



ACCELERATED EDUCATION PROGRAMME FOR UGANDA

SOCIAL STUDIES LEVEL TWO AND THREE

SYLLABUS





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SYLLABUS

Supported by





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FOREWORD

Uganda has made important strides in promoting children's rights over the past 20 years. In order to fully understand the lives of children in the country today and the issues that continue to hamper the achievement of their full potential, it is important to take a systematic look at the situation of children and specifically the disadvantaged (refugees and out of school children).

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Currently, according to the UNESCO Institute for Statistics, there are approximately 263 million children and youth out of school globally. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risk to their protection as a result. Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education such as "*Accelerated Education*".

Uganda has a big number of children and youth out of school. The most affected are; displaced children (internally and externally), combatants as well as girls and children with disabilities who usually find it difficult to access and complete their education. The enactment of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls have access to, and complete, free, equitable, and quality Primary education by 2030.

Over-age learners who enrol in formal education systems are found to be much more likely to drop out early because of; poor instructional strategies and methodologies, and stigmatization. Children who do not start school at the correct age would likely remain out of school, and those who enter when they are already over aged face multiple challenges including sharing classrooms and studying with much younger children (thus inferiority complex).

The accelerated education curriculum provides an opportunity for these over-aged out-of-school children to access education, catch up and transition back into the formal system, secondary education, vocational training and livelihoods.



Hon. Janet Museveni Kataaha
MINISTER OF EDUCATION AND SPORTS

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List of Acronyms

| | |
|------|--|
| AEP | Accelerated Education Program |
| MOES | Ministry of Education & Sports |
| NCDC | National Curriculum Development Centre |
| NRC | Norwegian Refugee Council |
| SEN | Special Educational Needs |
| SNE | Special Needs Education |

Introduction

Rationale

In Uganda and globally, children and youth often miss out on substantial amounts of schooling due to, among others, poverty, marginalisation, conflict, and crisis. To mitigate this problem, NCDC, together with its education partners, developed the Accelerated Education Programme (AEP) which emphasises acceleration of a curriculum, and allows students to complete a certified, equivalent level of education in a shortened timeframe. This requires increased and more effective time on task, an emphasis on literacy and numeracy with a socio-emotional learning component and oftentimes, removal of non-core subjects. The programme also demonstrates flexibility to meet the unique needs of the learners in relation to timetabling and location of instruction. The intention of this flexibility is to enable learners to study in a way and at a level appropriate to their ability, age and circumstance.

The AEP targets the over-aged learners who in one way or another were disadvantaged and dropped out of the normal primary school cycle. The programme intends to help learners of age group 10-18 years to catch up and accomplish the Primary School education level in a shorter time of three years. It is structured in levels i.e. Level I (P1-P3) which is equivalent of the Thematic Section in Primary school. Level 2 combines P4 and P5 and Level 3 combines P6 and P7. Each Level merges the curricula content in relevant classes which is to be completed in one year.

On completion of an AEP, the learners should be able to either reintegrate into the formal schooling system, or enter into skills-based technical and vocational education, or enter directly into the workforce, but with core literacy and numeracy skills in place. There are varied structures of an AEP, and they vary in their pace of acceleration, the age range they target, and the approach to teaching and learning that they employ.

Uganda has been implementing various non-formal education programs in order to address the different educational barriers of different communities. This programme is review of the AEP curriculum which has been in use since 2011.

Scope and Sequence

The curriculum has been sequenced in the following ways:

Each topic of this curriculum is comprised of: overview; learning outcome(s); subject competences; language competences; content; suggested teaching/ learning activities; life skills indicators and values; suggested competences for assessment and hints for the teacher.

The National Aims of Education

This programme is designed to address the National Aims of Education and the Aims and Objectives of Primary Curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims of education are:

- a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- b) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Objectives of Primary Education in Uganda

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English;
2. To develop and maintain sound mental and physical health;
3. To instil the value of living and working cooperatively with other people and caring for others in the community;
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation for, the protection and utilization of the natural environment using scientific and technological knowledge;
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters;
7. To develop pre-requisite for continuing education and development;
8. To develop adequate practical skills for making a living;

9. To develop appreciation for the dignity of work and for making a living by one's honest effort;
10. To develop the ability to use the problem-solving approach in various life situations
11. To develop discipline and good manners.

Definition of Terms

Learning outcome is a broad behavioural change or ability demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process.

Competence is what one is able to do as a result of learning or what the learner understands, knows and is able to do.

Assessment - Assessment is the processes of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning.

Life skills are the abilities for adaptive and positive behaviour that enable learners to deal effectively with the demands and challenges of everyday life.

Values are the desired standards of behaviour acceptable in a given society.

Life skill indicators are the observable abilities shown in a learner.

Methodology is an effective process or procedure with a specific task that someone can use to deliver content according to the work plan.

Technique is the final skilful execution of a given point which can be used to get a productive outcome.

Strategy is a mental model in our understanding and an end in mind that enables us to deliver lessons systematically in class.

Approach is a set of or combination of different methods.

Instructional strategies are the techniques that teachers use to help learners become independent and focused.

Instructional material is any resource the teacher uses to teach learners.

Tools are items or implements used for a specific purpose, to perform different tasks.

Special educational need is an educational provision designed to address the needs of learners with barriers to learning.

Special needs education is a program that addresses barriers to learning.

Special education is an educational provision for learners with special educational needs.

Inclusive education is a term which wholly provides for optimum participation of all learners. Inclusion does suggest other responses.

SAMPLE TIMETABLE FOR LEVEL 2 &3

| DAY | 8.30- 9.10 | 9.10- 9.50 | 9.50- 10.30 | 10.30- 11.00 | 11.00- 11.40 | 11.40- 12.20 | 12.20- 1.00 | 1.00- 2.00 | 2.10- 2.50 | 2.50- 3.30 | 3.30- 4.30 |
|-----|---------------|---------------|-------------------|-----------------|-----------------|-----------------|----------------|---------------|-------------------|-------------------|---------------|
| MON | ENG | MATH | SST | BREAK | SCI | RE | MATHS | | ENG | SCI | |
| TUE | MATH | ENG | ENG | | SST | SCI | RE | | MATHS | CAPE ₁ | |
| WED | MATH | SST | ENG | | MATH | SCI | ENG | | SCI | RE | |
| THU | SST | MATH | CAPE ₂ | | MATH | ENG | ENG | | SCIE | SCIE | |
| FRI | ENG | ENG | MATH | | MATH | SST | SST | | CAPE ₃ | | |

ANALYSIS

| | |
|---------------------|-------------------|
| English | 10 |
| the matics | 10 |
| Scien e | 7 |
| So ial Std ies | 6 |
| Religio s Education | 3 |
| CAPE 1 | 1 |
| CAPE 2 | 1 |
| CAPE3 | 2 |
| TOTAL | 40 Periods |

General Background

This Social Studies (SST) syllabus connects the content from the formal primary school SST syllabus of P4 and P5 for Level 2, and then P6 and P7 for Level 3. It covers topics about the physical and social environments at district, nation, regional and continental levels.

The physical environment includes plants, animals, air, water, soils and natural resources, while the social environment is about the people we live with focusing on the need for acceptable conduct, which is reflected in the customs, beliefs, laws, and social practices.

Rationale

Social Studies as a subject is a vital aspect of education for learners during and after school. This subject provides learners with basic skills and knowledge to continue learning, to make informed decisions, to actively participate in society and achieve personal goals. It is specifically designed to increase historical understanding of both the social and physical environment. The subject has the ability to engage learners to draw connections between the past and the present and from small events to bigger and broader ideas which enhances critical thinking and opens up opportunities for developing independent ideas.

Organisation of the Syllabus

This syllabus has been organised around 15 topics distributed in three terms for Level 2 and 11 topics for Level 3 which are distributed in three terms respectively. Each topic has been allocated a specific number of periods based on the amount of content, competences to be developed and the suggested instructional activities. The content for each topic has been presented in block form – one block can take one or more periods.

Depending on the study time, the intensity of the content and the needs of the learners, SST has been allocated six periods a week and each period is 40 minutes. It is estimated that each term will have at least 11 weeks of school thus an estimated total of 66 classroom periods in a term being distributed according to the demands of the topic.

General Learning Outcomes

The learner is expected to:

- i) explore and know one's immediate and distant environment and interactions of human and physical factors.
- ii) promote and practice desirable values and show respect for one's and other people's cultures.
- iii) understand the structures and functions of government and demonstrate willingness to participate in democratic and civic process of one's country.
- iv) demonstrate knowledge of and appreciate the rights of the individual and one's responsibilities in maintaining social justice.
- v) understand the importance of interdependence of the people and nations.
- vi) show loyalty, love and support for all leadership institutions to promote peace, harmony and unity.
- vii) demonstrate understanding and use of map-reading skills to interpret information.
- viii) demonstrate the application of appropriate life skills to support and promote positive behaviour towards HIV and AIDS-related issues and other social challenges.

Competences

In the teaching and learning of SST, we aim at the development of specific skills that are related to maps like understanding and using locational and directional terms. These skills are grouped as **study and manipulative** skills.

- i) **Study Skills:** Some examples of study skills are: listening, observation, investigating, reading, writing, grouping/classifying, analysing, enumerating, collecting and re-organizing information.
- ii) **Manipulative Skills:** Some of these skills are: displaying, drawing, painting, modelling, making cut-outs and all activities done using hands.

Values

Some of the values that can be developed when teaching and learning SST include: honesty, honesty, love, cleanliness, respect, faithfulness, obedience, kindness and truthfulness. On the other hand, some of the attitudes include appreciation, cooperation, patience, tolerance, empathy and sympathy.

Methodology, Strategies and Approaches

The teaching of SST calls for the application of various methods that support the development of behaviours, attitudes, skills, values and knowledge (BASKV). Therefore, the following general methods are recommended for use: group

discussion project method dramatisation, exhibition inquiry, discovery method and problem solving.

It is strongly suggested that the teacher uses the strategies and activities which place the learner at the centre of teaching and learning process. They should be practical and experimental which promote opportunities to explore and acquire knowledge skills and abilities right attitudes values and competences needed.

The methods a teacher chooses to use should be those which contribute towards the development of competences, learning outcomes and eventually lead to the achievement of aims and objectives of the Primary School education. Such methods therefore should cater for the spiral nature of the SST syllabus.

This curriculum targets multi-grade learners and therefore, the teacher should employ the use of such approaches like group work, tutoring, peer learning, remedial approach, repetition follow-up self-study, task analysis, individualised learning approach and use of visual and audio devices (video clips slides film strips and records), drama debate and field trips.

Summary of Methods, Techniques and Approaches used in Social Studies

| Method | Techniques |
|--------------------------------------|--|
| Discussion | Brainstorming, question and answer debate resource person, storytelling, arguments, experiment, observation, illustration interview and field visits |
| Projection/multi-media method | Audio-visual, video recording, slides, films, strips, and audio-recording |
| Dramatisation | Role-play conversations, dialogue or monologue, simulation |
| Exhibition | Display, interest corner centre, picture essays, demonstration use of ground and wall maps and real objects |
| Representation/presentation | Carving, painting, sculpture modelling, use of diagrams, cartoons, photographs posters |
| Group method | Grouping reporting brainstorming and display |
| Problem solving | Sorting, competitions, initiations note making, puzzles and quizzes |
| Inquiry or discovery | Project assignment, research, field visits, excursion questions, resource persons observations, recording and interviews |

Teaching and Learning Aids (Instructional Materials - IMs)

Instructional materials are very important in lesson delivery. The teacher should therefore use a wide range of instructional materials to get learners involved in the teaching and learning process. Examples of instructional materials include textbooks, atlases, textbooks, charts, posters, wall maps, magazines, life skills manual, Young Talk (newspaper), human rights documents and journals. It is important that the teacher utilises the local environment and locally available resources to make learning real and interesting.

Assessment

Continuous assessment is recommended and should be carried out basing on the suggested competences during and after the teaching and learning process. Then summative assessment is carried out at the end of the topics, end of the term and at the end of the year. The teacher should always keep records of learners' performance and should endeavour to assess the following areas of learning: knowledge and understanding, social skills, performance skills, attitudes and value development.

Special Needs

The teacher should remember that we have learners in classes with various barriers to learning and development so she/he needs to take keen interest in identifying every learner that behaves differently and keep their records. Where possible, she/he should consult personnel who are trained in special needs education for functional assessment and proper guidance on how to manage those learners. The teacher can as well utilise the strategies below to provide necessary assistance during the teaching and learning process:

- i Signs /finger spells for the deaf
- ii Braille for the blind
- iii Large print for those with low vision
- iv Tactile for the blind and deaf/blind
- v Total communication for the deaf
- vi Use of real objects
- vii Use of variety of colours

General Guidance

- i During the teaching and learning process, a variety of student and learner-centred methods should be used so that the learning process is lively and interesting.

- ii) Apart from the given life skills with their indicators and values, allow a lot of creativity by utilising an ever-relevant idea that may enable you make the lesson successful.
- iii) Make use of the locally available materials in the environment as much as possible to make the teaching and learning environment friendly.
- iv) Help learners to use a variety of senses through observation, discovery and tactile, thus making the teaching and learning process more meaningful.
- v) Make the teaching process more interactive and inclusive by integrating different subjects as a means of developing the target concepts.
- vi) Study and understand the learning styles of your learners in order to plan for each individual learner. Aim at an individual learner not a class.
- vii) Interpretation of the curriculum key areas should be focused on teaching and learning, that is the content, activities, methodology, environment, time and assessment.
- viii) No subject is minor therefore give equal opportunity for the learners to acquire and raise various skills by learning Creative and reforming Arts (CAPES). This will allow learners with opportunity to learn Social Studies in context.
- ix) Use Religious Education lessons to solve socio-social problems like trauma, greed, hatred, loss of dear ones and others which are common in the community.
- x) Remember to use life skills that will enable learners to develop important values like resolving conflicts for peace and tolerance.
- xi) Endeavour to teach all the topics adequately.

Topic Outline for Level 2

| TOPIC | | Periods |
|---------------|---|---------|
| TERM 1 | | |
| 1. | Location of our District on the Map of Uganda | 08 |
| 2. | Location of Uganda on the Map of East Africa | 06 |
| 3. | Physical Features in Our Uganda | 18 |
| 4. | Vegetation in Uganda | 10 |
| 5. | Climate of Uganda | 10 |
| 6. | Natural Resources in Uganda | 08 |
| TERM 2 | | 06 |
| 7. | The People in Our District | 06 |
| 8. | The People of Uganda | 13 |
| 9. | Leaders in Our District | 06 |

| | | |
|---------------|--|----|
| 10. | Leaders in Our Country | 11 |
| 11. | How to Meet People's Needs in Our District | 08 |
| 12. | Population size and Distribution | 11 |
| TERM 3 | | |
| 13. | How Uganda became a Nation | 15 |
| 14. | The Road to Independence | 15 |
| 15. | Uganda as an Independent Nation | 15 |

TERM 1

Topic 1: Location of Our District in Uganda

Duration: 8 Periods

Overview

Learners need to know the name of their district, its location and size in relation to the number of sub-counties, counties, and divisions/municipalities. Learners are expected to identify their neighbouring sub-counties/divisions and counties/municipalities. This topic will enable learners to relate what they studied in Level 1, Our Sub-county, to their district. Learners can find out this information through research and reading from atlas. The teacher should bear in mind that counties are not part of the main administrative structure of the district. They are local integral structures in some localities. Use of resource persons is very important in this topic.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) demonstrate an understanding and use of map making and mapping skills to interpret information.
- ii) explore and know one's immediate and distant environment and the interactions of human and other factors.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values |
|---|---|---|--|--|
| The learner: <ul style="list-style-type: none"> • names the cardinal points of the compass • identifies the | The learner: <ul style="list-style-type: none"> • pronounces/signs, reads/Brailles words related to the four cardinal points and | The compass points/directions Cardinal points North (N), | <ul style="list-style-type: none"> • Drawing and naming the compass points (cardinal and semi cardinal) • Using body | Effective communication <ul style="list-style-type: none"> • Fluency • Audibility • Accuracy |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values |
|--|--|---|--|--|
| semi-cardinal points. | semi cardinal points. Te re: Nort ss t, Soth , West, o mpass cardinal semi-cardinal points and direction. | ss t (E), So th (S), West (W) Semi cardinal Nort - ss t (NE), North-West (NW), Soth-East (NE), So th-West (SW) | parts to locate dieerent places in the compond • Using te sn and sa dows to tell direction | Friendship formation • Working in gro ps • Sharing Values • Appre iation • Sharing • Co-operation SST skills • Obser ation • Recording |
| Te learner • identii es tei r district on the map of Uganda • lo ates i s/her district on t e map of Uganda • names the neigorr ing distrit s | Te learner reads/si ns and writes/ Brailles senten es conne ted to the location o tei r district in Uganda usin cardinal and semi cardinal points. | • Lo ation o o r district on the map of Uganda • Te names of neigorr in g distrit s | • Lo ating i s/her district on t e map of Uganda s ing the cardinal and semi-cardinal points • Naming and identifying t e neigorr ing distrit s | • terpretatio n of maps |
| Te learner • names o unties sb-co nties and mni cipalitie s that make up i s/her | Te learner • pronon ces/ si ns spells reads and writes/braill es the names of co nties | • Conti es, mni cipalitie s, sub-co nties and town co ncil s), in our | • Naming te o unties sub-co nties, town o unil s and mni cipalities of our distrit . • Comparing | awi ng and laelli ng maps |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values |
|--|---|---|--|------------------------|
| <p>district .</p> <ul style="list-style-type: none"> Compares the sizes of counties/divisions/municipalities | <p>municipalities and sub-counties</p> | <p>district</p> | <p>sizes of counties/divisions/municipalities</p> <ul style="list-style-type: none"> Drawing the map of the district showing counties/municipalities. | |
| <p>The learner</p> <ul style="list-style-type: none"> compares the size of his/her district with its neighboring districts measures the distance from different points of the district with a ruler. | <p>The learner pronounces/signs, reads and writes/reads in Braille the names of major places in the district. The keywords are neighboring and distance .</p> | <ul style="list-style-type: none"> Size of the district Sub-counties Town council (s) Counties municipality Sizes of neighboring districts Distances of major points in the district | <ul style="list-style-type: none"> Comparing the size of the district with its neighbors Measuring the distance from different points of the district with a ruler Comparing distances from specific points in the district with the distance of specific points in the neighboring districts | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values |
|---|---|---|---|------------------------|
| <p>The learner</p> <ul style="list-style-type: none"> describes the history of his or her district. carries out research and writes a journal on the history of his/her district. | <p>The learner pronounces/signs, reads and writes/Brailles the key aspects regarding the history of the district.</p> <p>The key words are origin, creation and leadership</p> | <p>History of the district original name, year of creation purpose of its creation and past leadership</p> | <ul style="list-style-type: none"> Asking elders and resource persons about the history of the district Giving reports about the history of their district to the class. | |
| <p>The learner</p> <ul style="list-style-type: none"> names and identifies the important places in the district. | <p>The learner: pronounces/signs, reads and writes/Brailles the names of important places in the district. The key words are ead quarters, ealt centre trading centre market and ospital.</p> | <p>Important places in the district or example ead quarters, ospitals, ealt centres, markets, churches, mosques, schools, trading centres and major roads</p> | <ul style="list-style-type: none"> Visiting some important places Observing and recording down what is happening in these important places Giving reports on what they have observed Identifying some of these important places | |

Suggested Competences for Assessment

The learner

- i) names and draws/draws in Braille the cardinal and semi-cardinal (ordinal points of the compass.
- ii) names the neighbouring districts
- iii) draws the map of the district and writes/writes in Braille the names of the main towns and other important places.
- iv) describes how to get to the main towns in the districts from school by using different means of transport and main features on the way.

Hints for the Teacher

- i) This topic requires practical skills of observation, recording and deducing.
- ii) You should support learners to identify the cardinal points of the compass by using the direction of sunrise and sunset, left and right, and shadows. Shadows will also contribute to showing directions.
- iii) Use a resource person to guide learners on the history and important places in the district.
- iv) Field visits to important places in the district will enhance learners' knowledge.
- v) You need to guide learners to identify all important places in the district.
- vi) As a project, encourage learners to investigate reasons for the names of the sub-counties and counties in the district.
- vii) Specifically, you will have to identify and see the map of Uganda showing districts, map of the district showing counties, municipalities and sub-counties, modern atlas, compass card and Braille slates.

Topic 2: Location of Uganda on the Map of East Africa

Duration 6 Periods

Overview

The learner needs to know the name of his/her country, its location and size. He/she is expected to locate his/her country in relation to the neighbouring countries. He/she must also learn how to use a compass, lines of latitude and longitude to locate his/her country. The teacher should help the learner to know the elements of a map and their importance. He/she should know the number of districts that make up Uganda

Learning Outcome

By the end of this topic, the learner should be able to demonstrate an understanding of basic map reading skills to interpret information about one's immediate and distant environment and the interactions of human and other factors.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|--|--|--|
| The learner <ul style="list-style-type: none"> explains the meaning of longitude and latitude. draws the | The learner <ul style="list-style-type: none"> pronounces/signs reads and writes/Brailles words and sentences related to location of Uganda in East | <ul style="list-style-type: none"> The meaning of longitude and latitudes Location of Uganda on the map of East Africa showing lines of latitude and | <ul style="list-style-type: none"> Explaining the meaning of longitude and latitudes Value the importance of | Interpersonal relationship <ul style="list-style-type: none"> Interacting positively with others |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|---|---|---|--|---|
| <p>map of Uganda showing major lines of latitude and longitude.</p> <ul style="list-style-type: none"> • locates Uganda on the map of East Africa using lines of longitudes and latitudes. | <p>Africa. The key words are longitudes, latitudes, equator and imaginary lines.</p> | <p>longitudes</p> | <p>longitudes and latitudes</p> <ul style="list-style-type: none"> • Drawing the map of Uganda showing major lines of latitudes and longitudes • Identifying latitudes and longitudes that locate Uganda on the map of East Africa • Locating Uganda on the map of East Africa using the compass directions | <p>Effective communication</p> <ul style="list-style-type: none"> • Fluency • Accuracy <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Co-operation • Sharing <p>SST Skills</p> <ul style="list-style-type: none"> • Drawing • Colouring • Map interpretation • Modelling • Training • Observation • Recording |
| <p>The learner identifies Uganda's neighbours.</p> | <p>The learner pronounces/signs reads and writes/ Braille words and sentences related to Uganda's neighbouring countries.</p> <p>The keywords</p> | <p>Neighbouring countries to Uganda:</p> <ul style="list-style-type: none"> • Kenya • Rwanda • Democratic Republic of Congo (DRC) • South Sudan | <ul style="list-style-type: none"> • Identifying countries that share boundaries with Uganda • Using compass directions to identify Uganda's | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|---|---|---|-----------------------------------|
| | are neighbouring country, direction, compass and border. | <ul style="list-style-type: none"> • Tannaia | neighbours <ul style="list-style-type: none"> • Modelling the map of Uganda with her neighbours using clay and seeds • Tracing the map of Uganda on hard cards and cutting it out for learners | |
| The learner describes the elements of a good map and their uses. | The learner: pronounces / signs, reads and writes/ Braille words and sentences related to elements of a good map. The keywords are: scale, title, key, frame, elements and compass. | <ul style="list-style-type: none"> • Elements of a good map <ul style="list-style-type: none"> - Title - Scale - Compass direction - Key - Frame • Uses of the elements: <ul style="list-style-type: none"> - Title – tells what the map is about - Scale – gives distances - Compass – shows | <ul style="list-style-type: none"> • Identifying elements of a good map and their importance • Adapting any map of Uganda from the atlas, using the key to interpret the symbols • Comparing distances between different places on the map of Uganda using a ruler and | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---------------------|----------------------|---|--|----------------------------------|
| | | direction - Key – for symbols and signs - Frame – boundaries of the map | recording the results | |

Suggested Competences for Assessment

The learner:

- i) draws the map of Uganda showing the neighbouring countries.
- ii) names the countries that share boundaries with Uganda in all directions.
- iii) lists/ lists in Braille at least three major elements of a map and their uses.

Hints for the Teacher

- i) Guide learners to study different maps and identify the different elements.
- ii) Guide learners to identify Uganda and her neighbours on the map of East Africa.
- iii) Let learners talk about Uganda's neighbours and their directions using the compass.
- iv) For this topic, you should use a map of Uganda, a map of East Africa, cut-out maps of Uganda and East Africa, flash cards, textbooks, clay/mud, colours/crayons, wall and ground maps of Uganda and E. Africa

Topic 3: Physical Features in Our Country

Duration 18 Periods

Overview

The learners are expected to explain what physical features are as well as name and locate major physical features in Uganda. They should discuss the formation of different types of physical features. The learners should be guided to relate the physical features they are familiar with to those of Uganda. They should be given the opportunity to examine any physical feature in their environment; be guided to explain how different types of physical features influence people's lives and other living things; and guided to develop the skills of caring for physical environment.

Learning Outcome

By the end of this topic, the learner should be able to explore understand and appreciate the value of his/her immediate and distant environment for better health and harmonious living.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|---|--|--|
| The learner identifies the physical features in the district and locates them on the map of the district | The learner recognizes/signs reads and writes/Brailles words and sentences related to the physical features in our district. For example landform, physical features | Physical features in our district: <ul style="list-style-type: none"> - Rivers, - Lakes - Swamps - Mountains - Hills - Valleys - Plains | <ul style="list-style-type: none"> • Locating main physical features on the map of the district • Drawing the map of the district showing and locating different physical features | Creative thinking <ul style="list-style-type: none"> • Logical reasoning • Identifying new ideas |
| | | | | Critical thinking <ul style="list-style-type: none"> • Making the best use of available information Effective |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|---|---|--|
| | | | <ul style="list-style-type: none"> • Visiting some of the different physical features in their local environment • Recording what they have observed. | <p>communication</p> <ul style="list-style-type: none"> • Accuracy <hr/> <p>Values</p> <ul style="list-style-type: none"> • Care • Appreciation • Cooperation • Sharing <p>SST skills</p> <ul style="list-style-type: none"> • Drawing • Observation • Recording • Discussion • Enquiry |
| <p>The learner</p> <ul style="list-style-type: none"> • identifies different physical features in Uganda. • locates different physical features on a map of Uganda | <p>The learner recognises/signs reads and writes/Braille words and sentences related to location of physical features in Uganda. The key words are landmarks, physical features, rift valley and lake.</p> | <ul style="list-style-type: none"> • Location of physical features on the map of Uganda, which include: <ul style="list-style-type: none"> - Lakes - Rivers - Mountains - Hills - Valleys - Plains - Rift valley | <ul style="list-style-type: none"> • Locating main physical features on the map of Uganda • Drawing the map of Uganda showing different physical features • Locating the rift valley on the map of Uganda (From upper Lake Albert) | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|--|--|--|----------------------------------|
| | | | to Kisoro • delining the major physical features on the map of Uganda | |
| The learner explains the importance of physical features. | The learner pronounces/sings reads and writes/Brailles words related to the importance of physical features in or district and Uganda The keywords are sources, fishing, habitat tourism and agriculture. | • Important of physical features: <i>Lakes and rivers:</i> - fishing - sources of water - minerals - habitat for animals - transport - tourism and tourism attraction <i>Mountains:</i> - minerals - tourism - habitat - rainfall - agriculture <i>Plateau for agriculture</i> <i>Rift valley for agriculture</i> | • Discussing the uses of different physical features in Uganda • Naming and identifying different products from the physical features for example types of fish, roads and rivers | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|---|--|---|--|
| | | <i>and tourism</i> | | |
| <p>The learner</p> <ul style="list-style-type: none"> describes the influence of different physical features on living things. discusses the different human activities associated with physical features. | <p>The learner</p> <p>ron o nces/ signsrreads/ and writes/ Brailles rd s and sentences related to the influence of physical features on living things. The key rr ds are ve etation h man beings, inlu ence, qa rr , fishing, in ing and qa rr ing.</p> | <p>Influence of physical features on:</p> <ul style="list-style-type: none"> Ve etation Animals and birds Human e in s Human a tivities carried on different physical features | <ul style="list-style-type: none"> Discussing different ways in which physical features affect ve etation ani als, birds and peole Discussing the different a tivities asso iated th dieerent physical features | |
| <p>The learner describes how physical features influence climate.</p> | <p>The learner</p> <p>ron o nces/ si ns reads and writes/ Brailles words and sentenes related to the influence o physical features on climate. The ey words are rainal, te er atre , hot, cold</p> | <ul style="list-style-type: none"> Influence of physical features on climate Mountains and laes | <ul style="list-style-type: none"> Exlai ning the concept of physical features and their inlu ences on climate Discussing the climatic characteristi s asso iated th dieerent physical features | <ul style="list-style-type: none"> |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|---|---|--|----------------------------------|
| <p>The learner:</p> <ul style="list-style-type: none"> • identifies roles associated with different physical features. • analyses possible solutions to roles caused by physical features. | <p>The learner</p> <ul style="list-style-type: none"> • recognises/sings reads/reads by tactile and writes/writes in Braille words and sentences related to roles associated with physical features. The key words are dangerous animals, sensitising, loads and edging. | <ul style="list-style-type: none"> • Problems associated with different physical features <ul style="list-style-type: none"> - Landslides in mountainous areas - Floods around lakes and rivers - Wild animals - Deaths for wrongdoers | <ul style="list-style-type: none"> • Visiting some of the physical features in their locality and identifying some roles the cause • Identifying roles that are caused by physical features for example water borne diseases • Recording their findings | |
| <p>The learner</p> <ul style="list-style-type: none"> • discusses the challenges caused by human activities on physical features. • suggests possible ways of caring for physical features. | <p>The learner</p> <ul style="list-style-type: none"> • recognises/sings reads/reads and writes/Braille words and sentences associated with challenges caused by human activities to physical features. The key words are pollution, dumping, | <ul style="list-style-type: none"> • Challenges: <ul style="list-style-type: none"> - Pollution - Dumping - Clearing vegetation on mountains - Swamp reclamation • Solutions <ul style="list-style-type: none"> - Digging terraces - Planting trees | <ul style="list-style-type: none"> • Discussing various challenges associated with human activities on physical features • Discussing possible ways of caring for the physical features | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---------------------|--|-----------------------------|--|----------------------------------|
| | clearing, reclamation, terraces and disposal | - Proper disposal of wastes | | |

Suggested Competences for Assessment

The learner

- i mentions signs reasons why physical features are important to Ugandans.
- ii names any two mountains in Uganda.
- iii states/signs ways in which lakes and rivers can cause problems to people
- iv gives ways in which people can protect hydrological features.

Hints for the Teacher

- i Give learners opportunity to visit the physical features in the environment.
- ii Guide learners to discuss how different types of hydrological features influence people's lives and other living things.
- iii Guide learners to develop skills of caring for the physical environment
- iv Developing a ground map showing hydrological features. Encourage the learners to develop attitude for protection of the physical environment.
- v Guide learners to see the features they are familiar with to relate them to newly learned ones.
- vi You need to specifically use a map of Uganda showing hydrological features as well as pictures of hydrological features, models of hydrological features and a ground map of Uganda showing hydrological features.

Topic 4: Vegetation In Uganda

Duration 10 periods

Overview

This topic introduces learners to the plant cover which is vegetation. In the process of learning about vegetation around their school and district, learners will be given an opportunity to study and identify different types of vegetation in Uganda, and their importance to people and other living things. In addition learners should be supported to develop skills of caring and preserving vegetation so as to benefit people and animals.

Learning Outcomes

By the end of this topic the learner should be able to:

- i understand and appreciate the value of vegetation for better living.
- ii plant care and select different types of vegetation correctly.

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|---|--|--|--|
| The learner <ul style="list-style-type: none"> • states the types of vegetation in Uganda. • gives examples of planted and natural vegetation in Uganda. | The learner pronounces/ signs reads/ and writes/ Braille words and sentences related to types of vegetation. For example grass, vegetation forest, swamp, shrubs, | <ul style="list-style-type: none"> • naming of vegetation • Types and examples of vegetation in Uganda • named vegetation forests, grass, forests | <ul style="list-style-type: none"> • Studying the vegetation in locally • Studying the vegetation map of Uganda in the atlas and with the help of the key • identifying the different types | Decision making <ul style="list-style-type: none"> • Accepting • Knowing consequences of one's decision • Taking decisions |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|--|--|---|---|
| | natural, planted | and crops) <ul style="list-style-type: none"> • Natural vegetation (trees, swamps, shrubs and grass) | of vegetation <ul style="list-style-type: none"> • Drawing a map of Uganda showing the different types of vegetation | <p>Problem solving</p> <ul style="list-style-type: none"> • Find different strategies <p>Values</p> <ul style="list-style-type: none"> • Care • Appreciation • Respecting |
| The lesson states the factors that influence vegetation distribution in Uganda. | The lesson discusses/ signs/ and writes/ Brailes words and sentences related to factors that influence vegetation distribution | <ul style="list-style-type: none"> • Factors that influence vegetation distribution: <ul style="list-style-type: none"> - Climate - Soil - Relief - Altitude - Human activities | <ul style="list-style-type: none"> • Studying the maps of Uganda showing areas with different rainfall patterns, relief and soil • Comparing and contrasting with the essential vegetation • Drawing a table showing how different factors influence vegetation distribution | <p>SST Skills</p> <ul style="list-style-type: none"> • Observation • Drawing maps • Recording • Creativity • Critical thinking • Enquiry • Field work |
| The lesson explains the importance of vegetation. | The lesson discusses/ signs/ and writes/ Brailes words and sentences related to the uses of | <ul style="list-style-type: none"> • Importance of vegetation: <ul style="list-style-type: none"> - Source of herbs - Source of food - Source of | <ul style="list-style-type: none"> • Identifying the uses of different types of vegetation to people and living things • Making crafts like masks, | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|---|---|--|----------------------------------|
| | ve etation. | timber - Habitat beautification - Shade - To rist attraction - Rainfl l fo ation - Controls sol eos ion - Improves sol fei lity - So rce of o ygen | carpets • Prin in ss igns | |
| The lene discusses how ve etation infu ences human activities. | The lene pon o nces/sg ns red s/ and writes/ Braiees words and sen en es related to how ve etation infu ences human activities such as lumbe ing, cultivation and crafts. | •How ve etation infu ences human activities: - Farmin activities - Crafts mee - Foo een - Ho ses built | •Vist ing any type of ve etation around the school to oe rve and ec o d human activities which are carried o t. •Drawing a table showing human activities carried in diffeen t tyes of ve etation | |
| The lene explains how people destroy ve etation | The lene on o nces/sig ns, reads/ and wriss /Brailss words and | •How people ss troy ve etation: | •Vist ing any os sible site where the ve etation has been ss troyed | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|---|--|---|----------------------------------|
| | <p>sentences related to how people destroy vegetation</p> <p>Such words include: pollution, dumping, waste disposal, deforestation overgrazing</p> | <ul style="list-style-type: none"> - slash burning - Over cultivation - deforestation - Over grazing - poor waste disposal - Brick making - Setting up industries | <p>within the locality.</p> <ul style="list-style-type: none"> • Recognize factors that may have led to the destruction of the vegetation • Noting the impact of slash burning the vegetation on soil and water | |
| <p>The lesson explains how people should care for or conserve vegetation</p> | <p>The lesson provides notes/signs and writes/brainstorms words and sentences related to caring for vegetation. The words include: conserve, deforestation and reforestation.</p> | <ul style="list-style-type: none"> • Caring for vegetation: <ul style="list-style-type: none"> - Watering it - Adding manure - Afforestation - reforestation - Putting strict rules - Proper disposal of waste | <ul style="list-style-type: none"> • Visiting a nearby farm • Observing and recording • Human activities that conserve the vegetation • Making footpaths hedges to protect trees and grass in the school compound | |

Suggested Competences for Assessment

The lesson:

- i) lists types of vegetation
- ii) mentions signs the uses of trees in Uganda.

- iii) mentions human activities in the area which are responsible for the depletion of the natural vegetation
- iv) writes any activities done at school and at home to look after vegetation
- v) designs awareness posters/messages.

Hints for the Teacher

- i) Guide the learners to appreciate the value of vegetation to life
- ii) Support learners to acquire and practise skills of caring for vegetation.
- iii) Devote time to plant trees, grass, vegetables and flowers in the school compound.
- iv) Together with learners, develop a ground map of the school showing different vegetation
- v) You may need to use maps of Uganda showing vegetation, soil and rainfall distribution, vocabulary flash cards, seedlings of trees and shrubs, hoes and Braies slates.

Topic 5: Climate of Uganda

Duration 10 Periods

Overview

The learner should explain what climate is and locate the major climatic regions on the map. He/she should discuss how climate influences human activities. The learner should also be able to identify the different problems associated with climate and list possible solutions to these problems.

Learning Outcome

By the end of this topic, the learner should be able to understand and appreciate the value of climate to all living things and explain ways of maintaining climate for better health and harmonious living.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|--|--|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> gives the meaning of climate. identifies the major climatic regions of Uganda. | <p>The learner:</p> <ul style="list-style-type: none"> connotes/signs, etc. / and writes Braille words and sentences connected to climate and the key words are climate, wet, dry, hot and climatic regions | <ul style="list-style-type: none"> Meaning of climate Major climatic regions of Uganda | <ul style="list-style-type: none"> Stating the meaning of climate. Locating major climatic regions on the map of Uganda. Drawing the map of Uganda and showing the major climatic regions. | <p>Effective communication</p> <ul style="list-style-type: none"> Audibility Verbal expression <p>Critical thinking</p> <ul style="list-style-type: none"> Seeing and evaluating information Making the best use of available |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|---|--|---|
| | | | | information Problem solving <ul style="list-style-type: none"> • Interpreting • Taking decisions • Finding different strategies |
| The learner: <ul style="list-style-type: none"> • states challenges associated with wet and dry areas. • states solutions to the challenges associated with wet and dry areas. | The learner identifies/reads and writes/Brainstorms words and sentences related to the challenges and solutions of climate. The key words are famine, drought, wild fires, floods and vectors. | <ul style="list-style-type: none"> • Challenges of the wet and dry areas • Possible solutions to the problems associated with climate | <ul style="list-style-type: none"> • Identifying challenges associated with dry and wet areas • Discussing possible solutions to the challenges of dry and wet areas | Values <ul style="list-style-type: none"> • Appreciation • Love • Co-operation SST Skills <ul style="list-style-type: none"> • Map reading • Map interpretation • Map drawing |
| The learner describes how climate influences human activities. | The learner identifies/signs, reads and writes/Brainstorms words and sentences related to influence of climate on human activities. The | <ul style="list-style-type: none"> • Influence of climate on human activities | <ul style="list-style-type: none"> • Discussing the influence of climate on human activities in the dry areas, wet areas and hot areas. | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---------------------|--|---------|--|----------------------------------|
| | key words economic shelter, economic activity and social activity. | | | |

Suggested Competences for Assessment

The learner:

- i) names the activities in each of the climatic regions.
- ii) gives two examples for the activities in the region.
- iii) names the three climatic regions of Uganda.
- iv) draws/draws in Braille a map of Uganda showing the climatic regions

Hints for the Teacher

- i) Engage learners in practical activities like field work to enable them appreciate the influence of climate on human activities.
- ii) You will need to use a map of Uganda showing climatic regions, pictures of activities carried in the dry, wet and hot regions and Braille slates.

Topic 6: Natural Resources in Uganda

Duration 8 Periods

Overview

This topic introduces the learner to the natural resources in Uganda. It leads him/her to know the different types of natural resources and their location on the map of Uganda. The learner will also learn about their values, uses and how they contribute to the country's economic growth. He/she will also identify problems associated with their development as well as possible ways of solving them.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) recognise the natural resources in their immediate and distant environment.
- ii) identify how they can use the natural resources to earn a living.
- iii) analyse bad practices that destroy natural resources.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---|--|---|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • explains the meaning of natural resources. • identifies the types of natural resources. • gives the examples of | <p>The learner:</p> <ul style="list-style-type: none"> • recognises/ understands / and writes/ Braille words related to natural resources. The key words are natural resources, renewable and | <ul style="list-style-type: none"> • Meaning of natural resources • Types of natural resources • Examples of natural resources. renewable and non- | <ul style="list-style-type: none"> • Locating the different types of natural resources in Uganda on the map of Uganda • Tracing the map of | <p>Self-awareness</p> <ul style="list-style-type: none"> • Taking about one's own • Knowing one's position and responsibility |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---|--|--|---|---|
| natural resources. • locates natural resources on the map of Uganda. | non-renewable | renewable) | Uganda and showing the major natural resources | Effective communication • Logical representation of ideas • Confidence Values |
| The learner discusses the importance of natural resources. | The learner pronounces/signs/reads/writes/uses and sentences related to the importance of natural resources. They use words like importance, routes, construction, television, generation and electricity. | Importance of natural resources: - Land - Weather climate - People - Animals - Plants - Vegetation | • Visiting the nearest natural resource and finding out how it is utilized • Discussing how resources are used • Listening to a resource person talking about the natural resources • Drawing a table to summarise the uses of natural resources | • Caring • Respect • Sharing SST Skills • Observation • Recording • Interpretation |
| The learner identifies | The learner pronounces/ | • Processes that | • Discussing challenges | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---|--|---|--|----------------------------------|
| <p>challenges associated with the exploitation (utilisation) of natural resources.</p> <ul style="list-style-type: none"> identifies possible solutions to challenges associated with exploitation of natural resources. | <p>signs, reports and references/ phrases or words and sentences related to the problems that are associated with exploitation of natural resources. They words used in disputes, arguments, infrastructure and development.</p> | <p>associated with the exploitation of natural resources:</p> <ul style="list-style-type: none"> - Land reclamation/dredging - Inadequate knowledge in land use - Inadequate funds - Low technology - Underdeveloped infrastructure • Underutilisation • Overutilisation | <p>associated with utilisation of various natural resources</p> <ul style="list-style-type: none"> • Debating on the depletion of natural resources | |

Suggested Competences for Assessment

The learner

- gives two uses of each of the different natural resources that are found in Uganda.
- gives three reasons for the proper exploitation of natural resources.
- gives two dangers of over-exploitation of natural resources.

Hints for the Teacher

- i) This topic can effectively be covered within the shortest time possible by using groups to discuss the different resources. For example group A can handle minerals and they look at uses, changes and so on while group B is concerned with .
- ii) You will have to use sample resources of natural resources, pictures of overexploited natural resources like depleted forests, maps of Uganda showing location of different natural resources and Braille slides .

TERM 2

Topic 7: People in Our District

Duration 6 Periods

Overview

This topic is meant to help learners to identify the people and major tribes found in their district and their social and political organisation. In addition, learners should know the origins of people in their district and the socio-economic activities that are carried out.

Learning Outcomes

By the end of this topic the learner should be able to:

- i) practice desirable values in the society and show respect for his/her own and others' culture.
- ii) understand the importance of inter-dependence among people within the district and other districts.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|---|---|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • describes the origin of the people in the district • identifies the group in the district. • identifies clans in the district in our district. • identifies language spoken in the area. | <p>The learner pronounce / signs, reads/ and write / Brailles words and sentences related to the origin of tribe in our district. Such words include immigration, migration and migration</p> | <ul style="list-style-type: none"> • Origin of people in the district • Legends • Tribes found in the district • Clans in the district in the district • Language spoken in the area | <ul style="list-style-type: none"> • Inquiring about the origin of clans in the district • Telling the common legends for example the story of Labongo and Gipiir • Discussing the causes of migrations into and out of the district • Collecting and recording data on language spoken in the district • Comparing language with tribes | <p>Self-awareness</p> <ul style="list-style-type: none"> • Self-identification • Talking about one's culture |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|--|---|---|---|
| <p>The theme:</p> <ul style="list-style-type: none"> • identifies key social activities of people in our district. • discusses the importance of social activities. | <p>The theme:</p> <ul style="list-style-type: none"> • identifies key words and sentences related to social activities. • identifies key words and sentences related to the importance of social activities. | <p>Types of social activities of people in our district:</p> <p>Ceremonies</p> <ul style="list-style-type: none"> - Introduction in marriage, wedding, circumcision, burial - Funeral rites, prayers • Importance of social activities: <ul style="list-style-type: none"> - keep families together - Preserve culture of people - They promote acceptable behaviour | <ul style="list-style-type: none"> • Discussing problems faced by people when carrying out their work • Inquiring from community members problems faced by people doing their various types of work • Discussing their family activities • Stating the meaning of clan names • Listing names of clan totems • Reporting to the class their ancestral origin • Dramatizing social | <p>Interpersonal relationship</p> <p>Values</p> <ul style="list-style-type: none"> • Love • Appreciation • Respect • Sharing <p>SST skills</p> <ul style="list-style-type: none"> • Self-awareness • Effective communication |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---------------------|----------------------|---------|---|----------------------------------|
| | | | nom s o eni c gou s (marriage, n min of chienn , en oo ning cultural leaders, initiation into adulthood) | |

Suggested Competences for Assessment

The lene:

- i) matches tribes with languages spoken in the district.
- ii) mentions signs activities carried out in any two colonies in the district.

Hints for the Teacher

- i) Guide lene s to collect data on their tribal history.
- ii) Guide lene s to draw and display artefacts.
- iii) You may need to invite resource persons to share the history of tribes in the area.
- iv) Specifically, you may need resource persons, the lene men , legends, artefacts and Braiee slates.

Topic 8: The People of Uganda

Duration 13 Periods

Overview

The learner should know the social and political organisation of different ethnic groups in Uganda. Since every human being struggles to have improved living conditions, the learner should also study the economic organisation of the pre-colonial societies in Uganda, and the food and cash crops which were grown by the different ethnic groups.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) promote and practise desirable knowledge and values in the society.
- ii) show respect for his/her culture and those of other people.
- iii) demonstrate an understanding of and use mapping skills to interpret information

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • explains the term ethnic groups. • states the origin of different ethnic groups in Uganda. • locates the origin of | <p>The learner</p> <ul style="list-style-type: none"> • recognises/ understands/ and writes/ Braille words and sentences related to the origin of different ethnic groups in Uganda. Such words include: ethnic, Sudanic, | <p>Origin of the different ethnic groups in Uganda</p> <p>Major ethnic groups in Uganda: Nilot, Nilotic (The River, Highland and Plains)</p> | <ul style="list-style-type: none"> • Locating the areas on the map of Uganda occupied by different ethnic groups • Locating the origin of ethnic groups in | <p>Self-awareness</p> <ul style="list-style-type: none"> • Talking about one's culture • Self-identification |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|---|---|--|---|
| <p>discuss the ethnic groups in Uganda.</p> | <p>explains</p> | <p>Nilotes), Suanic people</p> | <p>Uganda</p> <ul style="list-style-type: none"> • identifying themselves with the various ethnic groups | <ul style="list-style-type: none"> • Effective communication • Fluency • Confidence • Accuracy <p>Friendship formation</p> <ul style="list-style-type: none"> • Working in groups <p>Interpersonal relationship</p> <ul style="list-style-type: none"> • teaching easily with others <p>Values</p> <ul style="list-style-type: none"> • Love • Appreciation • respect • Sharing <p>SST skills</p> <ul style="list-style-type: none"> • Self-awareness • Effective communication • Friendship formation |
| <p>The learner</p> <ul style="list-style-type: none"> • explains the contents of migration and immigration. • gives | <p>The learner</p> <p>explains/ discusses/ writes/ Brainstorm words related to causes of migration and immigration of</p> | <ul style="list-style-type: none"> • nature of migration • nature of immigration • Causes of immigration | <ul style="list-style-type: none"> • Telling what migration is • Identifying what immigration is | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|--|--|----------------------------------|
| <p>Reasons for the migration of people before the colonialists.</p> <ul style="list-style-type: none"> explains the causes of migration of people into our country. gives reasons for the migration of people in Uganda. | <p>people.</p> | <p>migration of people into our country : jobs, assets, security, trade, conflict, international relations, looking for fertile land, drought, famine</p> | <ul style="list-style-type: none"> Explaining the causes of immigration by different ethnic groups into Uganda Discussing reasons for migration of the people of Uganda Drawing a map of Uganda showing the migration routes of the ethnic groups to Uganda | |
| <p>The reasons</p> <ul style="list-style-type: none"> discusses the reasons of the different ethnic groups. states factors that influenced the settlement patterns of | <p>The reasons pronouns/ signs/ anagrams/ Braille words and sentences. Such words include settlement, agriculture, assets and assets</p> | <ul style="list-style-type: none"> Settlement patterns: e.g. nomadic agriculture, settled near the lakes and rivers (fertile soil and rainfall). The assets settled around | <ul style="list-style-type: none"> Identifying factors that influenced the pattern of settlement of ethnic groups Drawing a map of Uganda showing the | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|--|--|---|---|----------------------------------|
| the given ethnic groups . | | gas slanders (pasture for their animals) | settlement patterns of the ethnic groups in Uganda | |
| <p>The learner</p> <ul style="list-style-type: none"> states the different types of work done by people in the district identifies the importance of work to the community . | <p>The learner</p> <p>reads/writes/brackets words and sentences related to the types of work done by people in our district.</p> | <ul style="list-style-type: none"> Types of work done by people in our district: <ul style="list-style-type: none"> Fishing Herding Brick laying Trading Teaching Office work Farming Craft working Importance of work: <ul style="list-style-type: none"> Earn a living Provide services | <ul style="list-style-type: none"> Identifying types of work done by people in the district Discussing the importance of work | |
| The learner states problems that people face as they do their work. | The learner reads/writes/brackets words and sentences related to problems people | <ul style="list-style-type: none"> Problems faced by people as they do their work: <ul style="list-style-type: none"> Security / wars Diseases of | <ul style="list-style-type: none"> Discussing the problems faced by people when carrying out work | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---------------------|-----------------------------|---|---|----------------------------------|
| | face as they do their work. | an as , biss and cop s - Poor tan sot - Weat er changes - Unstable prices - Thieves - Pover - High ta at on | <ul style="list-style-type: none"> • Inqu ring from the commu t members the challen es they face when oi ng their work | |

Suggested Competences for Assessment

The leane

- Itt s mentions all the diffee nt eti c gou ps in Ugan a
- describes the sociaan d economic set up oth e people in the dist ict.
- lists Itt s in Braiee four reson sibilities of tad it onal leaders in Ugan a
- draws the map of Ugan a showing the location oet hnic go us .

Hints for the Teacher

- You nee to invite resource e s ons to talk about the key issues concen ing tai t onaa er s and e ono ic act vit es.
- Whe e os sible, the lea nes will have to be tan for fie d visits to t e vai ous histoical sites in the area.
- You will need ma s of Ugan a shoi ng migat on an sett ment, a map of Ugan a showing ee -co on l states, flash cass , pictues of ta ditional aa er s in Ugan a an pictues showing dieerent e onomic a tivities in te aea

Topic 9: Leaders in the District

Duration: 6 Periods

Overview

This topic introduces learners to different groups of leaders in the district. It also shows the administrative structure of different leaders which include political, civic, cultural, religious and voluntary leaders. Some leaders are elected by people, some are appointed by government, some inherit leadership from their ancestors and yet others volunteer to lead. These leaders help to plan and organise people as they work.

Learning Outcomes

By the end of this topic the learner should be able to:

- i) understand the different groups of leaders in the district
- ii) appreciate the roles of different leaders in the district
- iii) demonstrate an willingness to participate in the economic and civic processes in the district.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---|--|---|---|--|
| <p>The learner</p> <ul style="list-style-type: none"> • gives the meaning of the term 'leader'. • identifies different types of leaders in the districts. | <p>The learner</p> <ul style="list-style-type: none"> • recognises/ understands/ writes/ understands words and sentences related to types of leaders in our district. | <ul style="list-style-type: none"> • Definition of a leader • Types of leaders in our district • Political leaders: MPs, Senators, District Commissioner (RDC), LC1- | <ul style="list-style-type: none"> • Describing and drawing the political and civic administrative structures • Role playing an LC1 meeting | <p>Self-awareness</p> <ul style="list-style-type: none"> • Talking about one's own talents • Making choices |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|--|---|--|---|---|
| | | LC5, District tern al Se ur t Officer (DISO) <ul style="list-style-type: none"> • Civic leaders: CAO, DEO, Distr ct Health Officer Distr ct Agr cultural Officer Magistrate Distr ct Police Commander • Religious leaders: ss hos , Khadis, Priests, Reverends, Sheiks, ss tors | <ul style="list-style-type: none"> • entf ying na es of leaders in our d str ct • Role la ing election ro edures • Singing atr tic son s • Drawing election os ters • Disu ssn g the distr ct leadership | <p>Effective communication</p> <ul style="list-style-type: none"> • Auu racy • Aud bilit • Verbal e res sion <p>Values</p> <ul style="list-style-type: none"> • Resonsl ity • Appreciatn <p>SST skills</p> <ul style="list-style-type: none"> • En uir • Drawin • Classifying • Displaying |
| The learner <ul style="list-style-type: none"> • descr bes how leaders are chosen. • exla ns the meaning of elections. • descr bes materials for carr ing out elections. | The learner pronounces/ sg ns reads/ and wr tes/ Bra lles rd s and sentences related to how leaders are chosen. | <ul style="list-style-type: none"> • How leaders are chosen - Elections/ b - elections, appon te nt, inheritance, ll unteering • ani ng of elections • Tyes of elections | <ul style="list-style-type: none"> • Bra nstor ing on how leaders are chosen in our countr • ss cr bing how election is carried out in our countr • Exla ning | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|--|---|--|---|----------------------------------|
| <ul style="list-style-type: none"> identifies types of elections. | | <ul style="list-style-type: none"> How elections are conducted (electoral process) Terms for carrying out elections | <ul style="list-style-type: none"> the meaning of election using materials used for carrying out election identifying different types of elections | |
| <p>The learner states the qualities of a good leader.</p> | <p>The learner pronounces/signs reads/writes/ Brackets reads and sentences related to qualities of a good leader.</p> | <ul style="list-style-type: none"> Qualities of a good leader <ul style="list-style-type: none"> - Approachable - accessible - Tolerant - Confident - Knowledgeable - Accommodative - Cooperative - Exemplar - Hardworking - Obedient - Confident - Careful - Kind - Accountable | <ul style="list-style-type: none"> Brainstorming on qualities of a good leader Telling a story on how a leader helped someone in a problem Discussing the roles of different leaders Role-playing an LCV Council meeting Listening to a resource on roles of | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---------------------|----------------------|---------|---|----------------------------------|
| | | | cultural, civic and political leaders <ul style="list-style-type: none"> • Listing down roles of different leaders in the district • Matching the leaders with their correct roles | |

Suggested Competences for Assessment

The learner:

- i) names at least five leaders in the district.
- ii) draws/describes either a political or civic leadership hierarchy in the district.
- iii) gives three responsibilities of a given leader.
- iv) suggests two things people who get the least votes should do after elections.

Hints for the Teacher

- i) Encourage learners to appreciate and respect the political, religious and civic leadership in their localities.
- ii) Encourage the learners to take up leadership roles in their communities.
- iii) Where possible, invite a resource person to talk about leadership.
- iv) You will use election posters, dummies of ballot papers, the district administrative structures, religious administrative structures and Braille slates.

Topic 10: Leaders in Our Country

Duration: 11 Periods

Overview

In this topic, the learner is going to learn about the government, the three organs of the government, the constitution, duties of government, sources of revenue and expenditure as well as rights and responsibilities of citizens of Uganda.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) understand the organs, the constitution and duties of the government.
- ii) identify sources of revenue and expenditure.
- iii) demonstrate understanding of rights and responsibilities of the citizens of Uganda.

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|--|--|---|---|---|
| The learner identifies the organs of government and their roles. | The learner pronounces/ signs, reads/ and writes/ Brailles words and sentences related to the organs of government. The key words are government, organs of government, executive, | <ul style="list-style-type: none"> • Organs (arms) of government: <ul style="list-style-type: none"> -Executive (President, Vice President, Prime Minister and Cabinet ministers) They implement laws. The Executive is | <ul style="list-style-type: none"> •Identifying arms of the government and their composition •Discussing the main roles of government •Role-playing the three arms of governance | <p>Self-awareness</p> <ul style="list-style-type: none"> •Knowing one's position and responsibility <p>Assertiveness</p> <ul style="list-style-type: none"> •Being open •Expressing one's point of view •Standing up for one's rights |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|---------------------------------------|-----------------------------------|--|---|--|
| | legislature and judiciary. | <p>headed by the President)</p> <p>-Judiciary (Chief Justice, Deputy Chief Justice, Principal Judge, Judges and Magistrates). They interpret laws. The Judiciary is headed by the Chief Justice</p> <p>-Legislature (Speaker, Deputy Speaker and Members of Parliament). They make laws for the country. The Legislature is headed by the Speaker)</p> | | <p>Effective communication</p> <ul style="list-style-type: none"> •Accuracy •Verbal expression •Non-verbal expression •Audibility |
| The learner identifies the rights and | The learner recognises/signifies/ | Rights and responsibilities of citizens | •Listen children's | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|--|---|--|---|----------------------------------|
| <p>responsibilities of the citizens of Uganda.</p> | <p>read/write/ Braille words and sentences that are connected to rights and responsibilities.</p> | <p>- Right to life, education, food, medical care, security and shelter</p> <p>- Responsibilities of citizens</p> <p>- Productive activities: caring for the sick, participating in law making, obeying laws, going to school</p> <p>- Children's rights and responsibilities attached</p> | <p>rights</p> <ul style="list-style-type: none"> • Identifying people who provide services related to these rights • Showing respect to the people who provide these rights • Making/doing things of people who abuse their rights • Making campaign against people who abuse people's rights in the school and neighbourhood • Discussing in groups and reviewing the responsibilities that people carry out in their localities to provide the | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|---|--|--|---|-----------------------------------|
| | | | <p>basic needs</p> <ul style="list-style-type: none"> •porgng the discussed responsibilities to class •ii ting class re s to follow • Discussing the righ s of people and children | |
| <p>The lener</p> <ul style="list-style-type: none"> •expl ns the men ing of child labo r. •states e amples of child labo r. •states the dn gers of child labo r. | <p>The lener pronon ces/ si ns reads dd writes/ Brailles words and sen en es related to child labo r</p> | <ul style="list-style-type: none"> •Meaning dd e amples of child labo r: <ul style="list-style-type: none"> - Emplo ing children below 18 yes of age; or - working the children. •Dangers of child labo r | <ul style="list-style-type: none"> •Expl ning ee meing of child labour •Stating e amples of child labo r •Stating the dn gers of child labo r | |
| <p>The lener</p> <ul style="list-style-type: none"> •expl ns the men ing of cons itution. •expl ns the functions of the cons itution. | <p>The lener pronon ces/ si ns reads dd writes/ Brailles rds dd sen en es related to the cons itution of Ugdd a.</p> | <ul style="list-style-type: none"> •The men ing of cons itution •Functions of the cons itution •Impor ance of the cons itution | <ul style="list-style-type: none"> •Expl ning the meing of cons itution •Discussing the imporn e of a cons itution | |
| <p>The lener :</p> <ul style="list-style-type: none"> •discusses the | <p>The lener pronon ces/</p> | <p>Democracy</p> <ul style="list-style-type: none"> •Meaning, | <ul style="list-style-type: none"> •Expl ning what | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|--|---|--|--|-----------------------------------|
| <p>importance of democracy.</p> <ul style="list-style-type: none"> states the functions and challenges of democracy. explains the roles of citizens in a democratic country. | <p>Students read and write/ Brailles words and sentences related to democracy. The exercises are: challenges, election, citizen, conduct bad practices.</p> | <p>importance, functions and challenges of democracy</p> <ul style="list-style-type: none"> roles of citizens in a democratic nation | <p>democracy is</p> <ul style="list-style-type: none"> Discussing and debating the importance and functions of democracy Discussing challenges of democracy Discussing the importance of electing leaders | |
| <p>The learner</p> <ul style="list-style-type: none"> discusses the duties of the government to its citizens. names types of social services. | <p>The learner pronounces/ students read and write/ Brilles words related to the duties of government.</p> | <ul style="list-style-type: none"> Duties of government : <ul style="list-style-type: none"> Administration Conduct elections Making budgets Produce society Provide social services like communication | <ul style="list-style-type: none"> Explaining the duties of government Giving types of social services | |
| <p>The learner</p> <ul style="list-style-type: none"> explains the meaning of revenue. gives the sources of revenue. | <p>The learner pronounces/ students read and write/ Brailles words and sentences related to</p> | <ul style="list-style-type: none"> The meaning of the term revenue Sources of revenue Taxes /types of taxes | <ul style="list-style-type: none"> Explaining the meaning of revenue Stating the sources of revenue Stating ways | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes/ Values |
|---|---------------------------------|---|---|-----------------------------------|
| <ul style="list-style-type: none"> states how the gorn men spends its mone . | gorn men re enue and e pendirre | (income tax, proper y tax) <ul style="list-style-type: none"> Expenditure of gorn men | how the gorn men spends its mone | |

Suggested Competences for Assessment

The lener

- i names the arms of gorn men dd their roles.
- ii gives at le st rr ee righ s dd responsibilities of citins .
- iii gives at le st rr ee functions of gorn men .
- iv) gives so rces of gorn men income
- v) names three ways of goe rnment e penditure.

Hints for the Teacher

- i You need to emphasise the government's commissions and authorities
ii ch pro ide ser ices to the citizens
- ii Emphasise righs dd responsibilities by en aging non-gorn men al or is ii ons (NGOs), commii ty based or anised (Cs) dd civil so iey or is ii ons (CSOs).
- iii Yo may invite a li ce Oii cer or Co munity Develop en Officer or LC1 Vice Chairperson to address lenn ers re dd ing ei r righ s and responsi ili ies
- iv) Yo ll l need the Ugdd a 1995 constitii on; the Universal declaration of human rights, Children's statute 2006, sample budgets, organogram of the arms of gorn men and Braille sle s.

Topic 11: How to Meet People's Needs in Our District

Duration 8 Periods

Overview

Government has the responsibility of providing social services to its people, for example, education, medical care, security, transport, road maintenance, telephone supply, electricity, housing and banking. This topic is intended to expand the learner's knowledge on social services provided by the government. Government allows some people to provide social services on its behalf. Such people include religious groups, private medical practitioners and business people.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i identify people who provide social services in the district
- ii appreciate the value of different social services in the district
- iii suggest the solutions to the problems met in providing social services.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Attitudes/Values |
|---|---|--|---|---|
| The learner <ul style="list-style-type: none"> • describes the meaning of social services • identifies the different social services provided to meet the | The learner pronounces/signs, reads and writes/Brailles words and sentences related to social services. | <ul style="list-style-type: none"> • The meaning of social services • Types of social services provided in our district to meet people's needs: medical, | <ul style="list-style-type: none"> • Explaining different ways how government provides social services to people e.g. safe and clean water • Practising | Creative thinking <ul style="list-style-type: none"> • Logical reasoning • Finding different ways of doing things • Finding different |

| Subject Cope tenses | Language Cope tences | Content | Suggested Teaching/ Learning Activities | Life Skills Attitudes Values |
|--|--|--|--|---|
| <p>needs of the people in the district.</p> | | <p>educational, transport, banking/financial, sanitation, water, electricity, road maintenance, postal and communication like telephone, faxes, email, and website</p> | <p>see ways of crossing roads</p> <ul style="list-style-type: none"> • Identifying roads leading to their schools • Visiting the market to observe how people solve their needs • Drawing diagrams of social service centres • Listening to testimonies from police officers about their roles | <p>strategies</p> <hr/> <p>Effective communication</p> <ul style="list-style-type: none"> • Using appropriate language <p>Values</p> <ul style="list-style-type: none"> • Responsibility • Cooperation • Respect • Sharing <p>SST Skills</p> <ul style="list-style-type: none"> • Enquiry • Effective communication • Creativity • Observation |
| <p>The learners identify different groups of people who provide social services in the district.</p> | <p>The learners produce signs and writes/Brailles words and sentences related to the people who provide social</p> | <p>People who provide social services in our district: teachers, local leaders, doctors/nurses, veterinary officers,</p> | <ul style="list-style-type: none"> • Listing people who provide services to people in the district • Role-playing different social services | |

| Subject Concepts | Language Concepts | Content | Suggested Teaching/ Learning Activities | Life Skills Attitudes Values |
|--|--|--|---|------------------------------------|
| | services | political leaders, farmers, accountants, police officers, farmers, banks, chiefs, pensions, army offices | <p>poders for example police, doctors, farmers, shopkeepers, banks and teachers</p> <ul style="list-style-type: none"> • Matching the social service poders with the services they provide | |
| The learner identifies places where social services are provided in our district. | The learner pronounces/signs reads and writes/Brailles words that are related to social service centres. | Social service centres in our district: schools, hospitals, churches, mosques, police stations, banks, health centres, barracks, bus/taxi parks, markets, petrol stations, terminals | <ul style="list-style-type: none"> • Identifying different social service centres • Drawing different social services centres • Discussing in the services provided | |
| The learner identifies the problems the district meets when providing social services to the people. | The learner pronounces/signs reads and writes/Brailles words and sentences related to the | Problems the district meets when providing social services to meet the needs of people: corruption, | <ul style="list-style-type: none"> • Identifying problems service providers meet • Discussing and suggesting | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Attitudes Values |
|------------------------|---|--|---|---|
| | po lems t e dist ict meets in po iding social sev ices. | theft, fail re to ident fy people’s needs, inadequate funding, lack o transpen cy/ ope ess, nepot sm, poo transpot | sol tio s for po lems • Composing sog s, mee s, poems and talk shows against ts e bad pract ces that affect sev ice po ision to the people | |

Suggested Competences for Assessment

The learner:

- i) names the social services in the community.
- ii) gives four ways of overcoming challenges in life.
- iii) writes/writes in Braille three ways of giving services to others.

Hints for the Teacher

- i) You need to meet learners appreciate the different social services in their locality and discuss challenges.
- ii) Guide learners to suggest ways of overcoming the challenges identified.
- iii) Engage members of CBOs and NGOs as representatives to talk about services provided in the community.
- iv) Guide learners to discuss the importance of serving others in the community.
- v) You will need pictures of different social services and centres such as Lelele wall charts about people in our community and their venues.

Topic 12: Population Size and Distribution

Duration 11 Periods

Objective

The learner has an idea of the numbers of people in the different classes in the school. This number is referred to as population. Every morning there is a roll call and the totals are put together which is a simple census. In this project, the learner will learn about the population of Uganda, its growth and the importance of a census in a country. He/she will also learn the size of the population and its settlement patterns or distribution. The high and low population densities cause problems in the social, economic and political environments. The learner therefore needs to equip him/herself with possible solutions to these problems.

Learning Outcome

By the end of this project, the learner should be able to have a positive attitude towards controlling population growth through family planning and better reproductive health practices.

| Subject Concepts | Language Concepts | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> explains what 'population' means. explains | <p>The learner uses phonics/ signs, reads/writes/ Braille words and sentences that are related</p> | <ul style="list-style-type: none"> The meaning of population The meaning of population | <ul style="list-style-type: none"> Explaining the meaning of population population | <p>Self-awareness</p> <ul style="list-style-type: none"> Caring for oneself Acceptance |

| Subject Cope tenses | Language Cope tences | Content | Suggested Teaching/ Learning Activities | Life Skills Values Attitudes |
|---|--|--|---|--|
| what 'population census' means. <ul style="list-style-type: none"> discusses the importance of a population census. | to population census. The key words are census, population transfer and transfer. | census. <ul style="list-style-type: none"> Importance of population census | census <ul style="list-style-type: none"> Counting the number of learners, teachers and non-teaching staff in the school (mini-census) Grouping them by sex and age | Decision making <ul style="list-style-type: none"> Refusal Asking questions Knowing the consequences of one's decision |
| The learner: <ul style="list-style-type: none"> gives terminology of the term 'population growth'. discusses the factors that influence population growth. explains the possible solutions to controlling population growth. | The learner recognises/ signs, reads and writes/ Braille words and sentences that are related to population growth. The key words are population growth, immigration better health and literacy. | Definition of population growth Factors that influence population growth: climate, oil literacy, migration, literacy of women, occupation food, better health, social services, security, peace | <ul style="list-style-type: none"> Explaining what 'population size' means Discussing the factors that lead to population increase Discussing the dangers of fast population growth Discussing the solutions for population control Discussing ways of controlling | Values <ul style="list-style-type: none"> Care Co-operation Love Respect Sharing SST Skills <ul style="list-style-type: none"> Drawing Interpretation of information Observation Enquiry Intellectual training |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills Values Attitudes |
|--|---|---|--|------------------------------|
| | | | <p>population growth</p> <ul style="list-style-type: none"> • identifying the advantages and advantages of population growth | |
| <p>The learner</p> <ul style="list-style-type: none"> • defines the term population distribution and density. • differentiates between high and low population density. • locates areas of high and low population densities on the map of Uganda. • explains the factors that influence population density. | <p>The learner</p> <p>pronounces/signs reads and writes/Brailles writes/sentences that are related to population distribution. The keywords are sparse, densely, distribution and density</p> | <ul style="list-style-type: none"> • definition of population density • Location of areas with high and low population on a map of Uganda <p>Factors that influence population density : e.g. diseases, migration, security, infrastructure</p> | <ul style="list-style-type: none"> • Explaining what population density is • Differentiating between high and low population densities • Locating places of high and low population densities on the map of Uganda • Explaining the factors which influence high and low population densities. | |
| The learner | The learner | Problems | <ul style="list-style-type: none"> • Discussing | |

| Subject Cope tenses | Language Cope tences | Content | Suggested Teaching/ Learning Activities | Life Skills Values Attitudes |
|---|--|--|---|------------------------------------|
| <ul style="list-style-type: none"> discusses the problems associated with high and low population density. discusses the effects of HIV and AIDS on the population. | pronounces/ signs reads/ and writes/ Braille words and sentences related to the problems of high and low population density. | associated with low population density Problems associated with high population density : poverty, environmental degradation, shortage of food, high population, illness, poor infrastructure, imbalance in distribution of resources | factors that are associated with: high and low population density. <ul style="list-style-type: none"> Discussing the social and economic effects of HIV and AIDS on the population | |
| The learner discusses the ways of controlling population growth. | The learner pronounces/ signs reads and writes/ Braille words and sentences related to ways of controlling population growth. Key words are: family planning and sensitisation. | <ul style="list-style-type: none"> ways of controlling population growth Use of different family planning methods Sensitisation and education Use of laws | <ul style="list-style-type: none"> Discussing ways of controlling population growth Attending about family planning | |

Suggested Competencies for Assessment

The learner

- i) writes/ Brailles three causes of population growth.
- ii) lists mentions three i ii culties a a mil a ces in looi ng after a big number of chilr en.
- iii) lists mentions ou r pro lems ou nd in a crowe d communit such as a slum.
- iv) writes/mentions a composition on population growth.

Hints for the Teacher

- i) ii) de learners to analys e an interpret at a related to population.
- ii) ii) e learners to summarise critical issues regari ng pro lems an solutions into ta le.
- iii) Invite a resource personea lth wor er to talk about HIV an AIDS an am il planning.
- iv) You will need a map of Ugan a showing population en sit , printe messages on HIV an AIDS an a mil planning, population graphs an Braille slates.

TERM 3

Topic 13: How Uganda Became a Nation

Duration 15 periods

Objectives

In this topic, the learner should explain how Uganda came to be one nation under the British rule. The learner will be exposed to various agreements (Buganda, Toro and Anole) and how the British extended their rule to the rest of the nation. The learner will be introduced to the influence of British rule on Uganda.

Learning Outcomes

By the end of this topic, the learner should be able to explore, understand and appreciate the value of Uganda as a nation.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills Values Attitudes |
|--|---|--|--|---|
| The learner <ul style="list-style-type: none"> • gives the meaning of the word 'nation'. • describes how Uganda became a nation. | The learner pronounces/signs reads/writes by tactile and writes/writes in Braille words and sentences related to how Uganda became a nation. The key words are in parentheses, pre-colonial states, | <ul style="list-style-type: none"> • The concept of a nation • How Uganda became a nation • The political organisation of the people of Uganda (kingdoms & chiefdoms) • Signing treaties with the kings and chiefs • Awaiting the | <ul style="list-style-type: none"> • Identifying the steps followed to make Uganda a nation • Identifying key treaties between the British and kings in Uganda • Naming other areas that fell under the British | Problem Solving <ul style="list-style-type: none"> • Taking decisions • Evaluating acts • Finding efficient strategies Effective communication <ul style="list-style-type: none"> • Availability • Accuracy Values <ul style="list-style-type: none"> • Appreciation |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills Values Attitudes |
|--|--|--|--|---|
| | kingdoms, chiefdoms and colonialism. | boundary of Uganda <ul style="list-style-type: none"> • Formation of provinces as administrative units • Appointing administrators | colonial rule | <ul style="list-style-type: none"> • Respect SST Skills <ul style="list-style-type: none"> • Description • Historical thinking • Drawing |
| The learner describes the influence of British rule on Uganda. | The learner recognizes/signs, reads and writes/ Brailles words and sentences related to the influence of the British rule on Uganda. Key words are administrative unit, mission centre and missionaries. | <ul style="list-style-type: none"> • Influence of British rule on Uganda as a nation • Positive and negative influence • Social, political and economic influence | <ul style="list-style-type: none"> • Drawing a map of Uganda showing colonial districts and region • Identifying some schools and hospitals which were started by the European • Discussing the influence of British rule on Uganda as a nation | - |
| The learner: <ul style="list-style-type: none"> • describes the administrative systems used by the British rule | The learner recognizes/signs, reads and writes/ Brailles words and sentences | <ul style="list-style-type: none"> • Colonial administrative system (direct and indirect rule) • Resisters with time | <ul style="list-style-type: none"> • Discussing how the people were ruled through: <ul style="list-style-type: none"> - direct | - |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills Values Attitudes |
|---|---|-------------------------------|---|------------------------------|
| in Uganda • describes the resilience of the people of Uganda to the colonial rule. | related to the British administrative systems in Uganda. Key words are direct rule, indirect rule, resistor and collaborator. | rebellions • Collaborators | rule - Indirect rule • Role playing the resisters and collaborators | |

Suggested Competences for Assessment

The learner:

- i) names two treaties that led to the establishment of colonial rule in Uganda
- ii) states/signs three wars in which colonial rule changed the lives of Ugandans
- iii) gives three ways in which African traditional way of life was weakened by Britain.
- iv) writes /writes in Braille four new items which were introduced by the British in Uganda

Hints for the Teacher

- i) invite learners to appreciate the steps taken by the British colonialists to make Uganda a nation
- ii) Briefly talk about the various agreements as well as the collaborators and resisters.
- iii) You will need a map of Uganda showing the kingdoms and the colonial administrative boundaries, pictures of the traditional leaders during the colonial rule and pictures of the colonial administrators.

Topic 14: The Road to Independence

Duration 15 Periods

Overview

The road to independence was not a smooth one for Ugandans. There were a number of civil strikes against Ugandans during that time resisted colonial rule. Nonetheless, there were a number of good things which were introduced in Uganda including cash crops, formal education, Christianity, Islam, better medical services, taxation laws and regulation.

In this topic, the learner will learn that the colonial system of administration had distinctive characteristics. The legal system did not favour the Africans. This forced the formation of the Legislative Council (LEGCO) which had some African members in order to represent people in their areas. The Africans who had fought in the First and Second World Wars came back and joined their brothers and sisters at home to demand a fight for independence. The traditional kings, chiefs and leading personalities played key roles in mobilising people and forming the first political parties to struggle for independence.

Learning Outcomes

By the end of this topic, the learner should be able to demonstrate the knowledge and appreciate the Africans' collective responsibility in bringing order and social justice.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|---|--|---|
| The learner identifies the characteristics of the British colonial administrative systems | The learner recognises/signs, reads and writes/Brailles words and sentences related to the British | <ul style="list-style-type: none"> The characteristics of the British colonial administrative systems (plans) Focused | <ul style="list-style-type: none"> Discussing the characteristics of colonial administrative systems Writing down the cash crops | <p>Problem Solving</p> <ul style="list-style-type: none"> Finding different strategies Attending facts |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|---|--|---|--|
| | colonial administrative plans. | labour <ul style="list-style-type: none"> • Agriculture • Taxation • Foreign laws • Divide and rule • Segregation | that were introduced by the British | Effective communication <ul style="list-style-type: none"> • Accuracy |
| The learner: <ul style="list-style-type: none"> • explains the meaning of LEGCO. • identifies the factors that led to the formation of the LEGCO. | The learner pronounces/signs, reads and writes/Brailles words and sentences that are related to the formation of the LEGCO. The key words are: World War and Legislative Council. | <ul style="list-style-type: none"> • What LEGCO stands for • Factors that led to the formation of LEGCO • First LEGCO members | <ul style="list-style-type: none"> • Discussing the concept of LEGCO • Discussing how LEGCO helped in the struggle for independence • Listing the names of the first LEGCO members | Values <ul style="list-style-type: none"> • Appreciation • Respect sharing SST Skills <ul style="list-style-type: none"> • Creative thinking • Effective communication |
| The learner identifies groups and individuals that led the struggle for independence. | The learner pronounces/signs, reads and writes/Brailles words and sentences that are connected to the struggle for independence. The key words are race, political party, | <ul style="list-style-type: none"> • Individuals that led the struggle for independence • Political parties and their roles in the struggle for independence | <ul style="list-style-type: none"> • Discussing why political parties were formed • Listing the political parties that were formed and their leaders • Discussing the role of | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---------------------|----------------------------|---------|--|----------------------------------|
| | struggle and independence. | | political parties in the struggle for independence | |

Suggested Competences for Assessment

The learner:

- i) writes/writes in Braille three reasons why Ugandans struggled for national independence.
- ii) writes/ writes in Braille down two parties that participated in the struggle for independence.

Hints for the Teacher

- i) Encourage learners to appreciate the role of the African nationalists and LEGCO in the struggle for independence.
- ii) Guide learners to relate historical events to Uganda's road to independence.
- iii) You will specifically use photographs of individuals who fought for independence, flags of the first political parties, photograph of the LEGCO session and Braille slates.

Topic 15: Uganda as an Independent Nation

Duration 15 Periods

Objectives

In this topic, the learner should explain what independence means and when Uganda got her independence as well as be able to mention the symbols of the nation and their significance. The learner should also explain what democracy means.

Learning Outcomes

By the end of this topic the learner should be able to:

- explore and understand the values of an independent country.
- identify the national symbols.

| Sub-competences | Language Competences | Contents | Suggested Teaching/Learning Activities | Life Skills Values Attitudes |
|---|--|---|--|--|
| The learner: <ul style="list-style-type: none"> explains the meaning of independence. discusses the benefits of independence to Uganda. | The learner knows / signs / reads and writes / Braille words and sentences related to the concept of independence. The key words are independence, self-rule, constitution, union jack, hoisting and monument. | <ul style="list-style-type: none"> The meaning of independence Lowering of the union jack and hoisting of the Uganda flag Unifying the independence monument The benefits of independence to Uganda | <ul style="list-style-type: none"> Explaining what independence means Discussing the benefits of independence to Uganda Identifying the date when Uganda attained independence Role-playing the lowering of the union jack | Problem Solving <ul style="list-style-type: none"> Finding possible solutions |
| | | | | Effective communication <ul style="list-style-type: none"> Accuracy |
| | | | | Values <ul style="list-style-type: none"> Love Appreciation Respect Sharing |

| Subject Competences | Language Competences | Contents | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---|--|----------------------------------|
| | | | | |
| <p>The learner:</p> <ul style="list-style-type: none"> names the symbols of a nation describes the symbols of Uganda as a nation | <p>The learner pronounces / signs reads and writes / Braille words and sentences related to an independent nation. The key words are: nation flag, anthem, emblem, coat of arms, attribute, symbol, constitution, currency and official.</p> | <ul style="list-style-type: none"> The concept of a nation Symbols of the nation The symbols of Uganda as a nation | <ul style="list-style-type: none"> Explaining what a nation means Identifying symbols of a nation Discussing the importance of the symbols of a nation Drawing the national flag and the coat of arms Writing and singing the national anthem | |

Suggested Competences for Assessment

The learner:

- identifies two symbols of an independent nation
- explains the importance of those symbols.
- explains the principles of democracy.

Hints for the Teacher:

- i) Guide learners to discuss the meaning of all symbols of Uganda as a nation
- ii) You need to note the learners' pronunciation and spelling of the key words.
- iii) You will use Uganda's constitution, Uganda's coat of arms, national flag, pictures of the crested crane and Braille slates.

LEVEL 3

Topic Outline

| Topic | | Periods |
|---------------|--|---------|
| TERM 1 | | |
| 1 | Position and Location of East Africa and Africa | 07 |
| 2 | Physical Features in East Africa and Africa | 11 |
| 3 | People of East Africa and Africa | 15 |
| 4 | Climate of East Africa and Africa | 14 |
| 5 | Vegetation of East Africa and Africa | 09 |
| TERM 2 | | |
| 6 | Foreign influence in Africa | 18 |
| 7 | Nationalism and the Road to independence in Africa | 17 |
| 8 | The East African Community | 07 |
| 9 | Post-independence Africa | 18 |
| TERM 3 | | |
| 10. | Economic development in Africa | 27 |
| 11. | Development of Social Services Africa | 12 |
| 12. | The Major world organisations | 06 |

TERM 1

Topic: Position and Location of East Africa and Africa

Duration 7 periods

Objective

In this topic, the learner will cover the location of East Africa on the map of Africa. The learner is expected to know the East African region and the continent Africa; the countries that make up East Africa and Africa; location and size of East Africa and Africa. The learner will be introduced to the countries in the East African Cooperation (EAC), the historical background of the cooperation, causes of separation and its relevance. The learner will use compass directions as well as the major lines of latitudes and longitudes to locate East Africa and Africa. He/she will also locate the positions of the other continents and oceans on the map of the world and their relationship to Africa.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i develop an appreciation of the importance of the East African Community and apply the acquired knowledge in everyday living.
- ii appreciate Africa as a continent and its position on the world map
- iii demonstrate the usage of lines of latitudes and longitudes to locate places in East Africa, Africa and the rest of the world

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---|---|---|
| The learner <ul style="list-style-type: none"> • locates East Africa using lines of | The learner: <ul style="list-style-type: none"> • pronounces/signs, reads and writes/ | <ul style="list-style-type: none"> • Location of East Africa using | <ul style="list-style-type: none"> • Locating East Africa using lines of | Effective communication <ul style="list-style-type: none"> • Articulation • Accuracy |

| Sube ct Cope tenss | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|--|---|---|--|
| <p>longitudes and latitudes.</p> <ul style="list-style-type: none"> locates East Africa using neigo uring countries and compass direction. locates Africa using lines of longitudes and latitudes. identifies continents of the world. compares the sizes of the continents. | <p>Brailles words and sentences related to location of East Africa</p> <p>Key words include longitude, latitude, neigo uring countries and compass direction.</p> <ul style="list-style-type: none"> pronounces/signs, reads and writes/ Brailles words and sentences using words and sentences related to the location of Africa <p>Te ey words are continent, ocean, sea and canal.</p> | <p>longitudes and latitudes</p> <ul style="list-style-type: none"> Location of East Africa using neig bouring countries Location of Africa using longitudes and latitudes <p>comparision of continents of te world</p> <p>comparision of continents by size</p> | <p>longitudes and latitudes</p> <ul style="list-style-type: none"> Locating East Africa using neigo uring countries awi ng a map of East Africa s owing neigo uring countries and lines of longitudes and latitudes Locating Africa using lines of longitude and latitude entif ying and naming the continents of the world awi ng te map of Africa s owing neigo uring continents and oceans/seas | <ul style="list-style-type: none"> Verbal e pression <p>Critil ti nking</p> <ul style="list-style-type: none"> Selecting and ealuat ing information Anal sing statements <p>Values</p> <ul style="list-style-type: none"> Co-operation pre ciation Loe aa ring Respect <p>SST Skills</p> <ul style="list-style-type: none"> Recording Obser ing Drawing Modelling |

| Subject Competencies | Language Competencies | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|--|---|--|---|
| <p>The learner</p> <ul style="list-style-type: none"> states/names the geographical regions that make up Africa. identifies countries in each region of Africa states the capital cities of Africa. | <p>The learner</p> <p>pronounces/signs, reads/reads by tactile and writes/writes in Braille words and sentences related to the regions of Africa. Key words are region and capital city.</p> | <ul style="list-style-type: none"> Geographical regions that make up Africa Countries in each region Capital cities of the countries of Africa | <ul style="list-style-type: none"> identifying and naming the geographical regions of Africa identifying and naming countries in each geographical region with their capital cities drawing a map of Africa showing countries with their capital cities | |

Suggested Competencies for Assessment

The learner

- draws the map of East Africa showing the regions, latitudes and longitudes.
- names the countries of Africa and their capital cities.
- identifies compass directions of different continents in Africa world

Hints for the Teacher

- instruct learners to use their atlases to locate the maps.
- encourage learners to model the maps of East Africa and Africa.
- Where possible have ground maps to consolidate these concepts.
- You will specifically use maps of East Africa, Africa and the world, the globe, Braille slates, wall maps and atlases.

Topic: Physical Features in East Africa

Duration 11 Periods

Objectives

In this topic, the learner will learn about the physical features of East Africa and Africa. These are the landforms that exist on earth which give it shape. Some of the physical features are relief features while others are drainage. Relief features include mountains, highlands, plateau, lowlands, rift valleys and coastal plains. Drainage features include: lakes, rivers, seas and oceans. Some of the physical features form international boundaries. The physical features are natural resources because they make up the physical environment which people depend on to earn a living.

Learning Outcomes

By the end of this topic, the learner should be able to explore and appreciate the value of one's immediate and distant environment for settlement for better and a harmonious living.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---|--|--|
| The learner <ul style="list-style-type: none"> names major physical features of East Africa locates major physical features on a | The learner pronounces/signs, reads and writes/ Brailles words and sentences related to major physical features of | <ul style="list-style-type: none"> Major physical features of East Africa Location of the major physical features | <ul style="list-style-type: none"> Stating the major physical features in East Africa Locating the major physical features on the map of East Africa | Effective communication <ul style="list-style-type: none"> Accuracy Verbal expression Creativity <ul style="list-style-type: none"> Logical reasoning |

| Subject Cope tenses | Language Cope tenses | Content | Suggested Teaching/ Learning activities | Life Skills and Values Attitudes |
|--|--|--|---|---|
| map of East Africa. | East Africa The key words are plateau high valley, mountains, lakes and rivers . | in East Africa | <ul style="list-style-type: none"> Drawing a map of East Africa showing the major physical features | <ul style="list-style-type: none"> Innovativeness |
| The learner describes how different physical features formed. | The learner describes how physical features formed. The key words are faulting, folding, warping and volcanic. | Formation of major physical features in East Africa | <ul style="list-style-type: none"> Explaining how different physical features in East Africa were formed | <ul style="list-style-type: none"> Appreciation Caring Respect <p>SST Skills</p> <ul style="list-style-type: none"> Recording Observing Drawing Modeling Analyzing different information |
| The learner <ul style="list-style-type: none"> names the major physical features of Africa states examples of major physical features in | The learner describes how physical features formed. The key words are | <ul style="list-style-type: none"> Major physical features of Africa Location of the major physical features of Africa | <ul style="list-style-type: none"> Stating the major physical features in Africa Locating the major physical features on the map of Africa Drawing a map of Africa | |

| Sube ct Cope tenss | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|--|--|---|--|
| Afi ca • lo ates ma or physical featue s of Afi ca on a map of Afi ca | dss a e physical featue s, lateau , rift valley, fold and mountains. | | s owing physical featue s | |
| Te leane desci bes how physical featue s influence livin t in s. | Te leane on ounces/ si ns reads and wi tes/ Brailles words and senten es related to t e influence of physical featue s on livin t in s. | • Influence of physical featue s on animals, eole and lan ts | • Disu ssing the influence of physical featue s on livin t in s | - |
| Te leane states te impotan e of physical featue s. | Te leane on ounces/ si ns reads and wi tes/ Brailles words and senten es conne ted to te imo rtance of physical featue s. | • Importance of the diffeen t physical featue s | • nt ioning te impotan e of physical featue s | - |

Suggested Copet ens for Assess ent

Te leane

- i draws the map of East Af ica shoi ng different physical featue s.

- ii writes/writes in Braille about the formation of at least two physical features.
- iii states the importance of these physical features.

Hints for the Teacher

- i Lead learners to identify physical features in their environment and discuss their importance.
- ii You may need to allocate the physical features to groups so that each group studies a specific feature in detail and then reports to the class.
- iii You will use maps of East Africa and Africa showing the major physical features, and Braille slates.

Topic 3: The People of East Africa and Africa

Duration 15 Periods

Objectives

In this topic, the learner will be introduced to different ethnic groups in East Africa and Africa as a whole; their origin, migration and settlement patterns. The learner will also investigate the reasons for the migrations, causes, consequences, economic activities and social settlements. Today in Africa, as a result of migration of people from other continents and intermarriages, new groups of people have emerged.

Several factors, among which include geographical locations, language, culture, ancestry, sense of belonging, religious values and nationality, have caused people to be grouped according to ethnic settings which distinguish them from each other of the same society. This noted will enable the learner to develop appreciation of their and other people's cultures.

Learning Outcomes

By the end of this topic, the learner should be able to demonstrate and demonstrate positive values and social practices in the society, and show respect for their and other cultures.

| Sub-competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|---|--|--|--|
| <p>The learner</p> <ul style="list-style-type: none"> defines the term 'archaeology'. identifies the archaeological sites in East Africa states the status of | <p>The learner</p> <p>ponders/si ns reads and writes/ Brailles words and sentences related to the origin of man</p> <p>The key words are archaeology, site,</p> | <ul style="list-style-type: none"> The definition of the term 'archaeology' Location of archaeological sites and the archaeological site called L.S.B. Leakey The archaeological site | <ul style="list-style-type: none"> Stating the meaning of the terms 'archaeology' and 'archaeologist'. Locating the major archaeological sites in East Africa Identifying | <p>Creative thinking</p> <ul style="list-style-type: none"> Local issues <p>Friendship formation</p> <ul style="list-style-type: none"> Working in groups <p>Self-awareness</p> |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|--|--|---|--|
| development. <ul style="list-style-type: none"> identifies the importance of the archaeological sites. | archaeologists, stone age and early man. | sites in East Africa <ul style="list-style-type: none"> Importance of archaeological sites | the main stages in the development of man <ul style="list-style-type: none"> Discussing the importance of the archaeological sites drawing a map of East Africa showing the major archaeological sites | <ul style="list-style-type: none"> Talking about one's culture Values Appreciation Caring Love Respect Sharing Co-operation <ul style="list-style-type: none"> SST Skills <ul style="list-style-type: none"> Enquiry |
| The learner: <ul style="list-style-type: none"> identifies ethnic groups in Africa. states the origin of ethnic groups in Africa. | The learner pronounces/signs reads and writes/ Brailles words and sentences related to the origin of ethnic groups of Africa. The key words are ethnic group cradle land and Cushites. | <ul style="list-style-type: none"> Major ethnic groups in Africa Origin of ethnic groups of Africa | <ul style="list-style-type: none"> identifying ethnic groups of Africa describing the origin of the ethnic groups of Africa | <ul style="list-style-type: none"> Observation drawing Analysing Classification |
| The learner <ul style="list-style-type: none"> describes the course of movement | The learner pronounces/signs reads and writes/brail | <ul style="list-style-type: none"> Course of movement of ethnic groups of | <ul style="list-style-type: none"> describing the course of movement of different ethnic | |

| Subject Concepts | Language Concepts | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|--|--|---|--|
| <p>an settlement of ethnic groups of Africa.</p> <ul style="list-style-type: none"> identifies other groups of people who settled in Africa | <p>uses words and sentences related to movements of different ethnic groups. The key words are migration settlement and course of movement.</p> | <p>Africa</p> <ul style="list-style-type: none"> Settlement of the ethnic groups Other groups of people who settled in Africa | <p>groups</p> <ul style="list-style-type: none"> Locating the settlement of the ethnic groups Identifying other groups of people who settled in Africa from other continents Drawing a map of Africa showing migration and settlement of the ethnic groups | |
| <p>The reasons</p> <ul style="list-style-type: none"> states the reasons that led to the migration of the ethnic groups. states the factors that influenced settlement patterns of ethnic groups. | <p>The reasons/ signs/ reasons/ phrases words and sentences related to causes of migration and settlement patterns of ethnic groups. The key words are</p> | <ul style="list-style-type: none"> Reasons for migration of the ethnic groups Factors that influenced settlement patterns of the ethnic groups | <ul style="list-style-type: none"> Discussing reasons for the migration of ethnic groups Stating factors that influenced settlement patterns of ethnic groups | |

| Subject Cope tenses | Language Copes tenses | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|--|---|--|--|
| | settlement and migration. | | | |
| <p>The learner</p> <ul style="list-style-type: none"> states problems faced by ethnic groups during their movement and settlement in Africa states the effects of the migration of the ethnic groups. | <p>The learner</p> <p>recognises/ writes/ Braille words and sentences related to problems faced by ethnic groups during their movement and effects of migration</p> <p>The key words are intermarriage, hostile, harsh climate, cultural traditions.</p> | <ul style="list-style-type: none"> Problems faced by ethnic groups during their movement and settlement Effects of migration of the ethnic groups | <ul style="list-style-type: none"> Identifying and discussing problems faced by ethnic groups during their movement and settlement in Africa Identifying and discussing the effects of the migrations Role-playing the problems faced during migration and answering questions of challenges and effects of migration | |
| <p>The learner describes the political and economic organisation of the ethnic</p> | <p>The learner</p> <p>recognises/ writes/ Braille words</p> | <ul style="list-style-type: none"> Political organisation of the ethnic groups of Africa | <ul style="list-style-type: none"> Discussing the political, economic and social organisation of the ethnic | |

| Subject Competencies | Language Competencies | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|----------------------|--|--|---|----------------------------------|
| Groups of Africa. | related to political, economic and social organization The key words are dynasty and the names of the various kingdoms of East Africa anbarter trade | <ul style="list-style-type: none"> The economic organization of the ethnic groups of Africa The social organization of the ethnic groups of Africa | groups of Africa <ul style="list-style-type: none"> Drawing a map of Africa showing the major features of the ethnic groups Role-play cases of political settings of some ethnic kingdoms | |

Suggested Competencies for Assessment

The learner

- names the archaeological sites in East Africa.
- names at least four ethnic groups of Africa
- writes/writes in Braille at least three items of trade used by the ethnic groups in Africa.
- names the ancient kingdoms in Africa.

Hints for the Teacher

- Relate the history of the content to what was discussed about the history of their district and Uganda
- You will need maps of Africa showing the migration settlement of the ethnic groups, ancient kingdoms; legends of various African ethnic groups, artefacts on the history of the African peoples and Bantu settlements.

Topic 4: Climate of East Africa and Africa

Duration 14 Periods

Objectives

The learner is expected to identify the different climatic zones of East Africa. He/she will then be introduced to the different climatic zones in Africa such as Mediterranean, Temperate and Desert. The learner will be introduced to the several factors that influence climate which include temperature, altitude, prevailing winds, human activities and latitude. The elements of weather such as wind, rainfall, sunshine, temperature and humidity which contribute to the type of climate of an area will be discussed.

Learning Outcomes

By the end of this topic, the learner will be able to appreciate the importance of climate and how it determines and sustains human and animal plant life.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|---|--|--|--|
| The learner: <ul style="list-style-type: none"> states the difference between climate and weather. states the types of | The learner can: <ul style="list-style-type: none"> recognise and write/translate words and sentences related to types of climate of | <ul style="list-style-type: none"> definition of Climate and weather Climatic regions of East Africa Characteristics of the | <ul style="list-style-type: none"> Defining climate and weather Stating types of climate of East Africa Locating the climatic regions of East | Effective communication <ul style="list-style-type: none"> Fluency Accuracy |
| | | | | Critical thinking <ul style="list-style-type: none"> Logical reasoning |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|---|---|--|--|
| <p>climate of East Africa.</p> <ul style="list-style-type: none"> • locates climatic regions of East Africa. • states the characteristics of each type of climate. | <p>East Africa</p> <p>The key words are equatorial, tropical, semi-arid, characteristics.</p> | <p>climatic regions of East Africa</p> | <p>Africa</p> <ul style="list-style-type: none"> • Drawing the map of East Africa showing the climatic regions | <p>Critical Thinking</p> <ul style="list-style-type: none"> • Seeking and evaluating information • Analysing different information <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Caring • Loyalty |
| <p>The learner</p> <ul style="list-style-type: none"> • identifies climatic regions of Africa • locates the climatic regions of Africa • states the characteristics of each climatic region • states major countries from each climatic region | <p>The learner</p> <p>recognises/signifies and writes/brackets words and sentences related to climatic regions of Africa. The key words are mountain, desert and Mediterranean.</p> | <ul style="list-style-type: none"> • Climate regions of Africa • Characteristics of the climatic regions of Africa • Major countries from the given climatic regions of Africa | <ul style="list-style-type: none"> • Identifying climatic regions of Africa • Locating climatic regions of Africa on a map • Naming major countries from each climatic region • Drawing a map of Africa showing the different climatic regions | <ul style="list-style-type: none"> • Respect • Sharing <p>SST Skills</p> <ul style="list-style-type: none"> • Recording • Observing |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|--|---|----------------------------------|
| <p>The learner</p> <ul style="list-style-type: none"> describes the format of different types of rainfall. gives characteristics of each type of rainfall. | <p>The learner</p> <p>ponds/streams and writes/Brackets words and sentences related to characteristics of climatic regions. The keywords are relief, continental and rainfall.</p> | <ul style="list-style-type: none"> Formation of the different types of rainfall: <ul style="list-style-type: none"> Relief rainfall Continental rainfall Characteristics of the different types of rainfall | <ul style="list-style-type: none"> Discussing the formation of the two types of rainfall Discussing the characteristics of each type of rainfall Drawing diagrams showing the formation of each type of rainfall Interpreting graphs on rainfall distribution | |
| <p>The learner</p> <ul style="list-style-type: none"> states factors that influence the climate of East Africa. describes how these factors influence climate of East Africa. | <p>The learner</p> <p>ponds/streams and writes/Brackets words and sentences related to factors that influence the climate of East Africa. The keywords are altitude, latitude and relief.</p> <p>The learner</p> | <ul style="list-style-type: none"> Factors which influence the climate of East Africa Factors which influence the climate regions of Africa <ul style="list-style-type: none"> Relief Altitude Vegetation Latitude Human | <ul style="list-style-type: none"> Stating factors that influence the climate of East Africa Describing how these factors influence climate of East Africa <p>Drawing a table to summarise the relationships between the factors and climate</p> | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|---|---|----------------------------------|
| <p>The learner</p> <ul style="list-style-type: none"> identifies the factors which influence the climate of Africa. describes how these factors influence the climate of Africa | <p>pronounces/ signs reads/ writes/ Braille words and sentences related to factors that influence the climate of Africa. The keywords are monsoon, southwest ocean currents.</p> | <p>activities</p> | <ul style="list-style-type: none"> identifying factors which influence the climate of Africa describing how these factors influence the climate of Africa Drawing a map of Africa showing winds and major ocean currents | |
| <p>The learner describes how climate influences human activities.</p> | <p>The learner pronounces/ signs reads/ writes/ Braille words and sentences related to the influence of climate on human activities. The keywords are human activities, influence.</p> | <ul style="list-style-type: none"> Influence of climate on humans | <ul style="list-style-type: none"> describing how climate influences human activities Drawing a table to summarise the relationship between climate and human activities | |
| <p>The learner :</p> <ul style="list-style-type: none"> describes human activities that affect | <p>The learner :</p> <ul style="list-style-type: none"> pronounces/ signs reads/ writes/ Braille | <ul style="list-style-type: none"> Human activities that affect climate Influence | <ul style="list-style-type: none"> describing human activities that affect climate Discussing | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---------------------------------------|--|----------------------------------|
| <p>climate.</p> <ul style="list-style-type: none"> • discusses the effects of human activities on climate. • identifies different activities related to seasons • identifies the importance of climate to human life. | <p>words and sentences related to influence of human activities on climate. The key words are deforestation, industrialization, pollution, ozone layer, drought, desertification, greenhouse effect and global warming, plant, season, pluck, harvest, cuisines.</p> | <p>of human activities on climate</p> | <p>effects of human activities on climate</p> <ul style="list-style-type: none"> • Writing texts about the effect of human activities on climate • Discussing the different activities for given seasons | |

Suggested Competences for Assessment

The learner

- names the types of climate experienced in East Africa and Africa
- lists the factors affecting climate.
- draws and interprets climate graphs.
- names four human activities carried out in a given type of climate
- gives one activity for each season

Hints for the Teacher

- i) Build from the known weather elements and instruments to lay a foundation for climate
- ii) Take learners out to review man's activities that affect climate. You will need maps of Africa showing climate, ocean currents and winds of East Africa and Africa and Braiessites.

Topic 5: Vegetation of East Africa and Africa

Duration 9 periods

Objectives

In this topic, the learner is expected to learn about the vegetation of different regions of Africa. He/she will learn about the types of vegetation nature and what factors have caused that vegetation to exist. The learner will also learn about the different types of vegetation benefit the animals and other living things, and discuss the possible ways in which to care for the vegetation.

Learning Outcomes

By the end of this topic, the learner should be able to appreciate the value of the vegetation and practise how to care for it for a better and a harmonious living.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|--|--|--|
| <p>The learner</p> <ul style="list-style-type: none"> studies a map and analyses the different types of vegetation in East Africa. gives the characteristics of each type of vegetation found in East Africa. locates | <p>The learner pronounces/signs reads and writes Brailles words and sentences related to the type of vegetation in East Africa. The keywords are natural vegetation land vegetation.</p> | <ul style="list-style-type: none"> Definition of vegetation Types of vegetation Characteristics of each type of vegetation Location of each type of vegetation | <ul style="list-style-type: none"> Sketching and giving examples of types of vegetation found in East Africa Locating natural vegetation zones on a map of East Africa Explaining characteristics of natural and land | <p>Effective communication</p> <ul style="list-style-type: none"> Audacity Verbal expression <p>Problem solving</p> <ul style="list-style-type: none"> Finishing different strategies making the best use of available information |

| Sube ct Cope tenns | Language Cope tenns | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|---|--|---|--|
| natural ve etation on the map of East Ari ca | | | ve etation | Critil ti nking • Selecting and evaluating inor mation |
| Te learner • ien tii es te i eerent t es of natural ve etation in Ari ca. • lo ates i eerent t es of natural ve etation in Ari ca. • describes te ca racteristi s of different t es of ve etation | Te learner ron ounces/ si ns rea san writes/ Brailles words and senten es related to natural ve etation in Ari caTe key wor s are troi cal man rove, savanna , Mediterranean rain forest an woolan s. | • Te i eerent t es of natural ve etation in Afri a • Characteri stics of the i eerent t es of natural ve etation • Lo ation of the i eerent t es of natural ve etation in Afri a | • ss cribing te ca ra teristics of different ve etation t es • awi ng a map of Ari ca s owing natural ve etation | Values • Appre iation • Co-oerat ion • Sharing SST Skills • tt erpretation • Observation • Recori ng • Map-reai ng |

| Subject Competencies | Language Competencies | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|---|--|---|--|
| The learner <ul style="list-style-type: none"> analyses factors that influence vegetation distribution describes how the different factors influence distribution of vegetation | The learner <ul style="list-style-type: none"> pronounces/signs reads and writes/ Brailles words and sentences related to the factors that influence vegetation distribution The key climatic elements, soil latitude and human activities. | <ul style="list-style-type: none"> Factors that influence vegetation distribution How different factors influence vegetation | <ul style="list-style-type: none"> Analyzing factors that influence vegetation distribution Describing the different factors influence distribution of vegetation Writing a table to summarise different factors influence vegetation distribution | |
| The learner <ul style="list-style-type: none"> discusses the importance of vegetation to people and animals. | The learner <ul style="list-style-type: none"> pronounces/signs reads and writes/ Brailles words and sentences related to the importance of vegetation to people and animals. The keywords are climate, soil erosion timber and a bit. | <ul style="list-style-type: none"> Importance of vegetation to people and animals | <ul style="list-style-type: none"> Discussing how people and animals benefit vegetation Writing texts describing the importance of vegetation to people and animals | |
| The learner <ul style="list-style-type: none"> investigates human | The learner <ul style="list-style-type: none"> pronounces/signs reads and | <ul style="list-style-type: none"> Influence of human activities | <ul style="list-style-type: none"> Discussing human activities that | - |

| Sube ct Cope tenss | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|--|--|---|--|
| <p>a tivities that affect ve etation in tei r areas.</p> <ul style="list-style-type: none"> • anal e s te ef ects of u man a tivities on ve etation | <p>writes/ Brailles words and senten es related to t e influ ence of u man a tivities on vegetation Te ke wors are eo restation over ra ng an bush burnin .</p> | <p>on ve etation</p> <ul style="list-style-type: none"> • Effects of u man a tivities on ve etation | <p>af ect ve etation</p> <ul style="list-style-type: none"> • Anali ng te ef ects of u man a tivities on t e environment | |
| <p>Te learner:</p> <ul style="list-style-type: none"> • states ways of protecting an conserving the environment. • formulates ra tical wa s of rote ting the environment | <p>Te learner ron ounces/ si ns rea s and writes/ Brailles words and senten es related to environmental rote tion an conservation Te key wors are conservation af orestation an recyl ing.</p> | <ul style="list-style-type: none"> • ss sible wa s of rote ting the environment | <ul style="list-style-type: none"> • Disu ssing the importan e of rote ting and conserving te environment in ss tAr ica • Stating ways in wi ch the environment can e rote ted and conserve • rt iciat ing a tivel in a tivities that are aimed at environment conservation an prote tion in te school | |
| <p>Te learner</p> <ul style="list-style-type: none"> • anal ses te influ ence of ve etation | <p>Te learner pronounces/ si ns rea s an writes/ Brailles</p> | <ul style="list-style-type: none"> • lue nce of ve etation on Animal | <ul style="list-style-type: none"> • Exlai ning how ve etation influ ces animal | |

| Subject Cope tenns | Language Cope tenns | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|---|---|---|--|
| <p>on animal i stribution.</p> <ul style="list-style-type: none"> dis usses the factors wi ch inlu ence willi fe i stribution. | <p>words and senten es related to t e ef ect of ve etation to animal i stribution</p> <p>Te key wors are e r ivorous, carnivorous, as ture an willi e .</p> | <p>istri bution</p> <ul style="list-style-type: none"> Fa tors wi ch inlu ence willi fe istri bution | <p>i stribution</p> <ul style="list-style-type: none"> enti ying ac tors that lead wildlife to be lo ated in sec ific areas Summarising the relationsi p between ve etation an i stribution of willi e | |
| <p>Te learner</p> <ul style="list-style-type: none"> disu sses the meanin of 'game park' and 'game reserve'. lo ates ma or national game parks an game reserves ou nd in Ari ca. | <p>Te learner pronounces/ si ns rea s and writes/ Brailles words and senten es related to t e game parks.</p> <p>Te key wors are game park, game reserve an animal sant uar .</p> | <ul style="list-style-type: none"> Te meaning of 'game park' and 'game reserve' Lo ation of the ma or game ark s and game reserves in Ari ca and ss tAr ica | <ul style="list-style-type: none"> enti ying game parks ou nd in East Ari ca enti ying national ark s in Afri a awi ng a map of Ari ca so wing game ark s enti ying ote r tourist attra tions in Ari ca | |
| <p>Te learner</p> <ul style="list-style-type: none"> illustrates the importan e of national game parks to t e so io e onomic e velom ent | <ul style="list-style-type: none"> Te learner ron ounces/ si ns rea s an writes/ Brailles an senten es related to importan e, ca llen es | <ul style="list-style-type: none"> orr tance of national game ark s Challenges fai n t e tourism inus tr | <ul style="list-style-type: none"> Defining game ark s Disu ssing the importan e of national game ark s Disu ssing ca llene s | |

| Sube ct Cope tness | Language Cope tness | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|---|---|---|--|
| <p>of Afr ca</p> <ul style="list-style-type: none"> • ds cusses ca llenges facing the ou rs m inds tr . • ds cusses ways of improvng the tourism inds tr . | <p>and solutions of the tori sm inds tr . The ke words are foreign e ca nge, ori st arr a tion empo men , poa hing and encroacme nt laws.</p> | <ul style="list-style-type: none"> • Ways of improvng the ori sm inds tr | <p>facing the ori sm inds tr</p> <ul style="list-style-type: none"> • Sgg esting possible sou tions to the pro em s identif ed • Summarisn g the chae nges and solutions in a ab ular form • erp re ng graps re ated to te to rism inds tr in Afr ca | |

Suggested Copet ens for Assess ent

The learner

- i) draws a map of AfricaE ast Afr ca so wing vegeai on d sr ibution
- ii) sae s tre e uses of vege ai on to humans.
- iii) sat es fo r human activities ta t affect vegeai on
- iv) wr es fo r reasons why te or ism inds tr is imporant.
- v) wr es tree ca eng es facing te tori sm indusry .
- v) wr es tree possible so utions to ca eng es of the to r sm indusry .

Hints o r the Teacher

- i) Encor age ea rners to discs s pern en issues related to vegeai on and ori sm like conservai on chal enges, sou tions and benef ts.
- ii) Yo can organ se a tree plan ing campa gn as a result of this topic.

- iii) You can invite a forestry officer in the area as a resource person and where possible organise field trips to assess the impact of human activities on the natural vegetation.
- iv) You need video clips on vegetation and erosion, map of Africa showing vegetation wildlife and erosion, tourist centres, textbooks on vegetation and erosion, grass growing information on vegetation and erosion industry and Breese's.

TERM 2

Topic 6: Foreign Influence in Africa

Duration 18 Periods

Objective

This topic is about the coming of foreigners to Africa with specific reference to East Africa. Learners will be introduced to different groups of foreigners such as Traders, explorers, missionaries, colonialists and settlers (in some countries like Kenya, Zimbabwe and S. Africa). Special emphasis will be put on why they came, how they came and the influence of their coming.

In the process of teaching, guide learners to appreciate the challenges faced by foreigners in Africa and their contribution to the socio-economic development of the continent.

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) appreciate the importance of interdependence of nations and continents.
- ii) demonstrate and use map reading skills in interpretation and analysis of information.

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|--|--|---|---|
| <p>The learner</p> <ul style="list-style-type: none"> identifies different groups of foreigners that came to Africa. identifies some of the European explorers who came to Africa discusses reasons for the coming of the explorers to Africa analyses challenges faced by European explorers in Africa. evaluates the influence of European explorers in Africa. | <p>The learner pronounces/ signs reads and writes/ Braille reads and sentences related to the various foreigners who came to Africa. The key words are explorer, missionaries, traders and colonists</p> | <ul style="list-style-type: none"> The various groups of foreigners who came to Africa The European explorers in Africa asons for the coming of the European explorers to Africa Challenges faced by the explorers Influence of the explorers to Africa | <ul style="list-style-type: none"> Naming different foreigners who came to Africa enforcing some of the explorers who came to Africa Discussing reasons for the coming of explorers to Africa Discussing challenges faced by the European explorers Analysing the influence of explorers to Africa | <p>Effective communication</p> <ul style="list-style-type: none"> Confidence Accuracy <p>Self-awareness</p> <ul style="list-style-type: none"> Self-identification Taking about one's culture <p>Self-esteem</p> <ul style="list-style-type: none"> Expressing likes and dislikes Listening and valuing what others say <p>Self-reliance</p> <ul style="list-style-type: none"> Expressing one's point of view <p>Values</p> <ul style="list-style-type: none"> Co-operation Appreciation Love Respect <p>SST Skills</p> <ul style="list-style-type: none"> Writing Map reading and interpretation |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|---|--|--|--------------------------------------|
| <p>The learner</p> <ul style="list-style-type: none"> • identifies the various traders who came to Africa. • describes how the traders came to Africa. • states reasons for the coming of traders to Africa. • analyses the effects of foreign trade to Africans. • describes slave trade • Discusses the effects of slave trade • describes the process of the abolition of slave trade. | <p>The learner pronounces/signs reads and writes/ Brailles words and sentences related to the Arab, Portuguese and Indian traders. The key words are slave, ivory, abolition, goods, slavery, monsoon and spices.</p> | <ul style="list-style-type: none"> • The various traders who came to Africa • How the traders came to Africa • Reasons for the coming of traders to Africa • The effects of slave trade to Africa • The process of abolition of slave trade | <ul style="list-style-type: none"> • Naming and discussing the various traders who came to Africa • Describing how the various traders travelled to Africa • Discussing reasons for the coming of the various traders to Africa • Identifying slave trade • Analysing effects of foreign trade to Africa • Describing the process of abolition of slave trade • Describes Portuguese • States reasons for their coming | |
| <p>The learner</p> <ul style="list-style-type: none"> • gives the meaning of | <p>The learner pronounces/signs reads</p> | <ul style="list-style-type: none"> • The meaning of the term 'missionary' | <ul style="list-style-type: none"> • Identifying the word 'missionary' | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|---|--|--|---|--------------------------------------|
| <p>the term 'missionary'.</p> <ul style="list-style-type: none"> identifies the missionary groups and the missionaries who came to East Africa. discusses reasons for the coming of missionaries to East Africa discusses the challenges faced by missionaries in Africa evaluates the influence of missionary work to Africa | <p>learners write/ Braille words and sentences related to the missionaries. The keywords are missionary, religion White Fathers, Church Missionary Society (CMS)</p> | <ul style="list-style-type: none"> The major missionary groups who came to East Africa Names of the major missionaries in East Africa reasons for the coming of missionaries Challenges faced by the missionaries in Africa Influence of the missionaries to Africa | <ul style="list-style-type: none"> Identifying missionary groups and missionaries who came to East Africa Stating reasons for the coming of missionaries to East Africa Discussing challenges faced by missionaries in Africa Analysing the impact of missionaries to Africa Role-playing missionaries in Africa | |
| <p>The learner:</p> <ul style="list-style-type: none"> explains the meaning of the terms 'scramble' and 'partition'. discusses reasons for the scramble for Africa | <p>The learner recognises/ signs and writes/ Braille words and sentences related to the scramble for Africa. The key</p> | <ul style="list-style-type: none"> Definition of the terms 'scramble' and 'partition' reasons for the scramble for Africa The European powers that | <ul style="list-style-type: none"> Defining scramble and partition Discussing reasons for the scramble for Africa Identifying the European | |

| Subject Content | Language Content | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|---|--|--|--------------------------------------|
| <p>and partition of Africa.</p> <ul style="list-style-type: none"> describes methods used by Europeans to partition Africa. analyses the results of the scramble and partition of Africa. names the Europeans that were involved in the scramble and partition of Africa. | <p>words are partition and scramble.</p> | <p>were involved in the scramble and partition of Africa</p> <ul style="list-style-type: none"> tools used by Europeans in partitioning Africa result of the scramble and partition of Africa | <p>participants were involved in the scramble and partition of Africa</p> <ul style="list-style-type: none"> describing methods used by Europeans to partition Africa Stating results of the scramble and partition of Africa | |
| <p>The learner:</p> <ul style="list-style-type: none"> identifies the European countries which acquired colonies in Africa. discusses reasons why Europeans acquired colonies in Africa. analyses the effects of colonial rule | <p>The learner</p> <ul style="list-style-type: none"> pronounces/signs reads and writes/ Brailles words and sentences related to the colonial rule in Africa. They words are colony, colonialism direct rule, indirect rule protectorate | <ul style="list-style-type: none"> The European countries that acquired colonies in Africa The agents of colonialists reasons for the coming of the colonialists (social economic and political) Analysis of the effect of colonial rule | <ul style="list-style-type: none"> identifying the European countries that acquired colonies in Africa identifying the agents of colonial rule in Africa Stating reasons why Europeans acquired colonies in Africa analysing | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|--|--|--|--------------------------------------|
| <p>in Africa.</p> <ul style="list-style-type: none"> discusses reasons why some African countries were never colonised. | <p>settlers, treaty and a reement.</p> | <p>in Africa (social, political and economic)</p> <ul style="list-style-type: none"> Countries that were never colonised | <p>the effects of colonial rule</p> <ul style="list-style-type: none"> Identifying the effects of colonial rule Discussing African countries that were never colonised | |
| <p>The learner</p> <ul style="list-style-type: none"> discusses the reactions of Africans to colonial rule. analyses reasons why the people of Africa rebelled against colonial rule. examines the major rebellions in East Africa. | <p>The learner pronounces/sings reads and writes/ Braille words and sentences related to African response to colonial rule. The keywords are collaboration resistance, rebellion striking and boycott.</p> | <ul style="list-style-type: none"> African reactions towards colonial rule (collaboration and resistance) Why Africans rebelled against colonial rule Rebellions in East Africa | <ul style="list-style-type: none"> Discussing the two types of African resistance to colonial rule Analysing reasons why African people rebelled against the colonial rule Discussing the major rebellions in East Africa | |
| <p>The learner</p> <ul style="list-style-type: none"> explains the coming of the Arabs in East Africa (Uganda) during the | <p>The learner pronounces/sings reads and writes/ Braille words and sentences related to the</p> | <ul style="list-style-type: none"> Reasons for the coming of Arabs to East Africa The effects of Arabs on the people of East | <ul style="list-style-type: none"> Discussing the reasons for the coming of Arabs Discussing the effects of | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/ Attitudes |
|---|----------------------------|---------|--|-----------------------------------|
| 19 th Century . • discusses the effects of the Arabs in Uganda. | coming of Arabs to Uganda. | Africa | Arabs on the people of East Africa | |

Suggested Competences for Assessment

The learner

- i) writes three types of foreigners who came to Africa.
- ii) gives three reasons for the coming of foreigners to Africa.
- iii) suggests four effects of foreigners to Africa.
- iv) names four rebellions against colonialism in East Africa.

Hints for the Teacher

- i) encourage learners to read more and carry out comprehension activities on foreigners to Africa.
- ii) invite learners to write texts about the different foreigners who came to Africa.
- iii) Group activities will reinforce effective learning.
- iv) encourage learner to research on the various religions in Africa.
- v) You will use maps of Africa showing routes of explorers, traders and missionaries; colonial resistance and collaboration; the process of colonisation of Africa; real objects and pictures of religious symbols and signs; with Braille slates.

Topic : Nationalism and the Road to Independence in Africa

Duration 17 periods

Objective

In the previous topic, the learner was introduced to the concept of colonizers who came to Africa, why they came and their influence on the socio-economic development of Africa. In addition, African response to colonial rule was also discussed. In this topic, the terms “Pan-Africanism” and “nationalism” should be brought out clearly. Whereby Pan-Africanism is a feeling of unity and promoting political, economic and social interests of Africa; and, Nationalism is a deep love for and pride in one’s country. These two concepts led to the creation of political movements that spearheaded the struggle for Africa’s independence.

Learning Outcome

By the end of this topic, the learner should be able to demonstrate knowledge and appreciate the rights of an individual society and collective responsibility in bringing social justice and political order.

| Sub-competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|---|--|---|---|
| The learner <ul style="list-style-type: none"> describes ‘Pan-Africanism’. identifies the leading Pan-Africanists. explains the approaches used by Pan-Africanists. describes the | The learner <ul style="list-style-type: none"> pronounces/silently reads and writes/Brailles sentences related Pan-African Movement. Keywords are Pan-Africanism, Pan-Africanist, | <ul style="list-style-type: none"> The meaning of ‘Pan-Africanism’ The leading Pan-Africanists Approaches used by Pan-Africanists Contribution | <ul style="list-style-type: none"> Describing the term, Pan-Africanism’ Naming the leading Pan-Africanists Explaining the approaches used by Pan-Africanists Describing the | <ul style="list-style-type: none"> Self-esteem Expressing likes and dislikes Effective communication Confidence Self-awareness Teaming |

| Sube ct Cope tences | Language Cope tences | Content | Suggested Teaci ng/ Ler ning Actii ties | Life Skills and Values Attitudes |
|--|---|--|--|--|
| contributions of Pan-Africanism in the African struggle for independence. | ideology and moe ment. | of Pan-Africanism in the African struggle for independence | contribution of Pan-Africanism in the African struggle for independence | about one's culture ss erti eness • Expressing one's point of vie |
| The learner • e plains the terms 'nationalism' and 'patriotism'. • discusses e amples of African nationalists. • analyses the roles of African nationalists. • ealuate s the challenges faced by the African nationalists. | The learner pronounces/ signs reads and writes/ Brailles words and sentences related to nationalism. The key or ds are nationalism, nationalist and patriotism. | <ul style="list-style-type: none"> ff initions of the terms 'nationalism' and 'patriotism' Examples of African nationalists The roles of African nationalists Challenges faced by African nationalists | <ul style="list-style-type: none"> Explaining the terms 'nationalism' and 'patriotism' Discussing e amples of African nationalists aii ng a table to analyse the African nationalists, their countries and roles Discussing the challenges faced by African nationalists | Values • Co-operation • Appreciation • Loe • es pect • Sharing SST Skills • eadi ng • ii ting • Analysing information |
| The learner • e plains reasons why Africans an ted their independence. • discusses | The learner pronounces/ signs, reads and writes/ Brailles ord s and sentences related to independence. | <ul style="list-style-type: none"> eas ons hy Africans an ted their independence Problems faced by | <ul style="list-style-type: none"> ing reasons why Africans an ted their independence Discussing problems | |

| Subject Cope tences | Language Cope tences | Content | Suggested Teaci ng/ Ler ning Actii ties | Life Skills and Values Attitudes |
|--|---|---|--|--|
| problems faced by Africans in the struggle for independence. | The key reasons are independence, discrimination oppression intimidation and exploitation. | Africans in the struggle for independence | <p>facilitated by Africans in the struggle for independence</p> <ul style="list-style-type: none"> • help plan the African struggle for independence | |
| <p>The learner</p> <ul style="list-style-type: none"> • identifies causes of African nations. • analyses causes of Africa's problems. • suggests solutions to Africa's problems. | <p>The learner pronounces/ signs reads and writes/ Braille words and sentences related to African causes.</p> <p>The key reasons are poverty, nepotism, discrimination, civil wars and tribalism.</p> | <ul style="list-style-type: none"> • Causes of African nations • Causes of Africa's problems • Solutions to Africa's problems | <ul style="list-style-type: none"> • Stating causes of African nations • Discussing causes of African problems • Drawing a table to analyse causes and solutions of African problems | |
| <p>The learner:</p> <ul style="list-style-type: none"> • discusses what democracy involves. • describes the rights and responsibilities of a citizen. • describes the electoral process. • states causes | <p>The learner pronounces/ signs reads and writes/ Braille words and sentences related to the democratic process. The key words are democracy, elections, human rights and</p> | <ul style="list-style-type: none"> • Concept of democracy • What is involved in the democratic processes • signing of a treaty • Rights and responsibilities of a citizen | <ul style="list-style-type: none"> • Discussing the concept of democracy, citizens and human rights and responsibilities • identifying the roles and responsibilities of citizens • Stating causes of failure | |

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---|---|----------------------------------|
| <p>facing the electoral process.</p> <ul style="list-style-type: none"> suggests solutions to challenges facing the electoral process. | responsibilities. | <ul style="list-style-type: none"> The electoral process Challenges and solutions to the electoral process in Africa | <p>electoral process</p> <ul style="list-style-type: none"> Discuss solutions to challenges facing the electoral process | |
| <p>The learner:</p> <ul style="list-style-type: none"> explains the meaning of the terms 'single party' and 'multiparty'. compares and contrasts the concept of single and multiparty systems of governance. discusses the strengths and weaknesses of the two systems of governance. | <p>The learner pronounces / signs reads and writes/ Braille words and sentences related to the single and multiparty systems of governance. The keywords are multiparty, single party and political party.</p> | <ul style="list-style-type: none"> Definition of 'single party' and 'multiparty' Comparison of single and multiparty systems of governance Strengths and weaknesses of multiparty and single party systems of governance | <ul style="list-style-type: none"> Defining 'multiparty' and 'single party' Comparing and contrasting multiparty and single party systems of governance Discussing the strengths and weaknesses of single and multiparty systems of governance | |

Suggested Competences for Assessment

The learner:

- i) names five Pan-Africanists and nationalist leaders.
- ii) gives three contributions of African nationalist leaders.
- iii) names any five political parties in Africa that led their countries to independence.

iv) writes two problems and two solutions to the problems of Africa.

Hints for the Teacher

- i It is necessary to let learners appreciate the concept of nationalism.
- ii The use of participatory methods such as debate and role-play will enable learners to get strong attachments to their country.
- iii You will use photographs of leading African nationalists, a table showing dates of independence of different African countries and Braille slates.

Topic 8: East African Community

Duration: 7 weeks

Objectives

In this topic, the learner will be introduced to the East African Community (EAC), its historical background, causes for the disintegration and the revival of the cooperation. The EAC is an inter-governmental organisation which comprises of five countries: Uganda, Kenya, Rwanda, Burundi and Tanzania. The EAC was originally founded in 1967, it comprised of three countries: Uganda, Kenya and Tanzania but collapsed in 1977. It was then revived in 2001, and in 2007, the EAC expanded to include Rwanda and Burundi.

Learning Outcomes

By the end of this topic, the learner should be able to appreciate the importance of the East African Community and apply the acquired knowledge in everyday living.

| Sub-competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> describes the historical background of the EAC. outlines the founding presidents of the EAC. disusses the services that were shared by the EAC countries. | <p>The learner Pronounces/signs, reads and writes/ Brailles words and sentences related to the formation of the EAC. The key words are: headquarters, personality, services and community.</p> | <ul style="list-style-type: none"> The historical background of the EAC (countries involved and headquarters) The founding presidents of the EAC The services shared by the EAC countries | <ul style="list-style-type: none"> Discussing the historical background of the EAC Listening the founding presidents of the EAC Discussing the services that were shared by the EAC countries | <p>Neotition</p> <ul style="list-style-type: none"> Using persuasive language Discussing appropriately <p>Friendship formation</p> <ul style="list-style-type: none"> Sharing Working in groups <p>Non-violent conflict resolution</p> <ul style="list-style-type: none"> Discussing issues |

| Subject- Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|-------------------------|-------------------------|---------|---|---|
| | | | <ul style="list-style-type: none"> • Drawing a map of territorial member states of EAC | <p>Initiating</p> <ul style="list-style-type: none"> • Accepting defeat <p>Effective communication</p> <ul style="list-style-type: none"> • Fluency • Logical presentation of ideas <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Love • Respect • Cooperation <p>SST Skills</p> <ul style="list-style-type: none"> • Map reading and interpretation • Documentary survey • Communication • Collecting, analysing and interpreting data |

| Sube ct- Cope ten es | Language Cope ten ss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|---|---|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> disu sses the obje tives for the rm atin of the EAC. evaluates the benei ts of the EAC. | <p>The learner prn u nces/ signs reads and writes/ Brailles rd s and sentences related to the obje tives of the EAC. The ey wrds are co-perat ion, inra structure communication ta es and maret</p> | <ul style="list-style-type: none"> Obje tives for the formatin of the EAC nn ei ts of the rm atin EAC | <ul style="list-style-type: none"> Disu ssing the obje tives for the rm atin of the EAC Stating and analysing the benei ts of the EAC gg anising and cn du ting a talk show n the benei ts of the EAC | |
| <p>The learner discusses the reasons for the collapse of the EAC.</p> | <p>The learner prn u nces/ signs reads and writes/ Brailles rd s and sentences related to the cll apse of the EAC. The key words are: cll apse, disintegration, idel g y and misunderstanding</p> | <ul style="list-style-type: none"> as ons for the collapse of the EAC | <ul style="list-style-type: none"> Disu ssing ac tr s ii ch led to the cll apse of the EAC Dramatising the cll apse of the EAC | |
| <p>The learner:</p> <ul style="list-style-type: none"> identii es and locates | <p>The learner prn u nces/ signs reads and writes/</p> | <ul style="list-style-type: none"> Countries ta t rm te present EAC | <ul style="list-style-type: none"> ee ntifying cu ntries that form te | |

| Sube ct- Cop eten es | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|---|---|--|--|--|
| <p>cu ntries that form the present EAC.</p> <ul style="list-style-type: none"> • identii es persn alities involved in the revival of the EAC. • studies obje tives for te re ival of the EAC. | <p>Brailles rd s and sentences related to t e re ival of EAC. Te key rr ds are revival tariffunity emply ment.</p> | <ul style="list-style-type: none"> • Location of cu ntries ta t rm te present EAC • rso nalities involved in the rm ation of the EAC. • Obje tives for the re ival of the EAC | <p>present EAC</p> <ul style="list-style-type: none"> • Locating cu ntries that form te present EAC on te map of Ari ca • enti ying persn alities involved in te rm atin of the EAC • Disu ssing te obje tives for the re ival of the EAC • aii ng a map s owing mem er cu ntries of the EAC | |
| <p>Te learner:</p> <ul style="list-style-type: none"> • explains the benei ts of the present EAC. • studies te sym ols of | <p>Te learner prn u nces/ signs reads and writes/ Brailles rd s and sentences related to symbols of te present EAC.</p> | <ul style="list-style-type: none"> • nn ei ts of the EAC • Symbl s of te present EAC (antem , flag, coat of arms) • gg ans of the EAC: te East | <ul style="list-style-type: none"> • Disu ssing te benei ts of the EAC • enti ying sym ols of te present | |

| Sube ct- Cop eten es | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|------------------------|--|---|--|
| the present EAC. • identii es the organs of EAC. | | Ari can Legislative Assembly, the Court of ss tice | EAC • Singing the EAC ante m • aii ng sym ols of te present EAC • Disu ssing the organs of the EAC | |

Suggested Copet ens for Assess ent

The learner

- i gives names of the fu nding presidents of the EAC and the member states.
- ii gives names of t e personalities that speare aded the revival of the EAC
it te current membership.
- iii writes uu r ser ices ta t are shared in the EAC.

Hints o r the Teacher

- i ii de learners to study and appre iate t e need for East Ar ican co-
perati n.
- ii gg anise deate s and tal shows in re eren e the East Afri an co-perat in .
- iii Provide learners it h a platr m to discuss ways of ma ing the co-
perati on strng er like single currency, language and mr e co-p eratin s
in social ser ices.
- iv) Encourage learners to ji n school clubs like Wild lie, Child to Child and
Scouts.
- v) Yu il l need a map shoing the EAC member cu ntries, pictures of t e
rm er and present e ads-of-state of EAC, mdel s in relation to the EAC,
symbl s of te EAand Braille slates.

Topic 9: Post Independence Africa

Duration: 18 periods

Objectives

In this topic, the learner will be introduced to the events that took place immediately after African countries gained their independence. The events progressed in the period referred to as 'post-independence' which means the period after independence. The learner will be introduced to the continental body which started as the organisation of African Unity, (OAU), which later evolved into the African Union, (AU). The learner will also be introduced to the formation of regional economic groupings in Africa which include Common Market for Eastern and Southern Africa (COMESA), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC) and the International Authority for Development (IGAD).

Learning Outcomes

By the end of this topic, the learner should be able to appreciate the value of independence, what happened after independence and the importance of cooperation among states.

| Subject Competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|---|--|---|---|
| The learner: <ul style="list-style-type: none"> studies the historical background of the OAU. explains the reasons why OAU was formed | The learner pronounces/signs reads and writes/ Brailles words and sentences related to formation of OAU. The keywords are colonialism, apartheid and unity. | <ul style="list-style-type: none"> Formation of OAU (year member states, personalities, headquarters) assessments (objectives) for formation | <ul style="list-style-type: none"> Discussing the historical background of OAU Naming under member states and personalities for OAU | <ul style="list-style-type: none"> Effective communication Fluency Confidence Non-violent conflict resolution Using appropriate language |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|--|---|---|--|
| | | | <ul style="list-style-type: none"> Giving reasons why OAU was formed | <ul style="list-style-type: none"> Problem solving Evaluating fact <p>Values</p> <ul style="list-style-type: none"> Appreciation Love Respect Co-operation <p>SST Skills</p> <ul style="list-style-type: none"> Map drawing Map interpretation |
| <p>The learner:</p> <ul style="list-style-type: none"> discusses achievements of OAU. studies the failures of OAU. | <p>The learner pronounces/signs, reads and writes/ Brailles words and sentences related to achievements and failures of OAU. The key words are peace, stability, genocide and dictators.</p> | <ul style="list-style-type: none"> Achievements of OAU Failures of OAU | <ul style="list-style-type: none"> Discussing achievements of OAU Analysing the failures of OAU | |
| <p>The learner:</p> <ul style="list-style-type: none"> describes the historical background of the African Union. | <p>The learner pronounces/signs, reads and writes/ Brailles words and sentences</p> | <ul style="list-style-type: none"> Formation of the African Union Objectives of the African Union | <ul style="list-style-type: none"> Describing historical background of the African Union | |

| Sube ct Cope tenss | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Li e Skills and Values Attitudes |
|--|--|---|--|--|
| <ul style="list-style-type: none"> states the objectives of the African Union. | related to the formation of the African Union. The key words are Union, human rights, democracy and unity. | | <ul style="list-style-type: none"> Discussing the objectives of the African Union | |
| The learner: <ul style="list-style-type: none"> studies the challenges of the African Union. suggests possible solutions to the challenges of the African Union. | The learner pronounces/ signs, reads and writes/ Brailles words and sentences related to the challenges of the African Union and the solutions to the challenges. The key words are liberate, unite, conflict and foreign aid. | <ul style="list-style-type: none"> Challenges of AU Possible solutions to the challenges of the African Union | <ul style="list-style-type: none"> Discussing the challenges facing the African Union Suggesting solutions to the challenges | |
| The learner: <ul style="list-style-type: none"> names regional bodies in Africa. identifies countries in each regional body. | The learner pronounces/ signs, reads and writes/ Brailles words and sentences related to the regional bodies of Africa. Key words are: regional, economic | <ul style="list-style-type: none"> Regional bodies in Africa: <ul style="list-style-type: none"> Common Market for East and Southern Africa (COMESA) Economic Community of West | <ul style="list-style-type: none"> Naming regional bodies in Africa Identifying the member countries of each body | |

| Sube ct Cope tenns | Language Cope tenns | Content | Suggested Teaci ng/ Ler ning tt ii ties | Li e Skills and Values Attitudes |
|---|--|---|---|--|
| | grouping and member country. | <p>African States (ECOWAS)</p> <ul style="list-style-type: none"> - Southern Africa Development Community (SADC) - Inter-Governmental Authority and Development (IGAD) <ul style="list-style-type: none"> • Member countries of each regional body | | |
| <p>The learner:</p> <ul style="list-style-type: none"> • analyses benefits of the regional bodies. • discusses challenges facing regional bodies today. | <p>The learner pronounces/ signs, reads and writes/ Brailles words and sentences related to the challenges and benefits of the regional bodies. The key words are: civil war, political differences, foreign debt, free trade and common market.</p> | <ul style="list-style-type: none"> • Benefits of the regional groupings • Challenges facing regional bodies | <ul style="list-style-type: none"> • Discussing benefits of the regional groupings of Africa • Discussing challenges facing regional bodies today | |

Suggested Competencies for Assessment

The learner:

- i) gives the year when OAU was founded.
- ii) writes/ Brailles three founding personalities of OAU.
- iii) gives three benefits of the African Union.
- iv) writes/ Brailles three regional groupings and the member states of each group.

Hints for the Teacher

- i) It is necessary that you apply a lot of participatory methods like group work, research and project work.
- ii) Encourage learners to read available literature on African current issues.
- iii) Guide learners to realise the value of co-operation.
- iv) Help learners to identify and discuss the role of different organisations in their community.
- v) You will need literature on OAU, AU and other African groupings; map of Africa showing the regional groupings, video clips on Africa's inter-co-operation and Braille slates.

TERM 3

Topic 10: Economic Developments in Africa

Duration 27 periods

Overview

This topic covers the natural resources and their importance to economic development in Africa. These natural resources include people, land, minerals, water, animals, vegetation, climate and relief. The learner will be introduced to some African countries that have utilised these resources for their economic development. These countries include; Nigeria, Libya, Sudan and The Republic of South Africa. The learners will be guided to appreciate how each of these countries contributes to the economic development of Africa.

Learning Outcomes

By the end of this topic, the learner should be able to identify and explain natural resources and their importance in the economic development of Africa.

| Subject Competencies | Language Competencies | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|--|---|---|---|
| The learner: <ul style="list-style-type: none"> explains the meaning of the terms 'economy' and 'resources'. identifies the major economic resources of Africa | The learner pronounces/signs, reads and writes/Brailles words and sentences related to Africa's economy. The key words are economy, economic development | <ul style="list-style-type: none"> Definition of 'economy' and 'resources' The major economic resources of Africa The factors responsible for the distribution | <ul style="list-style-type: none"> Defining the terms 'economy' and 'resources' Identifying the major economic resources of Africa Discussing the factors responsible for the distribution of Africa's | Effective communication <ul style="list-style-type: none"> Verbal expression Confidence Critical thinking <ul style="list-style-type: none"> Logical reasoning Innovativeness Critical |

| Subject Cope tenns | Language Cope tenns | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|--|---|---|---|
| <ul style="list-style-type: none"> discusses factors responsible for the distribution of Africa's resources. analyse s the use of the major resources. | and natural resources. | <ul style="list-style-type: none"> Use of natural resources | <ul style="list-style-type: none"> Using natural resources with everyday products | <p>Thinking</p> <ul style="list-style-type: none"> Seeing and evaluating information Making the best use of the available information <p>Values</p> <ul style="list-style-type: none"> Appreciation Caring Love Sharing Self-esteem Co-operation <p>SST Skill</p> <ul style="list-style-type: none"> Enquiry Observation Drawing Reading Investigation Data collection |
| <p>The learner</p> <ul style="list-style-type: none"> discusses mining as a key economic activity in Africa. names the | <p>The learner:</p> <p>iron ores/silicates and writes/brackets and sentences related to the mining industry. The</p> | <ul style="list-style-type: none"> The mining industry Types of minerals in Africa Location of minerals in | <ul style="list-style-type: none"> Discussing what the mining industry is Identifying types of minerals in Africa Studying the | - |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|---|--|---|--|
| <p>types of minerals in Africa</p> <ul style="list-style-type: none"> • locates the major mineral resources in Africa • analyses the major use of selected minerals. • analyses the challenges in the mining industry. | <p>key words are mining, minerals, resources, mine, refinery.</p> | <p>Africa</p> <ul style="list-style-type: none"> • Products of the selected minerals in Africa • Challenges of the mining industry | <p>resources of the selected minerals of Africa</p> <ul style="list-style-type: none"> • Evaluating challenges of the mining industry • Drawing a map showing the location of key mineral resources in Africa | |
| <p>The learner:</p> <ul style="list-style-type: none"> • explains the meaning of the term agriculture. • describes factors contributing to the development of the agricultural industry in Africa. • discusses the importance of agriculture | <ul style="list-style-type: none"> • The learner recognises, reads and writes / Braille words and sentences related to the agriculture industry in Africa. The key words are agriculture, forestry, industry, cash crop, | <ul style="list-style-type: none"> • Meaning of the term agriculture • The factors contributing to the development of agricultural industry in Africa • The importance of agriculture to Africa's economy. • Challenges facing the | <ul style="list-style-type: none"> • Explaining the meaning of the term agriculture • Describing the factors contributing to the development of the agricultural industry in Africa • Discussing the importance of agriculture to Africa's economy • Evaluating the challenges facing the | |

| Subject | Language | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|---|--|---|---|----------------------------------|
| to Africa's economy. • analyse the challenges facing the agriculture industry in Africa | food crop and livestock. | agriculture industry in Africa | agriculture industry in Africa | |
| The learner: • explains the meaning of the term fishing. • describes factors contributing to the development of the fishing industry in Africa. • discusses the importance of fishing to Africa's economy. • analyse the challenges facing the fishing industry in Africa | • The learner : • reads / writes / Brailles words and sentences related to the fishing industry in Africa. The key resources are rivers, lakes, ocean, sea, boats, canoes and fishnets. | • Meaning of the term fishing • The factors contributing to the development of the fishing industry in Africa • The importance of fishing to Africa's economy • Challenges facing the fishing industry in Africa | • Explaining the meaning of the term fishing • Describing the factors contributing to the development of the fishing industry in Africa • Discussing the importance of fishing to Africa's economy • Evaluating the challenges facing the fishing industry in Africa • Drawing a map showing the location of the major trade routes in Africa | |
| The learner: • explains the | The learner : • reads / | • Meaning of the term | • Explaining the meaning of the | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|---|--|--|--|
| <p>managing of the term industrialisation</p> <ul style="list-style-type: none"> describes factors contributing to the industrial development in Africa. discusses the importance of industries to Africa's economy identifies the type of energy used in the African industries. evaluates reasons for the slow industrial development in Africa | <p>reads and writes / Brailles words and sentences related to industrialisation in Africa</p> <p>The key words are : industrialisation, raw material, market, technology, energy, science, labour, capital, taxation, term, and hydro and electricity .</p> | <p>industrialisation</p> <ul style="list-style-type: none"> The factors contributing to the development of industries in Africa Type of energy used in African industries The importance of industries to Africa's economy Reasons for the slow industrial development in Africa | <p>tr industrialisation</p> <ul style="list-style-type: none"> Describing the factors contributing to the development of industries in Africa Discussing the importance of industries to Africa's economy Discussing the types of energy in Africa Discussing reasons for the slow growth of industries in Africa Drawing a map showing the location of the major industrial and energy centres in Africa | |
| <p>The learner :</p> <ul style="list-style-type: none"> describes the major economic activities of the Republic of South Africa | <p>The learner reads and writes / Brailles words and sentences related to the economic</p> | <ul style="list-style-type: none"> The major economic activities in the Republic of South Africa Factors | <ul style="list-style-type: none"> Describing the major economic activities in the Republic of South Africa Identifying factors | - |

| Sube ct Cope tenss | Langue Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|---|--|---|---|--|
| <p>Africa.</p> <ul style="list-style-type: none"> disc sses the ma or factors cot ribii ng to te c oo mic develom ent of the Republic of So th Africa identifies the ma or minr as mined i the Republic of So t Africa. na es te ma or manufacturi g i dustries of te Republic of So th Africa | <p>development of the Republic of So th Africa</p> <p>The key words are assembly, maf actii ng, rfi nry ad roc essing.</p> | <p>rs on sible the c oo mic develom ent of te Republic of So th Africa</p> <ul style="list-style-type: none"> The ma or minr al mined in t e Republic of So th Africa The manaa cti ng industries in the Republic of south Africa | <p>a ve cot ributed to the ecoo mic development of the Republic of So th Africa</p> <ul style="list-style-type: none"> Giving the ma or minr as mined in the Republic of South Africa Intrr ti ng gra s so wing the ecoo mic activities in te Republic of So th Africa Giving the ma or maf actii ng industries in te Republic of So th Africa | |
| <p>The larr :</p> <ul style="list-style-type: none"> ds cribes the ma or c oo mic activities of Libya. disc sses the ma or factors co tribii ng to te | <p>The lear r ro o ncs , ras ad writs / Brailles words ad sentences related to the c oo mic development of Libya. The key words ar ri lling,</p> | <ul style="list-style-type: none"> The ma or c oo mic activities in the Republic of Libya Factors rs on sible for te c oo mic develom ent | <ul style="list-style-type: none"> Ds cribing te ma or ecoo mic activities in Libya Tai ng a o t factors ta t a ve cot ributed to the ecoo mic development of Libya | - |

| Sube ct Cope tenss | Langue Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|--|--|--|--|--|
| <p>c oo mic developm ent of Libya.</p> <ul style="list-style-type: none"> rc o nises the importa e of the oil industr . disc sses the ca llengs associat d with oil ri lling. | <p>rifi nry , oil well, pipeline, crude oil, petroleum, lubricat ad rou cts.</p> | <p>of Libya</p> <ul style="list-style-type: none"> The importa e of the oil industr to the developm ent of Libya The ca llengs associat d with oil ri lling | <ul style="list-style-type: none"> Anasi ng te importa e of the oil industr to te development of Libya Disc ssi g te ca llengs associat d with oil driii ng Drawing a ma of Libya so wing te cc ation of te ma or oil wells ad rfi nr ies | |
| <p>The larr :</p> <ul style="list-style-type: none"> ds cribes the ma or c oo mic activities of Sudan. disc sses the ma or factors co tribii ng to te c oo mic developme nt of Sudan. identifies the ma or c oo mic activities carried o t in te Gezira | <p>The lear r ro o ncs , ras ad writs / Brailles words a d sentences related to the c oo mic development of Sudan. The key words ar irriat ion, scheme, a m, fo o s, sudds ad bilharzia.</p> | <ul style="list-style-type: none"> The ma or c oo mic activities in the Suan Factors co tribii ng to te c oo mic developm ent of Suda The ma or c oo mic activitis carried in the Gezira The ca llengs affecting the Gezira Scheme | <ul style="list-style-type: none"> Ds cribing te ma or ecoo mic activities in Sudan Tai ng a o t factors ta t a ve cot ributed to the ecoo mic development of Sudan Anasi ng te c oo mic activities carried out in the Gezira Disc ssi g te ca llengs affecting te Gezira scheme | |

| Subject Concepts | Language Concepts | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|---|--|--|--|--|
| Irrigation scheme. <ul style="list-style-type: none"> Analyses the challenges facing the Gezira irrigation scheme. | | | <ul style="list-style-type: none"> Drawing a map of Sudan showing the location of Gezira irrigation scheme | |
| The learner : <ul style="list-style-type: none"> describes the major economic activities of Nigeria. discusses the major factors contributing to the economic development of Nigeria explains how Kainji dam is contributed to the development of Nigeria analyses the effects and challenges of oil drilling in Nigeria | The learner recognises, reads and writes / Brailles words and sentences related to the economic development of Nigeria The key words are as follows, no. 1, palm oil, hydro-electric and oil wells. | <ul style="list-style-type: none"> The major economic activities in Nigeria Factors contributing to the economic development of Nigeria Effects of the oil industry in Nigeria The challenges of the oil industry in Nigeria | <ul style="list-style-type: none"> Describing the major economic activities in Nigeria Taking into account factors that have contributed to the economic development of Nigeria Analyzing how the Kainji dam is contributed to the economic development of Nigeria Explaining the effects of oil drilling in Nigeria Discussing the challenges affecting the oil industry in Nigeria Drawing a map showing | |

| Sube ct Cope tenss | Langue Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values Attitudes |
|---|---|---|--|--|
| | | | Nigeria's ecno mic ev eo pment | |
| <p>The learner:</p> <ul style="list-style-type: none"> • ana ses ca langes affecting the ecno mic e velopment in Africa • disc sses ss sible solutin s t the ca langes affecting the ecno mic e velopment of Africa | <p>The learner rn ounces/ signs rea s an writes/ Braiees words an sentences related t ca langes an solutin s f the ecno mic ev eo pment of Africa. The key words are civil rrs, i ctatrs i p, crrt ion, coups, tecno logy an neti sm.</p> | <ul style="list-style-type: none"> • Ca langes affecting te ecno mic e velopment of Africa - s cial, political an ecno mic • Ps sible s luti ns the ca langes affecting Africa's ecno mic e velopment | <ul style="list-style-type: none"> • Disc ssing the ca langes affecting Africa's ecno mic ev eo pment • Sgg esting ss sible solutin s to t e ca langes • Taat ing ca langes and s luti ns by socia , ecn omic an political view | |

Suggested Copet ens for Assess ent

The learner

- writes ps ters on how to improve ecno mic stanar s in Africa.
- writes/mentin s tre e ma or minera s in Africa
- writes/writes in Braiee reports of cases of ecno mic prj ects visited.
- reas a te t an answers comre e nsion questin s a out ecn omic ev eo pment in Africa.

Hints o r the Teacher

- ii de learners to describe ma or ecno mic resocces in Africa.

- ii) Encourage learners to discuss the challenges faced in resource utilisation using Uganda or their home countries first
- iii) Organise field trips and survey for learners to collect and analyse data on various economic projects around the school.
- iv) Guide learners to develop an economic development project for the school.
- v) Organise a class debate on the role of science, technology and education in development.
- vi) Use maps of Africa showing minerals, tourism, energy, rainfall; maps and pictures showing the various economic activities as case studies; textbooks, diagrams and newspapers about economic development in Africa; flashcards and Braille slates.

Topic 11: Development of Social Services in East Africa

Duration: 12 Periods

Objective

This topic is meant to broaden the learners' knowledge on social services provided by the government in each country. The government has the obligation/responsibility of providing social services to the people. Such services include education, medical care security, transport water supply and electricity. This topic will enable the learner to discuss how the social services are provided, and the importance of social services to the improvement of people's quality of life. Note that the government may be supported by the organisations like religious groups and business people, to provide some of the social services.

Learning Outcome

By the end of this topic, the learner should be able to identify the different social services and the groups of people who provide them in East Africa

| Sub-competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values/Attitudes |
|---|--|--|---|---|
| The learner <ul style="list-style-type: none"> identifies major examples of social services in East Africa describes the different types of transport in East Africa. discusses the advantages and | The learner <ul style="list-style-type: none"> recognises and writes/ Brailles words and sentences related to transport in East Africa. The keywords are transport, type, means and landlocked. | <ul style="list-style-type: none"> Examples of major social services in East Africa Types and means of transport in East Africa Advantages and disadvantages of each type of transport The major transport | <ul style="list-style-type: none"> Stating types and means of transport in East Africa Drawing a table to show means of transport for each type. Discussing advantages and disadvantages of each type of transport | Effective communication <ul style="list-style-type: none"> Confidence Creativity <ul style="list-style-type: none"> Logical reasoning of ideas Critical thinking <ul style="list-style-type: none"> Seeing and evaluating information |

| Subject Concepts | Language Concepts | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|---|----------------------|---|---|---|
| <p>disadvantages of each type of transport.</p> <ul style="list-style-type: none"> identifies the means of transport associated with each type of transport. discusses major transport challenges faced by landlocked countries. suggests possible ways by which the landlocked countries can meet the transport challenges. discusses the contribution of transport as a social service to the development of East Africa. | | <p>challenges faced by landlocked countries</p> <ul style="list-style-type: none"> Possible solutions to the challenges Contribution of transport to the development of East Africa | <ul style="list-style-type: none"> Discussing challenges faced by landlocked countries Discussing possible solutions to the challenges Discussing the contribution of transport to the development of East Africa Drawing and modelling different means of transport Drawing a map of East Africa showing major roads, ports, airports and railway lines | <ul style="list-style-type: none"> Analysing statements Logical reasoning innovativeness <p>Values</p> <ul style="list-style-type: none"> Caring Appreciation Love Respect <p>SST Skills</p> <ul style="list-style-type: none"> Map reading Interpretation Organising Recording and analysing data Drawing Modelling |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values/ Attitudes |
|--|--|--|---|---|
| <p>The learner</p> <ul style="list-style-type: none"> describes the modern and traditional means of communication in East Africa. explores the advantages and disadvantages of each type of communication. discusses the contribution of communication to the development of East Africa. analyses the challenges facing communication in East Africa. | <p>The learner pronounces, reads and writes Braille words and sentences related to communication in East Africa. The key words are telephone, post office, internet, computer and communication.</p> | <ul style="list-style-type: none"> The traditional and modern means of communication in East Africa The advantages and disadvantages of each type Contribution of communication to the development of East Africa Challenges facing communication in East Africa | <ul style="list-style-type: none"> Identifying and discussing the types of communication in East Africa Discussing the advantages and disadvantages of each type of communication Discussing the contribution of communication to the development of East Africa. Analysing the challenges facing communication in East Africa. | |
| <p>The learner</p> <ul style="list-style-type: none"> describes what health service involves. discusses the importance of health | <ul style="list-style-type: none"> The learner pronounces/signs, reads and writes/ Braille words and sentences related to health services. The key words | <ul style="list-style-type: none"> What health services involve The importance of health services The | <ul style="list-style-type: none"> Describes what is involved in health services Stating the importance of health | |

| Sube ct Cope tenss | Language Cope tenss | Content | Suggested Teaci ng/ Ler ning tt ii ties | Life Skills and Values/ Attitudes |
|--|---|--|--|---|
| services. • explains t e ca llenges facing t e e alt services in East Africa. | are health, medical healt workerdo ctor nurse midwife, o spital e alth centre dispensary, drugs, medicine, e r al and e r alist. | ca llenges facing e alt services in East Africa | services • Discussing the ca llenges facing health services in East Africa | |
| Te learner: • describes what education service involves. • discusses the importance of education services. • explains t e ca llenges facing te education services in East Africa. | Te learner pronounces/ signs reads and writes/ Brailles words and sentences related to e alt services. Te key words are education institution tertiary, degree diploma, certificate, university, institute vocation universal college, primary and secondary. | • ss cribes what is involved in education services • Stating the importance of education services • Discussing the ca llenges facing education services in East Africa | • Describing what is involved in education services • Stating te importance of education services • Discussing the ca llenges facing education services in East Africa | |

Suggested Copet ens for Assess ent

The learner

- i gives te different means of transport and communication in East Africa.
- ii Writes/ Brailles te ts related to the provision of social services in East Africa.

Hints for the Teacher

- i) Guide learners to critically analyse the different social services provided in East Africa with challenges associated.
- ii) Provide career guidance sessions to enable learners realise the possible future educational opportunities after primary.
- iii) Guide learners to collect and analyse data on social services in their environment.
- iv) You may encourage learners to write and display messages on health and education.
- v) Use various teaching methods to cater for learners with special educational needs.
- vi) Use maps of East Africa showing transport and communication network; pictures and models showing different forms of transport and communication pictures related to health and education services; and Braille slates.

Topic 12: Major World Organisations

Duration 06 Periods

Objectives

In this topic, the learner will be introduced to the international community and gain knowledge and information on how the world inter-relates. They will also learn about the United Nations (UN), its agencies and the Commonwealth of Nations how they function and the challenges faced. In the process of teaching this topic, bring out the relationship between the United Nations and the two World Wars.

Learning Outcomes

By the end of this topic the learner should be able to:

- i appreciate the interdependence of nations and how the United Nations and its agencies are helping to address challenges in Africa and the rest of the world.
- ii appreciate the role played by the Commonwealth of Nations in the development of Africa.

| Sub-competences | Language Competences | Content | Suggested Teaching/Learning Activities | Life Skills and Values Attitudes |
|--|---|---|---|--|
| The learner: <ul style="list-style-type: none"> • discusses the historical background of the United Nations (UN). • states the objectives of the UN. • states the membership of the UN. • identifies the | The learner pronounces/signs reads and writes/Brailles words and sentences related to the historical background, membership, organs and functions of the UN. The key words include nation World War | <ul style="list-style-type: none"> • Historical background • Objectives of the UN • Membership of the UN • Organisations of the UN • Functions of the UN • Successes and challenges | <ul style="list-style-type: none"> • Discussing the formation of the UN • Stating the origin of the UN • Stating the objectives of the UN • Stating the membership and organs of the UN • Explaining the | Effective communication <ul style="list-style-type: none"> • Logical presentation of ideas • Friendship formation • Working in groups • Non-violent conflict resolution • Solving issues |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|---|---|--|---|
| <p>organs of the UN.</p> <ul style="list-style-type: none"> explains the functions of each of the organs of the UN. analyses the successes and challenges of the UN. | <p>character dignity</p> <p>human rights, violate slavery and peace-keeping.</p> | <p>challenges of the UN</p> | <p>functions of the UN</p> <ul style="list-style-type: none"> Explaining the successes and failures of the UN | <p>without fighting</p> <p>Values</p> <ul style="list-style-type: none"> Appreciation Love Sharing Cooperation Sympathy |
| <p>The learner:</p> <ul style="list-style-type: none"> names the common agencies of the UN. describes the functions of the different UN agencies. | <p>The learner pronounces, spells, reads and writes/ Brailles words and sentences related to the different UN agencies. The key words are agency technical, assistance, humanitarian aid, donations and grants.</p> | <ul style="list-style-type: none"> Agencies of the UN Functions of UN agencies UN Human Rights Charter | <ul style="list-style-type: none"> Naming agencies of the UN Describing the functions of UN agencies | |
| <p>The learner:</p> <ul style="list-style-type: none"> discusses the historical background of the Commonwealth of nations. identifies the membership of the | <p>The learner pronounces, spells, reads and writes/ Brailles words and sentences related to the Commonwealth of nations organisations.</p> | <ul style="list-style-type: none"> Membership of the Commonwealth of organisation Functions of the Commonwealth Challenges | <ul style="list-style-type: none"> Identifying the membership of the Commonwealth organisations Stating the function of the Commonwealth Discussing the | |

| Subject Competences | Language Competences | Content | Suggested Teaching/ Learning Activities | Life Skills and Values Attitudes |
|--|---|----------------------------|---|--|
| Commonwealth of nations. • states the function of the Commonwealth of nations. • discusses the benefits of being a member of the Commonwealth of nations. • discusses the challenges of UN and the Commonwealth of nations. | The key words are Commonwealth, Queen British, colonies, CHOGM, scholarships, games and medals of state. | of the UN and Commonwealth | benefits of being a member of the Commonwealth organisation • Discusses the challenges of Commonwealth and the UN • drawing a table showing membership of the Commonwealth by continent | |

Suggested Competences for Assessment

The learner

- i gives factors that led to the formation of the UN.
- ii identifies three UN agencies and their functions.
- iii gives three benefits of the Commonwealth to the member states.

Hints for the Teacher

- i Explain to the learners how the World Wars led to the formation of the UN.
- ii Guide the learners to identify some of the UN agencies and how they benefit the world.
- iii You will specifically need maps of the world showing UN and Commonwealth membership pictures related to UN and the Commonwealth organisation and Braille slates or Braille calculator.

MP LE SCHEME O WORKFO SOCIAL STUDIES

The e Lii ng Toe ter in East Africa and Afri a

Ler ning Outcomes By the end of ti s topic, the learner should be ale to appreciate the importance of the East African Community and apply te acquired knowledge in everyday life.

| WK | P | TOP C | S/TOP C | CONTENT | S/COMP TE NCES | L/COMP TE NCES | INST. STRATEGIE S/MEEO D S | INST. ACTIVITIES | INST. MATS | SEN TIP | IND. LIFE SKILLS/VALU ES | REF | MM |
|----|---|---|-------------------------|--|--|---|--|--|--|--|--|------------------------|----|
| 1 | 1 | Position and Location of East Africa and Africa | Location of East Africa | Location of E. Africa using longitudes and latitude Longitude - ^o E - ^o E Latitude - ^o N - ^o S | The learner: -locates E. Africa on the map of Africa. -locates E. Africa using longitudes and latitudes. | The learner pronounces signs reads/reads y tactile and writes/ writes in Braille words and sentences related to location of E. Africa including continent, longitude, latitude, equator, islands, degrees north , east south. | - Group work -Discussion - ii ded discovery -Observation -Map reading and interpreting information | -Locating E. Africa on the map of Africa -Locating E. Africa using longitudes and latitudes | -A drawn map of E. Africa showing countries A map of Africa showing countries Compass Atlases | -Writing bold letters - Placement of learners according to t eir needs -Group work -Peer teaching - Repeating concepts -Pacing of lesson flow | Fluency Audibility Working groups Sharing Accuracy SST Os ervation Recording Collecting information Deducting Map reading Values Respect Love Responsi ility Co-operation | AEP c SST curt. Page 6 | |

MP LE SST LESSON PLAN

| DATE | SUBJECT | TIME | CLASS | NO OF LEARNERS |
|--------------------------|---------|-----------|---------|--------------------------|
| 27 th /7/2018 | SST | 8:30-9:10 | Level 3 | M - 43; F - 61 TTL - 104 |

TOPIC: Position and Location of E. Africa and Africa

S/TOPIC: Location of E. Africa

CONNN T: East African countries, location of E. African countries, comparison of E. African countries by size, location (landlocked and coastal)

SUBJECT COMPETENCES

The learner:

- locates E. Africa on the map of Africa
- names the E. African countries
- draws a map of E. Africa locating the countries
- compares countries of E. Africa by location and size.

LANGUAGE COMP NN CES

The learner pronounces/signs, reads/reads by tactile and writes/ writes in Braille words and sentences related to location of E. Africa which include location, size, Indian Ocean, landlocked, coastal and direction.

METHODS: Discussion, discovery, group work, observation, map reading and interpreting information

INSTRUCTNN AL MT ERIALS: Maps of Africa and E. Africa showing countries, atlases, compass

LIFE SKILLS INDICATORS AND VALUES: Fluency, audibility, accuracy, working with others, sharing, respect, love, co-operation

PP S ON SPECIAL EDUCAON NEEDS LEARNERS: Writing bold letters, let learners sit in places where they are comfortable depending on their individual disabilities, group work, peer teaching, using suitable teaching/learning aids, repetition of concepts should be emphasised.

REFERENCE: AEP SST curriculum Level 3 page 6 - 7

LESNN PROCEDURE

| STEP/PHASE | DURATION | TEACHER'S ACTIVITIES | LEARNER'S ACTIVITIES |
|-----------------|----------|---|--|
| 1. Introduction | 5 mins | Orients learners through asking questions related to the compass. | Names the cardinal and semi-cardinal points of a compass. Draws the compass |
| 2. Experience | 20 mins | - Displays the map of Africa showing | - Locates E. Africa on the |

| STE /PHASE | RATI N | TEACHER'S ACTIVITIES | LEARNER'S ACTIVITIES |
|---------------|---------|---|--|
| | | <p>countries</p> <ul style="list-style-type: none"> - Asks learners to work in and locate E. African countries - Asks learners to locate E. African countries in relation to Uganda - Asks learners to locate and name the islands of E. Africa - Guides learners to define landlocked country as one that does not have access to the sea/ocean. | <p>map of Africa.</p> <ul style="list-style-type: none"> - In groups, names the countries of E. Africa as Burundi, Kenya, Rwanda, Tanzania Uganda and South Sudan - In pairs, finds the direction of each country from Uganda: Kenya is in the East of Uganda, Tanzania is in the South of Uganda, Rwanda is in the South of Uganda. - Names the E. African islands found in the Indian Ocean as Pemba and Zanzibar - Locates the landlocked countries of E. Africa as Burundi, Rwanda and Uganda. |
| 3. Sharing | 5 mins | <ul style="list-style-type: none"> - Groups learners to observe and compare sizes of countries. | <ul style="list-style-type: none"> - Compares the sizes of the E. African countries in groups - Arranges countries by order of size in pairs. |
| 4. Evaluation | 10 mins | <p>Gives the activity:</p> <ol style="list-style-type: none"> 1. In which direction of Africa is E. Africa found? 2. Name the five countries of E. Africa. 3. What is a landlocked country? 4. Give three landlocked countries of E. Africa. | <ul style="list-style-type: none"> - Answers questions appropriately - Draws a map of E. Africa showing member countries |

| STE /PHASE | RATI N | TEACHER'S ACTIVITIES | LEARNER'S ACTIVITIES |
|------------|--------|--|----------------------|
| | | 5. Draw the map of E. Africa showing the member countries. | |

SELF EVALA TIN

Strong points:

Weak points:

Way forward:

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