

PRIMARY SCHOOL CURRICULUM IN UGANDA

Vision

A holistic Curriculum for producing responsible Citizens equipped with productive skills

Mission

To develop curricula and instructional materials for equitable and quality education through research, innovation and stakeholder involvement.

Core Values

T - Teamwork

I - Integrity

E - Equity

E - Excellence

Pre-Primary School Curriculum

Early Childhood Development

The Early Childhood Development Policy in the Education Sector approved in 2007 stresses the importance of Early Childhood Education (ECD); the early stimulation of different parts of the brain to provide social and learning advancement throughout life. Such care does not produce a self-centred child, rather a child, who trusts, is curious, strives to learn new things and is skillful in social interaction.

NCDC has developed the Learning Framework for Early Childhood and a Caregivers Guide to the Learning Framework to help in the enhancement of Early Childhood Education.

The Learning Framework For Early Childhood (3- 6 Years)

The production of the Learning Framework for Early Childhood by NCDC is a major breakthrough for ECD, and great encouragement for all stakeholders committed to the education sector.

The Framework is outcomes and competence based. It focuses on results rather than on goals, aims and objectives; it greatly emphasises observable and measurable skills, competences and values to be acquired by the children. The Learning Framework

strictly condemns examinations that are given to young children; great emphasis is put on continuous assessment.

It has been designed to allow every Ugandan child to enjoy the right to development, whether at home, in a formal or a semi-formal pre-school setting. For effective implementation, the Framework was translated into Kiswahili and 16 local languages namely: Runyankole/Rukiga; Runyoro/Rutoro; Alur; ; Acholi; Ngakarimojongo; Ateso; Lango; Dhopadhola; Lubwisi; Lukonzo; Luganda; Lugbarati; Kumam; Lusoga; Pokot; Lebthu.

Caregivers Guide To The Learning Framework (3 – 6 Years)

This Guide provides guidance on how to assess the child, record the progress, and report to those who need the progress reports on the child. This allows for regular monitoring of individual learners' progress, diagnosis of learning difficulties and providing necessary assistance.

The Caregiver's Guide also provides information on the teaching and learning experiences that enhance the holistic development of a child. Emphasis is on learner-centredness, and provides for increased learner-teacher contact time, different ability groups and use of familiar language for initial literacy.

Care should be taken in handling children at this stage because any mistake made may have a lasting impact on the learner. All stakeholders should play their role in ensuring proper childhood development.

Primary School Curriculum

The Primary School Curriculum aims at enabling learners to develop competences and life skills for lifelong learning. It emphasises the importance of literacy, numeracy, language development, values, attitudes, cross-cutting issues and continuous assessment. The curriculum advocates for the use of friendly child-centred methods and approaches where learners must participate in their learning activities in order to make reasonable learning achievements. It aims at enabling learners to acquire self-confidence and meet the demands of life.

The Uganda Primary School Curriculum is presented in three cycles, namely:

- **Lower Primary Curriculum**
- **Transition Curriculum**
- **Upper Primary Curriculum**

Thematic / Lower Primary Curriculum

This is the curriculum used for P1-P3 classes. It is called Thematic Curriculum because its content is arranged around themes that are familiar to the learners. Teachers are expected to use a familiar area language as the medium of instruction. This may be Local Language for the learners whose first language is not English, English or any language that the learners are able to understand. However, English should be taught in English, and as a strand right from Primary One.

Thematic Curriculum is hinged on five pillars namely:

1. The use of themes that interest children
2. Use of familiar area language as a medium of instruction
3. The class-teacher system
4. Use of non-text book materials
5. Continuous assessment of learners' achievements

There are twelve themes per class, namely:

Primary One	Primary Two	Primary Three
1. Our School	1. Our School and Neighbourhood	1. Our Sub-County/Division
2. Our Home	2. Our Home and Community	2. Livelihood in Our Sub-County/Division
3. Our Community	3. Human Body and Health	3. Our Environment in Our Sub-County/Division
4. The Human Body and Health	4. Food and Nutrition	4. Environment and Weather in Our Sub-County/Division
5. Weather	5. Our Environment	5. Living Things: Plants in Our Sub-County/Division
6. Accidents and Safety	6. Things we Make	6. Living Things: Animals in Our Sub-County/Division
7. Living Together	7. Transport in Our Community	7. Managing Resources in Our Sub-County/Division
8. Food and Nutrition	8. Accidents and Safety	8. Keeping Peace in Our Sub-County/Division

9. Transport	9. Peace and Security	9. Culture and Gender in Our Sub-County/Division
10. Things we Make	10. Child Protection	10. Health in Our Sub-County/Division
11. Our Environment	11. Measures	11. Basic Technology in Our Sub-County/Division
12. Peace and Security	12. Recreation, Festivals and Holidays	12. Energy in Our Sub-County/Division

Transition Curriculum (Primary 4)

The P4 Curriculum provides for transition from:

- Thematic to subject-based learning.
- Use of local language to gradual use of English as medium of instruction i.e. in term 1 teachers should use local language and English; in term 2 local language is minimised; in term 3 the medium of instruction should be purely English
- Use of non-textbook materials to use of both non textbook and textbook materials
- Thirty minutes to forty minutes of lesson time
- Creative Performing Arts (CPA) and Physical Education to Creative Arts and Physical Education (CAPE)

At this level, the subjects were reviewed and repackaged to emphasise both content and language competences. The subjects offered are:

- English Language
- Mathematics
- Integrated Science
- Social Studies
- Religious Education (Christian Religious Education (CRE) and Islamic Religious Education (IRE))
- Creative Arts and Physical Education (CAPE) i.e. Music, Dance and Drama (CAPE 1), Physical Education (CAPE 2), Art and Technology (CAPE 3)
- Local Language

- Kiswahili

Upper Primary Curriculum (Primary 5-7)

Broadening and deepening Knowledge in subject-based learning introduced in Primary 4.