



S.ST SCHEME OF WORK TERM 2 PRIMARY FOUR

| W K | P D | TOPIC | S/TOPIC | COMPETENCES | | CONTENT | METHODS /TECHNICS | ACTIVITIES | LIKE SKILLS &VALUES | T/L AIDS | REF | REM |
|-------------|--------|---------------------------------------|--------------------------|---|--|--|--|--|---------------------------------|--|--|-----|
| 2 & 3 | | PEOPLE IN OUR DISTRICT | Ethnic groups | the learner; -states the meaning of the new words given -mentions the four major tribal groups in Uganda -identifies the cradle land of each tribal group -gives examples of tribes/groups suggests the general causes | the learner reads, pronounces and writes correctly -migration -tribe - ethnic/tribal group drought -epidemics diseases -cradle land -population -famine | explaining the meaning of the new words -the tribal groups in Uganda -cradles land of each tribal group -examples of tribes under each tribal group | -whole class discussion -story telling -guided discovery | answerin g oral question s -taking structur es notes | self awareness -appreciation | -chalk board illustratio n -chart showing migration s | primary history for Uganda pg 53- 66 sharing our world bk4, pg 45-46 | |

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| | | | | of tribal migrations -suggests problems of tribal migrations | | -causes of the tribal migrations -problems faced by early immigrants | | | | | | |
| | | | | the learner draws a map showing early tribal migrations -states the effects of early tribal migrations | the learner reads, pronounces and writes key words correctly -population -culture -language -skills -key -iron smelting - displacement - intermarriages | -map of Uganda showing tribal migrations -effects of tribal migration | -whole class discussion - demonstration -guided discovery | drawing coloring -taking structured notes | drawing -coloring -love -appreciation | a chart showing tribal migrations | primary history for Uganda pg 53-56 | |
| | | | Recent Migrations Of People In Our District | the learner; explains the meaning of the new words -states reasons for migration today -suggests problems faced | the learner reads, pronounces and writes key words correctly; -rural urban migration | explaining meaning of the new words given causes for current migrations | -whole class discussion -story telling -guided discovery | answering oral question taking structured notes | appreciation -love for adventure | the learner changes the sitting position to show migration | primary history for Uganda pg 53-66 | |

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| | | | | <p>by people while migrating today.</p> <ul style="list-style-type: none"> -mentions causes of rural-urban migration -suggests ways the government can encourage urban-rural migration states results of rural-urban migration | <ul style="list-style-type: none"> -urban0rural migration -urban-urban migration rural-urban migration -highway -unemployment -entertainment | <p>problems faced by people while migrating today</p> <p>causes of rural-urban migration</p> <ul style="list-style-type: none"> -ways the government can encourage rural-urban migration -results of rural-urban migration -results of rural urban migration | | | | | |
| | | population | <p>the learner; explains the meaning of the population terms given</p> <ul style="list-style-type: none"> -states reasons why Kampala is densely populated -mentions the problems faced by people in Kampala | <p>the learner; pronounces and writes the key words</p> <ul style="list-style-type: none"> -population -population census -population density population distribution | <p>explanation of the population terms</p> <ul style="list-style-type: none"> -reasons for dense population in Kampala -problems faced by people in Kampala | <ul style="list-style-type: none"> -whole class discussion -guided discovery -observation | <p>answering oral questions</p> <ul style="list-style-type: none"> -taking structured notes | <ul style="list-style-type: none"> -appreciation responsibility | <p>chalk board illustration</p> <ul style="list-style-type: none"> -viewing the school settlement patterns -text books | <p>MK standard social studies. bk 4 pg 37-40</p> <p>sharing our world bk4 pg 39-44</p> | |

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| | | | | | -dense population | | | | | | | |
| | | | Economic Activities In Our District | the learner; explains the meaning of an economic activity -gives examples of economic activities -suggests reasons why people work -explains why people fail to meet their needs -suggests problems people face at work | the learner reads, pronounces and writes key words -economic activities -quarrying -unemployment -commodities -unstable prices -poverty industrialization | meaning of economic activities -examples of economic activities -reasons why people teach -why people fail to meet their needs -problems people face at work | -whole class discussion -guided discovery | answering oral questions -taking structured notes | -appreciation responsibility | immediate environment -chalkboard illustration | sharing our world bk 4, pg 54-64 | |
| | | | Social Activities In Our District | the learner; gives examples of social activities in our district -states the importance of social activities -mentions the ways social activities affects our daily life | the learner reads, pronounces and writes key words correctly -morals -poverty -wedding -circumcision | examples of social activities 0importance of social activities -ways social activities affect our daily life -factors affecting | -whole class discussion -guided discovery | answering oral questions, -writing structured notes -children stick pictures of social activities in books | -responsibility -appreciation -sharing | chalkboard illustration photographs | MK standard SST, BK pg 45-50 | |

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| | | | | -states factors that make people's lives easy or difficult | - introduction ceremonies | people's lives | | | | | | |
| | | Our Leaders In The District | leadership | the learner; -gives the meaning of a leader states types of leaders with examples -mentions qualities of leadership -suggests ways through which leaders one got | the learner reads, pronounces and writes key words correctly -leader -leadership -volunteer - appointment -inheritance -political leader -voluntary leader | meaning of a leader -types of leaders with examples -qualities of a good leader -ways of getting leadership | whole class discussion -group discussion -guided discovery -role play | group leaders work done -taking structured notes | responsibility -appreciation | chalk and illustration, pictures and leaders from learners | MK standard SST, BK pg 53-65 sharing our world bk 4, pg 49-63 | |
| | | | Leaders Of Kampala District | the learner names specific leaders in Kampala district -state the duties of the RDC | the learner reads, pronounces and writes key words correctly lord mayor capital city divisions authority KCCA RDC | leaders in Kampala executive director lord mayor municipal mayors RDC duties of the RDC | whole class discussion guided discovery | answering oral questions -taking structured notes | responsibility -appreciation | leaders in news papers chalk board | teacher's collection illustrations MK standard SST, BK pg 53-65 | |

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| | | | Other District Leaders And Their Duties | the learner identifies different district leaders suggests duties of each leader | the learner reads, pronounces and writes key words correctly -LCV chairperson -participate administration -veterinary services voters | different district leaders -CAO -DEO/DDE -DVO -DFO -DPO -DAO -DPC duties of each leader above | whole class discussion guided discovery brain storming | answering oral questions -taking structured notes | responsibility appreciation | text books | MK standard SST, BK 4 pg 53-65 | |
| | | | The Police Force | the learner mentions the security organs that keep law and order -gives sections of the police force mentions the duties of each security organ | the learner reads, pronounces and writes key words correctly | | | | | | | |
| | | | Local Council Structure In District | the learner; mentions the local council levels in a district names the ten | the learner reads, pronounces and writes key words -local council (LC -parish | the local council structure (levels) executive local council members | brain storming guided discovery whole class discussion | children stick the photocopied council structure in books | responsibility appreciation | text books | MK SST, BK 4 pag 53-65 | |

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| | | | | -executive local council members -states the general duties of the LC -executive committee | committee minutes agenda disabilities welfare disputes sanitation decentralization | duties of the LC executives committee | | | | | | |
| | | | Traditional Leaders In Our Community | the learner; gives examples of traditional leaders in our community states the importance of traditional leaders | the learner reads, pronounces and writes key vocabulary -kings -chiefs -rwot -emorimor | examples of traditional leaders -importance of traditional leaders | guided discovery -whole class discussion -guided discovery | writing structured notes | responsibilities appreciation | text books | sharing our world bk 4 pg 47-48 | |
| | | | rights and responsibilities of people in our district (review) | the learner; gives meaning of a child and children's rights -states children's rights -gives meaning and examples of child abuse -identifies causes of child abuse -states of child abuse | the learner; reads, pronounces and writes key words; -child -rights -child abuse -citizen -divorce -drunkness | meaning of the new words given examples of children's rights examples of child abuse children's responsibilities duties of a good citizen ways of reducing child abuse | guided discovery whole class discussion question and answer | answering topical question | responsibility appreciation | health charts, news papers teacher's collection | MK standard SST, BK 3 | |

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| | | | | -states children responsibilities and duties of a good citizen | | | | | | | | |
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