

HILTON HIGH SCHOOL, DAY CAMPUS.

LESSON PLAN FOR LOWER SECONDARY

School	Hilton high school,	Date	17/06/2025.	
Subject	Geography	Time	32:00- 04:40pm	
Teacher	Talisuna Stephen	Duration	80min	
Class	S.1 N	Number		
Term	2	Learners	Boys	25
			Girls	30
Theme	Introduction to geography			
Topic	Ways of studying geography			
Competency	The learner understands geography through the use of field work and photographs.			
Learning outcome(s)	understand how to use and apply the different techniques used in field work			
Generic skill(s)	Critical thinking and problem solving.			
Value(s)	Social harmony.			
Crossing issue(s).	Environmental conservation			
Key learning outcome.	Developing a responsible citizen			

Pre-requisite knowledge:

Learners already have knowledge of.....

Learning materials.....

`Generic skills, values, crosscutting issues and key learning outcomes should be identified in preliminary pages of the subject syllabus document.

Time per phase	Teacher activity: Observation, Conversation, Product.	Learners' Activity: Discovery, Explanatory Analysis and Application.
Phase 1 Introduction 10mins	<i>The teacher greets the learners and take a sample roll call.</i> <i>The teacher reviews the previous lesson and introduces a new lesson by writing the sub topic on the chalkboard.</i>	<i>The learners respond to the teacher's greeting.</i> <i>The learners respond to their respective names.</i> <i>The learners listen to the teacher.</i>
Phase 2 Discussion 20 mins	<i>The teacher defines the key terms in the sub topic.</i> <i>The teacher gives to the learners the tasks to discuss in their respective groups</i> <i>The teacher moves around the class while giving guidance to the learners</i>	<i>The learners write the sub topic into their note's books.</i> <i>The learners held a discussion in their respective groups with the secretary noting the main points</i>
Phase 3 Presentation 40mins	<i>The teacher gives the learners time to present their finding on the definition of fieldwork and different techiques used to collect information</i> <i>The teacher gives the supplementary notes and harmonises the lesson</i>	<i>The learners held a presentation to the rest of the class,</i> <i>The learners also make notes with the help of the teachers.</i> <i>The learners write the supplementary notes into their notebook.</i>
Phase Conclusion 10 mins	<i>The teacher marks a few books and learners collects the book for marking</i> <i>The teacher gives the learner the time to organize for next lesson.</i>	The learners submit their books to teacher for making The learners also organize their class for the next lesson.

Lesson evaluation: *The lessons was successfully taught simply because almost 90% of learners were define what field and describe the different objectives for carrying out the fieldwork.*

HILTON HIGH SCHOOL, DAY CAMPUS
LESSON PLAN FOR LOWER SECONDARY

School	Hilton high school,	Date	19/06/2025.	
Subject	Geography	Time	2:20- 3:20pm	
Teacher	Talisuna Stephen	Duration	80min	
Class	S.2	Number		
Term	2	Learners	Boys	30
			Girls	23
Theme	Introduction to East Africa			
Topic	Climate and natural vegetation of east Africa			
Competency	The learner understands the main types of climate in East Africa and how the climate influences the vegetation, appreciating this as a natural resource which can be used to benefit the present and future generations.			
Learning outcome(s)	understand through fieldwork the characteristics of vegetation and how vegetation is affected by the climates.			
Generic skill(s)	Critical thinking and problem solving.			
Value(s)	Social harmony.			
Crossing issue(s).	Environmental conservation			

Pre-requisite knowledge:

Learners already have knowledge of.....

Learning materials.....

Generic skills, values, crosscutting issues and key learning outcomes should be identified in preliminary pages of the subject syllabus document.

Time per phase	Teacher activity: Observation, Conversation, Product.	Learners' Activity: Discovery, Explanatory Analysis and Application.
Phase 1 Introduction 10mins	<i>The teacher greets the learners and take a sample roll call.</i> <i>The teacher reviews the previous lesson and introduces a new lesson by writing the sub topic on the chalkboard.</i>	<i>The learners respond to the teacher's greeting.</i> <i>The learners respond to their respective names.</i> <i>The learners listen to the teacher.</i>
Phase 2 Discussion 20 mins	<i>The teacher defines the key terms in the sub topic.</i> <i>The teacher gives to the learners the tasks to discuss in their respective groups</i> <i>The teacher moves around the class while giving guidance to the learners</i>	<i>The learners write the sub topic into their note's books.</i> <i>The learners held a discussion in their respective groups with the secretary noting the main points</i>
Phase 3 Presentation 40mins	<i>The teacher gives the learners time to present their finding to characteristic of different types of vegetation in east Africa</i> <i>The teacher gives the supplementary notes and harmonises the lesson</i>	<i>The learners held a presentation to the rest of the class,</i> <i>The learners also make notes with the help of the teachers.</i> <i>The learners write the supplementary notes into their notebook.</i>
Phase Conclusion 10 mins	<i>The teacher marks a few books and learners collect the book for marking</i> <i>The teacher gives the learner the time to organize for next lesson.</i>	<i>The learners submit their books to teacher for making</i> <i>The learners also organize their class for the next lesson.</i>

Lesson evaluation: *The lesson was successfully taught because most of the learners were able to describe the different types of vegetation.*

HILTON HIGH SCHOOL, DAY CAMPUS
LESSON PLAN FOR LOWER SECONDARY

School	Hilton high school,	Date	18/06/2025.	
Subject	Geography	Time	11:40- 01:00 pm	
Teacher	Talisuna Stephen	Duration	80min	
Class	S.3 N	Number	65	
Term	2	Learners	Boys	35
			Girls	30
Theme	Population, Urbanization and Trade in East Africa; and Trade between East Africa and other Parts of the World			
Topic	Trade within and out of east Africa.			
Competency	The learner knows the types of trade carried out within East Africa and between East Africa and Africa and the rest of the world and the importance and difficulties of each type of trade.			
Learning outcome(s)	Appreciate that people’s lifestyles are influenced by the type of weather and climate.			
Generic skill(s)	Critical thinking and problem solving, communication.			
Value(s)	Respect for humanity and environment.			
Crossing issue(s).	Environmental conservation and awareness.			

Pre-requisite knowledge:

Learners already have knowledge of.....

Learning materials.....

`Generic skills, values, crosscutting issues and key learning outcomes should be identified in preliminary pages of the subject syllabus document.

Time per phase	Teacher activity: Observation, Conversation, Product.	Learners' Activity: Discovery, Explanatory Analysis and Application.
Phase 1 Introduction 10mins	<i>The teacher greets the learners and take a sample roll call.</i> <i>The teacher reviews the previous lesson and introduces a new lesson by writing the sub topic on the chalkboard.</i>	<i>The learners respond to the teacher's greeting.</i> <i>The learners respond to their respective names.</i> <i>The learners listen to the teacher.</i>
Phase 2 Discussion 20 mins	<i>The teacher defines the key terms related with trade.</i> <i>The teacher gives to the learners the tasks to discuss on the different goods in the markets in their respective groups</i> <i>The teacher moves around the class while giving guidance to the learners</i>	<i>The learners write the sub topic into their note's books.</i> <i>The learners held a discussion in their respective groups with the secretary noting the main points on the different goods sold in the market.</i>
Phase 3 Presentation 40mins	<i>The teacher gives the learners time to present on the different types of trade</i> <i>The gives the supplementary note on the types of trade.</i> <i>The teacher gives the supplementary notes and harmonises the lesson</i>	<i>The learners held a presentation to the rest of the class,</i> <i>The learners also make notes with the help of the teachers.</i> <i>The learners write the supplementary notes into their notesbook.</i>
Phase Conclusion 10 mins	<i>The teacher marks a few books and learners collects the book for marking</i> <i>The teacher gives the learner the time to organize for next lesson.</i>	<i>The learners submit their books to teacher for making</i> <i>The learners also organize their class for the next lesson.</i>

Lesson evaluation: *The lesson was successfully taught simply because almost 90% of learners were able describe the different types of trade..*

LESSON PLAN FOR LOWER SECONDARY

School	Hilton high school,	Date	19/06/2025.	
Subject	History	Time	07:10- 08:30 am	
Teacher	Talisuna Stephen	Duration	80min	
Class	S.4 N	Number	63	
Term	2	Learners	Boys	38
			Girls	27
Theme	Population and urban development in Africa, and Other parts of the World			
Topic	Population and urbanization in china			
Competency	The learner understands the size of China’s population, the history of its growth rate, the one-child population policy and its impacts on the country’s population growth and development.			
Learning outcome(s)	understand the size and rapid growth of China’s population and reasons for this			
Generic skill(s)	Critical thinking and problem solving.			
Value(s)	Social harmony.			
Crossing issue(s).	Environmental protection			

Pre-requisite knowledge:

Learners already have knowledge of.....

Learning materials.....

Reference LSC syllabus, learner's textbook, teacher's guide.....

`Generic skills, values, crosscutting issues and key learning outcomes should be identified in preliminary pages of the subject syllabus document.

Time per phase	Teacher activity: Observation, Conversation, Product.	Learners' Activity: Discovery, Explanatory Analysis and Application.
Phase 1 Introduction 10mins	<i>The teacher greets the learners and take a sample roll call.</i> <i>The teacher reviews the previous lesson and introduces a new lesson by writing the sub topic on the chalkboard.</i>	<i>The learners respond to the teacher's greeting.</i> <i>The learners respond to their respective names.</i> <i>The learners listen to the teacher.</i>
Phase 2 Discussion 20 mins	<i>The teacher defines the key terms related to population and urbanization in china.</i> <i>The teacher gives to the learners the tasks to discuss on the different factors that made china adopt one child policy</i> <i>The teacher moves around the class while giving guidance to the learners</i>	<i>The learners write the sub topic into their note's books.</i> <i>The learners held a discussion in their respective groups with the secretary noting the main points</i>
Phase 3 Presentation 40mins	<i>The teacher gives the learners time to present their finding to class about causes and effects of struggle for independence.</i> <i>The teacher gives the supplementary notes on independence struggle.</i>	<i>The learners held a presentation to the rest of the class,</i> <i>The learners also make notes with the help of the teachers.</i> <i>The learners write the supplementary notes into their notesbook.</i>
Phase Conclusion 10 mins	<i>The teacher marks a few books and learners collects the book for marking</i> <i>The teacher gives the learner the time to organize for next lesson.</i>	<i>The learners submit their books to teacher for making</i> <i>The learners also organize their class for the next lesson.</i>

Lesson evaluation: the lesson was successful because almost $\frac{3}{4}$ learners were able to explain the causes of high population in china.

HILTON HIGH SCHOOL, DAY CAMPUS.

LESSON PLAN FOR LOWER SECONDARY

School	Hilton high school,	Date	18/06/2025.	
Subject	History and pol. education	Time	10:20- 11:40 am	
Teacher	Talisuna Stephen	Duration	80min	
Class	S.3 S	Number	68	
Term	2	Learners	Boys	38
			Girls	30
Theme	Uganda			
Topic	Local governments in Uganda			
Competency	The learner understands the relationship between the central government and the decentralized systems of government in Uganda.			
Learning outcome(s)	understand the role and structure of Uganda’s local government systems.			
Generic skill(s)	Critical thinking and problem solving.			
Value(s)	Social harmony and national unity.			
Crossing issue(s).	Patriotism and citizenship.			
Key learning outcome(s)	Developing a responsible and patriotic citizens and positive contributor to society, lifelong learner.			

Pre-requisite knowledge:

Learners already have knowledge of.....

Learning materials.....

`Generic skills, values, crosscutting issues and key learning outcomes should be identified in preliminary pages of the subject syllabus document.

Time per phase	Teacher activity: Observation, Conversation, Product.	Learners' Activity: Discovery, Explanatory Analysis and Application.
Phase 1 Introduction 10mins	<i>The teacher greets the learner and organize the learner into manageable groups.</i> <i>The teacher reviews the previous lesson and introduces a new lesson by writing the sub topic on the chalkboard.</i>	<i>The learners respond to the teacher's greeting.</i> <i>The learners respond to their respective names.</i> <i>The learners listen to the teacher.</i>
Phase 2 Discussion 20 mins	<i>The teacher tasks the learners to give the different levels of local government.</i> <i>The teacher gives to the learners the tasks to discuss in their respective groups on the composition of local council 1 up to LC3</i> <i>The teacher moves around the class while giving guidance to the learners</i>	<i>The learners write the sub topic into their note's books.</i> <i>The learners held a discussion in their respective groups with the secretary noting the main points</i>
Phase 3 Presentation 40mins	<i>The teacher gives the learners time to present their finding on the composition of local governmens in Uganda.</i> <i>The teacher gives the supplementary notes and harmonises the lesson</i> <i>Learners also present on the roles, challenges and solution to the above challenges.</i>	<i>The learners held a presentation to the rest of the class,</i> <i>The learners also make notes with the help of the teachers.</i> <i>The learners write the supplementary notes into their notesbook.</i>
Phase Conclusion 10 mins	<i>The teacher marks a few books and learners collects the book for marking</i> <i>The teacher gives the learner the time to organize for next lesson.</i>	<i>The learners submit their books to teacher for making</i> <i>The learners also organize their class for the next lesson.</i>

Lesson evaluation: *The lesson was successfully taught simply because almost 90% of learners were able to define what local governments*

RECORD OF WORK

NAME: TALISUNA STEPHEN

SCH: HILTON HIGH SCHOOL, DAY CAMPUS

<i>WEEK</i>	<i>CLASSES</i>	<i>TOPICS AND CONTENT COVERED</i>
ONE- SIX	<i>S.1 GEO</i>	<i>MAPS AND THEIR USES.</i> <i>Locating places using latitudes and longitudes</i> <i>Locating places using grid references</i> <i>Calculation of the area.</i> <i>WAYS OF STUDYING GEOGRAPHY</i> • <i>meaning of fieldwork</i> • <i>merits of carrying out field work</i> • <i>stages of fieldwork</i> • <i>methods of data collection</i> -<i>observation</i> -<i>recording</i> -<i>sampling</i> -<i>measurement</i> -<i>Questionnaires and their merits and demerits.</i>
ONE- SIX	<i>S.2 GEO</i>	<i>CLIMATE AND NATURAL VEGETATION OF EAST AFRICA.</i> • <i>definition of climate</i> • <i>factors that influence the climate of East Africa.</i> • <i>different climatic ones</i> • <i>definition of vegetation</i> • <i>factors that influence the vegetation of East Africa</i> • <i>different types of vegetation and their characteristics</i>
ONE- SIX	<i>S.3 HIS</i>	<i>LOCAL GOVERNMENTS IN UGANDA</i> • <i>Defination of local governments</i> • <i>structure of local governments in Uganda</i> -<i>village</i> -<i>parish</i> -<i>sub county</i> -<i>county</i> -<i>district, their roles and challenges the face.</i>

		• <i>functions of local governments</i> • <i>challenges faced by local governments</i> • <i>local council courts</i> • <i>cases handled by the local courts</i> • <i>challenges faced by the local courts in Uganda.</i>
ONE- SIX	S.3 GEO	<i>TRANSPORT AND COMMUNICATION IN EAST AFRICA</i> • <i>Defination of transport and communication</i> • <i>different transport means</i> • <i>types of transport</i> • <i>factors influencing the different types of transport</i> • <i>challenges faced by transport sectors</i> • <i>roles played by the different types on the development of the country</i> • <i>difference between transport and communication.</i> <i>TRADE WITHIN AND OUTSIDE EAST AFRICA.</i> • <i>Meaning of trade</i> • <i>Different products sold in the market</i> • <i>Types of trade and traders</i> • <i>trade agreements.</i>
ONE- SEVEN	S.4 GEO	<i>POPULATION AND URBANIZATION IN AFRICA.</i> • <i>Definitions of rapid population growth</i> • <i>causes of rapid population growth</i> • <i>implications of rapid population growth</i> • <i>definition of urbanization and its related terms</i> • <i>case studies of urbanized cities in Africa</i> • <i>factors for their developments</i> • <i>problems faced by the urbanized areas in Africa.</i> <i>POPULATION AND URBANIZATION IN CHINA.</i> • <i>Meaning of population.</i> • <i>population distribution</i> • <i>factors that influence the population distribution in china</i> • <i>one child policy</i> • <i>Reasons for the adoption of the one child policy.</i>

ONE-SIX	S.5 GEO	<i>INTERNAL STRUCTURE OF THE EARTH</i> <i>Internal Layers</i> • crust • mantle • core • geomorphic processes ✓ tectonism ○ earth movement. ▪ Faulting ▪ Folding ▪ Earthquakes. and resultant landforms. ○ vulcanism - intrusive features - extrusive volcanic features.
ONE-SEVEN	S.6 GEO	<i>CORAL REEFS.</i> • Definition of coral reefs. • process of its formation • conditions that influence the formation of coral reefs • types of coral reefs. • theories of coral reefs • importance of coral reefs <i>INTRODUCTION TO WEATHER AND CLIMATOLOGY</i> • Definition of weather and climate • Elements of weather • Factors that affect the climate of east Africa • lapse rate -Environmental lapse rate -Adiabatic lapse rate -Saturated adiabatic lapse rate. • stability and instability in the atmosphere. • Temperature inversion. • Definition of temperature inversion • Cause and effects of temperature inversion.