



### SOCIAL STUDIES SCHEME OF WORK FOR P.5 TERM TWO

#### LEARNING OUTCOMES FORM TOPICS:

1. 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.
2. 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.
3. The learner is able to explore, understand and appreciate the value of Uganda as a nation.
4. **The learner is able to:-**
  - a) demonstrate knowledge and appreciate the Africans collective responsibility in bringing order and social justice.
  - b) 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
					SUBJECT	LANGUAGE							
1	1	LIVI NG TO GET HE R IN UG AN DA	THE PE OPLE OF PRE - COL ONIAL	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	discuss ion 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	A chart showing the migration pattern	MK SST Bk.5 pg 52-53  Comprehensive SST Bk.5 pg 41 P.5 curriculum pg 186-187	

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			UG AN DA							different people.			
	<b>2 &amp; 3</b>			MIGRATION PATTERNS 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	<b><u>MIGRATION</u></b> -Definition of migration -Different forms of migration e.g. immigration, emigration -Reasons for migration -Effects of migration	Question and answer discussion discover market stall	- discussing reasons for migration	-effective communication -critical thinking -cooperation - fluency - audibility - responding to questions.	Chalk board illustration	Comprehensive 41-44 P.5 curriculum pg 187	
	<b>4</b>				The learner - suggests solutions over dangers of migration. - defines terms related to migration.	The learner - reads words correctly. - writes related words correctly.	-solutions to the dangers of migration. -defining Rural – urban migration -causes of Rural-urban migration -Urban-Rural -Ways in which it can be encourage	guided discussion - Explanation think, pair & share	Discuss the solution to the dangers of migration	-critical thinking -appreciation -co-operation - taking decision	Chalk board illustration	Teacher collection  P.5 curriculum page 187	
	<b>5</b>	LIVING TOGETHER IN UGANDA		MIGRATION PATTERNS IN UGANDA	The learner -discusses the settlement patterns - states factors that affect settlement patterns.	The learner - pronounces words correctly. - reads words.	Factors affecting settlement patterns e.g Land, vegetation, climate e.t.c.	Discussion question and answer diamond nine	Discussing the factors influencing settlement patterns	Appreciation -Respect -effective communication - verbal expression	Chalk board illustration	Comprehensive page 48 P.5 curriculum pg 187 Fountain page 70	
	<b>6</b>				The learner -defines the term Bantu - describes their migration patterns	The learner -writes different tribes under the Bantu.	<b><u>THE BANTU</u></b> -definition of the Bantu -Describing their migration patterns -identifying the tribes under the Bantu	Explanation discussion	Writing the Bantu speaking tribes in Uganda	-self-awareness -friendship formation -appreciation	A map showing the Bantu's	Mk standard SST Bk.5 pg 52.	

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					- identifies areas occupied.	- pronounces words correctly.	-causes of their migration -effects of their migration	question and answer market stall		- self identification	migrati on	Comprehen sive SST Bk.5 pg 41 New Fountain SST Nk.5 pg 67	
	7			ORGANI SATION OF THE BANTU	The learner - states the occupation of Bantu. - describes the social, economic organization of the Bantu.	The learner - reads words correctly. - writes related words correctly.	<u>SOCIAL/ECONOMIC ORGANISATION</u> -occupation of the Bantu -Economic activities done by the Bantu	Explanat ion Guided discussi on Discover y	-Drawing different symbols	-Appreciation -Respect -self awareness  - talking about one's cultures.		New Fountain SST Nk.5 pg 67/81-87 Comprehen sive SST Bk.5 pg 41	
2	1 & 2				The learner - describes the political organization of the Bantu - suggests roles of leaders of Kingdoms and chiefdoms.	The learner - illustrates the political organizations of Baganda & Banyoro.	<u>POLITICAL ORGANISATION</u> -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	brain storming  explanat ion  story telling		- talking about one's culture.  - self identification		Fountain SST page 81-87	
	3	LIVI NG TO GET HE R IN UG AN DA		MIGRATI ON PATTER NS 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	Discussi on Explanat ion question & answer	Listing the causes tribes of the Nilotics	-Appreciation -self awareness -effective communicatio n -Love - self identification	A chart showi ng their migrati on	New Fountain Bk.5 SST pg 97 Mk SST Bk.5 pg 62 P.5 curriculum 187	
	4				The learner	The learner	<u>POLITICAL ORGANISATION</u>	Discussi on	Listing the	-Appreciation	A chart	New Fountain	

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					- describes political & economic organizations of the Nilotics. - states the main occupation of the Nilotics.	- spells words properly. - writes related words correctly.	-Living (organized under clans <u>ECONOMICALLY</u> -Trading -pastoralists	Explanat ion question and answer brain storming	causes tribes of the Nilotics	-self awareness -effective communication -Love - self identification	showi ng their migrati on	Bk.5 SST pg 97 Mk SST Bk.5 pg 62	
	5				The learner -identifies different tribes under the Nilo- s	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 Discussi on Explanat ion 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 and economic set up of the Nilo- Hamites	The learner - reads related words correctly. - writes words correctly.	<u>POLITICAL ORGANISATION</u> -They were headed by elders *ECONOMIC ACTIVITIES -cattle keepers. SOCIAL *SET UP -They lived in communities	Discussi on discover y  market stall		-self awareness -Love - knowing one's position and responsibility.		New Fountain SST pg 86- 98  P.5 curriculum1 87-188	
	7	LIVI NG TO GET HE R IN UG AN DA		MIGRATI ON PATTER NS	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	Discussi on question and answer Explanat ion	Writing the reasons and examples of the Hamites	-Appreciation -self- awareness -co-operation	Chalk board illustra tion	Mk SST Bk.5 pg 56	
3	1				The learner	The learner - reads words correctly.	-Sudanic in Uganda e.g. Madi, Lugbara	Discussi on	Stating the causes of	-Effective communicatio n	A map showi ng	Mk SST Old Edition Bk.5 pg 50	

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					<ul style="list-style-type: none"> <li>- identifies the groups of people that migrated</li> <li>- states reasons for their migration</li> <li>- suggests effects of their migration.</li> </ul>	<ul style="list-style-type: none"> <li>- articulates words properly.</li> </ul>	<ul style="list-style-type: none"> <li>-Reasons for their migration of the Sudanic Rwandese</li> </ul>	Explanat ion  feed back	their migration	-Appreciation Taking a decision	their migrati on		
	<b>2 &amp; 3</b>			ANCIENT KINGDO MS	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, socially & Economically	discussi on Guided discover y Explanat ion  brain storming	Listing the ancient kingdoms in Uganda	-appreciation -Effective communication - Self identification - knowing one's position and responsibility	Chalk board illustra tion	Mk SST Bk.5 pg 52-53	
	<b>4</b>				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 communication	Chalk board illustra tion	Mk SST Bk.5 pg 54	
	<b>5</b>	LIVI NG TO GET		KINGDO MS	The learner - identifies kingdoms in Uganda.	The learner - pronounces words correctly.	-Advantages of kingdoms -Disadvantages of kingdoms	Discussi on	Stating the advantag	-Love -co-operation -Appreciation	Atlas	Mk SST Bk.5 pg 64-65	

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		HE R IN UG AN DA			- states advantages & disadvantages of kingdoms. - describes ban and restoration of kingdoms in Uganda.	- writes the words related to kingdoms	-Restoration of kingdoms i.e. Reasons for restoration & when they were restored	Question and answer  story telling	e of kingdoms	-self-awareness - self identification			
	6				The learner identifies the symbols of culture	The learner -pronounces words correctly. - reads the words related to culture	<u>CULTURE</u> -Definition of culture -Types of culture -Symbols of culture, values & customs -importance of culture -Ways of promoting culture.	Question and answer Guided discovery Explanation	-Drawing the symbols of culture	-appreciation -co-operation -observation - talking about one's culture	Chalk board illustration	MK SST Bk.5 pg 66-67	
	7			LEGENDS	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	Discovery Explanation	-Drawing the spear -the bead	-co-operation -love -tolerance - forgiving others. - sharing with others	Chalk board illustration	Mk SST Bk.5 pg 56	
4	1 & 2			-do-	The learner - identifies describes the legends of first Muganda and Bagisu	The learner -defines the term Legend	Buganda Legend *Story of Kintu and Nambi/The first Muganda on earth *Lessons learnt from Bugisu *The first Bagisu *Meaning of the term Ingishu	-story telling Discussion Explanation	Narrating the legends of the first Muganda , Bagisu	-co-operation -appreciation -Love - requesting - thanking	Textbooks	MK SST Bk.5 pg 59	
	3				The learner -describes the Bachwezi	The learner -describes the Bachwezi	Bachwezi & Babiito *Founders of the Bachwezi *First & Last rulers *lessons learnt						

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	4	LIVING TOGETHER 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. -forms of currency the Arabs & Indians they introduced.	Question and answer Discussion	Listing the items the Arabs & Indian traders brought	-creative thinking -Effective communication -Appreciation - Acceptance - Refusal	Text books	MK SST Bk.5 pg 69 Comprehensive 79-80 New Fountain SST page 102-105 P.5 curr. 190-191	
	2			INFLUENCE OF FOREIGN TRADE	The learner - identifies groups of European	The learner - spells words correctly.	-Groups of foreigners (Europeans) who came to Uganda & their origin	Discussion Explanation	Describing	-Effective communication -appreciation	Chalk board illustration	MK SST Bk.5 pg 69 Comprehensive 79-80	

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			ON PRE-COLONIAL SOCIETIES	Foreigners that came to Uganda. - states factors of influence on trade.	- writes related words correctly.	-Identifying the effect of foreign influence on trade e.g. *some societies became richer e.t.c	Question & answer		-co-operation - working in groups		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 (1860-1863) *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	
	6		PROBLEMS FACED BY	The learner states the problems faced by explorers	The learner - reads words correctly.	Problems faced by explorers e.g. *Language barrier *Tropical discoveries	question and answer	Stating the problems faced by	-Appreciation -co-operation -creative thinking	Chalk board illustration	MK SST Bk.5 pg 75	

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				EXPLORERS		- pronounces words properly	*Shortage of supplies e.t.c	Discussion	explorers	Not letting your emotion affect you decision		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. - write 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 GET		CONTRIBUTION OF MISSION	The learner identifies the contribution of the Missionaries	The learner - writes words correctly.	The missionaries contribute to the development of Uganda in the following ways	Discussion Explanation	Stating the results of the	-Appreciation -cooperation	Chalk board illustration	MK SST BK.5 pg 83	

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		HER IN UGANDA		ARIES IN UGANDA		- reads the words properly.	*They introduced Christianity *They introduced formal education e.t.c	Question and answer	missionaries	-Effective communication - Supporting others. - Caring for others.		Comprehensive Bk.5 pg 86-87	
	4			RELIGIOUS 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 Discussion Guided discovery	Stating the causes of religious wars	Creative thinking - Temper control - Negotiating	-do-	Mk SST Bk.5 pg 81	
	5			EFFECTS FOR MISSIONARY 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	Discussion Explanation feedback	Listing the effects of the missionary work.	-creative thinking -appreciation -co-operation - Thanking - Volunteering	Chalk board illustration	MK SST Bk.5 pg 82  Comprehensive 88-89	
	6 & 7			EUROPEAN TRADERS	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	Question and answer explanation Guided discovery	Identifying 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  Comprehensive 90-91	

7	1			THE UGANDA RAILWAY	The learner - states reasons for calling it the Uganda Railway. - discusses the 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.	The learner - illustrates the construction of the Uganda Railway. - writes related words correctly.	-course of the Uganda Railway -Reasons for its construction -important people involved in its construction	Guided discussion Question and answer  brain storming	Listing the Reasons for constructing the Uganda Railway.	-Effective communication -Appreciation - Giving reason for action taken	A map showing the railway line	Mk SST Bk.6 pg 161-162	
	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	The learner - reads words correctly.	-Introduction of Indirect rule -Definition of indirect rule	Question and answer	Listing the reasons	-creative thinking -co-operation	Chalk board	Mk SST Bk.6 Pg 91	

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				reasons for using Indirect rule	- writes words properly.	-Reasons why indirect rule was used in Uganda		for using Indirect rule	- Finding different strategies.	illustration		
	5		SIR GERALD PORTAL	The learner - states reasons for the coming of Sir Gerald Portal to Uganda. - suggests contributions of sir Gerald Portal in establishing colonial rule.	The learner - spells words properly. - writes related words correctly,	-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 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 TOGETHER 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.	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	

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							- Recommendations of the agreement e.g. land was divided.						
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	
	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	discussion Question and answer Explanation	-Listing the agreements	-Description -Effective communication - Knowing when to give in	Chalk board illustration	Mk SST Bk.5 pg 92 Fountain 125-126 Comprehensive 96-98	
	4			RESISTANCE AGAINST COLONIAL 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.	- Question and answer	Naming the traditional rulers who resisted the British rule	-Description -sharing -effective communication - Taking a decision - Acceptance - Refusal	Chalk board illustration	Mk SST Bk.5 pg 81-82 Comprehensive 92-93 Fountain 136-138	
	5 & 6	LIVING TOGETHER		EVOLUTION OF UGANDA'S	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)	Illustration discussion	Drawing a map	Description -inquiry - Resolving issues without fighting	-Atlas -Text books	Mk SST Bk.5 pg 95-96 Comprehensive 99	

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		R IN UG AN DA		BOUNDARIES			West Nile (1914) -Drawing a map showing the evolution of boundaries.	Question & answer				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 disadvantages and advantages	Critical thinking -Appreciation - Evaluating facts	Chalk board illustration	Mk SST Bk.5 pg 97 Comprehensive 99 Fountain 139-140	
9	1				The learner states the definition of colony and protectorate	The learner - reads words correctly. - pronounces new words	Administrative system during British occupation of Uganda. *Describing the system of administrators during the British *Characteristics of colonial rule. *Differences between a colony and a protectorate	Discussion Explanat ion	Listing	Critical thinking -appreciation - Evaluating facts	Chalk board illustration	Mk SST Bk.5 pg 97-98 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 explanat ion	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.	Positive and Negative results of colonial e.g. *Imposed foreign rule on Africans *Introduction of modern means of transport e.t.c	Explanat ion	Listing the effects	Description of -inquiry - Logical thinking	Chalk board illustration	Mk SST Bk.5 pg 98-100 New Fountain 141-143	

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	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 <sup>th</sup> 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 contributions	The learner - writes name of governors correctly. - pronounces the names correctly.	-More Governors in Uganda e.g. *Charles Dundas *John Hathon Hall *Andrew Cohen *Walter Coutts -Their contributions	Question and answer Explanation	Stating the British governors & their roles	-inquiry -Description - Analysing statements	Textbooks		
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.	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	Discussion Question and answer	Identifying the LEGCO representatives	-Tolerance -self awareness -effective communication	Chalk board illustration	Mk SST Bk.5 pg 110	

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					- identifies the governor the nominated the legislators. - identifies the first black legislators on Uganda's LEGCO.		-Africans that were nominated to joins the LEGCO e.g. *Kawalya Kaggwa –Central Uganda *Mr. Petero Nyangabyaki Akiiki- Western e.t.c.	brain storming		- Innovativeness		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 on 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	
	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 -Namiirembe 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			FORMAT ION OF POLITIC AL 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)	Discussi on Questio n and answer Guided discover y	Listing the Political found in Uganda	-Description -Analysis -inquiry -effective communicatio n	Chalk board illustra tion And Text books	Mk SST Bk.5 pg 113-116  Comprehen sive 115- 116  Fountain 172-177	
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