



Research Report

Integrating disaster risk reduction into Primary Education Curriculum in Uganda

December 2015

Page 1 of 81

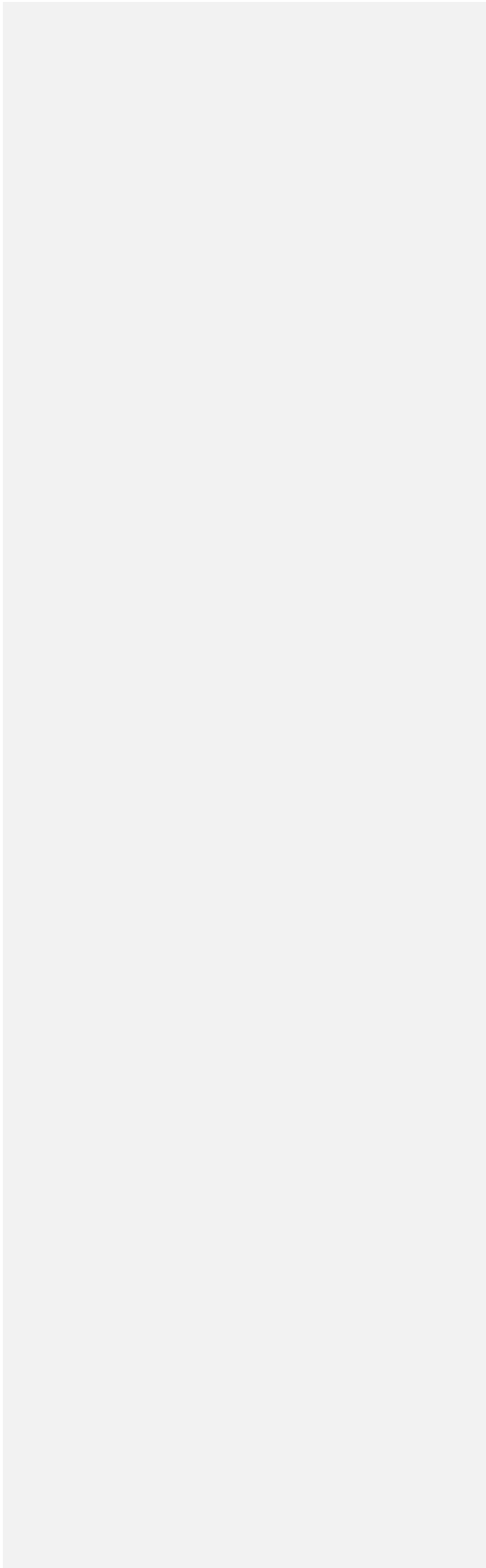
COMMISSIONED BY UNDP IN UGANDA
ON BEHALF OF THE OFFICE OF THE PRIME MINISTER

Disclaimer: The views expressed herein are those of the authors of the report and do not necessarily reflect the views of UNDP or the Government of Uganda

TABLE OF CONTENT

1. Introduction.....	6
2. Impacts of disasters on education.....	7
3. Pedagogy	9
4. Practical integration approaches	12
5. Horizontal vs Vertical curriculum integration	15
6. International case studies.....	16
6.1 Japan	16
6.2 Georgia	17
6.3 Turkey.....	18
6.4 Indonesia.....	19
6.5 Madagascar	21
7. Integrating disaster risk reduction into Primary education in Uganda22	
7.1 Aims and objectives of education in Uganda.....	23
7.2 Primary 1-3	24
7.2.1 Primary 1.....	24
7.2.2 Primary 2.....	29
7.2.3 Primary 3.....	32
7.3 Primary 4	36
7.3.1 Mathematics.....	36
7.3.2 Local language.....	36
7.3.3 English.....	37
7.3.4 Social Studies	37
7.3.5 Integrated Science	38
7.3.6 CAPE 1: Music, dance and drama	38
7.3.7 CAPE 2: Physical education.....	38
7.3.8 CAPE 3: Art and technology.....	38
7.3.9 Christian religious education.....	39
7.3.10 Islamic religious education	39
7.4 Primary 5	39
7.4.1 English.....	39
7.4.2 Integrated science.....	40
7.4.3 Local language.....	41
7.4.4 Mathematics.....	41
7.4.5 Christian Religious Education.....	41
7.4.6 Islamic Religious Education.....	42
7.4.7 Social studies.....	42

7.4.8 CAPE 1: Creative arts.....	42
7.4.9 CAPE 2: Physical education.....	43
7.4.10 CAPE 3.....	43
7.5 Primary 6	43
7.5.1 English.....	43
7.5.2 Integrated science.....	44
7.5.3 Local language.....	44
7.5.4 Mathematics.....	45
7.5.5 Part I: Christian religious education.....	45
7.5.6 Part II: Islamic religious education	45
7.5.7 Social studies	45
7.5.8 CAPE1: Creative Arts.....	46
7.5.8 CAPE2: Physical education.....	46
7.5.9 CAPE3: Arts and technology	46
7.6 Primary 7	46
7.6.1 English.....	47
7.6.2 Integrated science	47
7.6.3 Local language	48
7.6.4 Mathematics.....	49
7.6.5 Part I: Christian religious education.....	49
7.6.6 Part II: Islamic religious education	50
7.6.7 Social studies.....	50
7.6.8 CAPE1: Music, dance and drama	50
7.6.9 CAPE2: Physical education.....	51
7.6.10 CAPE3: Arts and technology.....	51
Bibliography.....	52
Annexure 1: Primary 1 Curriculum Overview.....	53
Annexure 2: Primary 2 Curriculum Overview.....	55
Annexure 3: Primary 3 Curriculum Overview.....	57
Annexure 4: Primary 4 Curriculum Overview.....	60
Annexure 5: Primary 5 Curriculum Overview.....	65
Annexure 6: Primary 6 Curriculum Overview.....	72
Annexure 7: Primary 7 Curriculum Overview.....	77



1. Introduction

In the past two decades, a realisation emerged of the need for sustainable development objectives and disaster risk measures to be integrated. Wisner (2007) reports that with the advent of the first World Conference for Disaster Reduction in 2005 (held in Kobe, Japan), development planners and disaster risk reduction practitioners alike recognised the fact that their word and agendas overlap almost fully. However, developers were reluctant to take on the “disaster” agenda for the fear of rerooting valuable development money to an unknown such as disasters. However, history has shown that hard earned development gains can be instantly wiped out by disasters. It is with this realisation that the sustainable development goals and disaster risk reduction initiatives has, in the past five years, found more and more alignment. Strikingly the main aspect in both these fields is the protecting and continuation of future generations. Key to this focus is children and education. It therefore stands to reason that both development and disaster risk reduction should have a significant presence in what children are taught.

Gains of institutionalising disaster risk reduction at national levels in Africa have progressed at a steady pace since 2005. Actions to mainstreaming disaster risk reduction by a number of governments are heartening, especially when one consider the emphasis which many scholars and policy makers place on the need for sustained political will in order for disaster risk reduction to become a reality. Today, many Africa governments find themselves in the midst of a paradigm shift from traditional disaster management and preparedness and response towards disaster risk reduction in the context of development planning with an emphasis on sustainable recovery linked to development. This is evident in the number of new multi-sectoral policies, plans and legislation that have seen the light since 2000. Unfortunately, it is also some of the countries most at risk of disaster that do not yet have comprehensive and binding legal instruments or well defined, developed and functioning institutional structures for disaster risk management, nor adequate disaster risk reduction integration into school curriculum.

However, the Government of Uganda has shown significant political commitment to disaster risk management over the past decade. This is evident in their aim and efforts to mainstream disaster risk management and climate change adaptation into their development planning. Some successes of the National Development Plan I has been recorded and a significant emphasis on disaster risk reduction in the National Development Plan II is noticeable. Subsequently the Government of Uganda embarked on a systematic process of developing its new generation disaster risk management and reduction policies and legislation. The National Policy for Disaster Preparedness and Management, in section 4.11, emphasises the role of disaster risk reduction in school curriculum. To this end it states that the Ministry of Education: *“is urged to mainstream disaster risk management in the education curriculum at all levels. This will enable the children grow up knowing the risks and hazards in their society and how to avoid or manage them. Children and students are also good educators of the communities where they come from.*

They therefore contribute to community education on risk and hazards management once equipped with the knowledge at school.”

The focus on integrating disaster risk reduction is most effective in the primary school curriculum. This is so because it is necessary to tap in to the learners’ attitude early enough when they are still at their formative stages of growing. This creates a positive attitude towards disaster risk reduction and climate change adaptation. Children and youth are agents of change and should be given the space and modalities to contribute to disaster risk reduction and climate change adaptation. It follows that children and youth influence their parents/guardians, and they are potential parents in the future.

This document reports on a desktop literature study and analysis of the existing primary curriculum in Uganda. It aims to highlight existing themes and topics in the curriculum addressing disaster risk reduction issues, but also propose how disaster risk reduction can be better integrated into the existing curriculum. The report identifies the possible impact of disasters on education and highlights general pedagogy for disaster risk reduction. A number of international best practices in integrating disaster risk reduction into education is also cited and analysed.

This curriculum review constitutes a departure point for the eventual integration of disaster risk reduction into the primary school curriculum of the Republic of Uganda. To guide review process, cognisance was taken of the rationale of following a thematic approach to teaching in Primary 1-3, and the subsequent bridging and continuation of subsequent Primaries. The analysis that follows is done under the assumption that Primary 1-3 focuses on the development of literacy, numeracy, life skills and values through the use of a familiar language and English; at P4 the focus is on addressing the transition and consolidation of the achievements of thematic curriculum; and in P5-P7 the focus is on consolidating language development, engage learners in activity based learning processes, and prepare them for post-primary education. Note should however be taken of the fact the curriculum does not function in isolation. It is part of the broader education system. In this system resources such as time, well trained and motivated teachers, safe physical and financial resources are needed. Although a multitude of suggestions is made on the disaster risk reduction integration, it remains necessary to address the full education system in this regard for this integration to be effective and have meaning.

2. Impacts of disasters on education

Disaster impacts on education in various ways. Notably in all aspects is a serious disruption of the normal functioning of the society in question. Examples are:

- a. Disruption of the school calendar as schools are used as evacuation centres. This reduces learning hours and lowers syllabus coverage leading to students’ poor academic performance;

- b. Lack of access to school due to destroyed bridges, disruption in transportation system which may cause high absenteeism;
- c. Damage to school infrastructure may cause perennial shortage of qualified staff as they will shun being deployed to such areas. This shortage of staff will in turn affect enrolment, quality of education and overall performance of students;
- d. Homeless families maybe moved to temporary shelters which may be far away form education facilities. This may also lead to absenteeism due to distance;
- e. Children are moved to schools and areas that have not been affected by disasters, but this causes overcrowding of certain schools. This overcrowding strains teaching resources and hampers education efforts.; and
- f. Government, which include Ministry of Education is weakened as the resources allocated for educational purposes will be channelled towards recovery efforts. Inputs such as hiring of teachers, development of physical facilities and formulation and distribution of learning material are compromised. This hampers the effectiveness and efficiency of the overall learning process (UNESCO, 2010:33; Tunner et al 2009:56; Basur & Samet 2002:193).

UNICEF in 2006 highlighted three areas necessary for sustainable development to effectively benefit children. The realities of disasters, their impacts and development challenges, necessitates a massive push to boost access to essential services for those children and their families currently missing out. This includes immediate interventions – dubbed ‘quick impact initiatives’ – that can provide a vital kick-start to human development and poverty reduction. Secondly, longer-term initiatives that are rooted in a human rights-based approach to development – many of which are already underway – must be stepped up or launched at the same time as the immediate interventions, helping to ensure that the latter are as effective as possible. Building up national capacities, through strategies led by national governments and local communities, is the best way to ensure the sustainability of these initiatives over the longer term. Lastly, deeper approaches must be taken that give special attention to the most vulnerable. This requires the participation of governments – through legislation, budgets, research and programmes – along with donors, international agencies, civil society, the media and the private sector to reach the children who are most at risk of missing out on the Millennium agenda (UNICEF, 2006). With the advent of the new Sustainable Development Goals, one can argue that many of the issues raised by UNICEF in 2006 is still relevant today.

In light of the possible disruptions to education caused by disasters, the need for disaster risk reduction integration into school curriculums becomes imperative. The first crucial step in integrating disaster risk reduction into education curriculums is to decide on the appropriate pedagogy which will form the foundation of the integration process.

3. Pedagogy

Pedagogy refers to the theoretical foundations of teaching and the practice of education. Pedagogies for education have largely been developed in line with our understanding on how people learn or retain information. As such a continuum (see Figure 1) of possible learning pedagogies have been developed over time to serve as a guide for the development of education curricula.

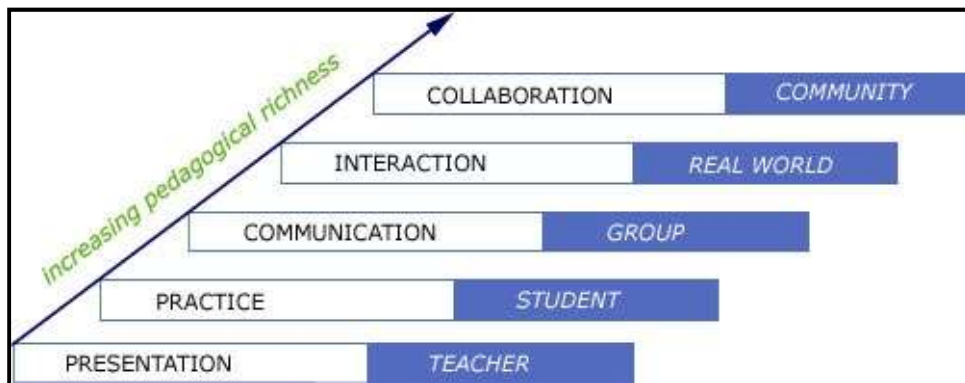


Figure 1: Pedagogy continuum

(Source: University of Warwick, 2007)

Traditional education curriculums focused on the behavioural orientated teaching strategy, where the responsibility for learning was placed squarely on the teacher and their ability to convey complex concepts and information. Thus in this pedagogy, learning is viewed as a consequence of good instruction or presentation by the teacher, and students play a passive role in their own learning process (called the “banking model” by Freire, 1970). However, with time, and the accompanying evolution in student needs, there has been a transition to more cognitive learning pedagogy. This means that the contemporary view on learning is that the focus in the classroom should shift from the teacher to the students. Within this contemporary teaching approach students are seen as active agents in their own learning process. Various methods can be applied to foster greater participation by students including practical applications by the student, group work or group interactions, interaction in with real world scenarios, and greater collaboration with the broader community (specific methods are alluded to in section 3.1 below). The move towards student centred teaching is aligned with the newest research on human information intake. Specifically, research by Sharp (2009:21) presented in Table 1 clarifies optimal levels of human information intake.

Table 1: Human information intake per teaching method

Percentage	Activity	Alignment with Pedagogy Continuum
5%	Of lecture	Presentation/Teacher
10%	Of what is read	Presentation/Teacher
20%	Of audio visual sources	Presentation/Teacher
30%	From demonstrations	Student/Practice
50%	From discussion with peers	Communication/Group
75%	Through practice by doing	Interaction/Real World
90%	From teaching others through peer education	Collaboration/Community

(Source: Sharp, 2009)

As can be seen from the table above there are great advantages in fostering learning amongst student by adopting a more cognitive student-centred teaching pedagogy. This is affirmed by Shelby and Kagawa (2014:29) when stating:

“Pedagogy that brings knowledge to life, practices skills, challenges attitudes and scrutinises values is a pedagogy that is active, interactive, experiential and participatory. Knowledge can be learnt from books but if it is to be internalised it needs to be drawn upon and tested within real life arenas. Skills need to be practised if they are to be honed (one would not trust the driver who had learned to drive from a book). Attitudes and values are optimally challenged, tested and rethought through dialog and debate.”

From this, and for disaster risk reduction, Uganda’s Ministry of Education and Sports would be advised to consider in broad, a pedagogy where student play an active role in their own teaching and learning experience. As this would optimise the internalisation of disaster risk reduction knowledge towards a more resilient society. It should be noted however, that there is a plethora of student centred pedagogies that can be selected either individually or in unison with similar pedagogies to optimise the learning experience of students in disaster risk reduction.

3.1 Specific student-centred pedagogies for Disaster risk reduction

A number of pedagogies can be employed to foster greater participation by students. These include active learning, problem-based learning, interactive learning, experiential learning, surrogate experiential learning, action learning, and also now blended learning. All of the above is well well suited for teaching disaster risk reduction, resilience, development and conflict management concepts. Table 2 below alludes more on these types of student-centred pedagogies.

Table 2: Student-centred pedagogies for disaster risk reduction

Specific Pedagogy	Description
Active learning	An approach requiring students to integrate course material by reading, writing, discussing, problem solving, investigating, reflecting and engaging in higher order thinking tasks such analysis, synthesis, evaluation and critical thinking.
Problem based learning/Inquiry learning	Students learn about a subject by focussing on complex and realistic problems. Students work in groups to gain a deeper understanding of the problem by explaining what they known about the problem, what they need to know and how and where to access new information that may lead to the resolution of the problems. The teachers has the role of a facilitator, only pointing the students towards possible sources of information.
Interactive learning/ Peer-led discussions	Learning is enhanced when students have opportunities to talk about their ideas and to respond to the ideas of others. Key activities can include brainstorming (i.e. spontaneously offering ideas on a given topic, all ideas being accepted, prior to the categorisation, organisation and evaluation of the ideas); discussions in pairs, small groups and with the whole group; interactive multi-media presentations (by students, teacher, disaster risk reduction related visiting speakers).
Field Experiential Learning	Learning is facilitated by student interaction with real world experiences and affected communities. Activities can include field trips to disaster support services; hazard mapping and vulnerability assessment in schools and in communities; community transect walks; reviewing emergency plans; interviewing local community members on hazards and hazard/disaster memories.
Surrogate Experiential learning	Closely related to field experiential learning surrogate experiential learning provides an avenue of teaching and learning about lived experiences in instances were there is a lack of funding for actual field trips or such field trips might endanger students (e.g. conflict zones). Activities include filmmaking, board games, role plays, drama (sketches, mime, puppetry), dance, simulation gaming, and school assemblies on disaster topics.
Action learning	Action learning aims to facilitate a deeper understanding of a subject by thrusting students into leadership positions in joint student-community run projects. To run the project and successfully engage with the community students will have to acquaint themselves with the subject matter before the project is initiated. Activities can include student community partnerships to raise hazard awareness, developing risk maps and risk reduction plans, poster campaigns, and street theatre.

Blended learning	Blended learning is a flexible teaching approach that blends different kinds of delivery and learning methods. It combines the best of the traditional teaching paradigm (lectures and assignments) with student centred learning paradigms (action learning, field experiential learning and problem based learning). This pedagogy accommodates different teaching and learning styles.
------------------	---

The discussion on broad and specific pedagogies provides the overarching theoretical framework by which the Government of Uganda can approach disaster risk reduction curriculum integration. Once an applicable theoretical framework has been selected a need will arise to practically implement disaster risk reduction curriculum integration. Practical integration approaches are discussed in the following section.

4. Practical integration approaches

A discussion on practical integration approaches builds on the foundations for integration of disaster risk reduction into school curricula as laid out by the discussion on pedagogy. Just as the case with pedagogy, there is a multitude of practical integration approach that gives expression to the larger pedagogy. It is important to note that the integration approaches do not need to be used in isolation, but depending on the context, needs and resources available to a district or a community, these can be used in any number of different combinations. In order to make an informed decision some of the most commonly used integration approaches and their advantages and disadvantages are highlighted in Table 2.

Table 2: Curriculum integration approaches

APPROACH	DESCRIPTION	ADVANTAGES	DISADVANTAGE
----------	-------------	------------	--------------

<p>The textbook-driven approach (Bangladesh and Nepal)</p>	<p>Curriculum development section of Ministry of Education in conjunction with national and non-governmental organisations, revise textbooks of particular subjects to include, or broaden the pre-existing treatment of, hazard-related or disaster-related topics.</p>	<p>Textbooks can assist the beginner teacher who might not have the necessary disaster risk reduction knowledge.</p> <p>It provides organised units of work with lesson plans and assessments, of which disaster risk reduction can be one.</p> <p>Textbooks provide a chronological presentation of content.</p> <p>Textbooks provides a complete programme.</p> <p>Can be excellent teaching aids.</p>	<p>Textbooks focus on explaining the causes and effects of hazards and safe behaviour, instead of building practical disaster preparedness and mitigation skills.</p> <p>A textbook-based classroom inhibits interactive and experiential learning which is needed to foster an engaged and participatory citizenship. Participation is crucial for all disaster risk reduction activities.</p> <p>A centrally driven textbook approach is not sensitive to context specific hazard and cultural needs of the intended recipients.</p>
<p>The pilot project approach (Turkey, Madagascar, Maldives and Nepal)</p>	<p>This approach focus on the creation of new and innovative materials, tools, theories and methods to drive disaster risk reduction integration into education. These interventions are systematically piloted in selected school districts with the number of schools increasing as successes are achieved.</p>	<p>Pilot projects provide ample opportunity for innovative ideas and tools to emerge from project participants. This participant based innovation leads to a greater sense of ownership amongst project participants.</p> <p>Pilot-projects that involve multiple public and private sector role players have the political will and financial resources to efficiently scale-up projects through school districts.</p>	<p>Centrally launched pilot curriculum development projects can become an exercise in compliance rather than a commitment to actual curriculum change. When pilot projects end, so does the commitment to actual change.</p> <p>If there is a lack of ownership and commitment from the National Department of Education towards the pilot outputs, the chances of a full role-out of the project is severely decreased</p> <p>Pilot projects that are run exclusively by NGOs or international organisations are faced with scaling-up challenges as funding is often not available to role out a project nationally. The sustainability of projects are also threatened should funds dry up.</p>

<p>The centralised competency-based approach</p> <p>(Philippines, Cambodia, Indonesia)</p>	<p>Central governmental and key NGO and international stakeholders identifying core messages of disaster risk reduction, key concepts, key knowledge and, key competencies and skills to be built into the curriculum. To facilitate the integration of this knowledge possible “carrier subjects”, the grade level at which to integrate curriculum development, module development, materials development and teacher training are decided upon. This process is continuously repeated and improved upon based on experience and evaluation.</p>	<p>As government takes the lead their assured political will and administrative commitment to the initiative leads to quick implementation, large-scale piloting with evaluation, and rapid movement to scale.</p>	<p>There is too great a focus on the eventual outcomes (increased disaster risk reduction competency) of the curriculum and not the process (pedagogical development, attention to values related issues and incremental teacher training) that should be followed to make sure that the curriculum is developed and implemented correctly. This undermines the achievement of the proposed outcome.</p> <p>A curriculum that builds a pre-determined number of competencies are seen as the ideal outcome by the central government . However, a curriculum should be dynamic in nature to build different competencies as hazard and community profiles change.</p>
<p>The centrally developed special subject (dedicated space) approach</p> <p>(Georgia and Russia)</p>	<p>This approach dictates that a stand-alone subject dedicated entirely to disaster risk reduction learning should be formulated and integrated within the formal curriculum. Key concept and capacities for disaster risk reduction should form the foundation of the subject.</p>	<p>Central government involvement in the curriculum development leads to assured political will and administrative commitment to the initiative . This leads to quick implementation, large-scale piloting with evaluation, and rapid movement to scale.</p> <p>Specialised disaster risk reduction subject reaffirms governments commitment to making disaster risk reduction learning a crucial component of formal learning and to building a culture of safety within a country.</p>	<p>With a specialised disaster risk reduction subject in place, curriculum developers fail to integrate or see the use of integrating disaster risk reduction into other subjects. This means the disaster risk reduction message might be lost on a portion of the population, especially if the disaster risk reduction subject is an elective school subject.</p> <p>The multi-disciplinary nature of disaster risk-related learning might be undervalued. This leads to a very narrow view of disaster risk reduction. It is a time and resource consuming process to get teachers used to the new subject and to develop teaching and learning materials and assessment methods.</p>

<p>The symbiosis approach</p> <p>(Myanmar; Lesotho, Madagascar, Malawi, Benin and Nigeria)</p>	<p>Disaster risk reduction is integrated into other subjects that focus on developing social awareness and empowering the individual for active citizenship. These can include disaster risk reduction in Life Skills, Civic/Citizenship education, environmental education and education for sustainable development or climate change education programmes.</p>	<p>It is easy to add new modules or lessons such as disaster risk reduction to existing multi-disciplinary subjects.</p> <p>This integration adds to the personal development of the teacher as they learn new knowledge and skills.</p> <p>The existing subjects content can add to a deeper understanding, purpose and scope of disaster risk reduction. For example a social sciences and history background could lead to a clearer understanding of the social construction of risk and how this can be reduced.</p>	<p>By combining disaster risk reduction in other subjects means that there is a risk that the disaster risk reduction component in not the main focus and therefore gets minimal or no direct attention.</p>
<p>The 'special event' approach</p> <p>(Fiji, Turkey, Bangladesh)</p>	<p>Annual disaster risk reduction events are held to initiate and support formal curriculum development efforts.</p>	<p>Special events emphasises the importance of disaster risk reduction and gives impetus to curriculum, pedagogical and whole-school developments and to school/community partnerships.</p> <p>Special events provide an alternative method of introducing disaster risk reduction to students, especially if there is limited time and space for integration in existing curriculum.</p> <p>Events provide a platform where students can practically apply disaster risk reduction lessons (for example simulation exercises).</p>	<p>Without accompanying curriculum, teaching and learning developments, special events serve as an impediment to actual progress in mainstreaming disaster risk reduction into education.</p>

5. Horizontal vs Vertical curriculum integration

An additional consideration be taken into account in the practical integration of disaster risk reduction into existing school curriculum in Uganda is whether a horizontal or vertical curriculum integration approach should be followed. Horizontal integration is done across the curriculum where every subject incorporates some aspect of disaster risk reduction knowledge or skills development. Horizontal integration can be a daunting task which need concerted effort. It normally requires a consideration of all levels and themes/topics in a curriculum. However, once achieved it has great benefit. Vertical curriculum development identifies one subject to serve as a “carrier subject” (e.g. earth science) for

disaster risk reduction knowledge and skills development but this knowledge and skills are built upon through the grade levels with each year introducing more complex material and activities. Vertical integration can be easier achieved, however the focus of the carrier subject normally dictates the disaster risk reduction focus. Thus if a subject such as Earth Sciences is used, the teacher tends to emphasise the hazard component, neglecting equally important issues of vulnerability, resilience and societal safety.

In the case of Uganda the combination of horizontal and vertical integration will be suggested throughout the various primaries. The curriculum is set up in such a nature that it accommodates both of these types of integration. In some instances either a horizontal or vertical integration is necessitated. The thematic based curriculum of Primary 1–3 makes vertical integration easier. However moving onto Primary 4–7 a more horizontal integration is needed. These peculiarities will be highlighted throughout the analysis. However, a lot can be learned from international case studies. The section that follows will allude to some of the best practices found throughout the world.

6. International case studies

The integration of disaster risk reduction into school curriculum is, however (and luckily) not a new nor novel idea. Some very good examples exist throughout the World from which Uganda can learn valuable lessons. Some of these are highlighted below.

6.1 Japan

Disaster risk reduction education in Japan is renowned for its emphasis on disaster preparedness. A wealth of disaster risk reduction education material has been produced by different stakeholders (Wisner 2006:15). Disaster risk reduction related topics and themes appear in a few subjects in primary school. In the lower primary school it emphasises local specific disasters and response initiatives, upper primary covers mechanisms of volcanic activities and earthquakes (Selby and Kagawa 2012:138). The Japanese education system offers disaster risk reduction education through infusion into existing subjects (Social Studies, Science and Health Education) and a period of integrated study (here the teacher is encouraged to use curriculum space to offer disaster issues and topics relevant to students in a particular locality). Field trips which fall under field experiential



approach to learning, are used in doing hazard mapping and fire drills. The experiential learning method of using puppets to pass on disaster risk reduction messages for young students and playing disaster risk reduction related games are also employed to create awareness of disaster risk reduction. Disaster risk reduction experiential learning and linking school and community has been found to be important and effective in Japan (Shaw and Yukihiro, 2014:1). Antonowicz et al. (2012:6) has found that Japan's integration of disaster risk reduction into their school curriculum has empowered students to identify and address a variety of forms of risks and disasters.

6.2 Georgia

Georgia's disaster risk reduction integration into school curriculum began in September 2011 (Bild and Ibrahim, 2013:14). Students were consulted on how the curriculum could be made interesting. Much emphasis was placed by students on the importance of providing interactive activities to aid the learning process (Selby and Kagawa, 2012:65).



As such Georgia has introduced two special initiatives which are, the addition of disaster risk reduction themes to mandatory Civil Protection and Safety courses for Grades 4 and 8, and Head of Class Hour programme for Grades 5 to 9 (Beukes et al., 2012:61). The head of hour programme employs largely interactive methods including: mini-lectures, discussions, brainstorming, excursions, interactive presentations, case studies, role-plays, the Socratic Method and learning by doing. The guidance by the teacher is supported by schematic drawings (for example a sample community hazard map) and by various checklists to be completed by school children together with their families (for example, a quake-safe home checklist, family disaster plan and safety checklist). Teaching implies not only teacher-student engagement, but also the involvement of parents and the community at large, with the activities to be undertaken co-jointly provided. UNICEF (2011:7) acknowledges that head of class hour approach, with its emphasis on interaction, action and practice appears to be succeeding in ways not achieved within core subjects,

thereby playing a significant empowered part in disseminating disaster risk reduction messages across the community.

6.3 Turkey

In school year 2005-2006 Turkey reformed national primary curriculum. As part of this reform they established a well structured interdisciplinary approach to primary level disaster risk reduction curriculum. Central to the new curriculum is the idea that to foster disaster risk reduction skills and awareness there needs to be an inter-dependence of subjects and topics, teachers considering 'association within the lesson' as well as

'association between lessons'. The outcome has been that disaster risk reduction now appears as a focus within a range of subjects in the new curriculum through various grade levels. In Grade 1 it appears in the Introduction to Sciences programme helping students to learn about how harmful natural hazards and disasters are, to understand safety measures and how to behave accordingly in school and at home in order to be protected from the effects of natural hazards and disasters, and to appreciate how natural hazards and disasters transform the environment. In the Grade 2 Introduction to Sciences programme students learn what is essential elements for people to maintain their lives. In Grade 3 they investigate hazard reduction in the home and are familiarised with the experience of an earthquake. Grade 4 Mathematics lessons on measurement focus in part on comparing and averaging earthquake durations while other work on numbers utilises technical information on earthquakes. Grade 4 Social Sciences coverage of 'People, Places and Environments' includes a thorough investigation of earthquakes (what is needed in an earthquake, correct courses of action and conduct during an earthquake, potential hazards, raising public awareness through posters). Exploration of soil erosion and loss in Grade 4 Science and Technology includes studying courses of action to minimise the effects of disasters. Listening and reading in Grade 5 Turkish Language includes dealing with data on potential hazards during an earthquake. In Grade 6 the learning is extended to natural disaster related practices in the local environment.

The study of numbers in Grade 6 Mathematics includes comparing and arranging data on the effects of wind while work on probability and statistics uses potential flood hazard data. In Grade 7 pie charts are drawn and interpreted around the causes of forest fires while work on algebra and exponential numbers



involves calculation of Richter magnitudes. Work on speaking in Grade 6 Turkish Language is used to profile the correct course of action during landslides while reading tasks are used to look at protection from tornadoes. This work is built upon in Grade 7 during which students focus on tornadoes as they practice using definitions, associations and numeric data in speech and in which they also practice making speeches about the causes of landslides. Research through reading exercises in Grade 7 explores measures to be taken indoors and outdoors during a landslide.

In addition to the subject-based disaster risk reduction curriculum, a primary school National Disaster Education Week is held annually with students taking part in special activities. As can be seen from the above discussion the curricula content for disaster risk reduction education in Turkey is quite extensive. Turkey furthermore has a unique approach to how the knowledge should be delivered. This curriculum has a strong skills orientation focus aligned with active learning through practical, hands-on, disaster training. The cross-cutting skills called for under the new primary curriculum include: critical thinking skills, creative thinking skills, communication skills, problem-solving skills, research-questioning skills, information technology skills and skills associated with entrepreneurship.

6.4 Indonesia

Integration of disaster risk reduction in school curricula occurs in three ways.

Firstly, disaster risk reduction themes and topics are integrated into existing subjects. The formal Indonesian school curriculum at the primary, intermediate and higher secondary levels has subjects which are roughly grouped into the following five categories: Religion and Culture; Language and Arts; Social Studies; Science and Technology; Physical Education and Health. Disaster-related curriculum content is restricted to Social

Studies, Science, and Physical Education, in which it appears at all grade levels. Of these three subjects, Physical Education and Health contains the largest number of sections and units relating to disasters and safety, topics and themes including: sanitation, traffic safety, safety from physical surroundings (Grades 1-3); safe outdoor activities, first aid, preservation of healthy environment, mutual help, cooperation and support (Grades 7-9). In general, disaster risk reduction-related topics are more fully present in the lower-grade levels than in the higher-grade levels



Secondly, disaster risk reduction is taught as a special subject within the Local Content Curriculum (LCC). Indonesia introduced the new curriculum system, called the Education Unit Curriculum (Curriculum Tingkat Satuan Pendidikan/KTSP) in 2006 for primary and secondary schools through the National Education Minister's Regulation No 22/2006. The new curriculum system provides a significant level of autonomy and flexibility to each school. They can develop or adapt their own textbooks and curricula by taking into account the local and school context (including locally specific disaster risks), local culture, and the needs and conditions of learners.

Thirdly, disaster risk reduction is taught through a self-development programme that takes place during the academic school year. Examples include support counselling activities and extracurricular activities (Harianti, 2011). The steps followed to allow for integration of disaster risk reduction into subjects are as follows: identifying learning materials on disaster risk reduction; analysing disaster risk reduction-related basic competencies to be integrated; developing integrated disaster risk reduction syllabus; and developing lesson plans. Hazard-specific textbooks are available at the primary, junior, secondary and tertiary levels, and cover disaster and hazard knowledge, preparedness and recovery. To support teachers, a training manual, disaster risk reduction modules, and reference materials have been developed in local languages. Teachers are also encouraged to develop their own textbooks (ASEAN/UNISDR, 2011). For example, the Bangung City School adapted a localised textbook for Social Science (Grade 4) including a text with exercises that address earthquakes, volcanoes, floods and precautionary measures (Pandey, 2007).

The dominant pedagogy for disaster risk reduction education in Indonesia is the teacher orientated paradigm where students are passive recipients of disaster risk reduction information, this is mostly due to the limited training that many teachers receive. However, this situation is changing in some areas to more student-led and/or student-centred disaster risk reduction programmes. Many of these programs and their accompanying materials are being developed by NGOs and UN organisations. Some examples include the Disaster Awareness in Primary School (DAPS) project and the Yogyakarta Earthquake Response Programme.

6.5 Madagascar

Environmental education in Madagascar has a long history that is rooted in its ancestral culture. At the primary level it is a cross-cutting element integrated into all disciplines. The ever more proximate threat of climate change has served to strengthen the environmental dimension of the curriculum while sharpening the urgency to build a praxis-orientation into learning. The emphasis on environmental awareness has very much informed disaster risk reduction curriculum developments.

At the primary level a Disaster risk reduction handbook for Grade 4 and 5 students and accompanying teachers' manual became available in October 2006, both outcomes of the "I Protect My Country from Natural Disasters" project. The students' handbook (MoNE/MoHA, 2006a) treats natural hazards in Madagascar: cyclones, earthquakes and volcanoes, tsunamis, floods, fires and malnutrition. Offering explanations and advice on what to do when confronting a hazard, and illustrated with attractive pictures, the book calls upon students to 'communicate what you know on (the) natural disasters to members of your society'. The teachers' guide (MoNE/MoHA, 2006b) covers the same six themes guiding the teacher on how to use the student hand-book in the classroom. There is no specific guidance offered on pedagogical possibilities, the presumption seeming to be that a text-led approach will be employed.

Disaster risk reduction is also currently treated in Grade 6 and in a range of subjects in Grade 7. In Grade 6 disaster risk reduction is embedded in the Science and Technology curriculum in a two-month unit on the management of water within which students explore water-related catastrophes such as floods, cyclones and drought. In the Grade 7 French curriculum, environmental awareness is one of six themes (18 hours of teaching) on topics such as brush fires, recycling of rubbish, new sources of energy, climate change, deforestation and the threat to indigenous species. In addressing each topic students practice: making oral presentations on environmental protection (e.g. discussing the consequences of deforestation, explaining the importance of plants for health); making others aware of environmental protection (e.g. advising peers not to harm wild animals; informing peers of the importance of protecting turtles); understanding messages on environmental protection (e.g. Internet searches, reading articles on brush fires, finding out how solar heating works); producing written material on environmental protection (e.g. environmental poems, essays, posters). In Grade 7 Science and Technology one of six



themes (18 hours of teaching) concerns the degradation of the quality of the regional environment with topics such as degradation of soil quality, rice field flooding, disappearance of local forests, mineral exploitation. Within each topic, students work on: protecting the soil (e.g. composting, mulching, and alternating how land is used); working to prevent/reduce pollution (e.g. reducing wood burning, planting trees, recycling); and conducting an enquiry into mineral exploitation.

In Grade 7 Mathematics, work is undertaken (42 hours of teaching) on measurement and scale which includes studying the area of forest devastation on the east coast of Madagascar and on the area of drought-induced devastation caused by climate change in the Androy region of the country (identifying the areas concerned on maps). The unit also includes consulting maps on the impact of climate change on agriculture and examining levels of carbon consumption. Climate change is thus a leitmotif of the Grade 7 primary curriculum, exploring the connection between climate change and the environment, analysing the causes of climate change, identifying the consequences, and taking action by way of mitigation and adaptation.

The dominant pedagogy is a combination of a textbook-based approach with active and participatory learning, including simulation exercises. Of particular note is what is described as the 'situation approach' in which 'a past emergency is discussed and explored with the objective of applying lessons learned to a future disaster including prevention and preparation methods'. Teachers choose a hazard according to what is experienced locally and according to seasonality. Cyclones are discussed in the fourth or fifth year of primary school once a week before the cyclone season to teach students about the definition, origin and development. This is followed by discussions on impact, including the necessary steps to be taken in their school and community to reduce these impacts before the disaster occurs and (in) the aftermath of the disaster. The goal of these exercises is to incite long-term behaviour change in students.,

With the above best practices in mind the sections that follows will allude to the horizontal and vertical integration of disaster risk reduction into the Primary curriculum of Uganda. This will be done within the broader context, aims and objectives of Primary education in Uganda.

7. Integrating disaster risk reduction into Primary education in Uganda

The previous sections alluded to the multitude and varied ways in which disaster risk reduction can be integrated into the the various grades/primaries for Primary education. As far as possible, the analysis of the Primary education curriculum of Uganda will be done within this context. However, this needs to occur within the aims and objectives of national education education in Uganda.

7.1 Aims and objectives of education in Uganda

The national aims of education in Uganda are:

- “To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;
- To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- To contribute to the building of an integrated, self-sustaining and independent national economy (NCDC, 2010)”.

At Primary educational level, the national aims of education are:

- “To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
- To develop and maintain sound mental and physical health.
- To install the value of living and working cooperatively with other people and caring for others in the community.
- To develop cultural, moral and spiritual values of life.
- To inculcate an understanding of and appreciation for the protection and utilisation of the natural environment using scientific and technological knowledge.
- To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
- To develop the prerequisite for continuing education and development.
- To develop adequate practical skills for making a living.
- To develop an appreciation for the dignity of work and for making a living by one's honest effort.

- To develop the ability to use the problem-solving approach in the various life situations.
- To develop discipline and good manners. (NCDC, 2010)”

The aims are therefore aligned with international accepted practices for the creation of resilient communities. It can therefore be assumed that within these broader aims and objectives, enough scope is present for the integration of disaster risk reduction aspects. The analysis of the curriculum and proposed methods of disaster risk reduction integration will be done according to the present levels of primary education in Uganda. Thus the sections are divided into Primary 1-3 focussing on thematic curriculum, Primary 4 which is the transition year, and Primary 5-7 for upper primary curriculum. Note should however be taken of the fact that the analysis that follows provides an extensive explanation other various possibilities of integrating disaster risk reduction into the existing curriculum. It would ever be naive to think that all of this is possible given the existing time constraints within the curriculum. Therefore the analysis should be seeing as a list of possibilities which can be implemented at the most appropriate time and manner.

7.2 Primary 1-3

It might not be desirable or effective to integrate a specific disaster risk reduction and/or conflict management sub-theme into the curriculum at this early stage as a familiarity with the notion of disaster and conflict has to first be established in the consciousness of the child through subtle means. The process of subtle integration at the P1-P3 cycle will provide a solid foundation for more complex elaboration from the P4 cycle forward. As such the analysis has looked at possible points of integration of disaster risk reduction and conflict management concepts in each of the themes and topics. It should be noted that not all themes and topics would contain disaster risk reduction and conflict management concepts as it would be more beneficial to have targeted and effective capacity building activities towards building disaster resilience and conflict management understanding within the Primary 1-3.

7.2.1 Primary 1

Primary 1 consists of a number of themes in which the various subject matter is addressed (see Annexure 1). Primary 1 is well suited for vertical integration. However, due to the time allocation to various themes, it might not be possible to introduce disaster risk reduction as a the new theme on its own.

7.2.1.1 MATHEMATICS, LITERACY, ENGLISH, CREATIVE PERFORMING ARTS, LIFE SKILLS AND VALUES

Theme 1: Our school

The sub-themes present various entry points by which disaster risk reduction concepts can be introduced. The exercise of learning titles and names as indicated in the curriculum can be made relevant to disasters and conflict by reiterating to students the importance of knowing fellow learners' names in the event of a disaster occurring. This is important because they could give fellow learners' names to emergency personnel (Mr. Fireman, Ms. Policewoman) if they go missing during a disaster. The literacy competence activities associated with this sub-theme can also be adapted to facilitate understanding of disaster and conflict, for example reciting a rhyme or reading a story about why the school is a place of safety and why it should be protected from disaster, identifying and describing safety equipment such as fire-hoses (**Listening and Speaking, Pre-Reading**) or playing matching games (written or with pictures) with which emergency personnel fit with which hazard that can affect the school (**Pre-Writing**). Creative performance arts such as songs that focus on the people that help protect the school, or emergency numbers, can also prove a useful tool in creating a familiarity with key concepts. This could be supported by making basic models of fire engines or rescue vehicles using building blocks (this creates an association between fire-engines, fireman, police, ambulance services and school safety). Role-playing or acting as a fire-man, police man, nurses and doctors also helps to highlight the notion of people that support caring as an activity at the school. The life skills and values associated with the various sub-themes also provides a suitable point of introduction of disaster and conflict management. Students can be taught the importance of effectively communicating information on possible hazards as a means of early warning (this could be framed within the context that caring for the people in your school means that you warn them if something bad is happening or going to happen and that this is a responsibility each learner has).

Theme 2: Our home

Within this broader theme, sub-theme 2.2 can provide a fruitful entry point to integrate disaster risk reduction subjects. As sub-theme 2.2 seeks to build the knowledge of students of the roles and responsibilities of different family members around the home, it offers the option of adding basic tasks per family member as they relate to preventing disaster and managing conflict. An example could be father making sandbags in case of floods or mother tacking the children to higher ground in case of flood. This basic understanding can then be reinforced through the various literacy competencies, English competencies and creative performing arts and life skills and values. Activities can include recognising pictures of parents or children engaging in disaster risk reduction activities like putting out fires (**Literacy Competences**), naming roles and responsibilities e.g. protect (**English Competences**), colouring pictures of parents putting out a fire (**Creative performing arts**). Sub-theme 2.3 provides another entry point for the integration of disaster and conflict management. The theme deals with some of the basic things found around the learner's house, and could therefore be an opportune moment to introduce objects that could be harmful e.g. a river or a stove, and objects that can prove useful to

fight/or survive the risk e.g. fire hose/garden hose/sand in case the stove catches fire, or a boat/higher ground (hills) if floods were to happen. The basic uses of things to help prevent disaster and conflict can be reiterated through the student naming specific things and what they do e.g. Garden hose. bucket of water - puts out fire (**Literacy competence**), vocabulary (**English Competences**) and singing a song about children putting out a fire with a bucket of water (**Creative performing arts**).

Theme 3: Our community (people; activities; important places)

All the sub-themes in the thematic category could provide adequate opportunities to expose children to disaster risk reduction concepts. Specifically students can be thought of as the people who will keep them safe in the event of a disaster (**3.1 People in our community**), what these people do (**3.2 Activities in our community**) and places of safety in case of a disaster or conflict situation (**3.3. Important places in our community**). The literacy competences, English competences and creative performing arts, can form the core entry points for infusing disaster and conflict management concepts. Activities for sub-theme 3.1 can include a session on identifying people that keep me safe (**Literacy competence**), naming people by their profession (**English competences**) and student role-playing the activities of emergency personnel (**Creative performing arts**). Activities in sub-theme 3.2 can include naming different activities e.g. to put out fire the fireman uses a firehose (**Literacy competence**), sentence structure like: "What are you doing? - I am putting out the fire" (**English competence**) or drawing pictures of emergency personnel and safe areas (**Creative performing arts**). Activities in sub-theme 3.3 could include talking about the importance of certain places in disaster situations (**Literacy competence**), naming important places that provide help in emergencies (**English competence**) or singing songs about important places and the services they can provide in a disaster situation.

Theme 4: The human body and health (external parts and uses; personal hygiene)

This theme already contains information and activities that are orientated toward disaster risk reduction. This is facilitated in sub-theme 2.2 Personal hygiene.

Theme 5: Weather

Theme 5 can serve as the vehicle by which the children can be introduced to various hazards that can affect their every day life. This theme is ideally suited for this purpose as much of the existing content already gives a basic oversight of weather patterns (Sub theme 5.1). Additionally, sub theme 5.3 (effects of weather effects) already encourages a deeper exploration of how certain types of weather can adversely affect a community. This theme can therefore be presented and kept in its current format.

Theme 6: Accidents and safety

The accident and safety theme as developed in the current curriculum serves as an excellent entry point to introduce the learners to disaster safety and response concepts. The current sub-themes i.e. accidents

and safety at home, accidents and safety on the way and accidents and safety at school and in class, already identify adequate categories and activities to build a base of knowledge in the P1 cycle.

Theme 7: Living together

Within this theme, sub-theme 7.1 (**The family**) and 7.2 (**Ways of living together in the school**) does not need to be used to introduce disaster or conflict management concepts as possible ways of introducing these issues have already been addressed in theme 1 and theme 2, and thus repetition can be avoided. However, it could be useful to highlight that managing disasters and avoiding conflict is “everybody's business or responsibility” (family, school and community), and only through cooperation, caring and communication can we protect ourselves and our loved ones (during the life skills and values component of the theme). Of the various sub-themes associated with this theme sub-theme 7.3 (**Ways of living together in the community**), provides the most ideal opportunity for integrating disaster risk reduction concepts. As a point of departure communally orientated disaster risk reduction activities can be included in the list of activities undertaken by the community e.g building dams (or water catchment mechanisms) to counteract droughts. Various activities can be identified to reinforce the notion that disaster risk management is a communal task. These can include telling stories about a community that worked together to save their houses from flooding (**Literacy competence**), emphasising key vocabulary such as help, care and share as important functions of the community working together to prevent disasters (**English competence**), or role playing how community members work together to prevent disasters and conflict (**Creative performing arts**).

Theme 8: Food and nutrition

The food and nutrition theme provides a possible means of integrating disaster and conflict management within sub-theme 8.3 (keeping food safe). The integration of disaster management into this sub-theme is particularly crucial as there is a close link between food security and disaster risk in the African context. Much of the theme in its current format can only be slightly adjusted to include a focus on disaster. For example when there is a discussion on the importance of keeping food safe (as is in the **literacy competence** component) the teacher can guide the discussion further on how keep food safe during floods and droughts can prevent greater disasters. Using creative performing arts like colouring picture of farmers putting grain in raised granaries (keeping the crops safe from floods) could help to reinforce crucial risk reduction messages.

Theme 8: Food and nutrition (types means of transport; importance of transport; measures related to transport)

Commented [1]:
need clarity on this aspect.

Theme 9: Gap p.48

Theme 10: Gap p.48

Theme 11

Theme 11: Our environment

The theme of our environment as indicated in the current curriculum is already well orientated towards introducing the students to broader environmental management issues associated with natural hazards and disasters. However this broad focus can be made even more relevant by allowing the children to name and talk about physical features that might also be harmful (11.1 Components and importance of things in our environment), talk about the damage the environment can cause to the community (11.2 Factors that damage our environment) and introducing possible risk reduction intervention like building communal dams within sub-theme 11.3 The conservation of our environment. Creative performance arts can be used to visually illustrate the relationship between environmental factors and risk they pose to the community and how the community can go about limiting the risk.

Theme 12: Peace and security

This theme can be kept as is because it already contains themes, information and activities that are orientated towards building a basic capacity for conflict management. Therefore no further recommendations will be made towards this theme.

7.2.1.2 Christian religious and Islamic religious education

Whilst very little can be changed to the core themes and sub-themes of both religious teaching modules, some emphasis can be placed on having tolerance towards community members and fellow learners that do not have the same religious affiliation as the student. This could serve as a base for improved conflict management and religious tolerance within communities. Awareness of disaster risks can also be created through these themes by highlighting stories from both Holy Books that talk about disasters and their affects on communities. An example could be that of Noah's flood as this is recounted in both the Bible and the Qur'an. There has been acknowledged that both Holy Books contains explanation about the meaning of human sacrifice, life, death and life after death connected to natural disaster events. Such aspects can be directly translated and aligned with disaster risk reduction messages.

Commented [2]:

This information is missing in the curriculum booklet received

Commented [3]:

Things we make? this is called environment but it is about things we make

7.2.1.3 Physical Education

Physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety.

7.2.2 Primary 2

Primary 2 consists of a number of themes in which the various subject matter is addressed (see Annexure 2). Primary 2 is well suited for vertical integration. However, due to the time allocation to various themes, it might not be possible to introduce disaster risk reduction as a the new theme on its own.

7.2.2.1 MATHEMATICS, LITERACY, ENGLISH, CREATIVE PERFORMING ARTS, LIFE SKILLS AND VALUES

Theme 1: Our school and neighbourhood

The purpose of the theme is to establish the relationship between the school and the neighbourhood in which it is established. As such the theme can be used as a vehicle by which students can be introduced to the possible role the school can play in the community during a disaster situation, but also in building community resilience. Specifically **sub-theme 1.2 Benefits to the neighbourhood** provides the most useful access point of introducing disaster risk management information. Within this sub-theme the student can, for example, be taught that during a disaster the school serves as an evacuation centre or food distribution point. This broad idea can be reinforced by students describing the school as a place of safety and refuge during disaster (Literacy competence), reading show sentences that highlight the role of the school as an evacuation area during disaster (English competences) or role playing as emergency personnel taking community members to the school to keep them safe (Creative performing arts). Sub theme 1.1 and 1.3 are not ideal suited for disaster risk management integration but the current structure is useful in establishing the central role of the school in the community and the importance of mutual cooperation.

Theme 2: Our Home and Community

Within this theme, sub-theme 2.2 has the most potential for allowing the integration of disaster risk management concepts. Additionally, and because the theme aims to clarify the role of different persons in the community, it also build upon the suggested teaching outcomes as per Primary 1 curriculum theme 3. Thus within this sub-theme it is suggested emphasis is placed on the exact roles of people, but also the roles they assume before and during disaster situations e.g fireman puts out fires, but are also responsible for evacuating us to safety areas before and during disasters. To facilitate a deeper understanding learners can be encouraged to ask and answer relevant reflective questions about the

roles of certain officials during disasters (Literacy competence), using vocabulary and sentence structures to confirm roles (English competence) or colouring pictures of emergency officials carrying out certain roles (Creative and Performing arts).

Theme 3: The Human Body and Health

This theme can be kept as is because it already contains information and activities that are orientated toward disaster reduction. This is facilitated in sub-theme 3.2 Sanitation areas that need to be kept clean/How to clean those areas as well as sub-theme 3.3 Personal Hygiene/Skills for keeping clean. Maintaining the current content will also allow to build on the base knowledge established in Primary 1 theme 4.

Theme 4: Food and Nutrition

The food and nutrition theme can incorporate disaster management concepts within the course work by focusing on stressing the importance of food security, specifically quality of food. This focus is already stressed within sub-theme 4.1 Classification of foods. The possible disastrous consequences of not ensuring the prevalence of good quality food is also described through the existing activities and content as described in sub-theme 4.2 (Good Feeding Balanced diet/Importance of a balanced diet and 4.3. Effects of poor feedings.

Theme 5: Our Environment

The main focus of theme 5 is to establish an appreciation of the different animals, insects and plants within their environment. There is a possibility of incorporating disaster management aspects by focusing on the possible diseases that could be carried over from animals and insects to human populations. Examples could including malaria, avian flue and rabies. To reinforce these teaching students can play association games matching disease with specific carrier animals (literacy competences) and creative performance arts such as colouring pictures of animals that might carrier diseases.

Theme 6: Thing we make

The things we make theme can be utilised to introduce students to basic disaster risk reduction interventions that can be created by the community themselves. As such within sub-theme 6.1 (things we make in the community) students can be introduced to risk reduction techniques such as sandbagging for flood) and building wells or community dams for droughts. This could be reinforced by getting students to describe and explain the role of an intervention during disasters (Literacy competence), teaching vocabulary such well, sandbag and dam (English competence) and constructing miniature versions of wells and dams (Creative performing arts). Sub-theme 6.2 Materials used and their sources can be oriented to disaster management by informing the student what materials can be

used to construct the interventions mentioned in sub-theme 6.1. Thus students can for instance be instructed to name (Literacy competence and English competence) the materials needed to dig a well (shovel, ladder, wood, buckets rope). They can also sing songs about the process of digging and well and what was needed to carry out the task (Creative performing arts). Sub-theme 6.3 on the Importance of the things we make can drive the disaster risk reduction message home by making the students aware of why it is important to build certain risk reduction structures e.g. building wells dams would help us to have reserve water in times of drought. This message can be reinforced by allowing the students to talk and explain to their class mates the importance of certain interventions (Literacy competence), writing short stories about filling sandbags or building a well (English competence) or acting out a scene where the community is engaging in building their own disaster intervention (Creative performing arts).

Theme 7: Transport and our Community

Although the theme predominantly focuses on engraining the importance of transport in terms of time fares, distance and ways of using the road, it can also be used to create a familiarity with types of transport to use during a disaster, or what types of transport to associate with safety during an emergency situation e.g ambulances and firetrucks. To convey this message sub-theme 7.1 would be ideally suited as it already deals with the means of transport and the uses of transport. So for instance children can be taught that boats and canoes can be used as a means of transport if flood waters were to rise or that fire trucks will evacuate us to places of safety. This information can be reinforced through children matching the transport that could help you to safety with an accompanying disaster (Literacy competence), playing situational games (English competence) and telling and re-telling stories of transports used during disasters (Creative performing arts). Sub-theme 7.2 and sub-theme 7.3 are orientated towards establishing basic road safety knowledge amongst learners and as such can be kept in its current format, with introducing disaster management concepts.

Theme 8: Accidents and Safety

The accident and safety theme as developed in the current curriculum serves as an excellent entry point to introduce the learners to disaster safety and response concepts. The current sub-themes i.e Causes of Common accidents in our community, managing of accidents and First aid already identify adequate categories and activities to build a base of knowledge towards disaster management in the Primary 2 cycle. As such no amendments are recommended.

Theme 9: Peace and Security

This theme can be kept as is because it already contains themes, information and activities that are orientated towards building a basic capacity for conflict management. It also builds on the existing knowledge built during P1. Therefore no further recommendations will be made towards this theme

Theme 10: Child Protection

This theme is orientated to teaching the student an understanding and effects of child abuse. Therefore there is no or only limited scope for disaster management integration. Thus no recommendation will be made for integration into this theme.

Theme 11: Solids

This theme aims to establish an understanding, appreciation and participation in recreation, festivals and holidays. This theme does not provide adequate points of entry to integrate disaster management and can therefore remain in its current format.

Theme 12: Recreation, Festivals and Holidays

This theme is orientated to teaching the student an understanding and effects of child abuse. Therefore there is no or only limited scope for disaster management integration. Thus no recommendation will be made for integration into this theme.

7.2.2.2 Christian religious and Islamic religious education

Whilst very little can be changed to the core themes and sub-themes of both religious teaching modules, some emphasis can be placed on having tolerance towards community members and fellow learners that do not have the same religious affiliation as the student. This could serve as a base for improved conflict management and religious tolerance within communities. Awareness of disaster risks can also be created through these themes by highlighting stories from both Holy Books that talk about disasters and their affects on communities. An example could be that of Noah's flood as this is recounted in both the Bible and the Qur'an. There has been acknowledged that both Holy Books contains explanation about the meaning of human sacrifice, life, death and life after death connected to natural disaster events. Such aspects can be directly translated and aligned with disaster risk reduction messages.

7.2.2.3 Physical Education

Physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety.

7.2.3 Primary 3

Primary 3 consists of a number of themes in which the various subject matter is addressed (see Annexure 3). Primary 1 is well suited for vertical integration. However, due to the time allocation to various themes, it might not be possible to introduce disaster risk reduction as a the new theme on its own.

Theme 1: Our Sub-County/Division

Within the theme, **sub-theme 1.2 and 1.3** provide possible areas for integrating disaster risk management concepts. **Sub-theme 1.2: Physical features of our sub-county/ division** can be used to emphasise the physical features in a community that might pose a disaster risk like rivers (floods) and grasslands (wildfires). These lessons can be reinforced through describing the features that could place the community at risk (**Literacy competence**), using sentence structures to describe the location of the feature in relation to the community (**English Competence**) and drawing and colouring the features that could endanger the community (**Creative performing arts**). **Sub-theme 1.3: People in our sub-division** can incorporate information on what the roles of tribal, clan or administrative leaders are for disaster risk management. This could include that the leaders can play a key role in disseminating disaster awareness or early warning messages (**Literacy competence**). The disaster risk management role of the village leader can also be illustrated through drawing simple story sequences (**Creative performing arts**).

Theme 2: Livelihood in our Sub-County

Sub-theme 2.2 and 2.3 are suited to the integration of disaster risk management concepts. Social services and their importance (2.2) can be used to introduce children to disaster risk management as key social service that ensures community safety and prevents loss of lives during disaster. This can be reinforces through reading short paragraphs about the disaster risk management services and its importance (**Literacy competence**), using sentence structure outlying who is responsible for disaster services (**English Competence**) and singing a song about the persons responsible for disaster risk reduction e.g. fireman/woman, nurses and doctors, school teachers, politicians etc. (**Creative performing arts**). Challenges in social services and their possible solutions (2.3) provides another avenue for the integration of disaster risk management. For example challenges faced by the disaster risk management function of government can include lack of community participation/ or lack of early warning mechanisms. Learners can then link possible solutions to the problems identified e.g lack of community participation - community based disaster risk assessment (**Literacy competence**), asking and answering questions about these problems and possible solutions (**English Competence**), and singing songs about the possible challenges faced in the social services of disaster risk management.

Theme 3: Our Environment in Our Sub-Country/Division

This sub-theme introduces the student to the notion of environmental changes and skills and knowledge need to manage it. The content and activities associated with the theme and sub-themes already speaks to issues of disaster risk reduction. This is especially true of **Section 3.2: Natural changes in the environment** and **Section 3.3 Changes in the environment through human activities**. Herewith the existing disaster risk reduction focus is well developed.

Theme 4: Environment and Weather in our Sub-County/Division

As is the case in Theme 3, Theme 4 continues the exploration of some disaster risk reduction concepts. As it highlights the specific dangers associated with the Air (strong winds), Sun (droughts) and Water (Floods). It already addresses a risk reduction intervention in the form of managing water resources. The sub-themes, their content and associated activities are already well developed and do not require any amendments.

Theme 5: Living Things: Animals in our Sub-County/Division

There is a possibility of incorporating disaster risk reduction aspects by focusing on the possible diseases that could be carried over from animals and insects to human populations. These can be discussed under the characteristic of animals, insects and birds sections includes in **sub-theme 5.1 and 5.2**. Examples of disease characteristics could including discussing malaria, avian flue and rabies, and the threat they pose to human health. Listening to and retelling characteristics of living things could be used to reinforce literacy competences and imitating animal sounds of animals that could carry diseases could could be done within creative performance arts.

Theme 6: Living Things: Plants in our Sub-County/Division

Within this theme, **Sub-theme 6.3: Crop-growing practices** provides a possible area of synergy with disaster risk reduction. This is due to the fact that food security and disaster risk reduction is very closely linked within the African context. The content of the sub-theme can therefore include a focus on how planting and cropping techniques can improve food security. This can be reinforced through reciting a rhyme (**Literacy competence**), reading descriptive stories (**English competence**) and dancing creative dances on crop growing (**Creative performing arts**)

Theme 7: Managing Resources in our Sub-County/Division

The theme intrinsically includes notions of disaster risk reduction through the focus on managing basic resources such as food and water sustainably. Therefore no recommendation will be mad for sub-theme 7.1 and 7.2. However **Sub-theme 7.3: Projects** can more explicitly highlight disaster risk reduction and climate change adaptation projects like building a sandbag wall or digging a well, as projects to help protect valuable resources from disaster and then effects of climate change. To reinforce, the learner can talk about the importance of these disaster reduction activities (**Literacy competence**), acting

dialogues on the activity (**English competency**) and dramatising the activity following a story (**Creative performing arts**)

Theme 8: Keeping peace in our Sub-County/Division

This theme builds on the Peace and Security themes established during the Primary 1 and Primary 2 cycle. Thus the theme can be kept as is because it already contains themes, information and activities that are orientated towards building a basic capacity for conflict management, and thus also leading to risk reduction.

Theme 9: Culture and Gender in our Sub-County/Division

This theme can be used as a basic introduction to the concepts of gendered disaster risk reduction and indigenous knowledge that aims to reduce disaster risks. To facilitate this **Sub-theme 9.1** can introduce a focus on a cultural perception of disaster and traditional ways of addressing certain risks. Activities that can be linked to this process is the telling and retelling of traditional stories (**Literacy competences**) and acting a dialogue (**English competences/Creative performing arts**). **Sub-Theme 9.2: Gender** can explain why especially girls are more vulnerable to disaster impacts and how creating greater equality can reduce their risk. This can be done by role-playing what girls and boys do during disasters (this exercises can be mirrored that boys take on the role of girls, so they can gain a deeper insight of the experience of girls in disaster situations) (**Literacy competence**) and dramatising best practices in striving towards gender equality (**Creative performing arts**)

Theme 10: Health in our Sub-County/Division

This theme and its associates sub-themes are already well developed in discussing disaster risk reduction related topics including disease vectors (10.1), disease spread by vectors (10.2) and HIV/Aids (10.3). The accompanying content and activities are also appropriate and there no recommendations are made for further disaster risk reduction integration.

Theme 11: Basic Technology in our Sub-County/Division

Within this theme, **Sub-theme 11.2** can be used to introduce how disaster prevention mechanism such as sandbags can be created using locally sourced materials. The purpose of the product can then be explained for its risk reduction value (sandbags serve as a barrier against rising flood waters). Learners can for instance be encouraged to describe how to make a bag from natural fibres (**Literacy competence**), practicing dialogues on the process of making the sandbag (**English competence**), weaving a sandbag or water barrier (**Creative performing arts**).

Theme 12: Energy in our Sub-County/Division

Sub-theme 12.3: Dangers of energy and ways of avoiding them is already geared towards conveying disaster risk reduction content. The selected activities are also appropriate to support the learning processes. As such no additional recommendations will be made.

7.3 Primary 4

In primary for curriculum learners are required to change from the theme base learning in Primary 1–3 this subject based learning. This has some implications in terms of the horizontal and vertical integration of disaster risk reduction and climate change adaptation issues into the curriculum. In primary 4 horizontal integration into the various subjects will be necessary. From primary 4 onwards learners will have access to textbooks. From the literature is clear that textbooks to an extent inhibits the integration of new material into the curriculum. However, disaster risk reduction integration can still occur through the use of serious assessment methods in types of learning. Cognisance should be taken of the fact that Primary 4 is seen as a transition year. The integration of disaster risk reduction into this curriculum is therefore also treated in this light.

7.3.1 Mathematics

In the mathematics subject the learner is introduced to sets and numeracy. Given the fact that the learner will have to familiarise him or herself with these new concepts, it is not advised that over emphasis is placed on disaster risk reduction themes within the subject. Rather, it is suggested that the teacher use examples from the natural environment to reinforce mathematics curriculum. This can be done by for instance counting the amount of bushfires/floods annually, and allowing for discussion in this regard.

7.3.2 Local language

A Focus on climate change and natural hazard management can be incorporated into a number of topics within the local language syllabus. **Topic 2: Planning for the future** and **Topic 3: Stories of the past** (Term 1) is particularly suited for such focus. Herewith the teacher can show how important it is for us as humans to be forward-thinking in our decision-making processes. Emphasis can be placed on the fact that decisions of today can vastly impact on the ability of future generations to sustain themselves. Experiences and lessons learned from the past in terms of disasters can also be highlighted. **Topic 1: Traditional health care** emphasises elementary traditional first aid and treatment. Importance of knowing first thing in disaster situations can be described. Term 2 **Topic 2: What people do in our community** the teacher can use experiential learning to introduce the learner to the various occupations link to disaster risk management. In particular field trips can be organised, or practitioners can visit the school and talk about the issues relating to safety and the prevention of disasters. In **Topic**

3: Our local media and its role the importance of local media in communicating early warning messages can be taught. Learners can be asked to look for and find messages relating to safety. Through **Topic 3: Reading materials** (Term 3), learner can be taught where to find information relating to seasonal natural hazards.

7.3.3 English

In the English subject, **Topic 2: Giving directions**, can be effectively used to emphasise the need to be able to give clear directions in the case of a disaster. Example of a disaster situation can be used for learners to practice this skill. Learners could be asked to explain how to evacuate to safe areas. Learners could also be asked to interpret evacuation signs. **Topic 4: Behaviour** introduces nonviolent conflict resolution. Conflict as a contributor to disasters can be highlighted and appropriate behaviour in terms of nonviolent conflict resolution can be explained in the contexts of disaster risk reduction. Similarly **sub topic 4B: Bad behaviour** can be used to reinforce the concept of protection and respect for fellow community members. **Topic 7: Expression of the future (diary, using study time)** requires learners to write personal plans. In this regard the theme of disasters can be used to explain to the learner how current action can mitigate possible future disasters. Learners could be asked what the consequences of current actions could be in the future. In **sub topic 8B: Music, dance and drama**, learners could be asked to perform an elementary drama of a situation where a disaster occurred.

7.3.4 Social Studies

In **Topic 1: Our district**, learners can be required to tell stories about their district. In particular the learner can consult with elders in order to obtain more information in historic disaster occurrences. These occurrences can be located on a map. Similarly within the **Topic of Physical features in district**, the curriculum really requires learners to explain the use and dangers of different physical features. The learner must also be able to suggest ways of caring for physical features. The specific focus can easily be aligned with disaster risk reduction. Disaster risk reduction can be integrated in **Topic 3: Vegetation in our district**, by explaining the need for good natural resource management and how this contributes to limiting disasters, in particular floods and landslides. In identification of ways for caring for the vegetation, the teacher can emphasise how these practices limit climate change and possible disasters. **Topic 4: People in our district**, identifies factors that determine settlement patterns. Within this topic, urbanisation as a major driver of risk can be incorporated. Similarly in this topic, problems faced by people when they carry out their work, can be aligned to underlying disaster risk consequences. The importance of social networks for vulnerability reduction can also be emphasised. **Topic 6: How to meet people's needs in our district**, learners can be taught that one of the social services provided to meet people's needs, is the disaster management function of government. Under this topic it can also be

explained how problems in meeting people's basic needs contribute to their vulnerability, and ultimately exposure to natural hazards. The learners could be required to suggest possible solutions to disaster problems.

7.3.5 Integrated Science

Integrated science syllabus already contains a significant number all underlying disaster risk reduction issues. Under the **Theme: World of living things**, sustainable food sources and its contribution to livelihoods and resilience building can be highlighted. In particular **Theme 3: Our environment** covers meteorological issues and the relation to climate change. It is important that the learner is taught how the various cycles of also drives hydro- and meteorological hazards. In this instance the difference between the natural phenomena and a disaster can be alluded to. Similarly the topics on **Human health** already alludes to the prevention, mitigation and management of a number of biological hazards. In Term 3 the **Topic 3: Accidents, poisoning and first aid**, Learning is talked to identify and manage common accidents and poisoning. The need for these skills in disaster situations to save lives can be highlighted.

7.3.6 CAPE 1: Music, dance and drama

No specific element can be highlighted which addresses disaster risk reduction directly. However, within the creative arts subjects, a variety of methods can be used to reinforce the disaster risk reduction message. In particular drama, mime, puppetry, dance and songs. These can be tailor-made to suit the specific sub-county or division, taking into consideration their specific disaster risk profile.

7.3.7 CAPE 2: Physical education

Similar to this subject on creative arts, physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety.

7.3.8 CAPE 3: Art and technology

Within the **Arts and Technology** subject, learners can be required to draw pictures of the various natural features, hazards and phenomena. This can be used as a starting point for the discussion on how to create a safe environment. Similarly in **Theme 2: Making puppets** learners can perform a puppet

show aimed at public awareness of safety and disaster issues. One of the underlying premises of CAPE3 is the provision of practical skills to the learner which hopefully leads to livelihood enhancement. Emphasis in the subject can be placed on the need for the learner to become entrepreneurial, to secure the own future, and to focus on income generating activities. Linkages to how these skills build individual and community resilience can be made.

7.3.9 Christian religious education

The topics in Christian religious education can be used to reinforce the notion of action and consequences. Therefore if we are disobedient something unforeseen can occur. It important that within this subject the learning is made aware of their ability to take decisions which leads to positive outcomes. This in turn can be aligned to the multitude of stories in the Bible reinforcing this notion. Furthermore the learner can be made aware of their role within the Christian community. In this instance following the example of Jesus can teach learners to be good citizens and engaging voluntary service. Such servers should be to the benefit of the greater community. Such a mentality goes a long way towards building social cohesion and resilience.

7.3.10 Islamic religious education

Similar to the values highlighted in Christian Religious Education, in their Islamic religious education syllabus, the need to be a role model, provide leadership, be kind, patience and trustworthy and listening to God can be used within the disaster risk reduction and climate change context.

7.4 Primary 5

Primary 5 this is based on subjects. This primary is presented in two different sets. The first set comprises of English, Integrated science, Local language, Mathematics and Religious education. The second set focusses on Creative arts and Physical education (see Annexure 5 for a breakdown of the curriculum).

7.4.1 English

Topic 2: Print media, can be used as a medium to communicate various disaster risk reduction messages. In this topic students can be required to develop and awareness campaign for a hazard

specific to their sub- county/division. Learners can also be required just came the media for various natural hazard and disaster information. These in turn can be used as a foundation for debating and critical thinking. Learners can furthermore be required to critically assess the effectiveness of disaster risk reduction communication from the central and subnational governments structures. Under **Topic 4: Letter writing** learners can be requested to draft formal letters to the accounting requesting critical information on natural hazard management. Furthermore learners can investigate a particular known hazards in their immediate environment and write a newspaper article for their student paper. **Topic 5: Communication**, provide an ideal entry point for learners to investigate and find information and development within in their country. Learners can be requested to identify good and bad development practices linked to increase/decrease disaster risk. Learners can also be taught how to use the Internet effectively to access disaster risk related information. The focus on **Culture in Topic 6**, can be used to explain the various development practice of different cultures throughout the world. In turn the difference in disastrous impacts can be highlighted. **Topic 7: Peace and security** contributes greatly towards conflict management and in this instance vertical integration has been made. It might be useful to link conflict and disasters in this topic.

7.4.2 Integrated science

Under the **Theme: Matter and energy**, learners can be asked to use serious hazard scales and data sets. These can be linked to specific hazard profile of their sub- county/division. Under the theme of human health the outbreak of epidemics as a disaster can be used for discussion purposes. Learners can be requested to suggest possible mitigation measures for outbreaks. In the theme: **Matter and energy**, climate variables can be used within the suggested activities for assessment. This could include conversions, the impact of heat on natural hazards and climate change, as well as and the impact of various fuel sources on air quality. The topic on **Crop Growing** can facilitate and introduction to food security and elements undermining food security. This in turn can be linked to the identification and management of pests and diseases. The practical nature of this theme also allows for a number of experiential learning activities. In particular existing social networks like the Young Farmers Club is an ideal entry into point to discuss climate change and disasters on food production. The **Theme: Human health** already covers a significant portion of epidemics and diseases. This broader field of human health can be used to introduce the learner to biological hazards. Prevention and mitigation measures can thus be discussed. This theme is ideally suited for pairing- and small group discussions. The **Topic on the Environment** provides an ideal place to discuss various natural hazards and phenomena. The curriculum already contains a significant focus on natural hazards. Learners can brainstorm the impact of the various farming techniques on the ecology, and how soil conservation leads to disaster risk reduction. **Theme 5: Managing challenges in the environment** already contains a significant amount of information on natural hazard management and climate change. In this theme, the connection

between climate change and variation and its impact on increasing disaster risk can be made. Practical exercises include transect walked in the community to draw up a hazard maps and identify safe and unsafe areas in the event of a disaster. In the context of theme 5 topic 2 (keeping goats, sheep and pigs) linkages can be made to the need for an early warning system to identify and prevent disease outbreak. This in turn can be linked to the broader focus of disaster early warning systems. Vulnerability as a key component to disaster risk, can be addressed in **Theme 5: Human health**. This thing already focuses on the identification of vulnerable groups, and therefore link to disaster risk is obvious. The identification of vulnerable groups in the community can also be very practically implement. Subsequently it can be linked to the physical features in the environment which places people at risk. The concept of resilience can easily be introduced in the **Theme: Human health**. The personal health care topic focuses on the responsibility of individuals n-terminal is in the community and also the identification of people with special needs. In turn the role of personal health care towards building resilient communities can be alluded to. This theme can therefore address activities needed to create a healthy environment and also identify groups which are most vulnerable to disaster risk.

7.4.3 Local language

The need to focus on climate change and disaster risk issues can be brought into **Topic 2: Meetings**. Learners can hold mock meetings addressing a topical disaster risk issue. **Topic 3: Human rights and responsibilities** can be used to introduce the responsibility of government to create a safe and healthy environment. Similarly the obligation of citizens in Uganda to engage in a culture of safety can be highlighted. Role play can be effectively used discuss the right of children, with disaster risk reduction as a theme. The need for good, continuous and effective information with a special emphasis on early warning systems can be introduced in **Topic 2: Modern communication**. Learners can be required to develop an elementary warning system for their school or their community. Topic 2: HIV/AIDS is already quite comprehensive. In terms of **Topic 3: Letter writing** peace education is already used as a focus. In a similar vein disastrous reduction and climate change issues can be incorporated through the reading of texts, answering questions, completing sentences, and using real-world examples.

7.4.4 Mathematics

In mathematics lessons can be learned from the Japan case study. In **Theme 1: Sets**, Venn diagrams can be used to explain the interaction between humans and their immediate environment which could create disaster risks. Existing Ugandan disaster datasets can be used in **Theme 2: Numeracy**.

7.4.5 Christian Religious Education

Topic 1: Faith emphasises faith in authority. This aspect can be used to discuss Government as an authority which holds benefits to the community in terms of disaster risk reduction. The need to care for each other and resilience building can also be highlighted. Under **Topic 5: We the new people of God in the Spirit**, volunteerism as one of the values enjoy attention. Here the need to volunteer time for disaster risk reduction can be emphasised.

7.4.6 Islamic Religious Education

Similar to the values highlighted in Christian Religious Education, in their Islamic religious education syllabus, the need to do good, respect others and listening to God can be used within the disaster risk reduction and climate change context. The protection of the environment (good stewardship) can enjoy attention.

7.4.7 Social studies

The Social Studies subject allows for a number of areas in which the components of disaster risk reduction can be discussed. Of particular interest, under the **Theme: Living together in Uganda** the disaster risk profile of the East African region can be used to explain that disasters have no borders. **Topic 2: Physical features in Uganda** and **Topic 3: Climate of Uganda** addresses a number of climate and disaster risk related topics. These Topics can be used to explain how the physical features and climate of Uganda contributes to its disaster risk profile. Elementary topographical maps can assist in locating physical features and their relation to where the prioritised disasters in Uganda occurs. Under the **Theme: Natural resources in Uganda**, emphasis can be placed in how the protection of natural resources and care for the environment leads to a safer environment. Here examples of proper land use can be used to show how good development decisions can lead to lessen disasters. **Topic 6: The people of precolonial Uganda**, provides an entry point to show how people developed due to certain push and pull factors. All of the elements focussed on in this is ideally suited to explain the underlying causes of disasters. In **Topic 11: The Government of Uganda** the role of government in disaster risk reduction and climate change adaptation can be highlighted. The various structures dealing with disaster risk reduction can be alluded to. More importantly, the responsibilities of citizens in creating and ensuring a safe environment in which they live, can be emphasised. The population size and distribution in Uganda is covered by **Topic 12**. This topic can be used to show how unplanned migration and population growth can put people at risk. Demographic maps can be used to show where most people in Uganda live, and discussions around the possible impact of climate change and disasters on these settlement patterns can be held.

7.4.8 CAPE 1: Creative arts

No specific element can be highlighted which addresses disaster risk reduction directly. However, within the creative arts subjects, a variety of methods can be used to reinforce the disaster risk reduction message. In particular drama, sketches, mime, puppetry, dance and songs. These can be tailor-made to suit the specific sub-county or division, taking into consideration their specific disaster risk profile.

7.4.9 CAPE 2: Physical education

Similar to this subject on creative arts, physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety.

7.4.10 CAPE 3

The underlying premise of CAPE3 is the provision of practical skills to the learner which hopefully leads to livelihood enhancement. Emphasis in the subject can be placed on the need for the learner to become entrepreneurial, to secure the own future, and to focus on income generating activities. Within **Module 6: Drawing and painting** learners can be asked to portray a given disaster situation they are familiar with. This in turn can lead to further discussions in other subjects. Learners can be talked and asked to draw up at home disaster management plan under the **Topic 14: Home management**. Linkages to other subjects can also be made.

7.5 Primary 6

The Primary 6 curriculum is presented in two sets. Set 1 is made up of English, Integrated science, Local language, Mathematics, Religious education and Social studies. Set 2 comprises of Creative arts and physical education (see Annexure 6 for a breakdown of the curriculum).

7.5.1 English

Topic 1A: Safety on the road and **Topic 1B: Traffic dangers** touches on one of the most significant urban risks in Uganda. These topics contains ample measures for the creation of a culture of road safety. Disaster risk reduction can be linked to this focus by also alluding to other dangers within the immediate environment of the learner. **Topic 2: Debating** can be used to facilitate a discussion on fairly controversial disaster risk reduction can climate change issues. For instance, learners can be asked to debate whether disasters are natural at all, or the merits of human induced climate change. Under **Topic 3: Family relationships**, the social aspects of human vulnerability can enjoy attention. In particular the interaction with family members and members of the community can be used to show how this builds strong social structures, necessary for disaster resilient communities. **Topic 4: Occupations** can allude

to the role and function of disaster managers and related disaster risk reduction actors. Here emphasis needs to be placed on the multi-occupation nature of disaster risk reduction. Learners can be required under **Topic 6: Using a dictionary** to search for and read the meaning of a number of related disaster risk reduction terms which can be construed as confusing such as: disaster, risk, hazard, danger, vulnerability, capacity and resilience.

7.5.2 Integrated science

As with Primer 5, the subject Integrated Science contains a number of disaster risk reduction and climate change adaptation related foci. Care for, and the protection of animals and the environment in **Topic 1: Classification of animals** and **Topic 5: Classification of Plants**, can be used to show how human activities contribute to heightened disaster risk. **Resources in the environment** is covered under Topic 7. This topic is ideally suited to elaborate on the sustainable use of natural resources and eco-system services necessary for human existence. Disaster preparedness for response can be incorporated into **Topic 9: Science at home and in our community**. Similar to the first aid skills alluded to in **Topic 10: Accidents and first aid**, Topic 9 will provide learners with more skills than just the obvious. The relation of these skills for disaster preparedness and response can be highlighted.

7.5.3 Local language

A number of integrated learning activities can be used in the subject of Local language to support learning for disaster risk reduction. In most instances the Topics of this subject can be related to community resilience building. For instance, under **Topic 2: Language used in informal interaction**, learners can be required to write formal letters to their District Commissioner requesting information on disaster risk planning. Learners can furthermore be required to conduct interviews with disaster risk reduction practitioners on a topical issue, such as annual contingency planning or seasonal weather forecasts. **Topic 3: Language related to livelihood in our community**, brings in a focus on various community actions. In this regard learners can be asked to debate various livelihood practices in the community and their sustainability. Differences in livelihood practices of men and women can also enjoy attention. Learners can also be required to find pictures in newspapers and magazines depicting various livelihood activities and provide captions for these. In Term 2, **Topic 3: Language used in civic education**, learners can be asked to act out a dialogue relating to preventative measures to disasters in their community. Linkages to other Topics on the environment can thus be made. In Term 3, Topic 2, emphasis is placed on **Language and the media**. Herewith learners can describe various types of media which provides information in disaster risk reduction. Learners can be required to write a composition on how the media can be used for effective disaster risk reduction communication. Furthermore, newspaper articles on disasters can be used for students to write brief synopsis/summaries on. As with the other topics, **Topic 3: Functional use of language**, can be used for a number of disaster risk

reduction communication and information activities. Learners can be asked to write a sample early warning message or disaster risk reduction awareness message for their community. Formal letters to various Ministries of their disaster preparedness measures can also be incorporated.

7.5.4 Mathematics

Similar to Primary 5, the Mathematics subject allows for the use of disaster related data to create an understanding of the related topics, while at the same time exposing the learner to disaster risk reduction issues. The simple sets (for example earthquake occurrences over the past 10-15 years) can be used to teach the learners probabilities. Under **Topic 1: Data-handling** of **Theme 3: Interpretation of graphs and data**, the learner can be expected to collect data on annual rainfall. This data can then be displayed in a table for analysis and discussion.

7.5.5 Part I: Christian religious education

Topic 6: How to behave on the way, focusses in the Christian qualities needed to bring about true community. Underlying to this these is the creation of an understanding of community and what is needed in communities towards resilience. Herewith the learner can be introduced to the good and bad components in a community which either builds o breaks-down resilience. Good development decisions (good land use planning and stewardship) and bad practices (corruption) can be used as examples for discussion. In turn this can be linked to the various roles of people in the community and the emphasis can be on collective efforts to solve complex societal problems.

7.5.6 Part II: Islamic religious education

Similar to the values highlighted in Christian Religious Education, in their Islamic religious education syllabus, the need to do good, respect others, being a responsible citizen in your community, and listening to God can be used within the disaster risk reduction and climate change context. The protection of the environment (good stewardship) can enjoy attention. The duty of each Muslim to do good is emphasised in Theme 4, **Topic 4: Road usage and enjoining others to do good**. This topic touches on road safety and which adequate behaviour to follow. This in turn can be linked to the broader theme of disaster risk reduction and climate change adaptation in the sense that it is every Muslim's responsibility to respect others and share information.

7.5.7 Social studies

The Social studies subject contains number of topics and sub-topics suited for disaster risk reduction integration. In Topic 1; The East African Community the notion of cross border hazards and the fact that disasters know no boundaries can be focussed on. The learner can be made aware of the shared risk profile of the region and how various governments share a responsibility to address these risks. In turn , this can be linked to the second Topic on **Major resources of East Africa**. In this instance sustainable use of resources can be emphasised and linkages to the impact of unsustainable use resources on disaster risk reduction and climate change can be made. Also in this topic natural hazard occurrence can be aligned with the focus on the resources. Thus students can be taught how resources cab be beneficial (water for life) and hazardous (floods). Such a focus can be transferred to **Topic 5: Responsible living in the East African environment**. This topic has a significant emphasis on natural hazards already.

7.5.8 CAPE1: Creative Arts

No specific element can be highlighted which addresses disaster risk reduction directly. However, within the creative arts subjects, a variety of methods can be used to reinforce the disaster risk reduction message. In particular drama, mime, puppetry, dance and songs. These can be tailor-made to suit the specific sub-county or division, taking into consideration their specific disaster risk profile.

7.5.8 CAPE2: Physical education

Similar to this subject on creative arts, physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety. Specific games can be developed which brings in the disaster risk reduction message.

7.5.9 CAPE3: Arts and technology

The underlying premise of CAPE3 is the provision of practical skills to the learner which hopefully leads to livelihood enhancement. Emphasis in the subject can be placed on the need for the learner to become entrepreneurial, to secure the own future, and to focus on income generating activities (Module 1, 2, 4 and 5). Within **Module 3: Drawing and painting** learners can be asked to portray a given disaster situation (bad/evil) they are familiar with, or to portray a resilient community (good/ideal). This in turn can lead to further discussions in other subjects.

7.6 Primary 7

The Primary 7 curriculum is presented in two sets. Set 1 is made up of English, Integrated science, Local language, Mathematics, Religious education and Social studies. Set 2 comprises of Creative arts and physical education (see Annexure 7 for a breakdown of the curriculum).

7.6.1 English

Topic 2: Letter writing can be used to allow learners to draft formal and informal letters to specific individuals or organisations highlighting a specific disaster issue in their community. **Topic 4: Electronic media**, is ideal for using disaster risk reduction and climate change aspects. Examples of how disasters and climate change is reported in the media can be used as examples for the curriculum. Discussion on how electronic media can assist in communicating disaster risk reduction and early warning messages can be held. It is also important for the learner to understand where different types of disaster risk reduction information can be found, and also how to filter messages in order to obtain the most accurate detail. Mock radio reports on disasters can be used in the classroom, where students need to report on an actual or fictional occurrence. The use of social media in disaster situations can also be alluded to, with examples from real life situations. In **sub-topic 4B: Other electronic media**, learners can be asked to record elementary early warning messages for various natural hazards. Different dialogue can also be written and acted out in the classroom. Furthermore, learners can be asked to make a judgement on the various messages received from different media types and their effectiveness in changing behaviour. Under **sub-topic 5A: Children's rights and responsibilities**, children can be asked to identify what they believe to be their rights in terms of disaster risk reduction and also what responsibility they have in preventing disasters. The effect of human interaction with the environment is alluded to in **Topic 6: Environmental protection**. Within this topic a number of disaster risk reduction aspects can be addressed. Then underlying causes of disasters and the importance of environmental protection for risk reduction can be highlighted. Learners can be asked to find and read various materials on environmental protection and try to identify how these actions will lead to less disasters. Practical field trips to conservation areas or projects for conservation can be made. Fatalities is an inevitable consequence of disasters. In **sub-topic 7B: Funerals**, the teacher can focus on how disasters cause deaths. Learners can be asked to write appropriate text for the remembrance of the dead.

7.6.2 Integrated science

As with previous Primaries, the subject Integrated Science for Primary 7 contains a number of themes and topic where disaster risk reduction can be addressed. The theme on the **Environment** (Term 1 and 3) is ideally suited for an integrated focus on climate change and disaster risk issues. Herewith a much

broader perspective can be taken. For instance, **Topic 3: Energy resources in the environment**, and **Topic 7: Interdependence of things in the environment** focusses on the use of fossil fuels and energy. Herewith the teacher can facilitate discussions on the anthropogenic contribution to climate change and alternative uses of fuels. This in turn can be linked to the sustainable development agenda of Uganda. Decisions and consequences can be discussed and case studies of small island states severely effected by climate change can be used. Students can also be required to develop and build elementary solar or alternative fuel models (e.g. solar cookers, water wheels, wind turbines etc.) - also in **Topic : Simple machines and friction**. This in turn can be linked to the topic of nature and the subjects of Religious education (God created the Earth and gave us many resources). In turn this can be linked to other topics in the subject such as the Theme on **Matter and energy**. **Topic 7: Interdependence of things in the environment**, already provides a number of underlying disaster risk reduction messages. The need for the creation and maintenance of a healthy environment can be alluded to while covering **Topic 5: Excretory system**. The **Theme: The Environment**, in Term 3 already contains a number of underlying disaster risk reduction aspects. Herewith learners can be asked to write an essay on how they would go about protecting their environment and community against the possible impacts of disaster (risk reduction) and also how they would respond to disasters. Learners can engage in the control of vectors and other diseases in their immediate environment, under the **Theme: The community population, and family life**, **Topic: Population and health**. For instance learners can be encouraged to control mosquito larvae in ponds and dams.

7.6.3 Local language

Under the **Topic 1: Parenting and growing**, the learner can be asked to tell a story of the challenges in growing up especially where they have experienced a disaster. Herewith they can highlight the role played by their parents in their protection. **Topic 2: Gender and language at the work place**, allows for a focus of the various gender roles in the household and how this effect each's vulnerability. Differences in gender can be highlighted, drawing on case studies. Learners can be required to debate the difference between boys and girls in various development and disaster situations in order to highlight the differences which emerged. Possible solution can also be discussed and brainstormed. Debate on traditional and modern environmental protection can be included in **Topic 3: Environmental protection**. Herewith learners can be asked to argue the merits of environmental for its contribution to disaster risk reduction (or not). **Topic 1: Food security** (in Term 2) is already well aligned with disaster risk reduction principles. As with previous Primaries, **Topic 2: Formal communication**, can be used to reinforce the need for good and effective early warning systems. Learners can be asked to design an early warning system (what should be the components) and also write the messages for the "system". Learners can be encouraged to also determine at which point in the development of a natural hazard, these messages should be communicated (determining

thresholds). Under **Topic 3: Time management**, learners can be asked to draw up a plan for the activities need for a disaster risk reduction oriented project in their community (e.g. cleaning of rivers/overgrowth to mitigate flood). **Topic 2: Livelihood in the community** (Term 3) is well suited for disaster risk reduction. Learners can read various texts on livelihoods and different livelihood strategies employed in communities. They can also be requested to conduct interviews with elders and younger people to ascertain the changes in livelihood strategies over the years. These can then be used in story telling and narration. Learners can be asked to debate various livelihood strategies and how these increase/decrease disaster risk in their community.

7.6.4 Mathematics

Similar to Primary 6, the Mathematics subject allows for the use of disaster related data to create an understanding of the related topics, while at the same time exposing the learner to disaster risk reduction issues. Learners can be encouraged to use Venn diagrams (**Topic 1: Set concepts**) to show the relationship between two different sets in terms of disaster risk reduction. In this instance they could be asked to illustrate the relationship between amount of rainfall and recorded floods or between temperatures and drought (this can be done through cooperative learning groups). Under **Topic 3: Data-handling of Theme 3: Interpretation of graphs and data**, the learner can be expected to collect data on frequent disasters. This data can then be displayed in a table or pie chart for analysis and discussion.

7.6.5 Part I: Christian religious education

Topic 1: Enriched in the spirit, alludes to the role of humans in God's creation and our obligation towards animals and all other living things. In this topic learners can be asked to debate how poor environmental protection goes against the teachings of God. Under **Topic 2: Ancestors, ourselves and the Spirit**, discussions on how various beliefs influence our perception of nature and disasters, can be held. Emphasis should be placed on the ability and responsibility of humans to not blame God for disasters, but rather the use of God given talents to mitigate disasters. **Topic 3: Enriched by other nations and religions**, covers a number of aspects which contributes to tolerance and peace building. Disaster relief and caring for the needy is covered under **Topic 4: Serving others in the spirit**. Here the need for disaster relief efforts can be emphasised. Although the Christian obligation to assist others in need must be highlighted, disaster risk reduction measures can also be emphasised (we have an obligation not only to provide relief for those in need but we have an obligation to ensure disasters does not happen). This topic covers a number of aspects relating to disaster relief and the actors. In **Topic 8: Strengthened by the spirit we accept the events of life**, learners are taught how to cope with positive

and negative things. This can be directly applied to disaster situations here people normally ask questions as to “why” God allowed disasters to occur.

7.6.6 Part II: Islamic religious education

Similar to the values highlighted in Christian Religious Education, in their Islamic religious education syllabus, the need to do good, respect others and listening to God can be used within the disaster risk reduction and climate change context. **Topic 4: Upholding good health**, alludes to the need for Muslims to visit and care for the sick. This can be related to a disaster situation and much like the aspect in Christian religious education, focus on the provision of relief to those in need. Examples of various Muslim organisations working throughout world can be cited. In **Topic 7: Islam and other religions** tolerance and peace building is discussed. This can be aligned with a discussion on the appreciation of other religions. Similarly **Topic 12: Obedience and social security**, focusses on obedience and its promotion of security in the home and greater society. This can be linked to the need of obedience in case of disaster risk reduction and warnings.

7.6.7 Social studies

Topic 3: Climate of Africa, directly addresses climate change issues on the continent. **Topic 5: The people of Africa, the ethnic groups and settlement patterns**, can be used to discuss the differences in various cultures and groups in Africa and also how their varied development is contributing to their disaster risk profile. In **Topic 6: Foreign influence in Africa**, the impact on colonialism and its contribution to the disaster risk profile in Africa, as an underlying factor, can be alluded to. Similarly in **Topic 9: Economic developments in Africa**, vulnerability and vulnerability reduction through economic means can be discussed. specifically social, economical and political vulnerability and its impact on the economy can enjoy attention. In this topic the teacher can also bring in a focus on economic set-backs due to disasters occurring and its impact on the development of the country. Disaster risk reduction and climate change can also be discussed under Theme 10: Major world organisations. In particular the various UN agencies dealing with disaster risk reduction and climate change adaptation can be used as examples.

7.6.8 CAPE1: Music, dance and drama

No specific element can be highlighted which addresses disaster risk reduction directly. However, within the creative arts subjects, a variety of cross-cutting methods can be used to reinforce the disaster risk reduction message. In particular drama, mime, puppetry, dance and songs. These can be tailor-made

to suit the specific sub-county or division, taking into consideration their specific disaster risk profile. Disaster risk reduction can thus be horizontally integrated into this subject.

7.6.9 CAPE2: Physical education

Similar to this subject on creative arts, physical education does not necessarily address any specific disaster risk reduction topic, but games and sports can be used to reinforce a culture of safety. Specific games can be developed which brings in the disaster risk reduction message.

7.6.10 CAPE3: Arts and technology

The underlying premise of CAPE3 is the provision of practical skills to the learner which hopefully leads to livelihood enhancement. Emphasis in the subject can be placed on the need for the learner to become entrepreneurial, to secure the own future, and to focus on income generating activities (**Module 1: Designing and making decorative articles**). Within **Module 2: Drawing and painting** learners can be asked to portray nature (good - resilience and bad - disaster). This in turn can lead to further discussions in other subjects.

Bibliography

Beukes D.L., Rambau, T.S., & Fraser, W. 2012. Disaster Reduction through Schools: Learners Awareness and Preparedness. *Jamba Journal of Disaster Risk Reduction Studies* 4(1) 61, 11

Bild, E., & Ibrahim, M., 2013. Towards the Resilient Future Children Want: a review of the progress in achieving the Children's Charter for Disaster Risk Reduction. World Vision. UK.

Chen, J. 2004. Theory of Multiple Intelligence: Is it a Scientific Theory. *Teachers College Record*, 106(1) 17-23

Freire, P. 1970. *Pedagogy of the Oppressed*. New York: Continuum.

National Curriculum Development Centre (NCDC). 2010. Primary Six Curriculum. Ministry of Education and Sports. The Republic of Uganda. Kampala.

Sharpe, J. 2009. *The Mechanism of Training Teacher/Educators in Disaster Prevention Education*. Kings College. London

Selby D. & Kagawa F. 2012. *Disaster Risk Reduction in School Curriculum Case Studies from Thirty Countries*. UNICEF Geneva

UNICEF. 2006. *State of the World's Children 2006: Excluded and Invisible*. New York: UNICEF. Available at:

<http://www.unicef.org/sowc/archive/ENGLISH/The%20State%20of%20the%20World's%20Children%202006.pdf>.

UNICEF/National Curriculum Centre (NCC), 2011. *Teaching Disaster Risk Reduction with Interactive Methods: Books for Head of Class Teachers (Grade V-IX)* Tbilis: UNICEF/ACAC

University of Warwick. 2007. *Pedagogies for e-learning*. Available at: <http://www2.warwick.ac.uk/services/ldc/resource/eguides/pedagogies/>.

Venton, C.C., & Venton, P. 2012. *Disaster Risk Reduction and Education: Outcomes for children as a result of DRR activities supported by the EEPCT*. United Nations Children's Fund, New York, June 2012.

Wisner, B. 2007. Let Our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction. Geneva: UNISDR.

Annexure 1: Primary 1 Curriculum Overview

Subject(s)	Term	Theme
MATHEMATICS, LITERACY, ENGLISH, CREATIVE PERFORMING ARTS, LIFE SKILLS AND VALUES	Term 1	Theme 1: Our school (people in our school titles and names; things; activities;
		Theme 2: Our home (people in; roles responsibilities of family members; things found in)
		Theme 3: Our community (people; activities; important places)
		Theme 4: The human body and health (external parts and uses; personal hygiene)
		Theme 5: Weather (elements types of weather; activities different seasons; effects and management of weather)
		Theme 6: Accidents and safety (at home; on the way; at school and class)
		Theme 7: Living together (family; in school; community)
		Theme 8: Food and nutrition (names sources of food; uses to our body; keeping food safe)
	Term 3??	Theme 8: Food and nutrition (types means of transport; importance of transport; measures related to transport)
		Theme 9: Gap p.48
		Theme 10: Gap p.48
		Theme 11: Our environment (things make at home and school; materials used and sources; importance of things we make)
		Theme 12: Peace and security (homes – factors causes; school; community – people and importance)
Christian religious	Term 1	Discovering God's gift to me
	Term 2	Discovering God's gift to me
	Term 3	Discovering God's gift to me
Islamic religious education	Term 1	Theme 1: Reading from the Quran
		Theme 2: Tawhiid (Faith)
		Theme 3: Fiqh (Practices)

Commented [4]:
There are gaps in the curriculum.

		Theme 4: Moral and spiritual teachings
	Term 2	Theme 5: Reading from the Qur'an
		Theme 6: Tawhiid (Faith)
		Theme 7: Moral and spiritual teachings (Hadith)
		Theme 8: History of Islam
	Term 3	Theme 9: Reading from the Qur'an
		Theme 10: (Tawhiid) Faith
		Theme 11: Fiqh (Practices)
		Theme 12: Moral and spiritual teaching
Physical education	Term 1	Weeks 1-3 - Traditional games
		Weeks 5-7 - Body movement experiences and space awareness
		Weeks 8-10 - Traditional games
	Term 2	Weeks 1-3 - Traditional games involving imitation
		Weeks 4-6 - Traditional games involving imitation
		Weeks 7-9 - Games for lower primary
		Weeks 7-9 - Games for lower primary
		Weeks 10-12 - Traditional games involving imitation
	Term 3	Weeks 1-3 - Basic movement experiences and space awareness
		Weeks 4-6 - Games for lower primary
		Weeks 7-9 - Traditional games involving imitation
		Weeks 10-12 - Games for lower primary

Annexure 2: Primary 2 Curriculum Overview

Subject(s)	Term	Theme
MATHEMATICS, LITERACY, ENGLISH, CREATIVE PERFORMING ARTS, LIFE SKILLS AND VALUES	Term 1	Theme 1: Our school and neighbourhood (location, symbols, benefits of school; benefits neighbourhood; causes problems school and neighbourhood)
		Theme 2: Our home and community (relationships family members; roles community members; cultural practices values community)
		Theme 3: The human body and health (parts of the body and functions; sanitation; personal hygiene)
		Theme 4: Food and nutrition (classification of foods; good feeding; effects poor feeding)
	Term 2	Theme 5: Our environment (common animals; common insects; common plants)
		Theme 6: Things we make (community; materials used and sources; importance of things we make)
		Theme 7: Transport in our community (means and uses of transport; road safety and using roads; dangerous things on road)
		Theme 8: Accidents and safety (Causes common accidents; management of accidents; first aid)
		Theme 9: Peace and security (roles of peace keepers: ways promoting peace; importance of promoting peace)
		Theme 10: Child protection (child work and abuse; affects of child abuse; ways of child protection)
		Theme 11: Measures (time; units of measure; shapes and solids)
		Theme 12: Recreation, festivals and holidays (recreation activities at home and school and importance; cultural – naming and initiation and importance; importance and types)
Christian religious	Term 1	Christians living together in God's family
	Term 2	Christians living together in God's family
	Term 3	Christians living together in God's family
Islamic religious education	Term 1	Theme 1: Reading from the Quran
		Theme 2: Tawhiid (Faith)
		Theme 3: Fiqh (Practices)
		Theme 4: Moral and spiritual teachings
	Term 2	Theme 1: Reading from the Quran
		Theme 2: Tawhiid (Faith)

		Theme 3: Fiqh (Practices)
		Theme 4: Moral and spiritual teachings
		Theme 5: History of Islam
	Term 3	Theme 1: Reading from the Qur'an
		Theme 2: Tawhiid (Faith)
		Theme 3: Fiqh (Practices)
		Theme 4: Moral and spiritual teaching
		Theme 5: History of Islam
Physical education	Term 1	Weeks 1-3 - Traditional games
		Weeks 4-6 - Body movement experiences and space awareness
		Weeks 7-9 - Traditional games
		Weeks 10-12 - Games for lower primary
	Term 2	Weeks 1-3 - Traditional games
		Weeks 4-6 - Body movement experiences and space awareness
		Weeks 7-9 - Games for lower primary
		Weeks 10-12 - Traditional games
	Term 3	Weeks 1-3 - Basic movement experiences and space awareness
		Weeks 4-6 - Games for lower primary
		Weeks 7-9 - Traditional games
		Weeks 10-12 - Games for lower primary

Annexure 3: Primary 3 Curriculum Overview

Subject(s)	Term	Theme	Sub-theme
????????	Term 1	Theme 1: Our sub- county/division	1.1 name and location of our sub county/division 1.2 physical features of our sub county/division 1.3 people in our south county/division
		Theme 2: Livelihood in our sub-counties/division	2.1 occupation of people in our sub-county/ division and their importance 2.2 social services and the importance 2.3 challenges in social services and their possible solutions
		Dean 3: environment in our sub-county to/division	3.1 Soil 3.2 natural causes of change in the environment 3.3 changes in the environment through human activities
		Theme 4: Environment and weather in our sub- county/division	4.1 Air and the sun 4.2 water 4.3 managing water
		Theme 5: living things: animals in our sub- county/ division	5.1 living things 5.2 birds and insects 5.3 carefully and insects, birds and animals
		Theme 6: living things: plants in our sub- county/division	6.1 plant and their habitat 6.2 parts of the flowering plant and the uses 6.3 crop growing practices
		Theme 7: managing resources in sub-county/ division	7.1 saving resources 7.2 spending resort 7.3 projects
		Theme 8: keeping peace in our sub-county/division	8.1 living in peace with others 8.2 child rights, Needs and their importance 8.3 child responsibilities
		Theme 9: culture and gender in our sub county/division	9.1 customs in our sub-county/division 9.2 gender 9.3 ways of promoting and preserving culture
		Theme 10: healthy in our sub county/division	10.1 disease vectors 10.2 diseases spread by pictures 10.3 HIV/AIDS

		Theme 11: Basic technology in our sub- county/division	11.1 concepts of technology 11.2 processing and Making things from natural material 11.3 making things from artificial material
		Theme 12: Energy in our sub- county / division	12.1 sources of energy 12.2 ways of saving energy 12.3 dangers of Energy and ways of avoiding them
Christian religious education	Term 1	Christians grow in Jesus	Tradition Leadership Messengers of God Sorrow and joy in life
	Term 2	Christians grow in Jesus	Jesus gives us the holy spirit The worshipping community The teaching of Jesus
	Term 3	Christian growth in Jesus	Forgiveness and acceptance Treating others fairly Jesus brings joy
Islamic religious education	Term 1	Theme: Reading from the Qur'an	Nature of the Qur'an
		Theme: Tawhiid (Faith)	Divine books
		Theme: Fiqh (Practices)	Nullifiers of Salat
		Theme: Moral and spiritual teachings	Islamic values - patients, perseverance and reliance on Allah (God)
		Theme: history of Islam	The first Revelation
	Term 2	Theme: Reading from the Qur'an	Vowels in Arabic
		Theme: Tawhiid (Faith)	Importance of Divine books
		Theme: Fiqh (Practices)	Dua after Adhan
		Theme: Moral and spiritual teachings	Laws
	Term 3	Theme: history of Islam	Khadijah and the revelation
		Theme: reading of the Qur'an	Rites of the Qur'an
		Theme : Tawhiid (Faith)	Uniqueness of the Qur'an
		Theme 3: Fiqh (Practices)	Impurities and toilet manners
		Theme 4: Moral and spiritual teachings	Dua
		Theme 5: History of Islam	The Call
Physical education	Term 1	Basic body movements	
		Traditional games	
		Rhythm and movement	

		Games for lower primary	
	Term 2	Games for lower primary	
		Gymnastics	
		Athletics for lower primary	
	Term 3	Athletics for lower primary	
		Athletics for lower primary	
		Athletics for lower primary	
		Athletics for lower primary	

Annexure 4: Primary 4 Curriculum Overview

Subject(s)	Term	Theme	Topic	
Mathematics	Term 1	Theme 1: Sets	Topic 1: Set concepts	
		Theme 2: Numeracy	Topic 1: Whole numbers	
			Topic 2: operations on whole numbers	
			Topic 3: Patterns and sequence	
	Term 2	Theme 2: Numeracy	Topic 4: Fractions	
		Theme 3: Geometry		
		Theme 4: Interpretation of graphs and data	Topic 1: data-handling	
			Theme 5: Measurement	Topic 1: Money
				Topic 2: Time
				Topic 3: Length, mass and capacity
		Theme 6: Algebra	Topic: Equations	
Local language framework	Term 1		Topic 1: Describing people, objects and places	
			Topic 2: Planning for the future	
			Topic 3: Stories of the past	
			Topic 4: Changing customs	
	Term 2		Topic 1: Traditional health care	
			Topic 2: What people do in our community	
			Topic 3: Our local media and its roles	
			Topic 4: Reading and writing	
	Term 3		Topic 1: Locating people, objects and places	
			Topic 2: Social interactions	
		Topic 3: Reading materials		
English	Term 1		Topic 1: Describing people and objects	
			Topic 2: Giving directions (people to places)	
			Topic 3: What I like and how I feel	
	Term 2	Topic 4: Behaviour (good and bad)		

			Topic 5: Shopping (buying and selling)
			Topic 6: Time (past simple and past continuous tense)
			Topic 7: Expression of the future (diary, using study time)
			Topic 8: Democracy (games and sports, music, dance and drama, elections)
Social studies	Term 1		Topic 1: Our district
			Topic 2: Physical features in our district
	Term 2		Topic 3: Vegetation in our district
			Topic 4: People in our district
	Term 3		Topic 5: Our leaders in the district
			Topic 6: How to meet people's needs in our district
Integrated Science	Term 1	Theme: World of living things	Topic 1: Plant life
			Topic 2: Growing crops
		Theme: Our environment	Topic: Weather changes around us
		Theme: Human Health	Topic: Personal hygiene
	Term 2	Theme: Human health	Topic 1: Our food
		Theme: Human body	Topic 2: Human body organs
			Topic 3: The teeth
		Theme: Human health	Topic 4: Sanitation
	Term 3	Theme: Human Health	Topic 1: Communication intestinal diseases and worm infestation
			Topic 2: Vectors and diseases
			Topic 3: Accidents, poisoning and first aid
		Theme: World of living things	Topic 4: Animal life
CAPE 1: Music, dance and drama	Term 1		Topic 1: sharing creative arts experiences
			Topic 2: singing and Rhythm
			Topic 3: singing and pitch
			Topic 4: African traditional Folk singing
			Topic 5: drama

			Topic 6: song study (listening)
			Topic 7: African folk dance
			Topic 8: African traditional music instruments
			Topic 9: singing and composing
			Topic 10: singing and accents
			Topic 11: performing the art
	Term 2		Topic 1: singing/singing and beats (Rhythm)
			Topic 2: singing and Pitch
			Topic 3: African traditional Folk singing
			Topic 4: drama
			Topic 5: song study (Sheet music)
			Topic 6: African folk dance
			Topic 7: African traditional music instruments
			Topic 8: singing and composing
			Topic 9: singing and accents
			Topic 10: performing the art
	Term 3		Topic 1: singing and beats (Rhythm)
			Topic 2: singing and Pitch
			Topic 3: traditional Folk singing
			Topic 4: drama
			Topic 5: song study (Sheet music)
			Topic 6: Traditional folk dance
			Topic 7: African traditional music instruments
			Topic 8: singing and composing
			Topic 9: singing and accents
			Topic 10: performing the art
CAPE 2: Physical Education	Term 1		Topic 1: Athletics (for lower primary)
			Topic 2: betting and fielding games (Rounders/Softball/baseball)
	Term 2		Topic 3: games (for lower primary)

			Topic 4: traditional games/water games
	Term 3		Topic 5: educational gymnastics
			Topic 6: rhythm and movement patterns
CAPE 3: Art and technology	Term 1	Module: Using my environment Theme 1: Drawing and painting pictures	Topic 1: Drawing
			Topic 2: Working with colour
			Topic 3: Drawing and painting still life pictures
		Theme 2: Making puppets	Topic 1: Glove puppets
			Topic 2: Marionettes
	Term 2	Module: Things we do Theme 1: Making baskets	Topic 1: Coiled baskets
			Topic 2: Woven baskets
		Theme 2: Drawing and painting	Topic: Drawing and painting people in action
	Term 3	Module: Make it beautiful Theme 1: Designing and decorating articles	Topic 1: Making an apron
			Topic 2: Printmaking
			Topic 3: Making cards
Part I: Christian religious education	Term 1	Theme: Christians with the Saviour	Topic 1: God's continuing love for His people)
			Topic 2: God's people and the law
			Topic 3: Following Jesus as a leader
			Topic 4: Jesus Christ our saviour
	Term 2	Theme: Christians with the Saviour	Topic 5: The Christian community
			Topic 6: Jesus our example in service
			Topic 7: Voluntary service in response to God's love
	Term 3	Theme: Christians with the Saviour	Topic 8: Making our decisions as Christians
			Topic 9: Peace
			Topic 10: The birth of the Prince of Peace
Part II: Islamic religious education	Term 1	Theme 1: Reading from the Qur'an (Surat al-Asr)	

		Theme 2: Tawhiid (Prophet/Messenger)	
		Theme 3: Fiqh (Practice - dress for prayer)	
		Theme 4: Hadith (Traditions of the prophet- Impurities)	
		Theme 5: History of Islam (Early converts)	
	Term 2	Theme 1: Reading from the Quran (Surat Al-Humaza)	
		Theme 2: Tawhid (25 Prophets)	
		Theme 3: Fiqh (Practice - congregational prayer)	
		Theme 4: Hadith (Prophet's traditions - Iman)	
		Theme 5: History of Islam (Isra and Miraj)	
	Term 3	Theme 1: Reading from the Quran (Surat Al-Falak 113)	
		Theme 2: Tawhiid (Unique nature of Muhammad's messengership)	
		Theme 3: Fiqh (Practice - conduct after Salat)	
		Theme 4: Hadith (Prophet's traditions - dress and cleanliness)	
		Theme 5: History of Islam (Prophet's Muhammad's migration - Hejira)	

Annexure 5: Primary 5 Curriculum Overview

Subject(s)	Term	Theme/Topic	Topic/Sub-topic
SET 1			
English	Term 1	Topic 1: vehicle repair and maintenance	Sub topic 1A: part of the vehicle
			Sub topic 1B: equipment used in the vehicle repair
		Topic 2: print media	Topic two: debating
		Topic 3: travelling	
	Term 2	Topic 4: Letter writing	
		Topic 5: communication	Sub topic 5A: The post office
			Sub topic 5B: The telephone
			Sub topic 5C: The Internet
		Topic 6: culture	Subtopics 6A: nationalities
			Subtopics 6B: languages
	Term 3	Topic 7: peace and security	
		Topic 8: services (banking)	
Integrated science	Term 1	Theme: science in human activities and occupations	Topic: keeping poultry and bees
		Theme: matter and energy	Topic: measurement
		Theme: human health	Topic: immunisation
		Theme: human body	Topic: the digestive system
	Term 2	Theme: the environment	Topic: components of the environment - soil
		Theme: matter and energy	Topic: heat energy
		Theme: science in human activities and occupations	Topic: occupations in our community: crop growing
		Theme: the world of living things	Topic: bacteria and fungi

	Term 3	Theme 5: managing challenges in the environment	Topic 1: types of changes- biological, Physical and chemical changes
		Theme 5: Science in human activities and occupations	Topic 2: keeping goats, sheep and pigs
		Theme 5: human health	Topic 3: food and nutrition
		Theme human health	Topic for: primary health care
Local language	Term 1	Topic 1: language used in different public places	
		Topic 2: meetings	
		Topic 3: Human rights and responsibilities	
	Term 2	Topic 1: making use of reading materials	
		Topic 2: modern communication	
		Topic 3: advanced creative language	
	Term 3	Topic 1: child labour	
		Topic 2: HIV AIDS	
		Topic 3: Letter writing	
		Appendix 1: on human rights	
Mathematics	Term 1	Theme 1: Sets	Topic: set concepts
		Theme 2: Numeracy	Topic 1: Whole numbers
			Topic 2: operations on whole numbers
			Topic 3: Patterns and sequence
			Topic 4: fractions
	Term 2	Theme 2: Numeracy	Topic 1: fractions
Christian religious education	Term 1	Theme 1: Christianity and God's Word	Topic 1: faith
			Topic 2: Christianity and Islam

			Topic 3: god's word for us
	Term 2		Topic 4: god's word for us: Jesus
			Topic 5: we are the new people of God in the spirit
			Topic 6: we are the church
	Term 3		Topic 7: Witness
			Topic 8: discipleship and its reward
			Topic 9: relationship with God
			Topic 10: Hope
Islamic religious education	Term 1	Theme 1: Reading from the Qur'an	Topic 1: Surat Al-Zilzala
		Theme 2: Hadith: Traditions of the Prophet (PBUH)	Topic 2: settlement of date
		Theme 3: Tawhiid (Faith)	Topic 3: resurrection and judgement
		Theme 4: Fiqh (Practices)	Topic 4: Fasting
		Theme 5: the History of Islam	Topic 5: Prophet Muhammad at MAdina (PBUH)
	Term 2	Theme 1: Reading from the Qur'an	Topic 1: Surat al-kauthar (chapter 108)
		Theme 2: Hadith: Traditions of the Prophet (PBUH)	Topic 2: Good neighbourliness
		Theme 3: Tawhiid (Faith)	Topic 3: PARadise and hell
		Theme 4: Fiqh (Practices)	Topic 4: Tarawiih and Idd prayers
		Theme 5: History of Islam	Topic 5: last days of prophet Muhammad (PBUH)
	Term 3	Theme 1: Reading from the Qur'an	Topic 1: Surat Al-alaq (chapter 96)
		Theme 2: Hadith: Traditions of the Prophet (PBUH)	Topic 2: Tarawiih and idd prayers

		Theme 3: Tawhiid (Faith)	Topic: 3: Sin
		Theme 4: Fiqh (Practices)	Topic 4: zakat
		Theme 5: history of Islam	Topic 5: Miracles of Prophet Muhammad (pbuh)
Social studies	Term 1	Theme: living together in Uganda	Topic 1: location of Uganda on the map of East Africa
			Topic 2: physical features in Uganda
			Topic 3: climate of Uganda
			Topic 4: education in Uganda
			Topic 5: natural resources in Uganda
	Term 2		Topic 6: the people of precolonial Uganda
			Topic 7: foreign influence in Uganda
			Topic 8: how Uganda became a nation
			Topic 9: the road to independence
	Term 3		Topic 10: Uganda as an independent nation
			Topic 11: the government of Uganda
			Topic 12: population, size and distribution
Set 2			
Creative arts Cape 1/MDD	Term 1	Topic 1: singing and rhythm	
		Topic 2: singing and pitch	
		Topic 3: traditional folk singing	
		Topic 4: drama	
		Topic 5: song study sheet music	
		Topic 6: traditional folk dance	

		Topic 7: African traditional music instruments	
		Topic 7: singing and composing	
		Topic 8: singing and accents	
		Topic 10: performing the arts	
	Term 2	Topic 1: singing and rhythm	
		Topic 2: singing and pitch	
		Topic 3: traditional folk singing	
		Topic 4: drama	
		Topic 5: song study sheet music	
		Topic 6: traditional folk dance	
		Topic 7: African traditional music instruments	
		Topic 8: singing and composing	
		Topic 9: singing and accents	
		Topic 10: performing the arts	
	Term 3	Topic 1: singing and rhythm	
		Topic 2: singing and pitch	
		Topic 3: traditional folk singing	
		Topic 4:drama	
		Topic 5: song study sheet music	
		Topic 6: traditional folk dance	
		Topic 7: African traditional music instruments	
		Topic 8: singing and composing	
		Topic 9: singing and accents	
		Topic 10: performing the arts	
CAPE 2 Physical Education	Term 1	Topic 1: athletics	

		Topic 2: educational gymnastics	
		Topic 3: mini cricket/swimming	Sub topic 3.2: swimming option
	Term 2	Topic 4: football	
		Topic 5: netball	
	Term 3	Topic 6: volleyball	
		Topic 7: handball	
CAPE 3	Term 1	Module 1: needlework Theme: making crochet articles	Topic: making chair backs
		Module 2: construction Unit: making simple tools	
		Module 3: food preparation Unit: preparing dishes	Topic 1: preparing snacks and preparing special dishes
		Module 5: designing and decorating articles Unit: designing and decorating fabric	Topic: Tie and dye
		Module 6: drawing and painting Unit: drawing and painting compositions	
		Module 8: Weaving, plaiting and basketry Unit three: weaving	Topic: making a woven basket
		Module 9: Knitting Unit one: Knitting cords in colour	Topic: Knitting cords in colour
		Module 10: processes of starting a business Unit two: sources of business funds	Topic: sources of capital
		Theme 3: Business forms Topic: sole proprietorship	
		Theme: introduction to Taxes Topic: taxation	

		Module 11: selecting an enterprise Theme: conducting a market survey	Topic: market survey
		Topic 11: modelling and firing clay articles Unit: making clay pots	
		Topic 14: home management Unit: hygiene	Topic: care and cleaning of services and equipment

Annexure 6: Primary 6 Curriculum Overview

Subject(s)	Term	Theme	Topic
SET 1			
English	Term 1		Topic 1A: safety on the road
			Topic 1B: traffic dangers
			Topic 2: debating
	Term 2		Topic 3: family relationships
			Topic 4: occupations
			Topic 4A: carpentry
			Topic 4B: tailoring
			Topic 4C: baking
			Topic 4D: keeping animals
	Term 3		Topic 5: hotels
			Topic 6: using a dictionary
Integrated science	Term 1	Theme: the World of living things	Topic 1: classification of animals
		Theme: matter and energy	Topic 2: sound images
		Theme: the human body	Topic 3: Circulatory system
		Theme: human health	Topic 4: Alcohol, smoking and drugs in society
	Term 2	Theme: the World of living things	Topic 5: classification of plants
		Theme: Science in human activities and occupation	Topic 6: keeping kettle
		Theme: the environment	Topic 7: resources in the environment
		Theme: The Human Body	Topic 8: respiratory system
	Term 3	Theme: Science in human activities and occupations	Topic 9: science at home and in our community
		Theme: human health	Topic 10: accidents and first aid
			Topic 11: sanitation
		Theme: human body	Topic 12: the reproductive system
Local language	Term 1		Topic 1: language related to ethics and integrity
			Topic 2: language Used in informal interaction

			Topic 3: language related to livelihood in our community
	Term 2		Topic 1: language use in health care
			Topic 2: language used in games in leisure
			Topic 3: language used in civic education
	Term 3		Topic 1: traditional foods
			Topic 2: language and media
			Topic 3: functional use of language
Mathematics	Term 1	Theme 1: Sets	Topic 1: Set concepts
		Theme 2: Numeracy	Topic 1: Whole numbers
			Topic 2: operations on whole numbers
		Topic 3: Patterns and sequence	
	Term 2	Topic 4: fractions	
		Theme 3: interpretation of graphs and data	Topic 1: data-handling
		Theme 4: Measurement	Topic 1: Money
			Topic 2: Distance, time and speed
	Term 3		Topic 3: Length, mass and capacity
		Theme 5: Geometry	Topic 1: Lines, angles and geometric figures
		Theme 2: Numeracy	Topic 5: Integers
		Theme 6: Algebra	Topic 1: Algebra
Part I: Christian religious education	Term 1	Theme 1: Christians on the way	Topic 1: God created me
			Topic 2: evil and suffering
			Topic 3: God calls his people
	Term 2		Topic 4: Christ is the answer
			Topic 5: Christ's gift for the journey
	Term 3		Topic 6: how to behave on the way
			Topic 7: people on the way
			Topic 8: friends on the way
			Topic 9: Christian involvement in the world

			Topic 10: Happiness on the way to arrival
Part II: Islamic religious education	Term 1	Theme 1: Reading from the Qur'an	Topic 1: Surat Al-Fil
		Theme 2: Tawhiid (Faith)	Topic 2: the power of God
		Theme 3: Fiqh (Practices)	Topic 3: difference between Zakah and Sadaqah
		Theme 4: Hadith (traditions of the prophet (pbuh)	Topic 4: road usage and enjoining others to do good (counselling)
		Theme 5: the History of Islam	Topic 5: introduction of Islam in Uganda
	Term 2	Theme 1: Reading from the Qur'an	Topic 6: Unity of God Verses 163-164 and 255-258 of Surat Al-Baqarah
		Theme 2: Tawhiid (Faith)	Topic 7: Kufr and Shirik
		Theme 3: Fiqh (Practices)	Topic 8: recipients of Zakah
		Theme 4: Hadith and moral teachings	Topic 9: hygiene
		Theme 5: History of Islam	Topic 10: spread of Islam outside Buganda
	Term 3	Theme 1: Reading from the Qur'an	Topic 11: Surat Al-Kafirun
		Theme 2: Tawhiid (Faith)	Topic: 12: worship
		Theme 3: Fiqh (Practices)	Topic 13: Ratio of Zakah
		Theme 4: Hadith (traditions of the prophet)	Topic 14: Uprightness and Adolescence
		Theme 5: Islamic history of Islam	Topic 15: Islam in Buganda
Social studies	Term 1		Topic 1: the East African community
	Term 2		Topic 2: major resources of East Africa
			Topic 3: transport and communication in East Africa
	Term 3		Topic 4: the road to independence in East Africa
			Topic 5: responsible living in the East African environment
Set 2			
Creative Arts CAPE1 (Music, dance and drama)	Term 1		Topic 1: singing and rhythm
			Topic 2: Singing and pitch

			Topic 3: traditional folk singing
			Topic 4: drama
			Topic 5: song story (sheet music)
			Topic 6: traditional folk dance
			Topic 7: African traditional music instruments
			Topic 8: singing and composing
			Topic 9: singing and accidents
			Topic 10: reforming the arts
	Term 2		Topic 1: singing and rhythm
			Topic 2: Singing and pitch
			Topic 3: traditional folk singing
			Topic 4: drama
			Topic 5: song story (sheet music)
			Topic 6: jazz dance
			Topic 7: Western music instruments
			Topic 8: singing and composing
			Topic 9: singing and Accents
			Topic 10: performing the arts
	Term 3		Topic 1: singing and rhythm
			Topic 2: Singing and pitch
			Topic 3: traditional folk singing
			Topic 4: drama
			Topic 5: song story (sheet music)
			Topic 6: jazz dance
			Topic 7: Western music instruments
			Topic 8: singing and composing
			Topic 9: singing and Accents
			Topic 10: performing the arts
CAPE2 Physical education	Term 1		Topic 1: athletics
			Topic 2: educational gymnastics
			Topic 3A: cricket

			Topic 3B: swimming
	Term 2		Topic 4: football
			Topic 5: Netball
	Term 3		Topic 6: volleyball
			Topic 7: handball
CAPE3 Arts and technology	Term 1	Module 1: designing and decorating articles I Theme: making ornaments	Topic 1: making necklaces, anklets and wristlets
			Topic 2: decorating articles with beads
			Topic 3: stencil printing
		Module 2: working with fibres Theme: Plaiting Theme: Weaving	Topic: making mats a) making a scarf on a frame loom b) Making suspenders Macramé
	Term 2	Module 3: drawing and Painting Theme: drawing and painting imaginative pictures	Topic: Drawing and painting abstract pictures like God, Satan, and heaven
		Module 4: leather work Theme: one piece Leather articles	Topic: Making a money purse
	Term 3	Module 5: designing and decorating articles Theme: fabric design and decoration	Topic: Making shorts for physical education
		Module 6: marketing our products theme: preparing articles for sale Theme: promoting sales	Topic: costing and pricing articles Topic: displaying, advertising and personal sales

Annexure 7: Primary 7 Curriculum Overview

Subject(s)	Term	Theme/Topic	Topic/Sub-topic
SET 1			
English	Term 1	Topic 1: School holidays	A: Holiday plans
			B: Holiday activities
		Topic 2: Letter writing	A: Informal letters
			B: Formal letters
		Topic 3: Examinations	A: Preparing for examinations
			B: Sitting examinations
	Term 2	Topic 4: Electronic media	A: Radio/Television
			B: Other electronic media
		Topic 5: Rights, responsibilities and freedom	A: Children's rights and Responsibilities
			B: Animal needs and freedom
	Term 3	Topic 6: Environmental protection	A: Importance of environmental protection
			B: Ways of protecting the environment
		Topic 7: Ceremonies	A: Marriage
			B: Funeral
Integrated science	Term 1	Theme: Human body	Topic 1: Muscular-Skeletal System
		Theme: Matter and energy	Topic 2: Electricity and magnetism
		Theme: The environment	Topic 3: Energy resources in the environment
	Term 2	Theme: Matter and energy	Topic 4: Simple machines and friction
		Theme: Human body	Topic 5: Excretory system
		Theme: Matter and energy	Topic 6: Light energy
	Term 3	Theme: The environment	Topic 7: Interdependence of things in the environment
		Theme: The community population, and family life	Topic 8: Population and health

Local language framework	Term 1		Topic 1: Parenting and growing
			Topic 2: Gender and language at the work place
			Topic 3: Environmental protection
	Term 2		Topic 1: Food security
			Topic 2: Formal communication
			Topic 3: Time management
	Term 3		Topic 1: Hygiene
			Topic 2: Livelihood in the community
Mathematics	Term 1	Theme 1: Sets	Topic 1: Set concepts
		Theme 2: Numeracy	Topic 2: Whole numbers
			Topic 3: Operations on whole numbers
			Topic 4: Patterns and sequences
	Term 2		Topic 5: Fractions
			Topic 6: Integers
		Theme 3: interpretation of graphs and data	Topic 7: Data-handling
		Theme 5: Geometry	Topic 8: Construction
		Theme 11: Measurement	Topic 9: Time
	Term 3		Topic 10: Length, mass and capacity
		Theme 6: Algebra	Topic 11: Algebra
Part 1: Christian religious education	Term 1	Theme 1: Christians and the holy spirit	Topic 1: Enriched in the spirit
			Topic 2: Ancestors, ourselves and the spirit
			Topic 3: Enriched by other nations and religions
	Term 2	Theme 1: Christians and the holy spirit	Topic 4: Serving others in the spirit
			Topic 5: Living in the spirit of love

			Topic 6: The spirit makes us free
			Topic 7: The spirit helps us to use His gifts
	Term 3	Theme 1: Christians and the holy spirit	Topic 8: Strengthened by the spirit we accept the events of life
			Topic 9: Praying in the spirit
			Topic 10: Growing in the spirit
Part II: Islamic religious education	Term 1	Reading from the Qur'an	Qu'ranic extracts regarding the day of judgement
		Tawhiid (Faith)	Hypocrites
		Fiqh (Practices)	Rites of Hajj
		Hadith (prophetic traditions)	Upholding good health
		The History of Islam	Asian Muslim communities in Uganda
	Term 2	Reading from the Qur'an	Qu'ranic extracts regarding Hajj
		Tawhiid (Faith)	Islam and other religions
		Fiqh (Practices)	Hajj and Umra
		Hadith (prophetic traditions)	Importance of Hajj
		History of Islam	Importance of Muslim personalities in Islam
	Term 3	Reading from the Qur'an	Qu'ranic teaching on women
		Tawhiid (Faith)	Obedience and social security
		Fiqh (Practices)	Rites of Umra
		Hadith (prophetic traditions)	Marriage and the status of women
		History of Islam	Muslim organisations in Uganda
Social studies	Term 1		Topic 1: Location of Africa on the map of the world
			Topic 2: Physical features
			Topic 3: Climate of Africa
			Topic 4: Vegetation of Africa

	Term 2		Topic 5: The people of Africa, the ethnic groups and settlement patterns
			Topic 6: Foreign influence in Africa
			Topic 7: Nationalism and the road to independence of Africa
			Topic 8: Post-independence Africa
	Term 3		Topic 9: Economic developments in Africa
			Topic 10: Major world organisations
Set 2			
Creative Arts CAPE1 (Music, dance and drama)	Term 1		Topic 1: singing and rhythm
			Topic 2: Singing and pitch
			Topic 3: Traditional folk singing
			Topic 4: Drama
			Topic 5: Song study (sheet music)
			Topic 6: Dance
			Topic 7: African traditional music instruments
			Topic 8: Singing and composing
			Topic 9: Singing and accents
			Topic 10: Performing the arts
CAPE2 Physical education	Term 1		Topic 1: Athletics
			Topic 2: Educational gymnastics
			Topic 3: Mini-cricket
			Topic 4: Swimming
	Term 2		Topic 5: Football
			Topic 6: Netball
	Term 3		Topic 7: Volley ball
			Topic 8: Hand ball

CAPE3 Arts and technology	Term 1	Module 1: Designing and decorating articles Theme 1: Fabric design and decoration	Making batik
		Theme 2: Designing articles from cloth	Making a schoolbag
		Theme 3: Printing	Making posters Making banners
	Term 2	Module 2: Drawing and painting Theme: Nature drawing	Drawing natural things/objects
	Term 3	Module 3: Marketing our products Theme: Packaging	Making packages