



Ministry of Education
and Sports

HOME-STUDY LEARNING

PRIMARY
5

SOCIAL STUDIES

August 2020



Save the Children





Published 2020

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

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FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza

Permanent Secretary

Ministry of EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

Enjoy learning



Topic 1: The Location Of Uganda

Lesson: Districts that Form Uganda

You should be able to:

- i) locate the district where you live.
- ii) identify the neighbouring districts to the district where you live.

You will need:

- notebook
- pen
- atlas
- textbook— Pupil's Book 5

Introduction

In Primary Four you learnt about your district.

In this lesson, you will learn about other districts of Uganda.

Procedure

Step I

In which district is your school located?

In which region of Uganda is your school located?

Uganda has four regions namely:

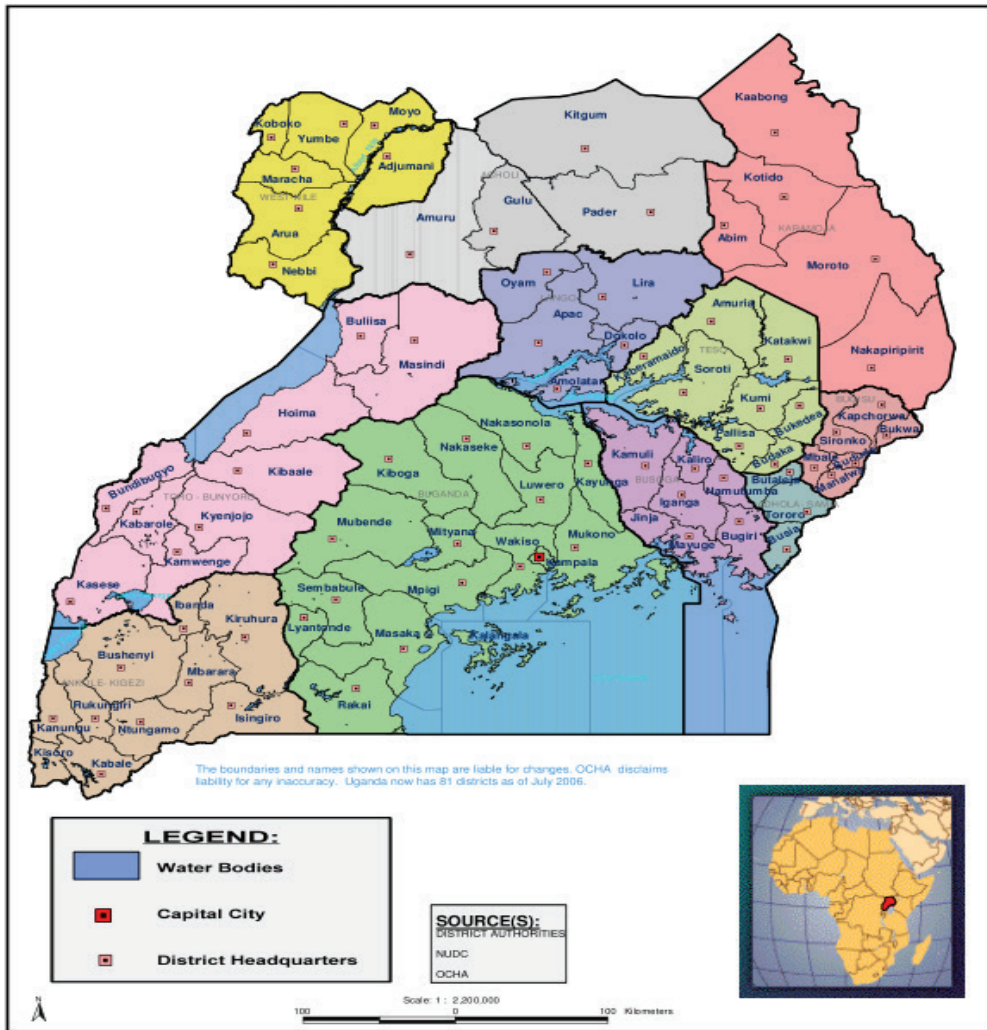
- Northern
- Eastern
- Western
- Central

It is important to note that Uganda had many districts totaling to 135 in number (by 2019).

Each region has a specific district.

Step II

A map of Uganda showing district



Lemukol is a resident of Moroto district in North Eastern Uganda.

Locate Moroto on the map given above and the region where it is found.

You can now study the map of Uganda above:

1. Find out from the map the district where your home is located.
2. Find out from the map the region where your home district is found.
3. Identify the neighbouring districts to your home district in the following directions:
 - a) North
 - b) West
 - c) East
 - d) North East

Lesson: Locating Uganda on the map of East Africa

You should be able to:

- i) give the meaning of the following terms:
Latitudes and longitudes
- ii) locate Uganda on the map of East Africa.

You will need:

- notebook
- atlas
- pen
- coloured pencil

Introduction

In this lesson you are going to look at the location of Uganda on the map of East Africa.

Procedure

- i) Draw a circle on a sheet of paper. In the circle you have drawn add lines crossing. Try describing those lines using a compass direction which you learnt about in primary four. For example, the lines that run from the East to the West.
- ii) Draw another circle in your exercise book. This time draw lines moving from the top to the bottom. Try describing those lines you have drawn using a compass direction.
- iii) Now we can name those lines as
 - a) Lines of latitude
 - b) Lines of longitude

Summary

Lines of latitude run from East or West while Lines of longitude run from North or South of the Equator.

More practice

- i) Draw another circle in your exercise book. This time draw lines moving from the top to the bottom. Try describing those lines you have drawn using a compass direction.
- ii) Now we can name those lines as
 - a) Lines of latitude
 - b) Lines of longitude

Lesson: Locating Uganda's Neighbours

You should be able to:

- i) Try to locate countries that share boundaries with Uganda.
- ii) Identify the compass directions of Uganda's neighbours.

You will need:

- pencils
- notebook
- atlas
- pen

Introduction

In this lesson you will be learning about the countries that are neighbours of Uganda and the compass directions in which they are found.

Procedure

- i) Uganda shares boundaries with the following countries:
 - a) South Sudan- in the North
 - b) Democratic Republic of the Congo(DRC)- in the West
 - c) Tanzania- in the South
 - d) Rwanda- in the South west
 - e) Kenya- in the EastYou will find out that these countries are found in different directions from Uganda.

You will need:

- water
- sheets of paper
- cutting blade
- hardboard

Activity

1. Identify the neighbouring countries of Uganda to the following directions.
 - a) North
 - b) East
 - c) South
 - d) West
2. With the help of an adult prepare clay and model the map of Uganda. Using the clay show its neighbours using seeds.

Lesson: Elements of a Map

You should be able to:

- i) write the elements of a map.
- ii) identify some of the functions of each element of a map.

You will need:

- pencils
- textbooks
- ruler
- atlas
- notebook
- colour

Introduction

In Primary Three and Four you learnt about the meaning of a map. In this lesson, you are going to describe the elements of a map.

Procedure

Step I

- i) There are five elements of a good map. List them.
- ii) Give the functions of each element of a good map.

Step II

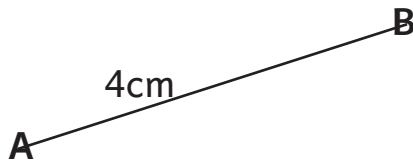
- i) **A scale** is used to find distance on a map in relation to the distance on ground.

You need the following materials to measure distances between places on a map.

- pencil
- ruler
- compass
- thread

When finding distance between two places using a ruler, that is, **A** and **B**.
For example;

The distance from **A** to **B** is 4cm. What is the distance if the scale is 1cm representing 20km.



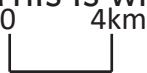
$$1\text{cm} = 20\text{km}$$

$$4\text{cm} = (20 \times 4)$$

$$= \underline{\underline{80\text{km}}}$$

Types of scale

a) Statement scale: This is written in a sentence.

b) Linear scale - 

c) Fractional scale/Representative/Ratio Scale: For example, as fraction (1/50,000) or as ratios (1:50,000).

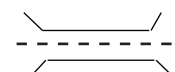
ii) **The key** interprets symbols used on a map.


Symbols are features used to represent real objects on a map.

To prevent congestion on a map, many symbols are used which need interpretation for example;

a)  water fall

b)  swamp

c)  bridge

d)  dam

iii) **A title** is used to show what the map is all about.

iv) **A compass direction** is used to show direction of places on a map.

iv) **A frame** is used to enclose a map.

Activity

1. What is a map?
2. Write the importance of the following elements of a good map:
 - a) Frame
 - b) Map Key
 - c) Map Title
3. Use the map below to answer questions that follow.



- a) What is the distance between town A and B?

TOPIC 2:PHYSICAL FEATURES OF UGANDA

Lesson: Types of physical features in Uganda

You should be able to:

- i) give the importance of mountains and highlands.
- ii) write the activities that are carried out on a plateau.
- iii) name different types of fish found in lakes and rivers of Uganda.
- iv) locate the rift valley on the map of Uganda.
- v) draw the map of Uganda showing major physical features.

You will need:

- pencil
- notebook
- rubber
- atlas
- coloured pencil
- sharpener
- textbooks

Note:

- i) Read the instructions carefully before doing each activity.
- ii) Ask an adult to help where you find difficulties when doing the activity.
- iii) Mind your drawings, grammar and spelling, and handwriting.

Introduction

In Primary Four, you learnt about physical features. In this lesson, you are going to learn about importance of different types of physical features.

Procedure

Step I

i) Types of physical features

Physical features are landforms of an area.

These include:– Mountains, Plateau, Plains and Hills

- lakes, rivers, rift valleys and others

ii) Importance of physical features

a) Mountains

They provide fertile soils for growing crops.

They help in rain formation.

They attract tourists.

b) Plateau

They have fertile soils for farming.
They are mining grounds.

c) Lakes and Rivers

They help in rain formation.
Rivers help in making hydro- electricity.
They are sources of fish.
They are used for transport.

d) Rift valleys

They provide fertile soils for growing crops.
They help in rain formation.
They attract tourists

iii) Types of fish caught in Uganda

- Tilapia
- Nile perch
- Mud fish
- Lung fish
- Cat fish
- Lake Victoria Sardine (Mukene)

By use of an Atlas and with guidance from an adult, locate and draw the Western rift valley.

Activity

1. Outline the different activities done on different physical features in Uganda.
 - a) Mountains
 - b) Lakes and rivers
 - c) Plateau
 - d) Rift valley
2. By use of an Atlas, textbooks and help from your elders, identify examples of the following physical features in Uganda.
 - a) Mountains
 - b) Lakes
 - c) Rivers
3. By use of an Atlas and text book, draw the map of Uganda and show the major physical features.

You will need the following to attempt the questions on drawing:

- Pencil
- Sharpener
- Notebook
- Colours
- Rubber
- Atlas
- Textbook

Lesson: Problems Associated With Different Types of Physical Features

You should be able to:

- i) identify problems some physical features cause.
- ii) identify water borne diseases.
- iii) mention problems brought about by lakes and rivers.

You will need:

- notebooks
- pencils
- pens
- sharpener

Tips

- i) Read the instructions carefully before completing each activity.
- ii) Ask an adult to help you where you find difficulties when doing the activity.
- iii) Mind your spelling, handwriting, drawing skills and observation.

Introduction

In Primary Four you learnt about dangers of different physical features.

In this lesson, you are going to learn identifying problems associated with different types of physical features.

Procedure

Step I

- i) **Problems caused by the presence of physical features in an area**
Mountains make road and railway transport difficult.
There is a lot of soil erosion in mountainous areas.
People face a problem of landslides in mountainous areas.
Rivers and lakes keep dangerous water animals.
- ii) **Water borne diseases**
These are diseases that are spread by drinking dirty water.

Examples of water borne diseases include;

- cholera
- typhoid
- dysentery
- diarrhoea
- bilharziasis

Step II

Problems brought about by lakes and rivers

- i) Floods.
- ii) Disease vectors like mosquitoes.
- iii) Attacks from dangerous water animals.
- iv) Difficulty in road construction.

Activity

1. Write problems caused by different physical features.
2. With the help of an atlas and your elder, identify the:
 - a) The highest mountain in Uganda.
 - b) The longest river in Uganda.
 - c) The largest lake in Uganda.
3. Mention any one problem caused by the presence of rivers and lakes in the area.
4. Visit any physical feature in your area with an adult:
 - Discuss the problems the physical feature has caused to the people in that area.
 - Record four findings in the notebook under the guidance of an adult.

Lesson: Activities Done Around Different Physical Features in Uganda

You should be able to:

- i) identify activities done by people on different physical features.
- ii) identify possible solutions to the problems caused by physical features.

You will need:

- notebook
- pens
- pencil
- sharpener
- ruler

Tips

- i) Read the instructions carefully before completing each activity.
- ii) Ask an adult to help you where you find difficulty while doing this work.
- iii) Mind your handwriting, spelling, and observation.

Introduction

In Primary Four you learnt about ways of caring for physical features.

In this lesson you are going to learn how to care for physical features in your area.

Procedure

Step I

Activities done by people around physical features

- Pottery
- Fishing
- Craft making-Trade
- Quarrying
- Tourism
- Mining
- Fish smoking
- Crop cultivation

Step II

Caring for physical features

- Avoiding pouring dirty things into lakes and rivers.
- Using physical features carefully.
- Covering pits with soil after sand mining.
- Maintaining vegetation around physical features.

Activity

You are going to carry out a **project** on how people care for the physical features in your area.

With the guidance of an adult person find out and record the following:

- a) Activities people do to protect the environment.
- b) The role of the government towards the protection of physical features.

TOPIC: THE CLIMATE OF UGANDA

Lesson: Climatic Regions of Uganda

You should be able to:

- i) locate climatic regions of Uganda.

- ii) differentiate between climate and weather.
- iii) explain factors that influence climate of Uganda.

You will need:

- notebooks
- pens
- pencils
- ruler
- rubber
- textbooks
- atlas
- coloured pencils
- sharpener

Tips

- i) Read the instructions carefully before attempting each activity.
- ii) Ask an adult to help where you find difficulties when doing this activity.
- iii) Mind the following: handwriting, spellings, drawing skills and observation.

Introduction

In the previous lesson you learnt the meaning of climate and its aspects. In this lesson, you are going to locate the climatic regions of Uganda.

Procedure:

Step I

What is climate?

Climate is the average weather condition of a place recorded for a long period of time.

Rainfall and temperature are the major **aspects** of climate.

Weather is the state of the atmosphere at a given time.

Factors that Influence the Climate of an Area

Note that the climate of Uganda changes from one place to another. Things that cause these changes include:

- Altitude
- Vegetation distribution
- Distance from the equator
- Distance from big water bodies
- And human activities

Activity 1

1. With the help of an atlas and textbooks, identify the climatic regions of Uganda.
2. Find more factors that influence the climate of different areas in Uganda.

Activity 2

1. With the help of an atlas or textbooks, draw a sketch map of Uganda showing climatic regions of Uganda.
2. Write the factors that influence the climate of Uganda.
3. Give the difference between weather and climate.
4. Which climatic condition is experienced in your local area?

Lesson: Influence of Physical Features on the Climate of Uganda

You should be able to:

- i) explain how different physical features influence climate of Uganda.
- ii) show the different physical features with their climatic conditions.

You will need:

- notebooks
- pens
- pencils
- ruler
- rubber
- textbooks
- atlas
- coloured pencils
- sharpener

Different physical features affect the climate of an area.

Procedure

Step I

These physical features include;

- i) Highlands
- ii) Waterbodies
- iii) Plains.

Step II

These physical features affect climate in different ways.

- i) Highlands lead to the formation of **relief rainfall**.
- ii) Waterbodies lead to the formation of **convictional rainfall**.
- iii) Plains lead to the formation of **frontal rainfall**.

Another name for relief rainfall is **orographic rainfall**.

Frontal rainfall is also called **cyclonic rainfall**.

Activity 1

1. Write examples of physical features that influence the climate of an area.
2. With the help of an elder and a textbook, draw a diagram showing the formation of convectional rainfall.

Lesson: Explaining How Climate Influences Human Activities

You should be able to:

- i) locate the wet and dry areas of Uganda.
- ii) name different crops grown in dry and wet climatic condition.
- iii) draw a map of Uganda showing major agricultural and cattle keeping areas.

You will need:

- notebooks
- pencil
- pens
- ruler

Tips

- i) Read the instructions carefully before completing each activity.
- ii) Ask an adult to help you where you find difficulties when doing the activity.
- iii) Mind your spelling, handwriting, drawing skills and observation.

Introduction

In the previous lesson you learnt about how physical features influence the climatic conditions of an area.

In this lesson, you are going to look at how climate influences human activities.

Procedure**Step I**

Note that the wet areas of Uganda are those areas that receive heavy rainfall throughout the year. For example:

Shores of lakes
River banks
Swampy areas
Slopes of mountains
And areas near forests.

Mention the activities that are carried out in the above wet areas.

Dry areas of Uganda are those areas that experience high temperatures all the year round. Like;

Karamoja sub -region
Ankole – Masaka cattle corridor
Gomba district
Kiboga and Kyankwanzi districts

Mention the human activities are carried out in the areas mentioned above.

Step II

Write down the crops grown in the wet and dry areas from the list below.

Wet areas

-
-
-

Dry areas

-
-
-

List of crops

- Bananas
- Sugarcane
- Coffee
- Oil palm
- Cocoa
- Millet
- Sorghum
- Maize
- Cassava
- Beans

Activity

Outline the major activities carried out in:

- a) Wet areas
- b) Dry areas

Lesson: The Problems Associated With Wet and Warm Areas to Living Things

You should be able to:

- i) identify different pests and vectors that affect plants and animals.
- ii) state the methods which are used to destroy animals and plant pests.
- iii) suggest possible solutions to the problems caused by pests and vectors to crops and animals.

You will need:

- pencils
- notebook
- a ruler
- pens

Tips

- i) Read the instructions carefully before completing the activity.
- ii) Ask an adult to help where you find difficulty when doing this activity.
- iii) Mind your handwriting, spelling and drawing skills.

Introduction

In the previous lesson you learnt about how climate influences human activities. In this lesson, you are going to identify the problems associated with wet and warm areas and the possible solutions.

Procedure

Step I

Problems associated with wet areas to living things

- Disease vectors
- Floods
- Poor transport network
- Crop pests.

Problems associated with warm areas to living things

- Disease vectors
- Drought
- Lack of pasture and water
- Wild bush fires
- Poor veterinary services.

Step II

Methods used to destroy animal and plant pests

- Spraying
- Dipping
- Crop rotation
- Using traps.

Find other solutions to the above problems.

Activity

1. Write examples of crop pests and animal parasites.

Crop pests

—
—

Animal parasites

—
—

2. Give possible solutions to the problems faced by people living in warm areas.
3. With the help of a textbook, draw examples of vectors. Mind your drawing skills.

TOPIC; VEGETATION OF UGANDA

Lesson: Factors that Influence Vegetation

You should be able to:

- i) list down the factors that influence vegetation distribution.
- ii) explain how each factor influences vegetation distribution.
- iii) draw map of Uganda showing areas with different rainfall patterns and vegetation.

You will need:

- pens
- pencils
- notebook
- atlas
- rubber
- sharpener
- coloured pencil
- ruler

Tips

- i) Remember some activities may take you more than one hour to complete.
- ii) Read the instructions carefully before completing each activity.
- iii) Ask an adult to help you where you find difficulties as you do the activity.
- iv) Mind your spelling abilities, drawing skills, observation, and hand writing.

Introduction

In Primary Four, you learnt about vegetation and different examples of vegetation.

Note that Uganda's vegetation is not the same. Different areas have different vegetation. In this lesson you are going to look at the factors that cause that.

Procedure

Step I

Factors that influence vegetation distribution

- rainfall
- soil fertility
- altitude
- distance from large water bodies
- relief
- human activities

Step II

How the above factors influence vegetation distribution

Note: Influence can be negative or positive.

Rainfall

- Areas that receive reliable rainfall have thick vegetation.
- Areas that receive little rainfall have scattered vegetation.

Activity

1. Talk to your elder about how the following factors influence vegetation distribution.
 - a) soil fertility
 - b) human activities
 - c) altitude
 - d) landform
2. With the help of an adult draw a sketch map of Uganda showing areas with different rainfall patterns and vegetation.

Lesson: Ways how Vegetation Influences Human Activities

You should be able to:

- i) write the human activities carried out in each of the vegetation zones.
- ii) suggest activities that can be carried out in different areas.

You will need:

- notebook
- ruler
- pen
- rubber
- sharpener
- pencil
- atlas

- textbooks

Tips

- Read the instruction carefully before completing each activity.
- Ask an adult to help you where you find difficulties when doing the activity.
- Try to complete all the activities.
- Mind your spelling, observations and handwriting.

Introduction

In the previous lesson you learnt about the factors that influence vegetation. In this lesson you are going to learn ways how vegetation influences human activities.

Procedure

Step I

Human activities carried out in the following vegetation zones

Savanna grassland

- Cattle keeping
- Tourism
- Hunting

Rain Forest

- Lumbering
- Tourism
- Hunting

Mountain vegetation

- Cattle keeping
- Lumbering
- Tourism

Swamp Vegetation

- Pottery, bricking making
- Craft making
- Farming

Step II

Activity

1. Suggest other activities that can be carried out in the above vegetation zones.

2. With the help of an adult visit any vegetation zone near your

home.

3. Observe and record human activities which are carried out in that vegetation zone.

Lesson: Conserving Vegetation

You should be able to:

- i) list the uses of vegetation.
- ii) mention human activities that conserve the environment.

You will need:

- notebook
- pencil
- pen
- rubber
- ruler
- sharpener

Tips

- i) Read the instructions carefully before starting each activity.
- ii) Ask an adult to help you where you find difficulties when doing the activity.
- iii) Mind your handwriting, spelling and observation.

Introduction

In Primary Four you learnt about how to care for vegetation. You also learnt about its importance.

In this lesson you are going to learn about human activities that conserve the vegetation. You will again learn about its importance.

Procedure

Step I

Activity

1. List the uses of vegetation.
2. Mention the human activities that conserve the vegetation.

Step II

Activity

1. With the help of an adult visit a nearby farm:
 - a) Observe the activities carried out on the farm.

- b) Record the farm activities that conserve vegetation
2. If you want to improve the home compound you will be required to plant flowers and 1 – 2 trees in the compound.

Using the guidance of an adult show the steps you will take to carry out the project

Human activities that affect vegetation

You should be able to:

- i) Identify the human activities that negatively affect vegetation in Uganda.
- ii) Plant trees and flowers in your home compound.

You will need:

- Notebook
- Pencil
- Pen
- Rubber

Tips

- i) Try to complete all the activities. Remember that some activities may take you long to complete.
- ii) Read the instructions carefully before starting each activity.
- iii) Ask an adult to help you where you find difficulty when doing this activity.

Introduction

You have to note that the work done in any given area affects the environment in which you live. You will take a look at the human activities that negatively affect vegetation

Procedure

Step I

- i) Remember what you learnt in Primary Four.
- ii) What are some of the ways how people in your district affect vegetation?

Step II

You will need:

- a notebook
- pen
- pencil
- an adult to guide you

Activity

With the help of an adult, visit a site where vegetation has been destroyed.

- a) Find out the reasons why that vegetation was destroyed.
- b) Record the human activities that are carried out there.

Relationship between vegetation and population distribution

You should be able to:

- i) Identify the areas near your home that have few people and those with many people.
- ii) Find out the kind of vegetation that grows in areas with:
 - a. Few people.
 - b. Many people.

You will need:

- notebook
- pen
- pencil
- rubber
- ruler
- sharpener

Tips

- i) Read the instructions before starting each activity
- ii) Ask an adult to help you where you find difficulties when completing this activity.
- iii) Mind your handwriting and language as you talk to people during the visit.

Introduction

In the previous lesson, you found out the activities that negatively affect vegetation. You are going to identify the relationship between vegetation and population distribution.

Procedure

Step I

- a) **Population** means the number of people living in an area.

- b) **Population distribution** means how people are spread in an area.
- c) People choose to settle in an area basing on factors that favour their interests.
- d) With the guidance of your parent find out the factors that influence patterns of settlement.
- e) How do those factors affect vegetation?

Activity

1. Locate two areas near your home area, one with many people and the other with few people (your parent may help you to do this activity).
2. Find out the kind of vegetation that is growing in each area.

TOPIC:NATURAL RESOURCES OF UGANDA

Lesson: Types of Natural Resources in Uganda

You should be able to:

- i) give the meaning of natural resources.
- ii) mention different types of natural resources in Uganda.
- iii) trace the map of Uganda and show the major natural resources.

You will need:

Pens, pencils, rubber, SST Atlas for Uganda, textbook for P.5 SST, the nearby environment and a cut out of the map of Uganda

Tips

- i)** Read the instructions carefully before doing the activity.
- ii)** Mind your spellings and handwriting while attempting the work.
- iii)** Feel free to find help from the adults near you in case of any difficulty.
- iv)** Make use of the nearby environment to get more knowledge about this lesson.

Introduction

In this lesson, you will learn the meaning of; resources, natural resources and environment.

You are expected to identify examples of natural resources in the environment.

Procedure

Step I

Materials that people use in order to meet their needs are called **resources**.

Remember in the previous lessons, you studied basic needs of human beings. The things people need to live a better life are got from other materials.

Step II

Natural resources are the materials that exist on their own in the environment which people use to meet their needs.

Environment means people and their surroundings.

Types of Natural Resources

- a) Renewable resources
- b) Non-renewable resources

Renewable Resources

These are components of the environment that can be replaced naturally once they are used.

Non-renewable Resources

These are components of the environment that can never be replaced once they are used.

The following are examples of natural resources in the environment. Find out those that can be replaced and those that cannot be replaced once used up;

Water, people, animals, vegetation, land, minerals, climate

Activity

1. With the help of adults near you, move around in the community and make notes about things people use to get their needs.
2. Which of those things in(1) above are found;
 - on land
 - in water
 - in air
3. Discuss with the adults how people use the resources you saw in the community. Please make notes in your notebook.
4. Trace the map of Uganda and show the following; major lakes, rivers, mountains and forests.

Location of Natural Resources on the Map of Uganda

You should be able to locate different natural resources on the map of Uganda

You will need:

- a well sharpened pencil
- pens
- ruler
- exercise book or notebook
- Primary School SST Atlas
- Cut out of the map of Uganda
- SST textbooks for P.5

Tips

- i) Read the instructions carefully before doing the activity.
- ii) Mind your spellings and handwriting as you do the activity.

Introduction

Trace the map of Uganda, make a cut of that map and use it in your notebook or exercise book.

Procedure

Step I

Trace the map of Uganda and locate different resources.

Step II

- i) On the map of Uganda, use your Atlas or textbook to locate major lakes, rivers, natural forests, swamps and game parks.
- ii) Use a pencil to draw using map symbols of the major:
 - c) Mountains in Uganda like Mt. Elgon, Mt. Rwenzori, Mt. Moroto and Mt. Mufumbiro
 - d) Lakes like; Victoria, George, Edward, Albert and Kyoga.
 - e) Rivers like; Nile, Achwa, Kafu, Katonga and Kagera.
 - f) Game parks like Queen Elizabeth, Murchison falls, Kidepo valley

Activity

1. Using the map of Uganda, which lake occupies the central part of Uganda?
2. Name the natural forests located in Uganda.

The Importance of Natural Resources

You should be able to:

- i) discuss the importance of natural resources, that is, land, minerals, water, climate, people, animals and plants.

- ii) make your own notes about the importance of natural resources.

You will need:

- pens
- exercise books
- SST textbooks
- previous work about resources
- resource person

Tips

Read the instructions carefully before doing the activity and mind your spellings and handwriting

Introduction In Primary Four you studied about the importance of different examples of natural resources. In this lesson, you are going to give different ways natural resources are important to people.

Procedure

Step I

- i) With the help of an adult, visit the nearest resource and find out how it is used (forest, swamp, lake or river, mine, land).
- ii) Ask your parents or an adult the ways resources are used and the problems facing each natural resource.
- iii) Find out the activities people do on land, water bodies, forests, rivers and mountains (use a resource near to you).

Activity

- i) With the help of an adult, visit a nearby forest or garden, observe and record different plants, grass, trees or crops you see.
- ii) Stateways each of the following resources are important:
 - a) Land
 - b) Water
 - c) Animals
 - d) People
 - e) Climate
 - f) Vegetation
- iii) Why is land regarded as the most important resource?
- iv) Give any challenges facing :
 - a) Land
 - b) Water bodies
 - c) Vegetation

Problems Associated with the Development of Various Natural Resources

You will be able to:

- i) List problems associated with developing of various natural resources.
- ii) Give solutions to the problems associated with development of various natural resources.
- iii) Write 4 ways how people misuse natural resources.

You will need:

- notebook
- pens
- pencil
- ruler
- sharpener
- rubber
- nearby environment

Tips

- i) Read the instructions carefully before starting each activity.
- ii) Ask an adult to help you where you find difficulties when doing the activity.

Introduction

In the previous lesson you learnt about importance of natural resources.

In this lesson you are going to learn about problems associated with development of various natural resources.

Procedure

Step I

- i) State the problems faced by each natural resources listed below:
 - a) Land
 - b) Animals
 - c) Minerals
 - d) Plants
 - e) Water
 - f) Climate
 - g) People

Step II

How has man misused the natural resources in our country?

- a) By over cultivation
- b) By over grazing
- c) Over mining
- d) Deforestation
- e) Swamp drainage
- f) Bush burning
- g) Over stocking

Activity

1. With the help of an adult give the problems associated with the development of various natural resources:
 - a) Lakes and river/water bodies
 - b) Plants
 - c) Mineral
 - d) People
 - e) Land

Ways of Caring for Natural Resources

You are expected to show ways of caring for natural resources.

You will need:

- notebook
- pen

Tips

- i) Read the instructions carefully before completing each activity.
- ii) Ask an adult to guide you where you find hardships in completing this activity.
- iii) Mind your spelling, observations and handwriting as you do this activity.

Introduction

In your previous lesson, you learnt about problems that are associated with natural resources.

You are going to find out ways people should care for natural resources

Procedure

Step I

In your home, ask an adult to guide you on how best you can care for the resources in your area.

You will be required to discuss one after the other, so you should first list

those resources in your area such as:

- a) forests
- b) wetlands
- c) mine

Step II

Try to think how you can involve all the people in the area to conserve land (resources) in your area.

Activity

1. Identify ways of caring for natural resources.
2. With the guidance of an adult, visit a nearby natural resource like a forest and:
 - observe and record- examples of trees.
 - type of wood in that forest.
3. How can you care for the above resource in your area?

Term 2

TOPIC :THE PEOPLE OF THE PRE-COLONIAL PERIOD IN UGANDA

Lesson 1: Ethnic groups in Uganda

You will be able to:

- i) Find out the meaning of an Ethnic group.
- ii) Name the major Ethnic groups in Uganda
- iii) Study the map of Uganda showing the major ethnic groups.

Materials you will need

- Pen
- Pencil
- Note book
- P.5 book for SST
- An atlas for Uganda (If possible)

Introduction

In primary four, you learnt about tribes found in your district. Do you remember them?

In this activity, you are going to study about people of pre-colonial period in Uganda. You will learn about the main Ethnic groups in Uganda. You will find out the different tribes found in each Ethnic group and the languages they speak.

Procedure:

Step 1:

- With the help of your parents/Guardians find out the different tribes that are found in Uganda. Find out the languages that each tribe speaks. Identify the tribes that speak a similar language.
- All the tribes that speak a similar language are grouped to form an **Ethnic group**. It means they share the **same origin**.

Step 2:

Now that you know the tribes that form different Ethnic groups, tell your parents/guardians the Ethnic group of your tribe. Tell them the region in which your Ethnic group is located.

Step 3

Look at the map of Uganda below and observe the different ethnic groups. The arrows show where each ethnic group came from to enter Uganda.

A SKETCH MAP OF UGANDA SHOWING ETHNIC GROUPS



- You will discover that the main Ethnic groups in Uganda are:
 - **Bantu** (Largest ethnic group)
 - **Nilotes** (River-lake Nilotes (Nilotics), Nilo-Hamites or plain Nilotes and Highland Nilotes)
 - **Sudanic people**(They live in West Nile)
 - **Hamites** (e.g Bahima)

Activity

Answer the questions below correctly :

1. To which Ethnic group do you belong?
2. Name the largest Ethnic group in Uganda.
3. Complete the table below correctly.

TRIBE	LANGUAGE SPOKEN
Baganda

.....	Lusoga
Iteso
.....	Runyankole

Lesson 2: The origin of different Ethnic groups in Uganda

You will be able to:

- (i) Tell the origin of the Ethnic groups in Uganda
- (ii) Explain the reasons which led to the migration of the ethnic groups.

Materials you will need:

- A pen
- A pencil and a rubber
- A ruler
- Exercise book
- P.5 text book for P.5
- S.S.T atlas for Uganda

Introduction

In the previous lesson, you learnt about the Ethnic groups in Uganda.

In this lesson, you are now going to study about the origin of the Ethnic groups. You will also find out the reasons which led to their migration

Procedure

Step 1

- Look at the table below. It shows the Ethnic group and their places of origin.

Ethnic group	Place of Origin
• Bantu group	Cameroon Highlands
• Nilotes group	Bahr-el-Ghazel in South Sudan
i) River-lake Nilotes (Luo speaker)	Southern Ethiopia
ii) Plain Nilotes (Nilo-Hamites)	North – Eastern Ethiopia
• Sudanic group	South Sudan
• Hamites	Ethiopia

NOTE:

- The Bantu were farmers and settled in the Interlacustrine region.
- The Luo speakers (River-lake Nilotes) were cattle keepers and fishermen
- The Plain Nilotes were cattle keepers and they settled in the semi-arid areas of Uganda.
- The Highland Nilotes settled around the slopes of Mt. Elgon.
- The Sudanic groups were crop cultivators, cattle keepers and Iron smelters.
- The Hamites were mainly cattle keepers.

Step 2:

- You have now known the origin of the Ethnic groups in Uganda.
- You can now learn about the reasons why Ethnic groups migrated from their original homelands.
- Some of the reasons for their migration include;
 - i. They were looking for fertile land to grow crops
 - ii. They were looking for pasture for their animals
 - iii. They were searching for water for their animals
 - iv. They had internal misunderstandings
 - v. They were attacked by other unfriendly tribes

Lesson 3: Political organisation of Ethnic groups in Uganda

You will be able to:

- State the political organisation of different Kingdoms, chiefdoms and clan system.
- Study the map of Uganda showing Kingdoms.
- State the role of leaders of different ethnic groups.

Materials you will need:

- Pen
- Pencil
- Rubber
- Note book
- Primary SST Atlas for Uganda (if possible)
- SST text book for P.5

Introduction

In this lesson, you will study about the Political organisation of the ethnic groups of Uganda.

You will also study the map of Uganda showing Kingdoms. You will find out the roles of leaders of different Ethnic groups.

Roles of leaders of different ethnic groups.

Leaders settled disputes among the people. Societies had different conflicts which were solved by cultural leaders. They protected people in their communities. Leaders played a big role of ensuring that their people are safe.

They united people. They ensured that cultural ceremonies performed brought people together. They preserved their cultures.

Procedure

Step I:

Ask your parents or guardians to help you find out how different ethnic groups were politically organised.

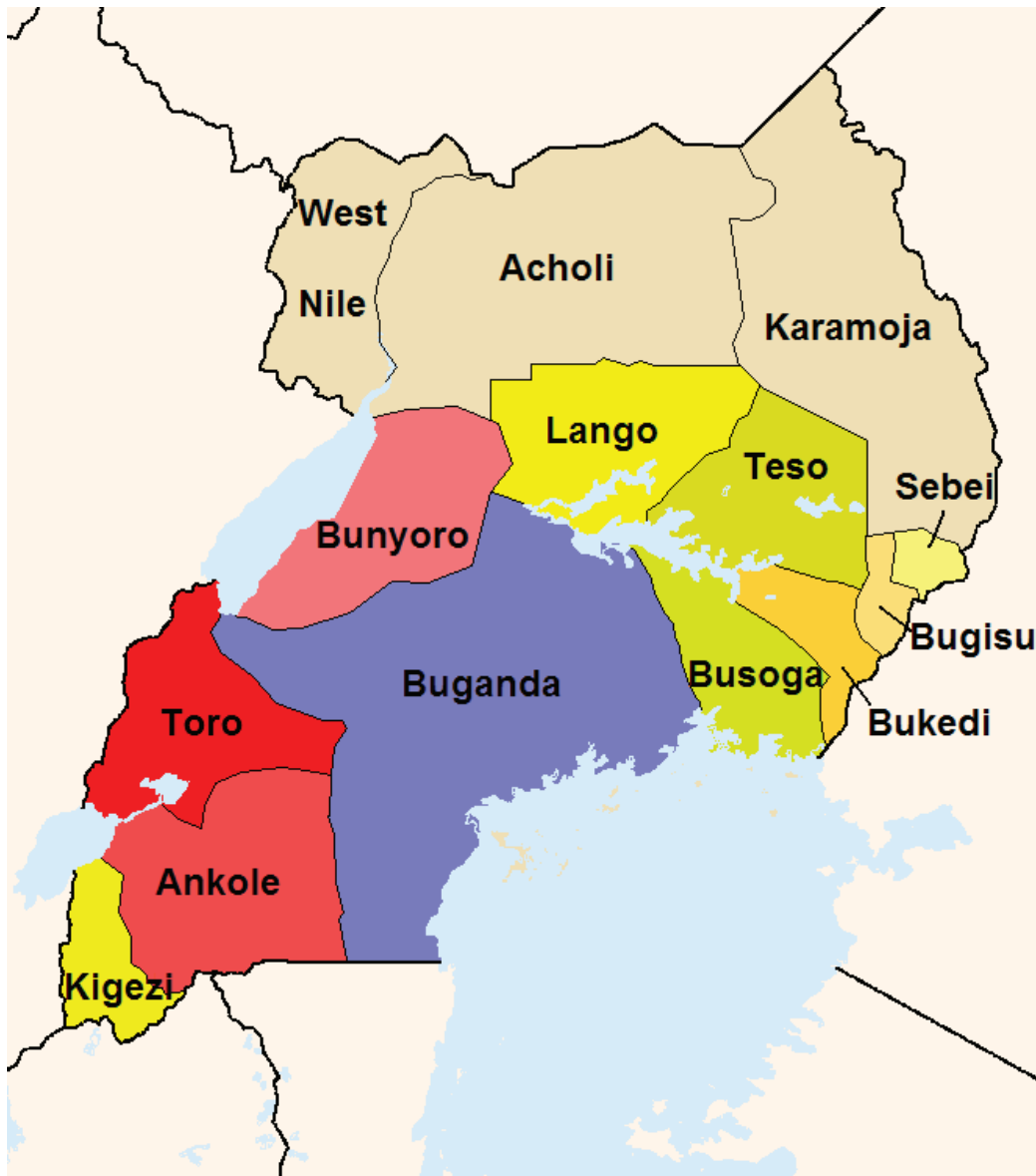
Note:

Ethnic groups in Uganda were ruled through two political systems . These were:

- i) **Centralised system** where the king was the supreme ruler.
- ii) For example Buganda, Bunyoro, Toro, Ankole.
- iii) **Decentralised system** where the chiefs and clan heads formed leadership in their communities.
- iv) For example among the Nilotics, Nilo Hamites and the Basoga from the Bantu speakers.
 - Ask your parents/guardians to help you know some facts about Bunyoro-Kitara Kingdom.

Step 2:

- Look at a map of Uganda below and observe areas with Kingdoms, Chiefdoms and Council of Elders



- Ask your parents/guardians to find out the titles of leaders in each area on the map above.

Activity

1. Write roles of the following leaders in our communities
 - (i) LC1 Chairperson
 - (ii) Traditional leaders
2. Ask your parents to help you find out the roles of your clan leader.

Lesson 4: Social organisation of Ethnic groups in Uganda

You will be able to:

- state the importance of social norms like; clans, customs and totems
- Identify ways of practising social norms of Ethnic groups e.g naming

children, marriage, circumcision.

Materials you will need

- Pen
- Pencil
- Exercise books
- Primary 5 SST textbook

Introduction

In this lesson, you will learn about ways of practising social norms in your Ethnic group and the importance of the social norms.

Procedure:

Step 1:

- Ask your parents/guardians to tell you the meaning of your name. Find out how names are given to newly born children in your tribe.

Note

Naming children is one example of a custom.

Customs are accepted ways of living, behaviour and traditional practices by a community. They include; initiation and marriage customs.

Social Norms are unwritten rules about how to behave. They provide us with an idea of how to behave in a particular social group or culture. For example, we expect pupils to arrive to a lesson on time and complete their work.

Step 2:

With the help of your parents, find out the importance of social norms and values in your community. For example; they enable us to have “proper” way to behave.

Activity

1. Which tribes in Uganda practice circumcision?
2. Give examples of initiation activities carried out by different ethnic groups in Uganda.

Summary

Norms provide order in society. It is difficult to see how people in society could operate without social norms. Human beings need norms to guide and direct their behavior, to provide order as we relate with one another.

TOPIC: FOREIGN INFLUENCE IN UGANDA

Lesson 1: Foreigners who came to Uganda

You will be able to:

- i) Identify the foreign groups that came to Uganda.
- ii) Draw the map of Uganda showing the explorers' routes in Uganda.

Materials you will need;

- Pen
- Pencil
- Rubber
- Note book
- P5 SST text book
- Social studies Atlas for Uganda (if possible)

Introduction

In this lesson, you are now going to learn about the foreign groups that came to Uganda. You will also learn about the different parts of the world where the foreign groups came from and the activities they did.

Procedure

Step I:

Study the table below showing the foreign groups that came to Uganda and their places of origin.

Group of foreigners	Place of Origin
i) Arab Traders	Saudi Arabia- Asia
ii) Indians	India in Asia
iii) Explorers	Europe
iv) Missionaries	Europe
v) European Traders	Europe
vi) Colonialists/Administrators	Europe

Step II:

- You will read about explorers like John Speke, Richard Burton, James Grant and Samuel Baker. Read also about Captain F.D Lugard and Sir Gerald Portal.

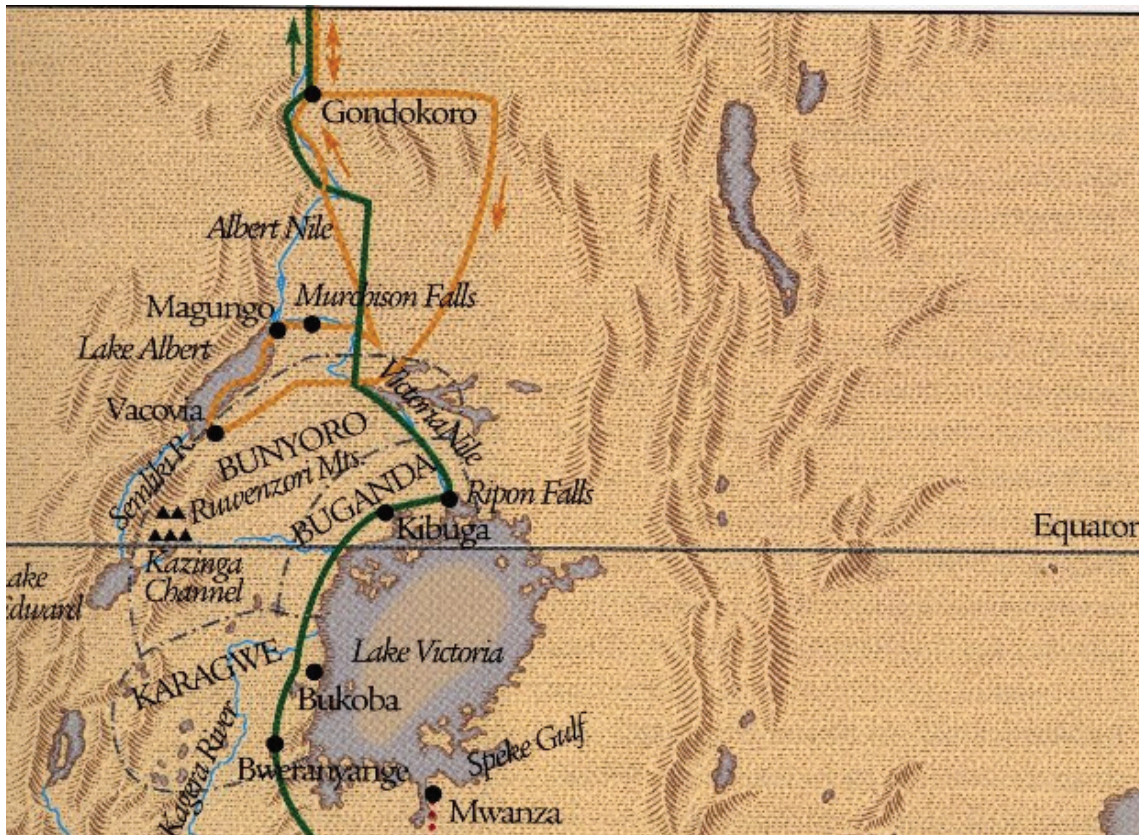
An Explorer is a person who discovers unknown land. European explorers came to Uganda and explored different parts of the country. They were sponsored by organisations such as the **Royal Geographical Society**.

Explorers came mainly to find the source of River Nile.





Step 3

Now study the explorers' routes in this map.

A SKETCH MAP SHOWING JOURNEYS OF EXPLORERS IN UGANDA



KEY

	Burton and Speke 1856-59		Speke 1858
	Speke and Grant 1860-63		Baker 1863-65

Activity

1. Write the foreign groups that came to Uganda.
2. Draw a sketch map of Uganda and show the journeys of explorers.

Lesson 2: Reasons why foreigners came to Uganda

You will be able to:

- State the reason why foreigners came to Uganda

Materials you will need:

- Pen
- Note book
- P5 SST text book

Introduction

Dear learner, welcome to our new activity. In this activity, you are going

to learn about the reasons why foreigners came to Uganda.

Procedure

Step I:

You have learnt about the foreign groups that came to Africa.

Can you find out some of the reasons why they came ?

Reasons for the coming of foreign groups to Uganda.

• Arab Traders	- To carry out trade and spread Islam.
• Explorers	- To find out about the unknown land.
• Indians	- To build the Uganda railway.
• Missionaries	- To spread Christianity.
• European traders	- To carry out trade and prepare for colonisation.
• Colonialists/Administrators	- To acquire colonies and to administer.

Activity

1. Give one reason why foreign groups came to Uganda.
2. How did people of long ago benefit from trading with the Arabs?

Lesson 3: Influence of foreigners and their contributions to Uganda.

You will be able to:

- State the influence of foreign groups to the people of Uganda.
- Tell the contributions of the foreign groups to Uganda.
- Suggest the positive and negative contributions of foreign groups to Uganda

Materials you will need:

- Pen
- Pencil
- Note book
- P5 SST text book

Introduction

In this activity, you are now going to find out the influence of foreign groups to the people of Uganda and their contributions.

You should also be able state the positive and negative contributions of the foreign groups to the people of Uganda.

Procedure

Step I:

the influence and contributions of foreign groups to the people of Uganda.

Positive contributions of the Arabs

They introduced:

- i) Art of building using stones. New styles of building using stones and bricks.
- ii) Wearing of tunics. The local people started dressing in Arabic form. Men started wearing kanzus, turbans, caps and sandals and women wore long silk dresses and veils.
- iii) New crops. These were foods of Atlantic origin such as rice, wheat and sugarcanes.
- iv) Cowrie shells as a form of currency (money).

You can also use your text book for more information.

Step II:

Now that you have known the influence and contributions of foreign groups to Uganda, let us look at the positive and the negative contributions.

Negative effects of missionary work in Uganda.

They preached against traditional culture. this affected the morals of society.

Negative effects of colonialists in Uganda.

Many people died due to rebellions against colonialism. Many families were separated due to the boundaries which were drawn by colonialists.

Activity:

1. Write the names of the foreign groups which came to Uganda.
2. How did the coming of foreigners benefit the people of Uganda?

TOPIC: HOW UGANDA BECAME A NATION

Lesson 1: How Uganda signed agreements with Britain

You will be able to:-

- i) Define the term **nation**.
- ii) Identify ways how Uganda became a nation.
- iii) State the agreements which were signed between Britain and different communities in Uganda.

Materials you will need:

- Pen
- Pencil
- Exercise books
- P5 SST text book

Introduction

In this lesson, you are now going to learn about how Uganda became a nation. This was done through signing agreements, using force, using colonial agents and changing boundaries.

You will also identify the agreements signed between Britain and Uganda and explain how the agreements helped to create Uganda as a nation.

Procedure

Step 1:

- You have already learnt that before the coming of foreigners, some societies in Uganda had kings.
- A **nation** is a group of people living together in a particular country having the same political leaders and common policies and goals.

A **nation** can also be defined as a group of people who share culture, ethnic origin and language.

Uganda as a nation has **national symbols** such as, National Anthem, Coat of Arms, National flag, and National emblem that unite all its people.

You can also read more from your P5 S.ST text book.

Step II:

The agreements signed between the British and the kingdoms of Uganda were;

- The Buganda agreement (1900).
- The Tooro agreement (1900).
- The Ankole agreement (1901).
- The Bunyoro agreement (1896).

Step III:

Agreements signed to bring Uganda under British rule.

There were several agreements that were signed in Uganda with different Kings of Buganda, Ankole, Bunyoro, and Toro. Before signing treaties with different kings/chiefs in different parts of the country, the British formed the Imperial British East Africa company which was authorised to carry out trade with the local people with an aim of making profits and also to govern Uganda on behalf of the British Government as a British **colony**. The Imperial British East African Company sent an administrator called **Sir Harry Johnstone** to Uganda who later signed an agreement with Kabaka Daud Chwa.

Activity

1. Which country colonised Uganda?
2. What evidence is there today to show that Uganda was colonised by Britain?

Lesson 2: Administrative systems that existed during the British rule in Uganda

You will be able to;

- i) Identify the administrative systems used in Uganda during the colonial rule.
- ii) State the reason why each type of rule was applied.
- iii) Suggest areas where each type of rule was applied.

Materials you will need

- Pen
- Exercise book
- P5 SST text book

Introduction

In this lesson you are going to learn about the administrative systems in Uganda during British rule. You will find out why the British used those systems and the areas where they were applied.

Procedure

Step 1:

There were two main administrative systems that were applied in Uganda by the British.

Note:

The British used two systems to rule Uganda. These were:

- i) **Indirect rule** (used local rulers to rule their respective areas).
- ii) **Direct rule** (this is the British took direct control over the local areas where there was resistance).

Step II:

- Indirect rule was mainly applied by the British in the Kingdoms of Buganda, Tooro and Ankole.
- Direct rule was applied in Kigezi, Bugisu, West Nile and Bunyoro through Baganda agents.
- Indirect rule did not interfere with the local leaders. The kings and chiefs still had some powers over their people and kingdoms.

Activity

1. Name the types of administrative systems used by the British in Uganda.
2. Why did the British use indirect in most parts of Uganda

Lesson: Positive and Negative effects of colonial rule in Uganda.

You will be able to:

State the positive and negative effects of colonial rule in Uganda.

Materials you will need:

- Pen
- Exercise book
- P5 SST text book

Introduction:

You have learnt that Uganda was colonised by the British. In this lesson, you are now going to find out the positive and negative effects of colonial rule to Uganda.

Procedure**Step I:**

You can also read more about the effects of colonial rule to Uganda from the P.5 Social studies text book.

Effects of colonial rule in Uganda.**i) Positive effects**

- Introduced formal education by building schools. They taught reading and writing.
- Improved on health services by building hospitals and introducing new types of medicine.
- Improved on transport network by building the Uganda railway and many roads. This promoted trade.
- Introduced new crops like cotton.
- Modern Industries were built.

- New methods of farming and better farming tools were introduced.
- ii) **Negative effects**
- Overused Uganda's resources.
 - Undermined the culture of Uganda e.g. language culture, religion and indigenous education.
 - Created divisions among the people of Uganda.
 - Traditional education was replaced by formal education.

Activity

1. How did the people of Uganda benefit from the introduction of;
 - (a) cash crops by the British?
 - (b) formal education?

TOPIC: THE ROAD TO INDEPENDENCE

Lesson 1. Characteristics of the Colonial administration system and its effects.

You will be able to:

- i) Identify the characteristics of the colonial administration (foreign laws, taxation, segregation).
- ii) Suggest the effects of the characteristics of the colonial administration (rebellions, riots and formation of associations).

Material you will need:

- Pen
- Pencil
- Exercise book
- P.5 SST text book

Introduction

In this lesson, you are now going to learn about the characteristics of the colonial administrative systems in Uganda (Indirect and Direct rule)

You will also find out the effects of the characteristics of the colonial administrative systems in Uganda.

Procedure:

Step I:

- You can now learn about some of the events which took place in Uganda from the time Uganda was under colonial rule till it got her independence.

Events which took place in Uganda during colonial rule

- Setting up of the Imperial British East Africa Company (IBEACO)
- Introducing foreign laws.

- Introduction of taxation system.

Step II:

- Let us now find out the effects of the characteristics of the colonial administrative system.
- **Effects of the characteristics of colonial administrative system in Uganda**
 - Foreign laws were written down and gave punishment to whoever broke them such as imprisonment.
 - Taxation system (hut and gun taxes) helped the British to raise money to run the government.

Note:

The people of Uganda reacted to colonial rule differently. Some leaders were working (**collaborated**) with the British like Sir Apollo Kaggwa, Semei Kakungulu and Nuwa Mbaguta. They obeyed the British rulers.

Other leaders like chief Awich, Kabalega and Mwanga did not welcome British rule. They formed rebellions, riots, and strikes like Lamogi rebellion in Acholi and Nyangire rebellion in Bunyoro.

Activity

1. a) Name the rebellions that were formed in Uganda during colonial rule.
b) Give reasons why each of the rebellions named in (1a) was formed.
2. a) Why did the colonial government encourage the growing of cash crops in Uganda?
b) Complete the table below

Crop	Product(s)
Cotton
Sugar cane
Tea
Tobacco

Lesson 2 Factors that led to the formation of the Legislative Council (LEGCO)

You will be able to:

- Identify the factors that led to the formation of the Legislative Council.
- State how the Legislative Council helped in the struggle for independence.

Materials you will need:

- Pen
- Exercise book

- P.5 text book for SST

Introduction

In this lesson, you are now going to study about the formation of the Legislative Council, the factors that led to its formation and how it helped in the struggle for Independence.

Procedure

Step I:

The Parliament of Uganda during colonial rule was called **Legislative Council**. It was responsible for making laws. It advised the British government on how to administer.

Formation of the Legislative Council (LEGCO)

- It was formed in 1921 during the time of Governor **Sir Robert Thone Coryndon**.
- It was formed to make laws that would be used to govern Uganda during Colonial rule.

Membership of LEGCO

- Before **1926**, it was made up of seven British officials including the Governor.
- In **1933**, three Asians joined the LEGCO.
- In **1945**, the first three Ugandans were also appointed to the LEGCO. These were:-
 - (i) **Kawalya Kaggwa** to represent Central region.
 - (ii) **Yekonia Zirabamuzale** to represent the Eastern Region.
 - (iii) **Petero Nyangabyaki Akiiki** to represent the Western region.
- Later, **Yekosofati Innyon** was appointed to represent Northern region.

Step II:

Factors that led to the formation of LEGCO

- To help make laws for governing the Protectorate. A protectorate is a state controlled by strong foreign country.
- To discuss the proposed laws before applying them.
- To approve the budgets and plans for the protectorate.

Activity

1. Write LEGCO in full.
2. How was the work of LEGCO similar to the work of Uganda's parliament

today?

3. Name the first Africans to join LEGCO in 1945.

Lesson 3 Groups and Individuals that led the struggle for national Independence

You will be able to:

- i) Identify groups and Individuals that led the struggle for Independence.
- ii) Name the political parties formed to fight for national Independence.
- iii) Mention political leaders who led the struggle for national Independence.

Materials you will need:

- Pen
- Pencil
- Exercise book
- P.5 SST text book

Introduction

You have already learnt about how Uganda was colonised by Britain and as such it became a protectorate.

In this lesson, you are now going to learn about groups and individuals that led the struggle for national Independence.

Procedure

Step I:

You can now learn about the meaning of Independence. Independence means freedom from being controlled by an outside country.

Let us now find out how the following helped in the struggle for national Independence.

- World War I and World War II.
- Formation of political parties.

Step II:

The political parties that fought for Uganda's independence were;

- Uganda National Congress (UNC).
- Democratic Party (D.P).
- Uganda Peoples' Congress (UPC).
- Kabaka Yekka (KY).

Step III:

The following people helped in the struggle for independence.

- (i) Ignatius Kangave Musaazi.
- (ii) Benedicto Kiwanuka.
- (iii) Dr. Apollo Milton Obote.
- (iv) Sir Edward Muteesa II.

Activity.

2. Why were political parties formed during the colonial period?
3. Why is 9th October celebrated as a public holiday every year in Uganda?

TOPIC : UGANDA AS AN INDEPENDENT NATION**Lesson: 1 Symbols of Uganda as a nation****You will be able to;**

- (i) Mention the symbols of Uganda as a nation.
- (ii) Name the colours of the Uganda national flag.
- (iii) State the meaning of the colours of the national flag.

Materials you will need:

A pen, pencil, note book, colours, primary school atlas for Uganda, the national flag

Instructions:

In this topic, you are going to learn about the symbols of Uganda as a nation.

Introduction:

In primary two, you learnt about the symbols of a school. Can you now list them in your note book?

Procedure:**Step I:**

Remember that some school symbols are similar to those of Uganda as a nation. These symbols are useful to our country Uganda.

Step II:

- a) You should identify the symbols of Uganda as a nation. For example; Uganda national flag, Uganda national coat of Arms, national motto, national Emblem.

The Uganda national flag

- i) Uganda used the British flag called the **Union Jack**. The Uganda flag was designed by **Grace Ibingira**. When Uganda got her independence in 1962, the Union Jack was lowered and the Uganda flag was raised by Major **Kanuti Akorimo**.
- ii) The colours of the Uganda flag are: **Black, Yellow, Red**.
- iii) You should learn the meaning of the different colours of the Uganda National flag.
 - Black** – stands for black Africans.
 - Yellow** – stands for abundant sunshine.
 - Red** – stands for brotherhood.
- iv) You need to find out the areas where the national flag is flown such as

schools and police stations. Can you mention some more places?

Step III:

You should also learn the importance of the national flag.

- It is for identity.
- It is a symbol for independence. The Uganda flag is flown at half-mast during national mourning days.

Activity:

1. Using crayons or colours, draw and shade the Uganda national flag.
2. Name the colours of the Uganda national flag.
3. Who designed the Uganda national flag?
4. Mention places where the Uganda flag can be flown.

Lesson 2: The national Coat of Arms.

You will be able to;

- Mention the features of the national Coat of Arms.
- Give the importance of the features on the national Coat of Arms.
- Tell who designed the national Coat of Arms.

Materials you will need:

A pen, pencil, and crayons, note book, P.5 text book for S.ST, primary school atlas.

Introduction:

You have learnt about the Uganda flag. Now in this lesson, you will look at the national Coat of Arms.

Procedure:

Step I:

You will mention the features on the Uganda Coat of Arms. These include; the sun, drum, kob, motto, coffee and cotton. Can you mention other features?

Step II:

The importance of the features of the national Coat of Arms.

- (i) **The sun** – stands for abundant sunshine.
- (ii) **The kob** – stands for wildlife.

- (iii) Drum – Culture
- (iv) The spear and the shield – traditional defence/protection
- (v) Coffee and cotton – cash crops of Uganda

Note: The national coat of arms was designed by **Cecil Todd**.

Activity:

Get a paper, crayons and draw the national coat of arms.

Lesson 3: The national emblem and motto

You will be able to;

- Name Uganda's national emblem.
- Outline the characteristics of the national emblem.
- Write the Uganda national motto.

Materials you will need:

A pen, pencil, colours, note book, P.5 text book for S.ST, primary school atlas.

Introduction:

In the previous lesson, you learnt about the national Coat of Arms. In this lesson, you will learn about the national Emblem and Motto.

Procedure:

Step I:

- a) **Uganda's National Emblem**
- b) It is the **Crested Crane**. It was chosen because it is **has all the colours of the Uganda flag**.
- c) **Characteristics of the national Emblem**
 - It is gentle.
 - It is humble.
 - It is peaceful.
- d) **Official documents where the crested crane is found.**
 - National flag, security flags, hats of police and army.

Step II:

With the help of your parent or guardian;

- Write the national motto of Uganda.
- Give Importance of the national motto.

Activity:

Use a piece of paper, crayon or colours and draw the crested crane.

Exercise:

1. Why was the crested crane chosen as the Uganda's Emblem?
2. Write the motto of your school.

Lesson 4: The Uganda National Anthem

You will be able to;

- Sing the stanzas of the National Anthem.
- State the way people show respect to the National Anthem.
- Identify the occasions when the National Anthem is sung.

You will need:

A Pen, notebook, P.5 S.ST text book (if possible)

Introduction:

In this lesson you are now going to study about the Uganda National Anthem, when it was first sung, the person who composed it and occasions when it is sung.

Step I

Sing the Anthem of your school. How many parts does it have? when do you sing it?

Step II

With the help of an adult or guardian, sing the National Anthem. How many parts does it have?

Step III

The National Anthem you sang is the **Official Song** for our country.

That National Anthem replaced the British anthem which was known as "**God Save the Queen**".

Summary

The Uganda National Anthem is the official song of Uganda. It was first sung on **9th/Oct/1962**. This is when Uganda got her **independence**. It was composed by The Late **George William Kakoma**. It is sung during school assemblies, on Independence Day celebrations, when opening meetings, opening parliamentary meetings and other state functions. Ugandans respect the national anthem by standing up right and standing at attention.

Activity:

1. Who composed the Uganda National Anthem?
2. How many parts has the National Anthem?
3. When did Uganda get her independence?
4. How do Ugandans show respect to the National Anthem when it is being sung?
5. Write the messages you learn from the National Anthem

Lesson 5:

Democracy and its importance

You will be able to;

- give the meaning of democracy.
- State ways democracy is practiced in Uganda.
- Mention the importance of democracy
- identify the problems facing democracy

Materials you will need:

A Pen, note book, P. 5 SST text book (if possible)

Introduction:

In this lesson, you are now going to study about the meaning of democracy, ways in which democracy is practised, importance of democracy and problems facing democracy.

Step I

With the help of an adult, find out how your local council I chairperson was elected or chosen by the people in your village.

Step II

Your adults might have told you that the local council I chairperson was elected or chosen by people. What is the role of the LC I chairperson?

Step III

i) Democracy is where people elect their leaders freely.

It is a system of governance that promotes human rights. It can also mean going by the decision of the majority. It is also the government of the people by the people and for the people.

) Democracy in Uganda is practiced through;

- Observing Freedom of speech, freedom of association, freedom of movement, and freedom of worship.

iii) Importance of democracy

- It promotes peace and order in a country.
- It promotes peaceful change of leadership.
- It promotes respect for human rights.
- It allows people to choose leaders of their choice.

iv) Problems facing democracy in Uganda

- It does not favour the interests of the minority(few).
- It encourages bribery of voters
- Some people do not know their rights.

Activity

1. State the meaning of democracy.
2. Mention ways democracy is being practiced in Uganda.
3. Give the importance of democracy to Uganda.

Lesson 6: Systems of Elections

You will be able to;

- State the meaning of election.
- Mention the kinds of elections.
- Identify the systems of election.
- Outline the duties of the Electoral Commission.

Materials you will need:

A pen, note book, P. 5 text book (if possible)

Introduction:

In the previous lesson you learnt about democracy. Now in this lesson you are going to study about elections in Uganda.

Step I

- i) **Election** is the action of choosing leaders. To elect means to select.
- ii) In Uganda, there are different kinds of elections exercised for example; elections for the president, elections for Members of Parliament, local

council elections, By – elections and referendum.

Step II

Let us find out the materials used during elections. Write them in your note book.

Step III

In Uganda, elections are organised by a body **called The Independent Electoral Commission (I.E.C)**. It carries out different duties. below are some of its duties;

- To register voters.
- To print ballot papers
- Displat voter's registers
- To organize and supervise elections.

Activity

In my village, _____ where carried out at a _____.
People cast their votes in the _____. After voting, the
_____ were counted for each candidate. The _____
announced the election results.

Polling station, presiding officer, elections, votes, ballot box

TOPIC: THE GOVERNMENT OF UGANDA

Lesson 1: Organs of government

You will be able to;

- Give the meaning of government.
- State the importance of government.
- Mention the three organs of government.

Materials you will need:

Pens, Pencils, note book, P. 5 SST text book (If possible)

Instructions:

Get ready with your books. Today you are going to study about the organs of government.

Introduction:

At home, the mother prepares food on three cooking stones or a charcoal stove with also three stands. Find out what happens when one stone or stand is removed. In the same way the government is made up of three organs or arms.

Procedure:

Step I: Give the meaning of government

A government is a ruling body of a country.

In Uganda, there are two levels under which people are governed. These include; **Central government** which manages the national affairs and the **Local government** which runs the district affairs.

Step II:

The government plays many roles to its citizens as listed below;

- keeping law and order.
- Building schools.
- Building hospitals.
- Defending the country from external attacks.

- Constructing roads

Step III

Now write the three organs of government relating to the cooking stones or stands of a charcoal stove at home.

They are **Executive, Legislature and Judiciary**.

Activity

1. Name the three organs of government.
2. What name is given to a group of people who govern a country?
3. Mention the two levels of the government.
4. State the importance of government to its people.

Lesson 2: The Executive

You will be able to;

- Mention the groups of people who form the Executive.
- State the functions of the Executive.
- Identify the duties of the President.

Materials you will need:

Pens, Pencils, note book, P. 5 SST text book (If possible).

Introduction:

In this lesson, you are going to learn about the Executive, groups of people who form the Executive, functions of the Executive and duties of the President.

Step I:

The Executive.

- i. This is the ruling organ of the government.

It is headed by the **President**. It is made up of; the president, the cabinet and civil servants.

ii. The head of civil servants at the district level is the **Chief Administrative Officer**. (CAO)

iii) The highest civil servant in any ministry is known as **Permanent Secretary**.(PS)

Step II:

The functions of the Executive.

- i) To implement laws.
- ii) To provide social services to the people.
- iii) To collect and spend revenue.

Step III:

The duties of the president

- i) He heads the Executive.
- ii) He is the Commander- in - Chief of the Armed Forces.
- iii) He signs bills passed by Parliament.

Activity

1. Write CAO in full.
2. Who is the head of the Executive?
3. What title is given to the head of civil servants in a district?
4. State functions of the Executive.
5. To which organ of the government do teachers and nurses belong?

Lesson 3:

The Legislature

You will be able to;

- Mention the title given to the head of the Legislature.
- Identify the groups of people who form the Legislature.
- State the function of the Legislature

Materials You will need: A pen, Pencil, note book, P. 5 S.ST text book (if possible)

Introduction:

In this lesson, you are now going to learn about the groups of people who form the Legislature, functions of Legislature, duties of the Speaker and main officials in Parliament.

Step I:

The Legislature

i) This is the law making body of the country.

It is also called **Parliament** or National Assembly

ii) It is headed by the **Speaker of Parliament**.

iii) It is made up of; Members of Parliament, who represent different constituencies in the country.

Step II:

The functions of the Legislature.

i) To make national laws.

ii) To amend laws.

iii) To approve the national budget.

The duties of the Speaker

i) He/she chairs parliamentary meetings.

ii) He/she represents the country at international functions.

Step III:

The main officials in the Parliament.

i) **The Speaker.**

He/ she chairs parliamentary meetings.

ii) **The Deputy Speaker.**

He/she chairs Parliamentary meetings in the absence of the Speaker.

iii) **The Sergeant – at – Arms.**

He/she ensures order in the Parliament.

iv) The Clerk to Parliament.

He/she records parliamentary proceedings.

Note: The recorded proceedings in the Parliament are known as **Hansard**.

A proposed law in the parliament is a **Bill**.

Activity

1. Name the Speaker of Uganda's Parliament.
2. Write M.P in full.
3. Which organ of government is known as the law making body?
4. find out the name of the MP of your local area/constituency.
5. State the functions of the Legislature.

In this lesson you have learnt about the groups of people that form the Legislature, functions of the Legislature and the main official in the Parliament.

Lesson 4: The Judiciary**You will be able to;**

- Mention the groups of people who form the Judiciary.
- Give the duties of the Judiciary.
- Identify the Courts of law of under the Judiciary.

Materials you will need: A pen, Pencil, note book, P. 5 S.ST text book (if possible)

Introduction:

In this lesson you are going to study about the groups of people who form the Judiciary, functions of the Judiciary and Courts of law under the Judiciary.

Step I:**The Judiciary.**

- i) This is the organ which interprets laws of the country.

- ii) It is headed by the **Chief Justice (CJ)**.
- iii) It is made up of; **Justices, Judges, Magistrates, Lawyers and Attorneys**

The duties of the Judiciary.

- i) To interpret laws to the people.
- ii) To settle disputes among people.
- iii) To punish law breakers.

Step III:

The Courts of law under the Judiciary.

Level	Head
Supreme Court	Chief Justice
Court of Appeal	Deputy Chief Justice
High Court	Principal judge
Chief Magistrate's Court	Chief magistrate
Resident Magistrate's Court	Magistrate

Activity

1. Name the Chief Justice Of Uganda.
2. Name the highest court of the judiciary.
3. What title is given to head of Judiciary?
4. State the duties of the Judiciary.

Lesson 5:

The Constitution

You will be able to;

- Give the meaning of a Constitution.
- List the examples of Constitutions.
- Identify the importance of a Constitution.

Materials you will need:

A Pen, pencil, note book, P. 5 S.ST text book (if possible)

Introduction:

Do you have some rules at home that were set by your parents? List some of them. Also as a country, there are laws which the citizens must follow. These laws make up what we call a **Constitution**.

Step I:**The Constitution.**

- i) A **Constitution** is a set of laws that govern a country.
- ii) The Constitution of the Republic of Uganda was written in 1995.
- iii) It is called the **1995 Constitution**.

Step II:**Examples of constitutions in Uganda since independence.**

- i) 1962 Constitution/Independence Constitution.
- ii) 1966 Constitution/Pigeon hole Constitution.
- iii) 1967 Constitution/Republican Constitution.
- v) 1995 Constitution/The people's Constitution.

Note: The 1995 constitution was made public on **8th October, 1995** at the **Constitutional Square**, formerly known as City Square

Step III:**a) The functions of the Constitution.**

- i) It creates order in a country.
- ii) It protects people from unfair laws.
- iii) It protects people's rights.

b) Importance of the constitution.

- i) It promotes human rights.
- ii) It promotes democracy.
- iii) It promotes good governance.
- iv) It helps to change leadership peacefully.

Activity

1. _____ is a set of laws governing a country.
2. Why should every school have rules and regulations?
3. Give the importance of a constitution.

Lesson 6:

Sources of Revenue and Expenditure by the government.

You will be able to;

- Mention the sources of government revenue.
- State the ways the government spends its money.
- Identify the services on which government spends its revenue.

Materials you will need:

A pen, pencil, note book, P. 5 S.ST text book (if possible)

Introduction:

In this lesson you are now going to learn about the government revenue, ways the government spends its money and services on which government spends money.

Step I:

Find out the type of work that your parent or guardians do to get money. List them. Write down the things on which your parents spend money on.

Step II:

The sources of government revenue.

- i) **Revenue** is the money government gets or earns.
- ii) **Expenditure** is the money government spends or uses.
- iii) List the sources of government revenue. Check your list with these below; taxes, loans, donations, court fines, tourism, grants, licenses.

Step III:

a) Ways government spends its money.

- Building of schools.
- Buying security equipments.

- Paying civil servants.
- Building of hospitals.
- Constructing and maintaining roads,
- Paying loans .
- Providing safe and clean water.

b) Services on which the government spends its money.

- Education services.
- Security services.
- Transport services.
- Health services.
- Communication services.

Activity

1. Give the meaning of revenue.
2. Mention the sources of government revenue.
3. State the services on which government spends its money.
4. List the source school revenue
5. Write down the items on which schools spend money on

Lesson 7

The rights and responsibilities of Citizens of Uganda.

You will be able to;

- i) Give the meaning of a Citizen.
- ii) Identify the ways of becoming a Citizen of Uganda.
- iii) Mention the rights of a Citizen of Uganda.
- iv) State the duties of Citizens of Uganda.

Material you will need:

A pens, pencil, note book, P. 5 S.ST text book (if possible)

Introduction:

In this lesson, you are now going learn about the meaning of a Citizen, ways in which one can become a Citizen, rights of Citizens and duties of Citizens of Uganda

Step I: Give the meaning of a Citizen.

Step II: Ways of becoming a Citizen of Uganda. There are different ways a person can become a Uganda. The constitution of the Republic of Uganda identifies the following;

Registration; This is when a person is born in Uganda but neither of his or her parents are Ugandans. He/she can apply to be registered as a Ugandan.

A person can become a citizen of Uganda by **descent;** This is a citizen of Uganda whose parents or grand parents belonged to one of the indigenous communities by the year 1926.

Step III: Rights of Citizens of Uganda.

All people in Uganda have rights because they are human beings. The rights include:-

- i) The right to life. Nobody should take away the life of another.
- ii) The right to own property.
- iii) The right to food.
- i) The right to shelter and clean environment.
- v) The right to education.
- ii) The right to worship. People are free to follow any religion of their choice.
- iii) The right to freedom of association.

Step iv: duties of Citizens of Uganda.

This is what a citizen should do to contribute to the development of our country.

Maintaining law and order, paying taxes, protecting public property, respecting national symbols such as National flags, National Anthem and Coat of Arms, participating in community work, participating in national elections.

Summary notes;

A Citizen is a person who belongs to a given country according to the constitution. You can become a Citizen of Uganda through **birth, registration, adoption, descent** and **naturalization**. Citizens of Uganda have the right to life, right to vote and the right to own property. As Citizens you have duties to perform such as; keep law and order and pay taxes.

Activity

1. Who is a Citizen?
2. Give ways of becoming a citizen of Uganda.
3. Mention the rights of Citizens of Uganda.

4. State the duties of citizens of Uganda.

TOPIC: POPULATION, SIZE AND DISTRIBUTION

Lesson 1: The importance of a Census.

You will be able to;

- i) Give the meaning of population and Census.
- ii) List the information collected during a Census.
- iii) State the importance of a population Census.
- iv) Identify the problems faced during a population Census.

Materials you will need:

A pen, pencil, note book, P.5 S.ST text book (if possible)

Instructions:

Count the number of people at your home. Write the number of females and males. The number you have got is known as **population**.

Introduction:

In this lesson, you will learn about the meaning of population and Census, the information collected during census, the importance of population census and problems faced during population Census.

Procedure:

Step I: Give the meaning of population and census. Explain the meaning of Enumerator.

Population is the number of people in a given area. home, village, district, region, country, . **Census** is the official counting of people living in a country. The national population census is carried out after every ten **(10) years**. This is done by people known as **Enumerators**. **Step II:** List the information collected during census.

Step III: State the importance of population census.

Enumerators are trained people who move from home to home counting people. During census, they collect the following information; Names of family members, sex, education level of people in a family, age, occupation and relationship with the head of the family, **religion, and number of children**.

Step IV: Identify the problems faced during population census.

Importance of population census.

- To plan for the country.
- To know the number of people.
- To know the death rate.
- To know the birth rate.

Problems faced during population census

- Insecurity in some areas.
- Poor transport especially in highland areas.
- Bad weather conditions especially if it is a rainy season.
- People give wrong information.

Activity:

1. is the number of people in a given area.
2. Give the meaning of population census.
3. After how long is population census carried out in Uganda?
4. State any three reasons why the government counts people.
5. Identify problems faced during population census.

Lesson 2: Influence of population growth on communities.**You will be able to;**

- i) Give the meaning of population growth.
- ii) Mention the factors that influence population growth.
- iii) Outline the effects of population growth.
- iv) Identify the ways of controlling population growth.

Materials you will need: a pen, pencil, note book, P.5 S.ST text book (if possible)

Introduction:

In this lesson, you are now going to study about the meaning of population growth, factors that influence population growth, effects of population growth and ways of controlling population growth.

Procedure:**Step I:**

Find out from an adult how the number of people at your community increased. This is **population growth**.

Step II:

Now you can learn about the factors that influence population growth.

Availability of food. Once a lot of food is available, the number of people will grow because they do not starve neither die of hunger.

Presence of better social services like health and clean piped water often allow

many people to survive because diseases are minimised.

Ignorance about family planning services also leads to population increase. High fertility rate among women also leads to population growth.

Step III:

Outline the effects of population growth in a country.

Negative effects of population growth.

- It leads to unemployment.
- It leads to high crime rate.
- It leads to shortage of land.
- It leads to environment destruction.

Positive effects of population growth.

- Leads to high tax collection.
- Provides enough labour force.

Ways of controlling population

- Encouraging use of family planning methods.
- Discouraging early marriages.
- Discouraging polygamy.

Activity:

1. Write down;
 - a) The causes of large families.
 - b) The dangers of large families.
2. What is population growth?
3. State any three ways in which government of Uganda can control population growth.

Summary

Population growth is the increase in the number of people in a country or area. There are many factors that make the number of people

increase such as **improved diet, immigration, polygamy, low death rates, improved medical care, early marriages.**

Lesson 3:

Factors that influence population distribution.

You will be able to;

- i) State the meaning of population distribution.
- ii) Identify the factors that influence population distribution.
- iii) Locate areas on a map of Uganda with large and small population.

Materials you will need:

A pen, pencil, note book, P.5 S.ST text book (if possible)

Instructions:

You will need to get help from an adult to find out why some areas have many people while others few. Use the neighbouring villages or homes; take note of the ways houses are near or far from each other.

Introduction:

In this lesson, you are going to look at why some districts have more people than others. Urban areas have more people than rural areas. You will also be able to find out the areas in Uganda with large and small population.

Procedure:

Step I:

Write the meaning of population distribution. Let an elder brother or sister to help you to find out the places in your local area with many and few people. Ask him/her why the number of people in those areas is different.

Step II:

Identify the factors that influence population distribution.

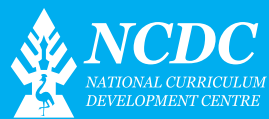
Population distribution is the way people are settled in an area or country.

This differs from place to place. Some areas have many people while others few. This means that some areas are **densely populated** while others are **sparsely populated**. The factors that influence population distribution include; **climate of an area, presence of soil fertility, the nature of relief, presence pests and diseases.**

Activity:

1. Give the meaning of population distribution.
2. Mention places in Uganda that have a very high population.
3. Give factors that make the shores of Lake Victoria to have many people.
4. Identify the type of work people in villages do.
5. State factors that influence population distribution.





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