



### PRIMARY FOUR SOCIAL STUDIES SCHEME OF WORK FOR TERM 1

| W<br>/<br>K | PD | TOPIC | S/TOPIC      | COMPETENCES |          | CONTENT | METHOD<br>S | ACTIVITIES | LIFE<br>SKILLS<br>&<br>VALUES | T/L<br>AIDS | REF | REMARKS |
|-------------|----|-------|--------------|-------------|----------|---------|-------------|------------|-------------------------------|-------------|-----|---------|
|             |    |       |              | SUBJECT     | LANGUAGE |         |             |            |                               |             |     |         |
| 1           |    |       | HOLIDAY WORK |             |          |         |             |            |                               |             |     |         |

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| 2 | 182 | REVIEW ACTIVITY |  | <p>The learner; -<br/>         Defines S.ST. -<br/>         Reviews things that make the environment. -<br/>         Defines and differentiates a map from a picture. -<br/>         States the uses of each element of a map.</p> | <p>The learner reads, writes and uses the term correctly<br/>         Social studies<br/>         -Environment<br/>         -Map<br/>         -Picture</p> | <p>-Definition of SST<br/>         -Components of the environment -<br/>         Distinction between a map and a picture.<br/>         -Elements of a map<br/>         -Importance of elements of a map.</p> | <p>-Question and answer discussion</p> | <p>-Asking questions -<br/>         Writing questions</p> | <p>- Responsi bility<br/>         - Recalling<br/>         -Drawing</p> | <p>-Chalk board Illustra tion</p> | <p>Teacher's own collection</p> |  |
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|  |  |  | <b>LOCATION OF OUR DISTRICT IN UGANDA</b> | <b>COMPASS POINTS</b> | The learner, -<br>Revises compass points -<br>Differentiates between a compass and a compass direction -Tells other ways of telling direction The learner, -<br>Names the cardinal points<br>-Names the semi-cardinals points -<br>Identifies groups of people who use a compass | The learners reads,<br>pronounces and uses the terms correctly. -<br>Cardinal points -Semi cardinal points (ordinal)<br>-Tourists<br>-Sailors | -Definition of a compass<br>-Revision of compass points<br>-Difference between a compass and a compass direction -<br>Other ways of telling direction.<br>Cardinal points of a compass -<br>Semi- cardinal points of compass -<br>People who use a compass | -Class discussion<br>- Brainstorming -<br>Guided Discovery<br>-Class discussion<br>- Brainstorming -<br>Question and answer | -Drawing -<br><br>Pronunciation of words<br>-Writing and answering questions -<br>Drawing -<br>Writing and answering questions | Interpretation<br><br>Appreciation<br><br>Observing.<br>Interpretation -<br>Appreciation observation | -Atlas -Chalk board illustration | -MK Standard Social Studies BK4. pg 2.-3<br>- Macmillan Primary SST Atlas for Uganda. |  |
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|   |     |  |                                     | -does a <b>revision activity</b> by answering the given questions.                  | -environment<br>-map<br>-Compass   | Questions to be answered  |  |  |  |   |   |  |
| 2 | 687 |  | <b>LOCATION OF KAMPALA DISTRICT</b> | The learner,<br>-Locates Kampala on the map of Uganda.<br>-Draws the map of Uganda. | The learner reads, pronounces and uses the terms correctly.<br>-Impala<br>Kampala central<br>Buganda | Map of Uganda showing Kampala district with its neighbourhood . | - Chalkboard illustration question and answer - Guided discovery | -Drawing<br>-writing<br>- Structured notes | - Appreciation<br>- Observation interpretation | -Atlas - Chart showing Kampala on the map of Uganda . | Macmillan Primary SST Atlas for Uganda Pg.7 |  |

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| 3 |  |  |  | <p>The learner, Gives the historical background of Kampala.</p> <p>-explains how it was chosen to be the capital city. -Tells the estimated population of Kampala</p> | <p>The learner reads, pronounces and uses the terms correctly. - Capital city -Municipality -District -Population -Hill</p> | <p>-Historical background of Kampala -How Kampala became a city - Estimated population of Kampala city /district.</p> | <p>-Story telling</p> <p>-Question and answer - Class discussion</p> <p>Guided discovery</p> | <p>-Story telling</p> <p>-Question and answer</p> | <p>- Appreciation</p> <p>- Cooperation</p> <p>- Effective communication</p> | <p>- Internet</p> <p>- Resource person</p> <p>-text books</p> | <p>-Internet</p> <p>-Mk Standard SST BK. 4 Pg. 7</p> <p>- Resource person</p> |  |
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| 3 |  |  |  | <p>The learner,</p> <ul style="list-style-type: none"> <li>-Identifies the divisions in Kampala</li> <li>-States reasons why K'la is divided into divisions</li> <li>-Draws a map of K'la showing divisions and neighbours.</li> </ul> | <p>The learner reads, -Writes and uses the terms correctly. -</p> <ul style="list-style-type: none"> <li>Division</li> <li>-Municipality</li> <li>-Districts</li> <li>-Boundary</li> <li>-Lake Victoria</li> <li>-Buganda</li> </ul> | <p>-The five divisions/municipalities that make Kampala -</p> <p>Why Kampala is divided into divisions.</p> | <p>Brainstorming -</p> <ul style="list-style-type: none"> <li>Guided discovery</li> <li>-Class discussion</li> </ul> | <p>-Reading and answering questions. -</p> <ul style="list-style-type: none"> <li>Drawing</li> <li>- Writing notes</li> </ul> | <p>-</p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>-drawing</li> </ul> | Text books Charts | Text books charts | MK standard SST, Bk 4 pg.8 |
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| 4 |  |  |  | <p>The learners, - Identifies the major hills in Kampala. - mentions the - important places on each hill</p> | <p>The learners reads, writes and uses the terms correctly</p> <ul style="list-style-type: none"> <li>-Hills</li> <li>-State house</li> <li>-Parliament</li> <li>-</li> <li>Communicati on</li> <li>-Banks</li> </ul> | <p>-Major hills of Kampala. - Important places found on the hills.</p> | <ul style="list-style-type: none"> <li>- Discover y</li> <li>-Class Discussio n</li> <li>-Brain storming</li> </ul> | <p>-Observing the hills near the school. - Reading and answering questions.</p> | <ul style="list-style-type: none"> <li>- Apprecia tion</li> <li>-Caring</li> <li>- Observat ion</li> </ul> | <p>-The environ ment - text books - Chalkb oard illustra tion</p> | <p>Sharing Our World BK 4, pg8</p> |  |
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| 4 | 3 |  |  | <p>The learner, -<br/>Identifies the important places in each division - gives importance of some of the places.</p> | <p>The learners reads, writes and uses the terms correctly -<br/>Cathedral<br/>-Transport<br/>-Education<br/>-Airstrip<br/>-Museum<br/>-Industry - industrial area</p> | <p>-Important places in the division of K'la. -<br/>How the different places are important to the people of Kampala.(activity)</p> | <p>-Guided discovery<br/>- Brainstorming -<br/>Class discussion</p> | <p>-Answering questions --<br/>Writing structured notes -<br/>Writing an exercise</p> | <p>- Appreciation<br/>-Caring - critical thinking</p> | <p>-The environment -Text books</p> | <p>MK<br/>Standard<br/>SST BK4<br/>pg 7</p> |  |
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| 4 | 5/8 |  |  | <p>The learner, - States the importance of K'la to the people of Uganda.</p> <p>-Identifies what the people in Kampala need</p>    | <p>The learner reads, writes and uses the terms correctly - Trade -Government - Administration -Authority -Education --Leaders</p> | <p>-Importance of Kampala. - Needs of the people of Kampala e.g. good social services.</p> | <p>-Guided discovery - Brainstorming - Class discussion</p>  | <p>-Answering questions - Writing structured notes - Writing an activity and structured notes.</p> | <p>- Appreciation Caring -critical thinking</p> | Text books                       | MK Standard SST BK4 pg 7 |  |
| 5 | 1/8 |  |  | <p>The learner, identifies the problems faced by people living in Kampala.</p> <p>-States possible solutions to the problems .</p> | <p>The learner reads, writes and uses the terms correctly - Garbage -Slums -Traffic jam - Overpopulation</p>                       | <p>-Problems faced by people living in Kampala. - Possible solutions to the problems.</p>  | <p>-Question and answer - Guided discovery brainstorming</p> | <p>-Asking and answering questions - Guided discovery</p>  | <p>- Appreciation Sharing - Problem solving</p> | -Text booksImmediate environment | - Photograph of a slum   |  |

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| 5 | PH | PH | <b>PHYSICAL FEATURES IN KAMPALA DISTRICT</b> | <p>The learner, - Defines physical features. - Gives examples of physical features in - Kampala district. -Mentions other physical features not found in Kampala.</p> | <p>The learner reads, writes and uses the terms correctly. - Plateau -Valley -Mountain -Landforms -hill</p> | <p>-Definition of physical features. - Examples of physical features found in K'la. -Physical features not found in Kampala.</p> | <p>-Class discussion - Observati on brainstorming.</p> | <p>-Answering questions - Observing physical features around.</p> | <p>- Observat ion - Apprecia tion -care</p> | <p>- Immedi ate environ ment -Text books</p> | <p>-MK Standard S.S.T Bk 4 pg 10. - Comprehe nsive SST Bk 4 ,pg7-13.</p> |  |
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| 5 | 18   |  |  | <p>The learner</p> <ul style="list-style-type: none"> <li>-Defines a hill.</li> <li>-gives the importance of hills</li> <li>-states the dangers of hills.</li> </ul>                               | <p>The learner reads, writes and uses the terms correctly.</p> <ul style="list-style-type: none"> <li>- Communicate</li> <li>-Transport</li> <li>-Soil erosion - Mining landslide</li> </ul> | <p>-Definition of a hill examples of hills in K'la.</p> <ul style="list-style-type: none"> <li>-Importance of hills</li> <li>-Dangers of hills</li> </ul>         | <ul style="list-style-type: none"> <li>- Observati on</li> <li>- Brainstor ming</li> <li>- Discussio n</li> </ul> | <p>-Answering questions - Observing hills around. - Writing notes</p>     | <ul style="list-style-type: none"> <li>- Observat ion</li> <li>- Apprecia tion -care</li> </ul>          | <ul style="list-style-type: none"> <li>- Immedi ate environ ment</li> <li>-Text books</li> </ul> | Comprehe nsive SST Bk4, pg9   |  |
| 6 | 2824 |  |  | <p>The learner,</p> <ul style="list-style-type: none"> <li>-Defines a valley. -Gives examples of valleys in Kampala. - Gives the importance of valleys. - State the dangers of valleys.</li> </ul> | <p>The learners reads writes and uses the terms correctly - Floods</p> <ul style="list-style-type: none"> <li>-Crime</li> <li>-Settlement</li> <li>-farming</li> </ul>                       | <p>-Definition of a valley.</p> <ul style="list-style-type: none"> <li>-Examples of valleys in Kampala. - Importance of valleys. - Dangers of valleys.</li> </ul> | <ul style="list-style-type: none"> <li>Observati on</li> <li>- Brainstor ming</li> <li>- Discussio n</li> </ul>   | <p>-Answering questions. - Observing hills -Writing structural notes.</p> | <ul style="list-style-type: none"> <li>- Apprecia tion</li> <li>-Care</li> <li>- Observat ion</li> </ul> | <ul style="list-style-type: none"> <li>-Text book. immedi ate environ ment</li> </ul>            | MK Standard S.S.T Bk 4 pg 10. |  |

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| 6 | 26<br>28 |  |  | <p>The learner, - Gives the meaning of a lake</p> <p>-Identifies types of lakes in Kampala.</p> <p>-names the lakes found in Kampala. - States the importance of lakes in Kampala - suggests dangers of lakes in Kampala.</p> | <p>The learner reads, writes and uses the terms correctly. - Drawing - Man- made lake</p> <p>-Water weed</p> <p>-Fishing</p> <p>-Tourists</p> | <p>-Meaning of the term lake;</p> <p>-Types of lakes</p> <p>-Importance of lakes</p> <p>-Dangers of lakes</p> | <p>-Guided discovery</p> <p>- Discussion</p> | <p>-Answering questions - Writing structured notes</p> | <p>- Appreciation</p> <p>-Care</p> <p>- problem solving</p> | Text books | Comprehensive S.ST, Bk 4, pg 11. |  |
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| 6 |  |  | <b>PHYSICAL FEATURES NOT FOUND IN KAMPALA</b> | The learner; -<br>Defines a plateau. -<br>States the importance of a plateau.<br>(activities on a plateau) -Lists other physical features not found in Kampala | The learner reads, writes and uses the terms correctly. -<br>Farming<br>-Mountain<br>-Fishing<br>-River | -Definition of a plateau. -<br>Activities carried out on a plateau. -<br>Other physical features not found in Kampala. | -Guided discovery<br>-Class discussion | -Answering questions. -<br>Writing structured notes. | Appreciation<br>Care | Text books | Mk standard<br>S.ST Bk 4,<br>pg 11 |  |
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| 7 | 2 |  |  | <p>The learner; -<br/>         Defines a mountain. -<br/>         Gives examples of mountains. -<br/>         States the importance of mountains. -<br/>         Gives the dangers of lakes mountains.</p> | <p>The learner reads, writes and uses the terms correctly; -<br/>         Landslides -<br/>         Relief rainfall -<br/>         Settlement</p> | <p>-Definition of a mountain. -<br/>         Examples of mountains. -<br/>         Importance of mountains. -<br/>         Dangers of mountains.</p> | <p>-Question and answer -<br/>         Guided discovery</p> | <p>-Answering questions -<br/>         Writing structured notes</p> | <p>- Appreciation care<br/>         -Problem solving</p> | Text books | Comprehensive SST, Bk 4 pg 7-9 |  |
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| 7 | 2 |  |  | <p>The learner, -<br/>Defines a river. -Gives examples of rivers in Uganda. - States the importance of rivers. -Gives the dangers of rivers.</p> | <p>The learner reads, writes and uses the terms correctly; -<br/>Floods -<br/>Seasonal river -<br/>Permanent river -<br/>Tributary</p> | <p>-Definition of a river.<br/>-Examples of rivers.<br/>-Importance of rivers. -<br/>Dangers of rivers.</p> | <p>-Question and answer<br/>- Brainstorming</p>   | <p>-Answering questions -<br/>Writing structured notes</p> | <p>-Care -<br/>Problem solving -<br/>Appreciation</p> | Text books | Comprehensive SST Bk4 pg 10 |  |
| 7 | 1 |  |  | <p>The learner; -<br/>Gives the dangers of physical features. -<br/>Identifies ways of caring for physical features.</p>                         | <p>The learner reads, writes and uses the terms correctly -<br/>landslides<br/>-dumping<br/>-soil erosion</p>                          | <p>-Dangers of physical features. -<br/>Ways of caring for physical features.</p>                           | <p>-guided discovery<br/>-question and answer</p> | <p>-Answering questions -<br/>Writing structures notes</p> | <p>-care<br/>appreciation</p>                         | text books |                             |  |

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| 8 | 2 | VEGETATION IN OUR DISTRICT |  | <p>The learner;</p> <ul style="list-style-type: none"> <li>- Defines vegetation.</li> <li>- Identifies the types of vegetation.</li> <li>- Gives examples of vegetation.</li> <li>- Identifies types of vegetation not found in Kampala.</li> </ul> | <p>The learner reads, writes and uses the terms correctly;</p> <ul style="list-style-type: none"> <li>- Forest</li> <li>- Natural vegetation</li> <li>- Planted vegetation</li> <li>- Environment</li> <li>- Swamp</li> </ul> | <ul style="list-style-type: none"> <li>- Definition of vegetation.</li> <li>- Types of vegetation</li> <li>- Examples of vegetation</li> <li>- Other types of vegetation not found in Kampala.</li> </ul> | <ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Observation</li> <li>- Question and answer</li> </ul> | <ul style="list-style-type: none"> <li>- Observing the vegetation around the school.</li> <li>- Writing structured notes</li> </ul> | <ul style="list-style-type: none"> <li>- Care</li> <li>- Appreciation</li> </ul> | <ul style="list-style-type: none"> <li>- Text books</li> <li>- Immediate environment</li> </ul> | <p>Comprehensive SST, Bk 4 pg 14-18</p> <p>-Mk Standard SST, Bk 4 Pg 12 - 14</p> |  |
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| 8 | 2 |  | <p>The learner;</p> <ul style="list-style-type: none"> <li>-Defines a forest.</li> <li>-Identifies types of forests. -</li> <li>Gives examples of natural forests and planted forests.</li> <li>-Identifies trees in each type of forest.</li> </ul> | <p>The learner, reads, writes and uses the terms correctly. -</p> <ul style="list-style-type: none"> <li>Natural forest</li> <li>-Planted forest</li> </ul>                                   | -  | Guided discovery Question and answer | <ul style="list-style-type: none"> <li>-Observing photos in text books.</li> <li>-Observing the collection of trees around the school. -</li> <li>Answering qtns -</li> <li>Writing notes</li> </ul> | Caring Appreciation             | Text books Photos and pictures Immediate environment. | Comprehensive SST, BK 4 pg 15-16 |  |
| 8 | 1 |  | <p>The learner;</p> <ul style="list-style-type: none"> <li>Defines terms related to forests.</li> <li>States the importance of forests.</li> </ul>   | <p>The learner reads, writes and uses the terms correctly -</p> <ul style="list-style-type: none"> <li>Preserve</li> <li>-</li> <li>Afforestation</li> <li>-Wood</li> <li>-Habitat</li> </ul> | <ul style="list-style-type: none"> <li>-Common terms used</li> <li>-Importance of forests</li> </ul> | Guided discovery Question and answer | <ul style="list-style-type: none"> <li>-Answering qtns -</li> <li>Reading text books</li> <li>Writing notes</li> </ul>   | Caring Appreciation Observation | Text book   |                                  |  |

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| 9 | 2 |  |  | <p>The learner - Identifies ways forests have been destroyed. - Gives reasons why people destroy forests.</p> | <p>The learner reads, writes and uses the terms correctly. - Deforestation - Industries - Farming</p>          | <p>-Ways forests have been destroyed. -Why people clear forests</p>     | <p>Guided discovery Question and answer</p>  | <p>-Observing the environment -Answering qtns writing structured notes.</p> | <p>-Caring - Appreciation - Observation</p> | <p>-Text books - Resource person</p> | <p>Comprehensive SST Bk 4, pg 15-16</p> |  |
| 9 | 2 |  |  | <p>The learner, - Identifies ways of preserving the forests. - Explains terms related to forests.</p>         | <p>The learner reads, writes and uses the terms correctly; Deforestation NFA Agroforestry Re-afforestation</p> | <p>Ways of preserving/conserving forests. Terms related to forests.</p> | <p>Guided discovery Question and answer.</p> | <p>Asking and answering questions Writing structured notes</p>              | <p>Caring Appreciation Observation</p>      | <p>Text books</p>                    |   |  |

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| 9  | 1 |  |  | The learner, -<br>Defines a swamp. -Gives examples of swamps in K'la. -Gives the importance of swamps.                         | The learner reads, writes and uses the terms correctly; -<br>Wetlands<br>-Crafts -<br>Waterlogged<br>-Papyrus     | -Definition of a swamp<br>-Examples of swamps -<br>Importance of swamps | Guided discovery<br>Class discussion<br>Question and answers | Asking questions<br>Writing structured notes   | Caring<br>Appreciation                   | Text books                          | Mk Standard SST BK 4 pg 13          |  |
| 10 | 2 |  |  | The learner Identifies the dangers associated with swamps<br>Defines swamp drainage. States reasons why people destroy swamps. | The learner reads writes and uses the terms correctly.<br>-Floods<br>-Reclamation<br>-Drainage<br>Aquatic animals | -Dangers of swamps -<br>Swamp drainage -Why people destroy swamps       | Group discussion<br>Question and answer                      | -Answering qtns -<br>Observing the environment | - Observation<br>-Care<br>- Appreciation | Immediate environment<br>Text books | Mk Standard Social Studies BK5,pg46 |  |

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| 10 | 2 |  | The learner; Identifies the effects of swamp drainage. -Ways people have destroyed the environment.         | - The learner reads, writes and uses the terms correctly. - Industrialization -Drought   | Effects of swamp drainage Ways people have destroyed the environment | Group discussion Question and answer   | -Answering questions - Observing the environment | - Observat ion - Apprecia tion | Text books |                                |  |
| 10 | 1 |  | The learner; - States ways of conserving the environment - Identifies the ways of caring for the vegetation | The learner reads writes and uses the terms correctly; Afforestation Conserve Settlement | -Ways of conserving the environment - Ways of caring for vegetation  | -Group discussion -Question and answer | -Answering questions - Observing the environment | - Observat ion - Apprecia tion |            | Comprehe nsive SST, Bk 4 pg 62 |  |

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