

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

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

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

			<ul style="list-style-type: none"> • Translates the pillars into English 	<ul style="list-style-type: none"> • Salat • Saum • Zakat • Hijja 						
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Theme: Hadith (traditions of prophet PBUH)

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.

Develops the desire of doing good and shares useful information and urges other Muslims to do the same

4	1 and 2	Road usage and enjoining to do good	<ul style="list-style-type: none"> • Hadith • Meaning • Hadith • Salat • Traditions of salat • Hadith 1 and 2 and lessons 	<ul style="list-style-type: none"> • The learners explains hadith and salat • Identifies traditions related to salat • Explains hadith 1 and 2 and lesson we learn 	<ul style="list-style-type: none"> • The learners pronounces, spells and uses words correctly • Salat • Testimony • Counseling • Enjoining 	<ul style="list-style-type: none"> • Guided discussion • Brain storming • Excursion • Story telling 	<ul style="list-style-type: none"> • Discussing • Story telling 	<ul style="list-style-type: none"> • Negotiation • Effective communication • Decision making • Respect • Devotion 	<ul style="list-style-type: none"> • Text books • The Quran 	<ul style="list-style-type: none"> • MK standard RE Bk 6 • 	•
3		Traditions regarding to enjoying others to do good	<ul style="list-style-type: none"> • Meaning and lesson learnt from hadith 3 • Relationship between messages and hadith and the daily life 	<ul style="list-style-type: none"> • The learner explains the meaning of hadith 3 and lessons learnt • Explains the relationship between messages of hadith and daily life 	<ul style="list-style-type: none"> • The learner pronounces, spells and uses words correctly • Hadith • Messenger • Punishment 	•	•	•	•	<ul style="list-style-type: none"> • MK standard Bk 6 	•

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

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

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

Wk	Dd	Subtheme	Content	Subject competences	Language competences	Methods	Activities	Skills and values	Learners area	Reference	rem
1	1 and 2	Ratio of Zakat	<ul style="list-style-type: none"> • Nisaab • Meaning and importance • Percentage of different items 	<ul style="list-style-type: none"> • The learner explains Nisaab • Gives the importance of Nisaab • Calculates percentages of different items 	<ul style="list-style-type: none"> • The learner pronounces, spells and uses words correctly • Nisaab • Calculate • Ratio • Offer • Percentage 	<ul style="list-style-type: none"> • Guided discovery • Question and answer techniques • Drama • Demonstration 	<ul style="list-style-type: none"> • Explaining necessary terms • Calculating ratios and percentages 	<ul style="list-style-type: none"> • Self esteem • Friendship formation • Decision making • Sharing • Appreciation 	<ul style="list-style-type: none"> • The holy Quran • Text books 	<ul style="list-style-type: none"> • MK standard BK 6 	•
	3		<ul style="list-style-type: none"> • Relevance of Nisaab to our daily life • Relation of Nisaab to government tax 	<ul style="list-style-type: none"> • The learner explains the relevance of Nisaab to our daily life • Relates Nisaab with government taxation 	<ul style="list-style-type: none"> • The learner pronounces and applies words correctly • Paying tax 	•	•	•	•	<ul style="list-style-type: none"> • Tr's collection • P.6 curriculum 	•

Theme: Hadith (traditions of the prophet

Learning outcome : the learner understands and appreciates the content of hadith adopts skills and practices values advanced therein

2	1 and 2	Uprightness and adolescence	<ul style="list-style-type: none"> • Adolescence and hygiene • Define terms • Adolescence • Hygiene • Daily practices to maintain hygiene • t 	<ul style="list-style-type: none"> • the learner explains terms • adolescence • hygiene • impurities • identifies practices to main hygiene • states the relevance of hygiene in salat 	<ul style="list-style-type: none"> • the learner pronounces, spells and applies words correctly • impurity • adolescence • hygiene 	<ul style="list-style-type: none"> • guided discovery • demonstration • brain storming • guided discussion 	<ul style="list-style-type: none"> • defining and explaining terms • practices hygiene 	<ul style="list-style-type: none"> • friendship formation • self awareness • self esteem • responsibility • respect • cooperation 	<ul style="list-style-type: none"> • the Quran • text book 	<ul style="list-style-type: none"> • MK standard Bk 6 	•
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3	3 and 1	<ul style="list-style-type: none"> Characteristics of an upright person Problem faced by adolescents Suggest solutions to the problem Benefits of respecting elders and authorities 	<ul style="list-style-type: none"> The learner states characteristics of an upright person Identifies problems faced by adolescents Suggests solutions to the problems faced by adolescents 	<ul style="list-style-type: none"> The learners pronounces, spells and uses words correctly Cleanliness Unclean 	•	•	•	•	•	• P.6 curriculum	•
3	2 and 3	<ul style="list-style-type: none"> Relationships Meaning Types Values Importance of hadith of uprightness Body /physical challenges in boys and girls (puberty) 	<ul style="list-style-type: none"> The learner explains relationships Identifies types and values of relationships Explains body changes in puberty stage and how to live with them 	<ul style="list-style-type: none"> The learner pronounces, spells and applies words correctly 	•	•	•	•	•	• Tr's collection	•

Theme: History of Islam

Learning outcome: the learner develops appreciation for the roles played by Mutesa I in the spread of Islam and circumstances under which Islam was spread in Buganda

4	1 and 2	Mutesa I role in the spread of Islam	<ul style="list-style-type: none"> Islam in Buganda Roles played by Mutesa I and factors that favoured Islam The golden age of Islam The decline of Islamic influence in Uganda 	<ul style="list-style-type: none"> The learner describes the role of Mutesa I during the spread of Islam Identifies factors that favoured the 	<ul style="list-style-type: none"> The learner pronounces, spells and uses words correctly Role Spread 	<ul style="list-style-type: none"> Guided discussion Brain storming Demonstration Role play 	<ul style="list-style-type: none"> Describing Mutesa's roles in Islam Identifying factors which favoured Islam 	<ul style="list-style-type: none"> Self esteem Critical thinking Appreciation Cooperation \love 	<ul style="list-style-type: none"> Text books 	<ul style="list-style-type: none"> MK standard Bk 	•
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				spread of Islam			• Explaining causes and effects of religious wars				
	3		<ul style="list-style-type: none"> Causes of religious wars in Buganda Effects of religious wars 	<ul style="list-style-type: none"> The learner gives account of religious wars in Buganda Identifies effects of religious wars in Buganda 	<ul style="list-style-type: none"> The learner pronounces, spells and uses words correctly Religious wars 	•	•	•	•	• MK standard Bk 6	•