



**PRIMARY FIVE S.S.T SCHEME OF WORK TERM III**

W K	P D	THEME	TOPIC	SUB-TOPIC	COMPETENCE		CONTENT	METHODS/ TECHNIQUES	ACTIVITIES	LIFE SKILLS/ VALUES	INST. MATS	REF	R M K S
					SUBJECT	LANGUAGE							
3	1 & 2	Living together in Uganda	Uganda as an independent State/Nation	A Nation	The learner:-  • State the meaning of the word Nation.	The learner:-  • Pronounces, reads and writes the new	<ul style="list-style-type: none"> <li>• Meaning of a nation.</li> <li>• Types of nations</li> <li>• Characteristics of a state</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming.</li> <li>• Whole class discussion.</li> </ul>	Learners will:-  Pronounce, spell and use the key words correctly	Effective communication.  Fluency  Audibility	Text books	SST Comprehensive Bks. Page 117  Functional Pg. 116	

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					SUBJECT	LANGUAGE							
					<ul style="list-style-type: none"> <li>•Mentions types and characteristics of a state.</li> <li>•Identifies symbols of a nation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and constructs sentences using the new words e.g. Nation, Independent.</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols of a nation.</li> </ul>						
	3 & 4			Symbols of a nation (Uganda National Flag and Uganda National Emblem	<p>The learner:-</p> <ul style="list-style-type: none"> <li>•States colours of the Uganda national flag and their significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces, reads and writes the new words correctly e.g. National ,</li> </ul>	<ul style="list-style-type: none"> <li>• Colours of the Uganda Flag and their meaning.</li> <li>• Places where Uganda</li> </ul>	<ul style="list-style-type: none"> <li>•Whole class discussion.</li> <li>•Brainstorming</li> </ul>	<p>Learners will:-</p> <p>Pronounce, Spell and use the key words correctly.</p>	<p>Creative thinking.</p> <p>Logical reasoning.</p> <p>Initiating new ideas.</p>	<p>Text books.</p> <p>The National flag.</p>	<p>SST Bk 5 Comprehensive.</p> <p>Pg. 119</p> <p>Bk 5 Functional Pg. 167</p>	

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					SUBJECT	LANGUAGE							
					<ul style="list-style-type: none"> <li>•Draws the Uganda flag.</li> <li>•States the characteristics of crested crane</li> </ul>	Flag, Design	<ul style="list-style-type: none"> <li>• Flag is flown.</li> <li>• Half mast.</li> <li>• Characteristics of a Crested Crane</li> </ul>						
	5 & 6			Uganda National Anthem and the Motto	<p>The learners:-</p> <ul style="list-style-type: none"> <li>• Sings all the stanzas of the Uganda National Anthem correctly.</li> <li>• States the ways</li> </ul>	<p>Pronounce the words in the Anthem correctly.</p> <p>Spells and reads the new words in the national anthem correctly.</p>	<ul style="list-style-type: none"> <li>•The Uganda National Anthem .</li> <li>•Ways people respect the National Anthem</li> <li>•Occasions when</li> </ul>	<p>Group discussion.</p> <p>Demonstration</p>	Sing the National Anthem correctly	<ul style="list-style-type: none"> <li>•Friendship formation .</li> <li>•Working in groups.</li> <li>•Concern</li> </ul>	Text Books	<p>Functional Bk 5 Pg. 169.</p> <p>SST Comprehensive Pg. 121</p>	

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					SUBJECT	LANGUAGE							
					people respect the National Anthem . • Identifies occasions when the national anthem is sung. • Mentions the Motto of Uganda and its Importance.		the National Anthem is sung. • The Motto.						
3	1 & 2			National Court of Arms	Identifies the features	Pronounces , reads and spells	Features on the Uganda	• Brain storming.	Sticking the diagram	• Critical thinking.	A drawn	Functional Pg. 171.	

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					SUBJECT	LANGUAGE							
					on the Court of Arms and their significance	the key words correctly e.g. Court of Arms, the Shield and Spears etc.	Court of Arms and their significance	<ul style="list-style-type: none"> <li>• Explanation.</li> <li>• Question and answer</li> </ul>	of the Court of Arms in their books and colouring	<ul style="list-style-type: none"> <li>• Responding to questions appropriately.</li> <li>• Analyzing statements</li> </ul>	chart showing Court of Arms	Comprehensive Pg. 119.	
3	3 & 4		The Government of Uganda	Democracy in Uganda	<p>The learner:-</p> <ul style="list-style-type: none"> <li>• States the meaning of democracy</li> <li>• Mentions the importance of democracy</li> </ul>	<p>The learner:-</p> <p>Pronounces, reads and spells the new words correctly e.g. democracy, elections,</p>	<ul style="list-style-type: none"> <li>- Democracy</li> <li>- importance of democracy</li> <li>- challenges facing democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Brainstorming</li> </ul>	<p>The learners will:-</p> <ul style="list-style-type: none"> <li>- Pronounce, read and spell the new words correctly</li> <li>- Role playing elections</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving.</li> <li>• Enhancing facts</li> </ul>	Text Bks Pictures showing a polling station.	SST Bks Comprehensive MK Pupils Bk 5 Pg**	

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					<ul style="list-style-type: none"> <li>• Mentions the challenges facing democracy in Uganda</li> <li>• Mentions roles of citizens in practising democracy</li> </ul>		-roles of citizens in practising democracy		- Naming different elections				
	5 & 6			Government	<ul style="list-style-type: none"> <li>• States the meaning of a government.</li> <li>• Mentions the</li> </ul>	Pronounces, reads and spells key words e.g. democratic, government	<ul style="list-style-type: none"> <li>• Meaning of government.</li> <li>• Organs of the government.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation.</li> <li>• Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounces reads and spell the key words</li> </ul>	Assertiveness  Listening and valuing what	Text Books	SST Bk 5 Comprehensive Pg. 123.  Functional SST Bk 5 Pg. 175	

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					SUBJEC T	LANGUA GE							
					organs of a democratic government. • (Legislative and judiciary elections in Uganda	t, legislature, judiciary, constituency.	• Functions of legislature and judiciary		correctly. • Construct sentences using the new words correctly.	others say			
4	1 & 2			The executive	The learner:- • States the groups of people who form the executive.	The learner:- Pronounce, reads and spells key words correctly e.g. Executive.	• Functions of the executive • Duties of a President	• Brainstorming. • Explanation	The learner will:- Pronounce, spell and read the new words correctly.	Decision making Making questions. Asking questions	Text Bks	SST Bk 5 Functional Pg. 177 Comprehensive SST Bk 5 Pg. 126	

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					SUBJECT	LANGUAGE							
					<ul style="list-style-type: none"> <li>Identifies the function of the executive.</li> <li>Duties of the president</li> </ul>								
	3 & 4			The National Constitution	<ul style="list-style-type: none"> <li>States the meaning of a National constitution.</li> <li>Identifies the constitutions since independence.</li> </ul>	Pronounces, reads and spells the key words correctly.	<ul style="list-style-type: none"> <li>The National Constitution.</li> <li>Constitutions of Uganda.</li> <li>Importance of a National Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion.</li> <li>Explanation.</li> </ul>	Pronounce spell and read words the new words correctly	Assertiveness. Standing up for ones rights	Text Bks	SST Bk 5 Comprehensive 127.  SST Bk 5 Functional 183.	

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					SUBJEC T	LANGUA GE							
					• Importa nce of a constitu tion.								
4	5 & 6			Government Revenue and its sources.	<ul style="list-style-type: none"> <li>States the ways the government earns income.</li> <li>Identifies types of taxes.</li> <li>States the reasons why people pay taxes.</li> <li>Identifies</li> </ul>	<p>The learner:-</p> <p>Pronounce s, spells and reads the key words e.g.</p> <p>Excise Duty.</p> <p>Income Tax</p>	<ul style="list-style-type: none"> <li>Ways the government earns income.</li> <li>Types of taxes</li> <li>Reasons why people pay taxes.</li> <li>Identifies services /ways in which the government</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming.</li> <li>Explanation.</li> </ul>	<p>The learner will:-</p> <p>Pronounce, read and spell the key words correctly.</p>	<ul style="list-style-type: none"> <li>Empathy.</li> <li>Supporting others</li> </ul>	Text Bks	SST Bk 5 Comprehensive Pg. 130.  SST Functional Pg. 184-5	

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					SUBJECT	LANGUAGE							
					services /ways in which the government spends its money. • States duties of Uganda Revenue Authority		spends its money. • States duties of Uganda Revenue Authority.						
5	1 & 2			Budgeting	The learner:-  • States the meaning of	The learner:-  Pronounce s, reads and spells the key words	• Meaning of a budget. • Type of a budget. • Reason s why	• Explanation  • Whole class discussion	Learners will:-  Pronounce, read and spell the new	• Self awareness.  • Self evaluation.	A drawn chart showing	SST Bk 5 Functional Pg. 186-187  SST Bk 5 Comprehensive	

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					budgeting • Identifies the types of budget and their advantages and disadvantages. • States the parts of a budget. • Draws the different types of budget	correctly e.g. budget, surplus, deficit, balanced.	people budget. • Advantages and disadvantages of types of budgets • Represents different types of diagram		words correctly	• Making choice	types of budgets	Pg. 130	
	3 & 4			Citizenship and	• States the meaning	• Pronounces, reads	• Meaning of a citizen	• Questions and	Pronounce, read and spell	Assertiveness	Text Bks	SST Bk 5 Functional Pg. 182	

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				Human rights	<ul style="list-style-type: none"> <li>g of a citizen.</li> <li>States ways how one become a citizen</li> <li>States how one can lose citizenship.</li> <li>Mentions duties of a citizen</li> <li>States the meaning of human rights .</li> </ul>	<ul style="list-style-type: none"> <li>and spells the key words correctly e.g. Citizenship</li> <li>Descent</li> </ul>	<ul style="list-style-type: none"> <li>Ways one becomes a citizen of Uganda .</li> <li>How one can lose citizenship.</li> <li>Duties of a citizen.</li> <li>Meaning of human rights.</li> <li>Examples of human rights</li> </ul>	<ul style="list-style-type: none"> <li>answers</li> <li>Whole class discussion</li> </ul>	the new words correctly	Standing up for one's rights		SST Bk5 Comprehensive Pg. 133-4	

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					<ul style="list-style-type: none"> <li>Identifies example of human rights.</li> <li>States ways how children's rights are protected</li> </ul>								
				Children's rights and responsibilities & violation of their rights.	<ul style="list-style-type: none"> <li>States the meaning of children's rights.</li> <li>Identifies children's rights</li> </ul>	Pronounce, reads and spells key words correctly	<ul style="list-style-type: none"> <li>Meaning of children's rights.</li> <li>Children's rights</li> </ul>						

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					SUBJECT	LANGUAGE							
					and responsibilities.								
6	1 & 2			Children's rights  Responsibilities and child abuse.	<ul style="list-style-type: none"> <li>States the reasons why children should know their rights.</li> <li>States the meaning of child abuse and states the meaning of child abuse .</li> </ul>	E.g. Child abuse, violation, deny, children's rights	and responsibilities. <ul style="list-style-type: none"> <li>Reasons why children should know their rights.</li> <li>Child abuse.</li> <li>Ways of controlling child abuse.</li> <li>Causes of child abuse.</li> <li>Reasons why children</li> </ul>	Explanation  Questions and answer	Pronounce, read and spell the key words correctly.	Assertiveness <ul style="list-style-type: none"> <li>Being open.</li> <li>Listening and valuing what others say.</li> </ul>	Text Bks	SSTBk 5 Comprehensive. Pg. 136  SST. Bk5 Functional Pg. 182	

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					<ul style="list-style-type: none"> <li>• Identifies ways of controlling children abuse.</li> <li>• Causes of child abuse.</li> <li>• States reasons why children leave their homes to go on streets.</li> </ul>		leave their homes to go to streets.						
6	3 & 4		Population size and distribution	Population and Population Census	The learner:- <ul style="list-style-type: none"> <li>• States the meaning</li> </ul>	The learner:- Pronounce, reads and spells	<ul style="list-style-type: none"> <li>• Meaning of Population and Population</li> </ul>	Explanation Question and answer	Learners will:- Pronounce, read and spell	Critical thinking . Selecting and	Text Bks	Comprehensive Pg. 138	

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			n in Uganda and her relationship to Economic Planning		g of population, states the meaning of population census. • Identifies the information needed during population census. • States reasons why government carries	the new words correctly e.g. Population, Census.	on Census. • Information gathered during population census. • Reasons why government carried out population census. • Problems encountered during populati		new words correctly.	evaluating information		SST Functional Pg. 193	

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					SUBJECT	LANGUAGE							
					<p>out population census.</p> <ul style="list-style-type: none"> <li>Identifies problem encountered during the population census</li> </ul>		on census.						
6	5 & 6			Population Growth and Population Distribution	<ul style="list-style-type: none"> <li>States the meaning of population growth and distribution.</li> </ul>	Pronounce, reads and spells new words correctly e.g. Population Growth, Distribution	<ul style="list-style-type: none"> <li>Meaning of population growth and distribution.</li> <li>Causes of high population</li> </ul>	Brain storming.  Whole class discussion	Pronounce, read and spell the words correctly.	Critical thinking  Selecting and evaluating information	Text Bks	SST Bk 5 Comprehensive Pg. 138-140.  SST Bk Functional Pg. 194-195	

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					<ul style="list-style-type: none"> <li>• Identifies causes of high population growth.</li> <li>• States advantages of high population and Disadvantages.</li> <li>• States the factors which influence population distribution.</li> </ul>		<p>on growth.</p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of high population.</li> <li>• Factors which influence population distribution.</li> <li>• How the government can control population growth.</li> </ul>						

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					<ul style="list-style-type: none"> <li>Identifies ways the government can control high population growth.</li> <li>Natural factors that reduce population growth.</li> </ul>		<ul style="list-style-type: none"> <li>Natural factors which reduce population.</li> </ul>						
7	1 & 2			Dense and sparse population in Uganda	<ul style="list-style-type: none"> <li>Identifies areas with dense population and</li> </ul>	Pronounce, read and spells the new words correctly e.g.	<ul style="list-style-type: none"> <li>Meaning of dense and sparse</li> </ul>	Brain storming  Explanation	Pronounces, reads and spells new	Critical thinking  Selecting and evaluating	Text Bks	SST Bk 5 Comprehensive Pg. 138-140.	

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				Effects of HIV/AIDS On population and economic production.	areas with sparse population. •Disadvantages of small population	Dense  Sparse	population . • Areas with dense and sparse population. • Disadvantages of small population	Question and answers	words correctly.	information .		SST Bk Functional Pg. 194-195	

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