

# Term I

Theme: Tawhid (faith)

Learning area: The learner develops awareness that whatever happens to men is from God Almighty and the Lord of creation and applies this awareness in his daily life

W k	Dd	Subthe me	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Reference	rem
1	1 an d 2	The power of God	<ul style="list-style-type: none"> <li>• God's power and control over the universe</li> <li>• The nature of God's power</li> <li>• Names of God</li> <li>• Compares Allah and other gods</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains the nature of God's power</li> <li>• Mentions the names of God</li> <li>• Compares Allah and other gods</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses words correctly</li> <li>• Al-hamdu lillah</li> <li>• Inna lillahi wa inna ilaihi rajiun</li> <li>• Omni present</li> <li>• Omni potent</li> </ul>	<ul style="list-style-type: none"> <li>• Role methods</li> <li>• Guided discussion</li> <li>• Drama</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizing</li> <li>• Reciting</li> <li>• Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Decision making</li> <li>• Courage</li> <li>• Values</li> <li>• Endurance</li> <li>• Love</li> </ul>	•	<ul style="list-style-type: none"> <li>• MK standard</li> </ul>	•
	3		<ul style="list-style-type: none"> <li>• Belief in divine decree and predestination</li> <li>• Meaning of belief and predestination</li> <li>• Islamic beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains belief and predestination</li> <li>• Explains Islamic beliefs</li> </ul>	•	•	•	•	•	• Tr's resources	•
2	1, 2		<ul style="list-style-type: none"> <li>• Words used in divine decree</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains the relevance of</li> </ul>	<ul style="list-style-type: none"> <li>• The learner uses words</li> </ul>	•	•	•	•	• P.6 curriculum	•

	and 3		and predestinations <ul style="list-style-type: none"> <li>• Relevance of belief in divine decree and predestination to daily life</li> </ul>	belief in divine decree and predestination to daily life	related to the topic <ul style="list-style-type: none"> <li>• Qadha</li> <li>• divine decree</li> <li>• predestination</li> </ul>						
Theme: Fiqh (practice)  Learning area: the learner understands and appreciated the significance of Sadaqa and demonstrates values and benefits of sharing in generosity											
3	1 and 2	Difference between Zakat and Sadaqa	<ul style="list-style-type: none"> <li>• Zakat and sadqha</li> <li>• Meaning</li> <li>• Benefits of Zakat and Sadaqa</li> <li>• People who receive Zakat</li> <li>• Other voluntary activities Muslims should involve in</li> <li>• Reasons for sharing among Muslims</li> <li>• Benefits of sharing and giving</li> </ul>	<ul style="list-style-type: none"> <li>• The learners differentiate between Zakat and Sadaqa</li> <li>• Explain the benefits of Zakat</li> <li>• Identifies other things done to help the needy</li> <li>• Explains reasons and benefits of sharing and giving in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces and uses terms correctly</li> <li>• Zakat</li> <li>• Sadaqa</li> <li>• Obligation</li> <li>• Optional</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying differences between Zakat and Sadaqa</li> <li>• Mentioning any good things done to help the needy</li> </ul>	•	<ul style="list-style-type: none"> <li>• The Holy Quran</li> <li>• Text books</li> </ul>	<ul style="list-style-type: none"> <li>• MK standard RE Bk 6</li> <li>• Tr's collection</li> </ul>	•
	3		<ul style="list-style-type: none"> <li>• Other pillars of Islam</li> <li>• Their significance</li> <li>• Translation into English</li> </ul>	<ul style="list-style-type: none"> <li>• The learner lists other pillars of Islam and their significances</li> </ul>	<ul style="list-style-type: none"> <li>• The learners pronounces , spells and uses words correctly</li> <li>• Shahadat</li> </ul>	•	•	•	•	•	•

				<ul style="list-style-type: none"> <li>• Translates the pillars into English</li> </ul>	<ul style="list-style-type: none"> <li>• Salat</li> <li>• Saum</li> <li>• Zakat</li> <li>• Hijja</li> </ul>						
<p>Theme: Hadith (traditions of prophet PBUH)</p> <p>Learning outcome: The learner understands and appreciates the message contained in the Hadith, adopts rules for road usage and demonstrates ability to interact with others road users.</p> <p>Develops the desire of doing good and shares useful information and urges other Muslims to do the same</p>											
4	1 and 2	Road usage and enjoining to do good	<ul style="list-style-type: none"> <li>• Hadith</li> <li>• Meaning</li> <li>• Hadith</li> <li>• Salat</li> <li>• Traditions of salat</li> <li>• Hadith 1 and 2 and lessons</li> </ul>	<ul style="list-style-type: none"> <li>• The learners explains hadith and salat</li> <li>• Identifies traditions related to salat</li> <li>• Explains hadith 1 and 2 and lesson we learn</li> </ul>	<ul style="list-style-type: none"> <li>• The learners pronounces , spells and uses words correctly</li> <li>• Salat</li> <li>• Testimony</li> <li>• Counseling</li> <li>• Enjoining</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Brain storming</li> <li>• Excursion</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Effective communication</li> <li>• Decision making</li> <li>• Respect</li> <li>• Devotion</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• The Quran</li> </ul>	<ul style="list-style-type: none"> <li>• MK standard RE Bk 6</li> <li>•</li> </ul>	•
	3		Traditions regarding to enjoying others to do good <ul style="list-style-type: none"> <li>• Meaning and lessons learnt from hadith 3</li> <li>• Relationship between messages and hadith and the daily life</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains the meaning of hadith 3 and lessons learnt</li> <li>• Explains the relationship between messages of hadith and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses words correctly</li> <li>• Hadith</li> <li>• Messenger</li> <li>• Punishment</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>• MK standard Bk 6</li> </ul>	•

Theme: History of Islam

Learning outcome : the learner develops appreciation for the circumstances in which Islam was introduced into Uganda

5	2 and 3	Islam in Uganda	<ul style="list-style-type: none"> <li>• Islam</li> <li>• Meaning</li> <li>• Origin of Islam</li> <li>• African countries where Islam is practiced</li> <li>• Coastal towns</li> <li>• Circumstances under which Islam was introduced in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner defines Islam</li> <li>• Describes the origin of Islam</li> <li>• Identifies African countries where Islam is practiced</li> <li>• Explains circumstances under which Islam was introduced in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces, spells and uses words correctly</li> <li>• Settlement</li> <li>• Circumstances</li> <li>• Migration</li> <li>• Courtiers</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Role play</li> <li>• Drama</li> <li>• Brain storming</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing</li> <li>• Role playing</li> <li>• Story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Effective communication</li> <li>• Appreciation</li> <li>• Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Quran</li> </ul>	<ul style="list-style-type: none"> <li>• MK standard Re Bk 6</li> </ul>	•
6	1 and 2		<ul style="list-style-type: none"> <li>• Causes and effects of Arab migration to Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains reasons for the coming of Arabs to Uganda</li> <li>• Explains effects of Arab migration to Uganda</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses words correctly</li> <li>• Impact</li> <li>•</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>• MK standard Re Bk 6</li> </ul>	•
	3		<ul style="list-style-type: none"> <li>• Relevance of Islam to Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner points out the positive</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces, spells and</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>• MK standard Re Bk 6</li> </ul>	•

			<ul style="list-style-type: none"><li>• Positive effects of Islam and their contributions</li></ul>	<p>effects of Islam in Uganda</p> <ul style="list-style-type: none"><li>• Identifies Islamic organizations and their contributions</li></ul>	<p>uses words correctly</p> <ul style="list-style-type: none"><li>• Heritage</li><li>• Culture</li><li>• Peace</li></ul>						
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Wk	Dd	Subthe me	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Referenc e	rem
1	1 and 2	Kufr and shirik	<ul style="list-style-type: none"> <li>• Worship ,. Kufr and shirik</li> <li>• Meanings of terms</li> <li>• Give origin of the word shirik</li> <li>• Acts of worship</li> <li>• Worship by word</li> <li>• Worship by heart</li> <li>• Worship by action</li> <li>• Ablution</li> <li>• Meaning</li> <li>• Types</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains worship , kafir and shirik</li> <li>• Explains acts of worship by word, heart and action</li> <li>• Explains ablution</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces, spells and uses words correctly</li> <li>• Worship</li> <li>• Kafir</li> <li>• Sinner</li> <li>• Monotheism</li> <li>• Polytheism</li> <li>• Atheism</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Role playing</li> <li>• Story telling</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining worship and shirik</li> <li>• Identifying different acts of worship</li> <li>• Explaining and practicing ablution</li> </ul>	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Self esteem</li> <li>• Awareness</li> <li>• Appreciation</li> <li>• Love</li> </ul>	<ul style="list-style-type: none"> <li>• Holy Quran</li> <li>• Text books</li> </ul>	<ul style="list-style-type: none"> <li>• Mk stand ard RE</li> </ul>	•
	3 And 1		<ul style="list-style-type: none"> <li>• Types of shirik</li> <li>• Major</li> <li>• Minor</li> <li>• Shirik acts in our daily life</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains the types of shirik</li> <li>• Identifies acts of shirik in our daily life</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces, spells and uses words correctly</li> <li>• Shirik</li> <li>• Riya</li> <li>• Tawahiid</li> <li>• Ibadat</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>• MK stand ard RE bk 6</li> </ul>	•
2	2 and 3		<ul style="list-style-type: none"> <li>• Acts of worship in other religions</li> <li>• Christianity</li> <li>• Meaning</li> <li>• Acts of worship</li> <li>• Bahai acts of worship</li> <li>• Acts of worship in Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• The learner describes acts of worship in Christianity</li> <li>• Bahai</li> <li>• Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses the words correctly</li> <li>• Christianity</li> <li>• Bahai faith</li> <li>• Hinduism</li> <li>• Judaism</li> <li>• Siklism</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>• Mk stand ard RE bk 6</li> </ul>	•

Theme: History of Islam

Learning outcome : The learner appreciates the challenges that faced Islam which may have accelerated or slowed down its spread

3	1 and 2	Sp[reading Islam outside Buganda	<ul style="list-style-type: none"> <li>Challenges faced during the introduction of Islam</li> <li>Solutions</li> <li>People who spread Islam in-               <ul style="list-style-type: none"> <li>North</li> <li>West</li> <li>East</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The learner identifies challenges and solutions during the spread of Islam</li> <li>Identifies people who helped in the spread of Islam in different regions of Uganda</li> </ul>	<ul style="list-style-type: none"> <li>The learner pronounces, spells and uses words correctly</li> <li>Colonial policy</li> <li>Spread</li> <li>Missionary</li> <li>Refugees</li> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Guided discussion</li> <li>Role playing</li> <li>Drama</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Role playing</li> <li>Discussion</li> <li>Dramatizing</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> <li>Logical reasoning</li> <li>Critical thinking</li> <li>Appreciation</li> <li>Tolerance</li> <li>Patience</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> </ul>	<ul style="list-style-type: none"> <li>Tr's collection</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	3		<ul style="list-style-type: none"> <li>Colonial policy and its impacts to Islam in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>The learner explains colonial policies during the spread of Islam in Uganda</li> <li>Identifies impacts of colonial policy to Islam in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>The learners pronounce, spells and use the words correctly</li> <li>Hostility</li> <li>Favour</li> <li>Freed slaves</li> <li>Impacts</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Tr's collection</li> <li>P.6 curriculum</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Wk	Dd	Subthe me	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Referenc e	rem
1	1and d 2	Ratio of Zakat	<ul style="list-style-type: none"> <li>Nisaab</li> <li>Meaning and importance</li> <li>Percentage of different items</li> </ul>	<ul style="list-style-type: none"> <li>The learner explains Nisaab</li> <li>Gives the importance of Nisaab</li> <li>Calculates percentages of different items</li> </ul>	<ul style="list-style-type: none"> <li>The learner pronounces , spells and uses words correctly</li> <li>Nisaab</li> <li>Calculate</li> <li>Ratio</li> <li>Offer</li> <li>Percentage</li> </ul>	<ul style="list-style-type: none"> <li>Guided discover</li> <li>Question and answer techniques</li> <li>Drama</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Explaining necessary terms</li> <li>Calculating ratios and percentages</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Friendship formation</li> <li>Decision making</li> <li>Sharing</li> <li>Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>The holy Quran</li> <li>Text books</li> </ul>	<ul style="list-style-type: none"> <li>MK stand ard BK 6</li> </ul>	•
	3		<ul style="list-style-type: none"> <li>Relevance of Nisaab to our daily life</li> <li>Relation of Nisaab to government tax</li> </ul>	<ul style="list-style-type: none"> <li>The learner explains the relevance of Nisaab to our daily life</li> <li>Relates Nisaab with government taxation</li> </ul>	<ul style="list-style-type: none"> <li>The learner pronounces and applies words correctly</li> <li>Paying tax</li> </ul>	•	•	•	•	<ul style="list-style-type: none"> <li>Tr's collect ion</li> <li>P.6 curric ulum</li> </ul>	•
<p>Theme: Hadith (traditions of the prophet</p> <p>Learning outcome : the learner understands and appreciates the content of hadith adopts skills and practices values advanced therein</p>											
2	1 and 2	Upright ness and adolesc ence	<ul style="list-style-type: none"> <li>Adolescence and hygiene</li> <li>Define terms</li> <li>Adolescence</li> <li>Hygiene</li> <li>Daily practices to maintain hygiene</li> <li>t</li> </ul>	<ul style="list-style-type: none"> <li>the learner explains terms</li> <li>adolescence</li> <li>hygiene</li> <li>impurities</li> <li>identifies practices to main hygiene</li> <li>states the relevance of hygiene in salat</li> </ul>	<ul style="list-style-type: none"> <li>the learner pronounces , spells and applies words correctly</li> <li>impurity</li> <li>adolescence</li> <li>hygiene</li> </ul>	<ul style="list-style-type: none"> <li>guided discovery</li> <li>demonstration</li> <li>brain storming</li> <li>guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>defining and explaining terms</li> <li>practices hygiene</li> </ul>	<ul style="list-style-type: none"> <li>friendship formation</li> <li>self awareness</li> <li>self esteem</li> <li>responsibility</li> <li>respect</li> <li>cooperation</li> </ul>	<ul style="list-style-type: none"> <li>the Quran</li> <li>text book</li> </ul>	<ul style="list-style-type: none"> <li>MK stand ard Bk 6</li> </ul>	•



3	3 and 1		<ul style="list-style-type: none"> <li>• Characteristics of an upright person</li> <li>• Problem faced by adolescents</li> <li>• Suggest solutions to the problem</li> <li>• Benefits of respecting elders and authorities</li> </ul>	<ul style="list-style-type: none"> <li>• The learner states characteristics of an upright person</li> <li>• Identifies problems faced by adolescents</li> <li>• Suggests solutions to the problems faced by adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• The learners pronounces , spells and uses words correctly</li> <li>• Cleanliness</li> <li>• Unclean</li> </ul>	•	•	•	•	• P.6 curriculum	•
3	2 and 3		<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Meaning</li> <li>• Types</li> <li>• Values</li> <li>• Importance of hadith of uprightness</li> <li>• Body /physical challenges in boys and girls (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• The learner explains relationships</li> <li>• Identifies types and values of relationships</li> <li>• Explains body changes in puberty stage and how to live with them</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and applies words correctly</li> </ul>	•	•	•	•	• Tr's collection	•
Theme: History of Islam Learning outcome: the learner develops appreciation for the roles played by Muteesa I in the spread of Islam and circumstances under which Islam was spread in Buganda											
4	1 and 2	Muteesa I role in the spread of Islam	<ul style="list-style-type: none"> <li>• Islam in Buganda</li> <li>• Roles played by Muteesa I and factors that favoured Islam</li> <li>• The golden age of Islam</li> <li>• The decline of Islamic influence in Uganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner describes the role of Muteesa I during the spread of Islam</li> <li>• Identifies factors that favoured the</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses words correctly</li> <li>• Role</li> <li>• Spread</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussion</li> <li>• Brain storming</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Describing Muteesa's roles in Islam</li> <li>• Identifying factors which favoured Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Critical thinking</li> <li>• Appreciation</li> <li>• Cooperation \love</li> </ul>	• Text books	• MK standard Bk	•

				spread of Islam			• Explainin g causes and effects of religious wares				
	3		<ul style="list-style-type: none"> <li>• Causes of religious wars in Buganda</li> <li>• Effects of religious wars</li> </ul>	<ul style="list-style-type: none"> <li>• The learner gives account of religious wars in Buganda</li> <li>• Identifies effects of religious wars in Buganda</li> </ul>	<ul style="list-style-type: none"> <li>• The learner pronounces , spells and uses words correctly</li> <li>• Religious wars</li> </ul>	•	•	•	•	• MK stand ard Bk 6	•