list-style-type: none"> migration. -defining Rural – urban migration -causes of Rural-urban migration -Urban-Rural -Ways in which it can be encourage | <ul style="list-style-type: none"> discuss ion - Explanat ion think, pair & share | <ul style="list-style-type: none"> the solution to the dangers of migration | <ul style="list-style-type: none"> thinking -appreciation -co-operation - taking decision | <ul style="list-style-type: none"> board illustration | <ul style="list-style-type: none"> collection P.5 curriculum page 187 | |
| 5 | LIVING TOGETHER IN UGANDA | | MIGRATION PATTERNS IN UGANDA | <ul style="list-style-type: none"> The learner -discusses the settlement patterns - states factors that affect settlement patterns. | <ul style="list-style-type: none"> The learner - pronounces words correctly. - reads words. | <ul style="list-style-type: none"> Factors affecting settlement patterns e.g Land, vegetation, climate e.t.c. | <ul style="list-style-type: none"> Discuss ion question and answer diamond nine | <ul style="list-style-type: none"> Discussing the factors influencing settlement patterns | <ul style="list-style-type: none"> Appreciation -Respect -effective communication - verbal expression | <ul style="list-style-type: none"> Chalk board illustration | <ul style="list-style-type: none"> Comprehensive page 48 P.5 curriculum pg 187 Fountain page 70 | |
| 6 | | | | <ul style="list-style-type: none"> The learner -defines the term Bantu - describes their migration patterns - identifies areas occupied. | <ul style="list-style-type: none"> The learner -writes different tribes under the Bantu. - pronounces words correctly. | <ul style="list-style-type: none"> <u>THE BANTU</u> -definition of the Bantu - Describing their migration patterns -identifying the tribes under the Bantu -causes of their migration -effects of their migration | <ul style="list-style-type: none"> Explanat ion discuss ion question and answer market stall | <ul style="list-style-type: none"> Writing the Bantu speaking tribes in Uganda | <ul style="list-style-type: none"> -self-awareness -friendship formation -appreciation - self identification | <ul style="list-style-type: none"> A map showing the Bantu's migration | <ul style="list-style-type: none"> Mk standard SST Bk.5 pg 52. Comprehensive SST Bk.5 pg 41 New Fountain SST Nk.5 pg 67 | |
| 7 | | | ORGANISATION OF THE BANTU | <ul style="list-style-type: none"> The learner - states the occupation of Bantu. - describes the social, economic organization of the Bantu. | <ul style="list-style-type: none"> The learner - reads words correctly. - writes related words correctly. | <ul style="list-style-type: none"> <u>SOCIAL/ECONOMIC ORGANISATION</u> -occupation of the Bantu -Economic activities done by the Bantu | <ul style="list-style-type: none"> Explanat ion Guided discuss ion Discover y | <ul style="list-style-type: none"> -Drawing different symbols | <ul style="list-style-type: none"> -Appreciation -Respect -self awareness - talking about one's cultures. | | <ul style="list-style-type: none"> New Fountain SST Nk.5 pg 67/81-87 Comprehensive SST Bk.5 pg 41 | |
| 2 | 1 & | | | <ul style="list-style-type: none"> The learner - describes the | <ul style="list-style-type: none"> The learner - illustrates the | <ul style="list-style-type: none"> <u>POLITICAL ORGANISATION</u> | <ul style="list-style-type: none"> brain storming | | <ul style="list-style-type: none"> - talking about one's culture. | | <ul style="list-style-type: none"> Fountain SST page | |

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| 2 | | | | political organization of the Bantu - suggests roles of leaders of Kingdoms and chiefdoms. | political organizations of Baganda & Banyoro. | -Ways in which the Bantu were organized e.g. Kingdoms, chiefdoms. -Roles of leaders of Identified areas. -symbols of the kingdoms -Titles of different cultural leaders | explanation story telling | | - self identification | | 81-87 | |
| 3 | LIVING TOGETHER IN UGANDA | | MIGRATION PATTERNS IN UGANDA | The learner - describes the Nilotics -identifies tribes under Nilotics - states reasons for migration | The learner - writes words correctly - pronounces related words properly. | <u>THE NILOTICS</u> -Explaining the course of their migration -reasons for their migration -effects of the Nilotics migration -Tribes under the Nilotics | Discussion Explanation question & answer | Listing the causes tribes of the Nilotics | -Appreciation -self awareness -effective communication -Love - self identification | A chart showing their migration | New Fountain Bk.5 SST pg 97 Mk SST Bk.5 pg 62 P.5 curriculum 187 | |
| 4 | | | | The learner - describes political & economic organizations of the Nilotics. - states the main occupation of the Nilotics. | The learner - spells words properly. - writes related words correctly. | <u>POLITICAL ORGANISATION</u> Living (organized under) clans <u>ECONOMICALLY</u> -Trading -pastoralists | Discussion Explanation question and answer brain storming | Listing the causes tribes of the Nilotics | -Appreciation -self awareness -effective communication -Love - self identification | A chart showing their migration | New Fountain Bk.5 SST pg 97 Mk SST Bk.5 pg 62 | |
| 5 | | | | The learner -identifies different tribes under the Nilotics | The learner -pronounces words correctly. - spells words correctly. - writes words related to the Nilo-Hamites | <u>NILO HAMITES</u> -Their course of migration -Reasons for their migration -Effects of their migration -Tribes | question and answer Discussion Explanation feed back | Listing the examples of the Nilo Hamites | -co-operation -Appreciation -Friendship formation - working in groups | -do-- | New Fountain SST BK.5 pg 97 Mk SST Bk.5 pg. 62 | |
| 6 | | | | The learner - describes the political, social | The learner - reads related words | <u>POLITICAL ORGANISATION</u> -They were headed by | Discussion discover | | -self awareness -Love | | New Fountain SST pg 86- | |

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| | | | | and economic set up of the Nilo-Hamites | correctly. - writes words correctly. | elders *ECONOMIC ACTIVITIES -cattle keepers. SOCIAL *SET UP -They lived in communities | y market stall | | - knowing one's position and responsibility. | | 98 P.5 curriculum1 87-188 | |
| | 7 | LIVING TOGETHER IN UGANDA | MIGRATION PATTERNS | The learner - identifies tribes under Hamites - states reasons for their migration. | The learner - pronounces words properly. - spells words correctly. - writes related words well. | <u>HAMITES (CUSHITES)</u> -The course of their migration -Reasons for their migration -Results of their migration -Tribes belonging to the Hamites | Discussion question and answer Explanation | Writing the reasons and examples of the Hamites | -Appreciation -self-awareness -co-operation | Chalk board illustration | Mk SST Bk.5 pg 56 | |
| 3 | 1 | | | The learner - identifies the groups of people that migrated - states reasons for their migration - suggests effects of their migration. | The learner - reads words correctly. - articulates words properly. Downloaded from www.mutoonline.com Downloaded from www.mutoonline.com | -Sudanic in Uganda e.g. Madi, Lugbara -Reasons for their migration of the Sudanic Rwandese | Discussion Explanation feedback | Stating the causes of their migration | -Effective communication -Appreciation Taking a decision | A map showing their migration | Mk SST Old Edition Bk.5 pg 50 | |
| | 2 & 3 | | ANCIENT KINGDOMS | The learner -identifies ancient kingdoms, interlacustrine region. - states reasons for calling them interlacustrine kingdoms. | The learner - reads words correctly. - writes words properly. | Examples of ancient kingdoms -Bunyoro-Kitara empire or kingdoms (Lake Region kingdoms) -Examples of interlacustrine kingdoms -Reason why the mentioned kingdoms were called interlacustrine kingdoms. BUNYORO-KITARA KINGDOMS -Historical back ground -Founders of Bunyoro-Kitara -contributions of the Bachwezi i.e. Politically, | discussion Guided discovery Explanation brain storming | Listing the ancient kingdoms in Uganda | -appreciation -Effective communication - Self identification - knowing one's position and responsibility | Chalk board illustration | Mk SST Bk.5 pg 52-53 | |

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| | | | | | | socially & Economically | | | | | | |
| | 4 | | | | The learner - states factor that led to decline of the Bachwezi. | The learner - articulates words correctly. - writes words correctly. | -Decline of the Bachwezi e.g. It was too large. | Explanat ion discussi on | Identifyin g the causes of the Chwezi collapse | -Appreciation -Effective communicatio n | Chalk board illustra tion | Mk SST Bk.5 pg 54 |
| | 5 | LIVI NG TO GET HE R IN UG AN DA | | KINGDO MS | The learner - identifies kingdoms in Uganda. - states advantages & disadvantages of kingdoms. - describes ban and restoration of kingdoms in Uganda. | The learner - pronounces words correctly. - writes the words related to kingdoms | -Advantages of kingdoms -Disadvantages of kingdoms -Restoration of kingdoms i.e. Reasons for restoration & when they were restored | Discussi on Questio n and answer story telling | Stating the advantag e of kingdoms | -Love -co-operation -Appreciation -self- awareness - self identification | Atlas | Mk SST Bk.5 pg 64 -65 |
| | 6 | | | | The learner identifies the symbols of culture | The learner - pronounces words correctly. - reads the words related to culture | CULTURE Definition of culture -Types of culture -Symbols of culture, values & customs -importance of culture -Ways of promoting culture. | Questio n and answer Guided discover y Explanat ion | -Drawing the symbols of culture | -appreciation -co-operation -observation - talking about one's culture | Chalk board illustra tion | MK SST Bk.5 pg 66- 67 |
| | 7 | | | LEGEND S | The learner identifies the legends in Uganda | The learner - spells words related to legends. - pronounces the words correctly. | -Definition of legends e.g. Spear and the bead -Lessons learnt from the legend of the spear and the bead | Discover y Explanat ion | -Drawing the spear -the bead | -co-operation -love -tolerance - forgiving others. - sharing with others | Chalk board illustra tion | Mk SST Bk.5 pg 56 |
| 4 | 1 & 2 | | | -do- | The learner - identifies describes the legends of first | The learner -defines the term Legend | Buganda Legend *Story of Kintu and Nambi/The first Muganda on earth | -story telling Discussi on | Narrating the legends of the | -co-operation -appreciation -Love - requesting | Textb ooks | MK SST Bk.5 pg 59 |

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| | | | | Muganda and Bagisu | | *Lessons learnt from Bugisu *The first Bagisu *Meaning of the term Ingishu | Explanation | first Muganda, Bagisu | - thanking | | | | |
| | 3 | | | The learner -describes the Bachwezi | The learner -describes the Bachwezi | Bachwezi & Babiito *Founders of the Bachwezi *First & Last rulers *lessons learnt | | | | | | | |
| | 4 | LIVING TO GETHER IN UGANDA | | The learner -explains or states the factors that led to the collapse of Bunyoro-Kitara | The learner -spells words correctly. -pronounces the words related to the kingdoms | -Factors that led to the collapse of Bunyoro-Kitara empire e.g. *Misfortunes *Luo invasion e.t.c | Discussion Explanation Question and answer | Stating the factors that led to the collapse of Bunyoro-Kitara | -Effective communication -appreciation | Chalk board illustration | MK SST Bk.5 pg 63 | | |
| | 5 6 & 7 | | | The learner - describes Buganda Kingdom - states the founder of Buganda Kingdom. - describes the administrative structure of Ankole Kingdom. | The learner articulates words correctly. - spells words properly. | <u>BUGANDA KINGDOM</u> *Location *Founders *Factors that led to its expansion *Structure of the kingdom <u>ANKOLE KINGDOM</u> *Its structure *Activities they used to do (people) | description question & answer story telling brain storming | -stating the factors that led to the expansion of Buganda kingdom | Knowing one's position and responsibility | | Pg 56-57 Fountain page 85 Comprehensive page 78 | | |
| 5 | 1 | | FOREIGN INFLUENCE IN UGANDA | FOREIGN INFLUENCE IN UGANDA | The learner identifies the origin of different foreigner who came to Uganda | The learner - spells words correctly. - writes words related to foreigners | -Defining foreign influence -First foreigners and their places of origin -Reasons for their coming -Items brought by the Arabs and the Indian traders. | Question and answer Discussion | Listing the items the Arabs & Indian traders brought | -creative thinking -Effective communication -Appreciation - Acceptance | Text books | MK SST Bk.5 pg 69 Comprehensive 79-80 New Fountain SST page | |

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| | | | UGANDA | | | | -forms of currency the Arabs & Indians they introduced. | | | - Refusal | | 102-105 P.5 curr. 190-191 |
| 2 | | | INFLUENCE OF FOREIGN TRADE ON PRE-COLONIAL SOCIETIES | The learner - identifies groups of European Foreigners that came to Uganda. - states factors of influence on trade. | The learner - spells words correctly. - writes related words correctly. | -Groups of foreigners (Europeans) who came to Uganda & their origin -Identifying the effect of foreign influence on trade e.g. *some societies became richer e.t.c | Discussion Explanation Question & answer | Describing | -Effective communication -appreciation -co-operation - working in groups | Chalk board illustration | MK SST Bk.5 pg 69 Comprehensive 79-80 New Fountain SST page 102-105 P.5 curr. 190-191 | |
| 3 & 4 | | | EXPLORERS | The learner - defines the term explorers, exploration. - identifies examples of explorers and their discoveries. - states years when explorers came to Uganda. | The learner - writes related words correctly. - illustrates journeys of explorers. | -Definition of explorers -origin explorers -Examples of explorers and their discoveries e.g. *John Speke and Richard Briton(1856-1858) *John Speke and James Grant(1860-1868) *Bakers (1862-1865) | Discussion Question and answer | Listing the explorers who came to Uganda and their discoveries | -Respect -effective communication -creative thinking | Textbooks | MK SST Bk.5 pg 70-72 Comprehensive page 80-84 Fountain 105-110 | |
| 5 | LIVING TOGETHER IN UGANDA | | EFFECTS OF THE COMING OF EXPLORERS | The learner states the positive results of explorers | The learner -reads words correctly. - writes words related to the explorers - pronounces words properly | <u>Positive effective of the explorers</u> e.g *They made Uganda known to outside world. *They led to the coming of missionaries *They discovered the source of the Nile e.t.c. <u>Negative results</u> *They paved a way for colonialism *They led to exploitation of Uganda's (Africa's minerals) e.t.c | Discussion Explanation | Stating the effect of explorers in Uganda | -creative thinking -co-operation -Appreciation Logical reasoning | Chalk board illustration | Mk SST Bk.5 pg 75 Comprehensive page 80-84 Fountain 105-110 P.5 curr 191 | |

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| | 6 | | | PROBLEMS FACED BY EXPLORERS | The learner states the problems faced by explorers | The learner - reads words correctly. - pronounces words properly | Problems faced by explorers e.g. *Language barrier *Tropical discoveries *Shortage of supplies e.t.c | question and answer Discussion | Stating the problems faced by explorers | -Appreciation -co-operation -creative thinking Not letting your emotion affect you decision | Chalk board illustration | MK SST Bk.5 pg 75 Comprehensive page 80-84 Fountain 105-110 | |
| | 7 | | | MISSIONARIES | The learner - defines the term missionary. - describes the coming of missionaries - states reasons for the coming of missionaries | The learner - writes related words correctly. | -Definition of a missionary -Invitation of the missionaries -Reasons why king Mutesa I invited the missionaries -Reasons why the missionaries came to Uganda. - reasons for mistrust | Question and answer Explanation | Listing the reasons for the coming of missionaries | -Effective communication -Creative thinking - Requesting - interacting freely with others. | Chalk board illustration | MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116 | |
| 6 | 1 | | | MISSIONARY GROUPS AND WORK IN UGANDA | The learner states the groups of missionaries | The learner - reads words properly. - writes words correctly | -Examples of Missionary groups Leaders of the Missionary groups -Missionary work and conflicts -Effects of the missionary conflicts | Discussion Explanation Question & answer | Naming the groups of missionaries | -Effective communication -Appreciation - interacting freely with others | Chalk board illustration | MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116 | |
| | 2 | | | UGANDA MARTYRS | The learner name the Uganda Martyrs | The learner -write words correctly. - reads the words related to the Uganda Martyrs | -definition of a martyr -Two groups of the martyrs i.e. 1885 and 1886 *List of the Uganda Martyrs. | Question & answer Explanation guided discovery | Listing the Uganda martyrs | -Effective communication -creative thinking - Taking a decision | A chart showing the Uganda Martyrs | MK SST Bk.5 pg 76 P.5 curr. Page 191 Comprehensive page 84-88 Fountain 111-116 | |
| | 3 | LIVING TO | | CONTRIBUTION OF | The learner identifies the contribution of the | The learner - writes words correctly. | The missionaries contribute to the development of Uganda in | Discussion Explanation | Stating the results of | -Appreciation -cooperation -Effective | Chalk board illustration | MK SST BK.5 pg 83 | |

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| | | GET HE R IN UG AN DA | | MISSION ARIES IN UGANDA | Missionaries | - reads the words properly. | the following ways *They introduced Christianity *They introduced formal education e.t.c | ion Questio n and answer | the missionar ies | communicatio n - Supporting others. - Caring for others. | tion | Comprehen sive Bk.5 pg 86-87 | |
| | 4 | | | RELIGIO US WARS IN UGANDA | The learner states the causes of religious wars | The learner - reads words correctly. - writes words properly | -causes of Religious wars in Buganda. -Effects of Religious wars in Buganda. | Question & answer Discussio n Guided discovery | Stating the causes of religious wars | Creative thinking - Temper control - Negotiating | -do- | Mk SST Bk.5 pg 81 | |
| | 5 | | | EFFECT S FO MISSION ARY WORK IN UGANDA | The learner states the Positive and Negative results of missionaries | The learner - reads words correctly. - writes words properly. - pronounces words properly. | -Positive effects of missionary work e.g *They converted to Christianity *They improved on health services *They introduced new crops e.t.c Negative results *They undermine the African cultures and traditions *It created division among people e.t.c | Discussi on Explanat ion feed back | Listing the effects of the missionar y work. | -creative thinking -appreciation -co-operation - Thanking - Volunteering | Chalk board illustra tion | MK SST Bk.5 pg 82 Comprehen sive 88-89 | |
| | 6 & 7 | | | EUROPE AN TRADER S | Learner states the causes for the collapse of IBEACo | The learner - reads words correctly. - pronounces words related to IBEACo | -Formation of IBEACo -Reasons why IBEACo was founded and why it was started in Uganda. -The collapse of the IBEACo in Uganda | Questio n and answer explanat ion Guided discover y | Identifyin g the causes for the collapse of IBEACo | -critical thinking -Observation - Giving reason for action taken. | -do- | Mk SST Bk.5 pg 85 Fountain 118-119 Comprehen sive 90-91 | |
| 7 | 1 | | | THE UGANDA RAILWA Y | The learner - states reasons for calling it the Uganda Railway. - discusses the | The learner - illustrates the construction of the Uganda Railway. | -course of the Uganda Railway -Reasons for its construction -important people involved | Guided discussi on Questio n and | Listing the Reasons for constructi | -Effective communicatio n -Appreciation - Giving | A map showin g the railwa y line | Mk SST Bk.6 pg 161-162 | |

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| | | | | course of the Uganda Railway. - suggests reasons for the construction of the Uganda Railway. - identifies the important personalities involved in the construction of the Uganda Railway. | - writes related words correctly. | in its construction | answer brain storming | ng the Uganda Railway. | reason for action taken | | | |
| 2 & 3 | LIVING TOGETHER IN UGANDA | | PROBLEMS FACED DURING UGANDA RAILWAY CONSTRUCTION | The learner states the problems and Positive and Negative effects of Uganda Railway | The learner - writes words correctly. - reads words related to the railway construction | -Identifying problems faced during railway construction e.g. *Lack of skilled labour. *Hostile tribes *Man-eaters e.t.c -Effects of Uganda Railway (Adv. And Disadv.) *It made communication easy *colonial administration was made easy *Transport was made easy *It abolished slave trade | Discussion Question and answer | Listing the problems faced during railway construction | -creative thinking -appreciation | Chalk board illustration | Mk SST Bk.6 pg 162 | |
| 4 | | | ADMINISTRATORS | The learner states the reasons for using Indirect rule | The learner - reads words correctly. - writes words properly. | -Introduction of Indirect rule -Definition of indirect rule -Reasons why indirect rule was used in Uganda | Question and answer | Listing the reasons for using Indirect rule | -creative thinking -co-operation - Finding different strategies. | Chalk board illustration | Mk SST Bk.6 Pg 91 | |
| 5 | | | SIR GERALD PORTAL | The learner - states reasons for the coming of Sir Gerald Portal to Uganda. | The learner - spells words properly. - writes related words | -Reasons why sir Gerald Portal came to Uganda -His contributions in establishing -colonial rule in Uganda | Question & answer discussion | | -Appreciation | Chalk board illustration | Mk SST Bk.6 Pg 91 Comprehensive page | |

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| | | | | - suggests contributions of sir Gerald Portal in establishing colonial rule. | correctly, | | | | | | 91 | |
| 6 | | | METHODS USED IN ESTABLISHING COLONIAL RULES | The learner - identifies different methods used in acquiring colonies. - states examples of collaborators used in extending the British rule in Uganda. | The learner - articulates words correctly. - writes related words properly. | -Different methods used in acquiring colonies e.g *Signing treaties or agreement *Use of trading companies -Examples of collaborators used in extending the British rule and their roles | Question and answer discussion | Stating the methods used in acquiring colonies | -creative thinking -Appreciation - Making choice - Resolving issues without fighting | Chalk board illustration | New Fountain SST Bk.7 pg 87-89 | |
| 7 | LIVING TO GETHER IN UGANDA | | HOW UGANDA BECAME A NATION | The learner identifies the terms of 1900 Buganda agreement | The learner - pronounces words related to 1900 agreement - writes words correctly. | Agreements signed by the British -Definition of an agreement (a)1900 Buganda Agreement *Main terms (issues) discussed in the 1900 Buganda Agreement *Regents of Kabaka Daudi Chwa II *People who signed the 1900 Buganda Agreement. - Recommendations of the agreement e.g. land was divided. | Discussion Question and answer | Listing the terms, Regents | -sharing -critical thinking - selecting and evaluating information | Chalk board illustration | Mk SST Bk.5 pg 92 P.5 curriculum 192-193 Fountain page 123-125 | |
| 8 | 1 | | EFFECTS OF 1900 BUGANDA AGREEMENT | The learner - states the effects of the 1900 Buganda Agreement. - describes how Kabaka's powers were affected. | The learner - writes related words correctly. | Effects of the 1900 Buganda Agreement e.g. *Kabaka's powers were reduced. *Land was divided *Some forms of taxes were introduced e.t.c. | -do- | Stating the results of the 1900 Agreement | -Description -Inquiry - Analysing statements. | Chalk board illustration | Mk SST Bk.5 pg 92 Fountain 125-126 Comprehensive 96-98 | |

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| 2 & 3 | | | | The learner identifies the agreement signed | The learner - reads words correctly. - writes words related to agreements | OTHER AGREEMENTS *1900- Toro Agreement *1901-Ankole Agreement -Events leading to the signing of agreement -Effects of the Toro and Ankole Agreements -Personalities that signed these agreement | discuss on Questio n and answer Explanat ion | -Listing the agreeme nts | -Description -Effective communicatio n - Knowing when to give in | Chalk board illustration | Mk SST Bk.5 pg 92 Fountain 125-126 Comprehen sive 96-98 |
| 4 | | | RESISTA NCE AGAINST COLONI AL RULE | The learner states the traditional rulers | The learner - reads words correctly. - pronounces the words related to colonial rulers | RESISTANCE AGAINST COLONIAL RULE -Examples of traditional rulers that resisted the British rule -Reasons for resisting the British rule -Rebellions staged against colonial rule. -Effects of resisting colonial rule. | - Questio n and answer | Naming the traditional rulers who resisted the British rule | -Description -sharing -effective communicatio n - Taking a decision - Acceptance - Refusal | Chalk board illustration | Mk SST Bk.5 pg 81- 82 Comprehen sive 92-93 Fountain 136-138 |
| 5 & 6 | LIVI NG TO GET HE R IN UG AN DA | | EVOLUTI ON OF UGANDA 'S BOUNDA RIES | The learner - identifies the areas transferred | The learner - reads words correctly. - writes words properly. | old and New boundaries of Uganda -Reasons for transferring some areas e.g. Nyanza Province (1902) West Nile (1914) -Drawing a map showing the evolution of boundaries. | Illustrati on discuss ion Questio n & answer | Drawing a map | Description -inquiry - Resolving issues without fighting | -Atlas -Text books | Mk SST Bk.5 pg 95- 96 Comprehen sive 99 Fountain 139-140 |
| 7 | | | | The learner - states adv. and disadv. of fixing Uganda's boundaries. | The learner - draws the map illustrating Uganda's boundaries. | -Advantages & disadvantages of fixing Uganda's boundaries e.g. *It made Uganda smaller *It led to the displacement of natives e.t.c | - Explanat ion | Listing the disadvant ages and advantag es | Critical thinking -Appreciation - Evaluating facts | Chalk board illustration | Mk SST Bk.5 pg 97 Comprehen sive 99 Fountain 139-140 |
| 9 | 1 | | | The learner states the definition of | The learner - reads words correctly. | Administrative system during British occupation of Uganda. | Discussi on Explanat | Listing | Critical thinking -appreciation | Chalk board illustra | Mk SST BK.5 pg 97- 98 |

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| | | | | colony and protectorate | - pronounces new words | *Describing the system of administrators during the British *Characteristics of colonial rule. *Differences between a colony and a protectorate | ion | | - Evaluating facts | tion | Mk SST 187-190 Comprehensive 102-103 Fountain 141-143 | |
| 2 | | | | The learner - states the advantages of colonial rule | The learner - reads words correctly. - pronounces words properly. - writes the words well. | Advantages of colonial administrators -Disadvantages of indirect rule | discussion explanation | Listing | -Inquiry -critical thinking | Chalk board illustration | MK SST Bk.5 pg 98 Fountain 141-142 | |
| 3 & 4 | | | | The learner - states the effects of colonial rule | the learner; - writes related words correctly. Downloaded from www.mttonline.com Downloaded from www.mttonline.com | Positive and Negative results of colonial e.g. *Imposed foreign rule on Africans *Introduction of modern means of transport etc | Explanation | Listing the effects | Description of -inquiry - Logical thinking | Chalk board illustration | Mk SST Bk.5 pg 98-100 New Fountain 141-143 | |
| 5 & 6 | LIVING TOGETHER IN UGANDA | | THE BRITISH GOVERNORS | The learner states examples of British governors | The learner - reads words correctly. - pronounces the new words | -The year when the title Governor started functioning. -Examples of the commissioners and Governors e.g. Henry Lord Colville *Harry Johnston *Hesketh Bell *Frederick Jackson to the 9 th Governor -Their contributions | Discussion Question and answer | Stating the British governors and their roles | -inquiry -Description - Analysing statements | Textbooks | Mk SST Bk.5 pg 102-106 P.5 curriculum 195-196 | |
| 7 | | | | The learner - identifies more British Governors to Uganda. - states their | The learner - writes name of governors correctly. - pronounces | -More Governors in Uganda e.g. *Charles Dundas *John Hathon Hall *Andrew Cohen | Question and answer Explanation | Stating the British governors & their | -inquiry -Description - Analysing statements | Textbooks | | |

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| | | | | contributions | the names correctly. | *Walter Coutts -Their contributions | | roles | | | | |
| 10 | 1 | | THE ROAD TO INDEPENDENCE | THE ROAD TO INDEPENDENCE | The learner - states x-tics of colonial administrative system. - describes reaction toward colonial rule. - states causes of the Bataka rebellion. | The learner - pronounces words correctly. - writes words properly. | -characteristics of colonial administrative system -Laws and policies introduced by the Kings and chiefs -Reactions to colonial legal system *cause of Bataka rebellion (movement) | Question and answer Explanation market stall | Stating the laws introduced by kings and chiefs | -self awareness -creative thinking - logical reasoning | Chalk board illustration | Mk SST Bk.5 pg 108-110 Fountain 145-148 Comprehensive 106-110 |
| | 2 | | | | The learner - describes formation of LEGCO in Uganda. - identifies the governor the nominated the legislators. - identifies the first black legislators on Uganda's LEGCO. | The learner - writes names correctly. - pronounces the names properly. | FORMATION OF LEGCO -founder of LEGCO -Reason why it was formed -Governor by the time the first Africans were nominated Africans that were nominated to join the LEGCO e.g. *Kawalya Kaggwa –Central Uganda *Mr. Petero Nyangabyaki Akiiki- Western e.t.c. | Discussion Question and answer brain storming | Identifying the LEGCO representatives | -Tolerance -self awareness -effective communication - Innovativeness | Chalk board illustration | Mk SST Bk.5 pg 110 Comprehensive 111-113 Fountain 157-158 |
| | 3 | LIVING TOGETHER IN UGANDA | THE ROAD TO INDEPENDENCE | The learner – discusses how world wars I and II helped in the struggle for independence | The learner -reads words correctly. - spells words properly. - writes words in sentences | SECOND WORLD WAR *First world war. *Year when it started and when it ended *Definition of a world war *countries that were involved in the second world war *Lessons the veterans learnt from the world war. *Definition of nationalism *Examples of nationalists | discussion Question and answer Explanation think, pair & share | Listing the nationalists | Self awareness Effective communication - Negotiating - Assisting others to come to an understanding | Chalk board illustration | Primary 5 curriculum pg 196 MK SST Bk.5 pg 110-111 Comprehensive page 113-115 | |

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| 4 & 5 | | | DEMAND FOR INDEPENDENCE | The learner states the reason for rejecting the East African Federation | The learner - reads words correctly. - pronounces words correctly. - spells the words related to the Kabaka's crisis | -Definition of independence and East African Federation -Reasons why they wanted *independence *East African Federation -Kabaka's crisis in 1953 and its cause -British Governor that exiled Kabaka Mutesa II -Namirembe agreement and reason why it was signed | Question and answer Explanation diamond nine | Stating the cause of Kabaka's crisis | -Tolerance -Effective communication -Respect | Chalk board illustration | MK SST Bk.5 pg 111-112 Comprehensive 115 Fountain 163-166 | |
| 6 & 7 | | | FORMATION OF POLITICAL PARTIES | The learner identifies the political parties formed in Uganda | The learner - spells words correctly. - read words properly. - pronounces the words clearly. | -Examples of political parties that were formed in Uganda -Reasons why the Political parties were formed. -Other ways in which Ugandans demanded for independence -Founders of the political parties -Current political parties and their founders (leaders) | Discussion Question and answer Guided discovery | Listing the Political found in Uganda | -Description -Analysis -inquiry -effective communication | Chalk board illustration And Text books | Mk SST Bk.5 pg 113-116 Comprehensive 115-116 Fountain 172-177 | |