



SOCIAL STUDIES SCHEME OF WORK FOR P.4 TERM TWO

Learning outcomes: The learner promotes and practices desirable values in the society and shows respect for his/her own culture and for others.

Understands the importance of independence among people with in the district and other districts

W K	P D	THE ME	TOPI C	SUBTO PIC	COMPETENCES		CONTENT	INDICATORS OF LIFE SKILLS & VALUES	METHOD S/TECHNI QUES	ACTIVITIE S	L/AID S	REF	R E M
					SUBJECT	LANGUAGE							
1	1	VEGETATION IN OUR DISTRICT			The learner; - defines the term vegetation. - mentions two types of vegetation. - mentions examples of vegetation.	The learner; - pronounces, reads and writes words & structures related to types of vegetation.	Definition of vegetation. Types of vegetation Meaning of natural and planted vegetation. Examples of natural and planted vegetation. Examples of vegetation.	Appreciation Interpretation	question & answer guided discovery brain storming	Comparing the natural & planted forests Chalk board illustration	Local environment	Curriculum book 4 page 8	
	2			Uses of vegetation	The learner; - identifies different uses of different types of vegetation to	The learner; - pronounces, reads and writes words and structures related to the	Uses of vegetation Source of herbs for medicine Source of firewood Source of food Supports in rain formation	Sharing Creative thinking	brain storming explanation	Identifying the uses of different		Curriculum book 4 page 8	

For more schemes of work, visit www.uganda.madpath.com

				people and living things.	usage of vegetation.	Controls soil and wind erosion Improves soil fertility Makes the environment naturally beautiful.		question & answer				
3			How people affect vegetation	The learner; - identifies different activities that people do which affect vegetation.	The learner; - pronounces, reads and writes words and structures related to people's activities that affect vegetation	How people affect vegetation (negativity) Deforestation Over cultivation Over grazing Construction of roads Building houses for settlement and industries. Burning bushes Making bricks Clearing bushes and forest for crop growing.	effective communication sharing observation	brain storming explanation question & answer	Planting trees and grass in the compound and at home.	chalkboard illustration pupils text books	Curriculum book 4 page 8	
4			Caring for the vegetation	The learner; - identifies ways of caring for the vegetation.	the learner; - pronounces, reads, writes and spells words and structures connected to caring for vegetation.	How man cares for vegetation. Watering them Add manure Trimming them	Brain storming Explanation Question & answer	effective communication observation sharing	Watering vegetation trimming fences, flowers and trees slashing school compound	slasher watering can		
5 & 6	LIVING TOGETHER IN OUR	PEOPLE IN OUR DISTRICT	Early migration of people in our district	*A learner defines migration *A learner tells reasons for migration of people.	A learner spells reads writes and pronounces words related to the topic correctly	-migration means movement of people from one place to another -Factors/ reasons for migration -Types of migration	Effective communication Self awareness Values Co-operation Appreciation Respect and love	guided discussion discovery story telling	Asking questions Reading	Classrooms environment Textbooks	SST syllabus P.4 pg 10-11 Comprehensive SST Bk 4 pages 73	

For more schemes of work, visit www.uganda.madpath.com

	7	DISTRICT	-do-	History of people in our district.	A learner tells the meaning of origin Names Sources of origin of people in our district -identifies main legends	A learner spells, reads, writes and pronounces words related to the topic correctly.	Origin of people in our district -Legends of some tribes *the spear and the bead *The three sons of Ruhanga *The legend of Kundu and Masaba *myths and definition	Effective communication -appreciation -respect	guided discussion discovery story telling	Asking questions	Classroom environment	Mk SST Bk 4 page 44 45 and 46. comprehensive SST Bk 4 page 67-93	
2	1 & 2		-do-	The spear and the bead	*A learner mentions main characters of the legend	A learner spells, reads, writes, use pronounce words related to the topic rightly.	-Gipir and Labongo's origin/cradle land -parents of Gipiir and Labongo -Gipiir uses his brothers spear -Labongo's reaction and recovery of spear Labongo's daughter swallows one of Gipiir's beads -lessons learnt from the legend	Effective communication -self awareness values -love -appreciation -co-operation	guided discussion discovery story telling	Asking oral and written question	Classroom environment Textbooks	MK SST Bk SST pg 44-45 Comprehensive SST Bk 4 pg 71-72	
	3			The three sons of Ruhanga	A learner explains the word Ruhanga -Identifies regions that uses the word Ruhanga to mean creator	A learner reads, writes, pronounces, spells words related to the theme correctly	-sons of Ruhanga -Naming the three sons each with a task. -Eldest son – Kairu -second- Kahima -youngest-Kakama	Effective communication Self awareness Values -appreciation -co-operation	guided discussion discovery story telling	Asking questions	Classroom environment Textbooks	Stories from Uganda history by HWR Hawes page 13-14	

For more schemes of work, visit www.uganda.madpath.com

					-names the three sons of Ruhanga								
	4		ORIGIN OF PEOPLE IN OUR DISTRICT	Kundu and Masaba	*A learner explains origin of the Bagishu. *A learner identifies mt. Elgon and traditional name Masaba	A learner spells, reads, writes, pronounces words and sentences related to the topic	-The first Bagisu were Mundu and his wife Sera, Bamasaba -How they appeared on the mountain(hole) -Kundu and Masaba -Kundu marries Namboza -Masaba remained on mr. Elgon -The name Mugisu and origin	Effective communication -co-operation -self awareness -Respect	discovery guided discussion story telling	Asking questions	Chalk board Textbooks Wall maps Illustrations	Stories from Uganda history By Hawes pg 14-15	
	5 & 6			The legend of Kintu	A learner explains the Baganda's origin. -Names the first Muganda -Identifies where 1 st Muganda lived	A learner spells, writes, reads, pronounces and uses words like earth, heaven and rainbow very well	1 st Muganda Kintu and Nambi his wife. -Kintu and his cow & how it was useful -Daughters and sons of Gulu the king of heaven. -Nambi and his brothers visit the earth -Tests given to Kintu and how he overcame them	-Effective communication -self awareness Values *co-operation -Respect -love	discovery guided discussion story telling	Asking oral and written questions	Chalk board illustrations Textbooks	-do- Page 11-12	
	7		ORIGIN OF PEOPLE IN OUR DISTRICT	Major ethnic groups	A learner defines the term "Ethnic groups" -Identifies major ethnic groups	A learner spells, reads, writes, pronounces, reads, writes words and sentences related to the topic correctly	-Ethnic groups (meaning) -main ethnic groups in our district -Bantu, Nilotics, Hamites, Nilo hamates, Asians and Europeans -Their origin and occupation	Effective communication -self awareness Values -co-operation -love -respect	guided discussion - discovery	Asking oral and written questions	Chalk board illustrations Text books	-do-	
3	1 & 2		ORIGIN OF ETHNIC	The Bantu, Nilotics	A learner tells the origin of the words	A learner spells, reads, writes and	Bantu – Cameroon in West Africa	Effective communication	discovery	Aking questions	Chalk board	Teacher's collection	

For more schemes of work, visit www.uganda.madpath.com

			C GROU PS IN OUR DISTR ICT	- Hamites - NiloHa mites	Bantu, Nilotics, Hamites and Nilo-Hamites	pronounces words correctly	Nilotics- Bah-el-Gazel – S. Sudan -Nilo Hamites- Ethiopia -Hamites –Ethiopian highlands -causes for the migration of each ethnic group *examples of each ethnic group	-Self awareness Values Co-operation -appreciation	guided discussi on story telling		illustra tion Textb oks		
	3		SETT LEME NT OF PEOP LE IN OUR DISTR ICT	Tribes in our district	A learner defines the word tribe -Gives examples of tribes in our district	A learner spells, reads, writes and pronounces words realted to the topic	-Tribes in our district -A tribe is a group of people who speak the same language with same customs and food -Examples of tribes -People belong to different tribes and use different languages -Baganda, banyankole, Bagisu, Basoga, Iteso, Acholi, Karimojong -Languages spoken	Effective communication -self awareness Values -Appreciation -co-operation -respect	discover y guided discussi on story telling	Answering oral and written questions	Chalk board illustrat ion Text books	Compreh ensive SST BK.4 pg 67	
	4		-do-	Social set up of people in our district -The clans	A learner -explains the term clan -Names symbols of different clans -mentions roles of clan heads.	A learner pronounces, reads writes the word totem.	-A clan is a group of people with a common ancestor -Symbols e.g. totems, names, drumming -Responsibilities of clan heads.	Effective communication -Self awareness Values -co-operation -Respect -love	discover y guided discussi on brain storming	Answering oral and written questions	Chalk board illustra tion Text books	Mk Standard SST Bk.4 pg 40 Compreh ensive SST Bk. 4 pg 67	
	5		-do-	Causes of early	A learner	A learner reads, writes, spells,	-climatic conditions -search for fertile soils	Effective communication	discover y	Answering oran and	Chalk board	Compreh ensive	

For more schemes of work, visit www.uganda.madpath.com

				migrati on	-outlines various causes of early migration	pronounces words related to the topic correctly	-Diseases -Employment opportunities -conflicts *Problems faced by early migrants	-Self awareness Values Love, Respect Co-operation	guided discussi on	written questions	illustra tions -Text books	SST Bk.4 pg 73-75	
	6 & 7		SETT LEME NT OF PEOP LE IN OUR DISTR ICT	Types Recent Migratio n	A learner: -defines each of the types of recent migration	A learner spells, reads, writes, pronounces words related to the topic	Definition -Rural-urban migration -causes of Rural-urban migration *Search for food *search for jobs *epidemics -drought e.t.c -problems caused by Rural- urban migration -Problems faced by people living in towns.	-Effective communication -self awareness Values -love -Respect -co-operation	discover y guided discussi on story telling	Asking and answering questions	Chalk board illustra tion Text books	SST Syllabus BK.4 page 11	
4	1				A learner defines urban-rural migration	A learner spells, writes, reads, pronounces the words related to the topic	Urban-rural migration -Definition -Ways in which urban-rural migration can be encouraged -Ways in which urban people depend on village people.	-Effective communication -self awareness Values -love -Respect -co-operation	discover y guided discussi on story telling	Asking and answering questions	Chalk board illustra tion Text books		
	2						Rural- rural migration -definition -causes of rural-rural migration						
	3						Urban-urban migration -Definition -causes of urban-urban migration - causes of immigration Causes of Emigration					SST syllabus bk 4 page 11	

For more schemes of work, visit www.uganda.madpath.com

4		-do-	Factors influencing settlement patterns in our district	A learner identifies various factors influencing settlement patterns	A learner spells, reads writes and pronounces words related to the topic correctly	Factors -Trade -Jobs/ employment -good security /peace -good social services -soil fertility -Enough and reliable rainfall -Presence of economic activities -Availability of enough food.	Effective communication -self awareness Values -Respect -co-operation -love - appreciation	guided discovery discussion	Asking and answering questions	Chalk board illustration Text books	SST Syllabus BK. 4 pg 11	
5		-do-	Terms related to population	A learner -defines major terms related to population	A learner reads, pronounces, writes forms sentences related to topic	-population -population density -sparse population -population distribution -moderate population -emigrates -population density -immigrants -migrants	Effective communication -self awareness Values -Respect -Love -Appreciation -co-operation	discovery guided discussion explanation	Asking and answering oral questions	Chalk board illustration	Comprehensive SST Bk.4 pg 73-75	
6		-do-	Population density in our district	A learner: Tells why there are many people in our district	A learner spells, writes, reads and pronounces words related to the topic	Causes of population density in our district *Many job opportunities *many industries *many offices *trade opportunities *good security *Presence of L. Victoria *good social amenities *presence of power energy	Effective communication -self awareness Values Co-operation -respect	discovery guided discussion	Asking oral and written questions	Chalk board illustration	Teacher's collection	
7		POPULATION IN OUR DISTRICT	Advantages of high population density	A learner: -lists at least six advantages of a high population	A learner spells, writes reads pronounces words related to the topic	Advantages of a high population *Market for goods *cheap labour *easy communication and transport	Effective communication Self awareness	discovery guided discussion	Answering oral and written questions	Chalk illustration Textbooks	Teacher's collection	

For more schemes of work, visit www.uganda.madpath.com

				in our district.			*Tight security		brain storming				
5	1		-do-	Disadvantages of population density	A learner -mentions at least six disadvantages of a high population density in our district	A learner reads, writes, pronounces words related to the topic correctly	Disadvantage (problems) -lack of enough jobs -lack of land -High crime rate -poor social service delivery -poor sanitation -easy spread of communicable diseases -pollution -deforestation	Effective communication -self awareness Values -Co-operation -love -respect -appreciation	discover y guided discussion	Answering oral questions	Chalk board illustrations Textbooks	Teachers collection	
	2		POPULATION IN OUR DISTRICT	Solutions to the problems of population density	A learner identifies solutions to the problems faced by population density	A learner spells, reads, writes, pronounces words related to the topic correctly	-provide rural based industries -provide tight security to all rural areas. -market centres be created in rural areas. -Encourage modern agriculture -improve infrastructure in rural areas –Banks, power, water supply e.t.c	Effective communication -self awareness Values -appreciation -problem solving	discover y guided discussion	Answering oral and written question	Chalk board illustration Textbooks	Teachers collection	
	3		-do-	POPULATION CENSUS	A learner; -defines population census -tells the reasons for carrying out census	A learner spells, writes, reads, pronounces the words	Population census and its definition -reasons why census is carried out	-co-operation -Effective communication -self awareness	- discussion - explanation	Answering questions	Chalk board illustration	Teachers collection	
	4			POPULATION DISTRIBUTION	A learner; -defines population distribution	A learner reads, writes, spells the words	Population distribution and its definition -Factors that influence population distribution	-self awareness -effective communication -co-operation	question and answer	Listing the factors influencing	-do-		

For more schemes of work, visit www.uganda.madpath.com

					-states the factors influencing population distribution				discussion	population distribution			
	5		WORK	Types of work done by people in our district	-A learner defines work. -Discusses various types of work done in our district.	A learner Spells, reads, writes, pronounces words related to topic correctly	-Activity as a means of earning income -Examples of work include *Farming *fishing *trading *office work *pottery *brick laying	Effective communication -self awareness Values -appreciation -respect	discovery guided discussion	Answering oral and written questions	Chalk board illustration Textbooks	Comprehensive SST Bk.4 pg 81 Syllabus P.4 pg 12 Mk SST BK.4 pg 74-77	
	6		TYPE S OF WORK DONE IN OUR DISTRICT	Farming in our district	A learner identifies various types of farming done in our district	A learner reads, writes, pronounces and spells words related to the topic correctly	Types of Farming -subsistence farming -market gardening -mixed farming -plantation farming -livestock farming -Fish farming -definition –subsistence farming -advantages and disadvantages.	Effective communication -self awareness Values -respect -appreciation -love	discovery guided discussion observation	Answering oral questions	Chalk board illustration Text books	Mk SST Bk.4 pg 74-75	
	7		-do-	Mixed farming	A learner defines mixed farming -identifies reasons for mixed farming	A learner reads, writes, spells, pronounces words related to mixed farming	-Growing crops and keeping of animals on same piece of land -To get enough food -To earn income -Advantages *Balanced diet *double income from both animals and plants	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion explanation	Answering oral and written questions	-do-	Mk SST Bk. 4 pg 74-75	

For more schemes of work, visit www.uganda.madpath.com

							-Disadvantages of mixed farming						
6	1		-do-	Plantation farming	A learner defines -plantation farming -identifies crops grown on large plantation	A learner spells, reads, writes, pronounces words related to plantation farming	Plantation farming -Definition -Examples of plantation crops, coffee, tea, sugarcane, cocoa, rubber, sisal, bananas -Advantages -promotes trade -employment Raw materials	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST Bk.4 pg 76	
	2		-do-	Problems faced by plantation farming	A learner identifies problems faced by plantation farmers	A learner reads, writes, spells, pronounces words related to plantation farming problems	-Requires a lot of capital -requires enough land -requires specialist farmers -requires ready market -requires a lot of labour -pests and diseases -good climate -relief -water supply	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Teacher's collection	
	3		TYPE S OF WORK DONE BY PEOPLE IN OUR DISTRICT	Horticulture & Floriculture	A learner defines the two terms -Horticulture and Floriculture	A learner spells, reads, writes, and pronounces words correctly	-Floriculture- Growing of flowers for sale -Horticulture-Growing of Vegetables -Advantages -creation of employment -provides income to people -provides raw materials for industries -provide food -Decoration purposes	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST Bk. 4 pg 75	
	4		-do-	Livestock farming	A learner	A learner spells, writes, reads,	Livestock farming -Definition -Types of livestock farming	Effective communication -self awareness	discovery	Answering oral and	-do-	Mk SST BK. 4 pg 76-77	

For more schemes of work, visit www.uganda.madpath.com

					-Defines livestock farming -Identifies animals and birds under live stock farming	pronounces all words related to livestock farming correctly	*Pastoralism *Nomadic pastoralism *Diary farming *Ranching *Poultry farming Animals kept-cattle,sheep, donkey, pigs, poultry camels	Values -Respect -co-operation -Love	guided discussion	written questions			
	5			Pastoralism	A learner -defines the term pastoralism -Identifies reasons for pastoralism	A learner spells, reads, pronounces writes words related to pastoralism	Pastoralism -definition-A traditional way of keeping cattle as a way of life or living -Reasons for pastoralism -for milk -for blood -for income -for meat/beef -for hides and skins -for wealth -for prestige -for cultural reasons -Examples of pastoralists iteso , Bahima (Banyankole)	Effective communication -self awareness	discovery guided discussion explanation brain storming	Answering oral and written questions	-do-	Mk SST Bk.4 pg 77	
	6			Nomadic pastoralism	A learner defines Nomadic pastoralism -mentions examples of Nomads in Uganda	A learner reads, writes, pronounces spells words related to Nomadic pastoralism	-Nomadic pastoralism Definition : Keeping of cattle traditionally by moving from to place in search for water and pasture. Examples: Karimojong, Bahima, Jie, Suk -problems faced by nomads	Effective communication -self awareness Values -Respect -co-operation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST Bk.4 pg 77	

	7		TYPE S OF WORK IN OUR DISTRICT	Dairy Farming	A learner -defines dairy farming -tells reasons for dairying	A learner spells, reads, writes, pronounces words correctly	-Definition -Rearing of cattle for milk and milk products -Milk products butter, cheese ghee yoghurt, ice cream Reasons: * For milk *for income *occupation *problems -lack of land -Expensive cattle breeds e.t.c	Effective communication -self awareness	inquiry guided discussi on	Answering oral questions	Chalk board Text books	Teacher' s collection	
7	1		-do-	Require ments and problem s of dairy farming	A learner -suggests requirements of a dairy farm. -Identifies problems faced by dairy farmers.	A learner spells, reads, and pronounces words related to dairy farming	Requirements for setting up of a farm -good cattle breeds -Farm land -pasture -dip tanks -enough water -capital Problems -lack of enough land for extension -lack of Vet. Services -Expensive drugs -lack of cooling facilities -poor transport	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussi on	Answering oral and written questions	Chalk board Text books	Teacher' s collection Mk SST Standard Bk.4 pg 77	
	2		-do-	Cattle Ranchin g	A learner -defines Ranching -tells requirements for starting a ranch -tells products of a Ranch	A learner reads the work ranch and puts it in a sentence	-Ranching means keeping cattle on a large scale for beef production *Requirement Products of a ranch -Beef, hides -buttons from horns -glue from hooves -ornaments *Examples of Ranches	Effective communication -self awareness Values -Respect -co-operation	inquiry guided discussi on discover y	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk 4 pg 77	

For more schemes of work, visit www.uganda.madpath.com

3		TYPE S OF WORK IN OUR DISTRICT	Factors influencing farming in our district	A learner -Identifies factors influencing farming in our district	A learner spells, reads, writes, pronounces words related to the topic	*positive factors -market -use of a crop -climate -soil fertility -Industrialisation (Raw materials) *Negative factors -Pests and diseases -soil erosion -poor government policies -poor climate -civil wars	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussion explanation	Answering oral and written questions	Chalk board Text books	Teacher's collection	
4		-do-	Fishing in our district	A learner -defines fishing -Names sources or fishing grounds in our districts	A learner spells, pronounces reads, writes terms related to fishing	*Definition -Fishing is catching of fish from a water body *fishing ground, streams, swamps, lakes, rivers	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussion	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk.4 pg 72-73	
5		-do-	Fishing methods	A learner -Identifies various methods for catching fish. -tells ways of preserving fish	A learner spells, reads, writes, pronounces terms relate to fishing	* Methods Fishing baskets -nets -Baited hooks -spears *Ways of preserving fish -smoking -sun drying -slating -tinning -Refrigeration	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussion	Answering oral and written questions	Chalk board Text books	MK Standard SST Bk.4 pg 72-73	
6		-do-	Importance of fishing in our district	A learner -Identifies importance of fishing in our district	A learner spells, reads, pronounces, writes words related to fishing correctly	*Fishing is a source of extra food. *Employment *source of income *source of revenue *raw materials for industries Problems	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussion	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk.4 72-73	

For more schemes of work, visit www.uganda.madpath.com

							-water weeds -poor fishing methods -poor transport						
7			TYPE S OF WOR K IN OUR DISTR ICT	Farming food crops	A learner -defines the terms farmer and farming -Tells the two type of crops	A learner spells, reads, writes, and pronounces all terms related to crops	-A farmer is one who grows crops and keeps animals (livestock) -Types of crops *food crops and cash crops Definition of cash and food crops *needs of a farmer	Effective communication -self awareness	inquiry guided discussi on	Answering oral and written questions	Chalk board Text books	Teacher's collection	
8	1		-do-	Cash crops	A learner -defines cash crops -Gives examples of cash crops in our district	A learner spells, reads writes, pronounces words related to cash crops	Cash crops-crops grown for selling. *examples: coffee, tea, sugarcane *Types of cash crops -traditional and non- traditional and their definitions -Three types of coffee	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussi on explanat ion	Answering oral and written questions	Chalk board Text books	MK standard SST Bk.4 pg 74	
2				Food crops	A learner -defines food crops -Identifies food crops in his district	A learner reads, writes, pronounces food crops correctly	*Food crops –crops grown for consumption *Examples –bananas, rice, potatoes, maize, beans, G.nuts e.t.c *Why grow different types of crops (importance)	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussi on brain storming	Answering oral and written questions	Chalk board Text books	Mk SST Bk.4 pg 74	
3 & 4			-do-	Advanta ges of farming and problem s faced by farmers.	A learner -suggests advantage of farming -mentions problems faced by	A learner spells, reads, writes, terms related to advantages and disadvantages of farming in our district	Advantages -for food -for income -for trade -for raw-materials -for employment -for cultural practices -for research and study *Problems	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussi on	Answering oral and written questions	Chalk board Text books	Teacher's collection	

For more schemes of work, visit www.uganda.madpath.com

					farmers in our district		<ul style="list-style-type: none">-pests and diseases-lack of market-lack of fertile land-lack of good transport means-insecurity-poor storage facilities-poor preservation methods						
	5		TYPE S OF WORK IN OUR DISTRICT	Other types of work in our district	A learner mentions other types of work done in our district	A learner spells, reads, writes, and pronounces words related to the topic	<ul style="list-style-type: none">-Trading-What is trade?-Why do people trade?-pottery- what is pottery?-brick making-crafts work-teaching and office work-plumbing-nursing	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 page 82-84	
	6			Problems people face while working	A learner mentions various problems faced by people while working.	A learner reads, writes, pronounces words related to the topic.	<ul style="list-style-type: none">-civil wars-demonstrations-riots-diseases-poor transport-ignorance-Bad weather-laziness-poverty-changes in price of goods	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discussion brain storming	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 85-88 SST Syllabus Bk.4 page 12	
9	7 & 1			People and technology	A learner -defines the term technology -state the advantage of modern technology	A learner spells, reads, writes, and pronounces all terms related to technology	Technology is a practical way of solving problems Examples <ul style="list-style-type: none">-means of transport-modern tractors for farming-Building using pulley, cranes-processing of building materials	Effective communication -self awareness Values -Respect -co-operation	discover y guided discussion explanation	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk.4 pg78-83	

For more schemes of work, visit www.uganda.madpath.com

							-Entertainment; TVs, radios, films, videos						
	2		IMPORTANCE OF SOCIAL ACTIVITIES	Types of social activities	A learner -defines social activities -identifies social activities in our district	A learner pronounces, spells, reads, writes words related to the topic	-social activities are activities that bring people together. Examples -introduction in marriages -weddings -naming of children -circumcision -burial ceremonies	Effective communication -self awareness Values -Respect -co-operation	discovery guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 89 SST syllabus Bk.4 pg 13	
	3			Marriage introduction ceremonies	A learner -explains the term marriage ceremonies -tells why introduction ceremonies are done	A learner spells, reads or writes words related to marriage ceremonies	-marriage introduction -It can be done by either a boy or girl depending on a tribe -bride price paying -kwanjula ceremonies -feasting (Dancing, eating) -Kwanjula is accompanied with exchange of gifts -importance of Kwanjula -importance of paying bride price	Effective communication -self awareness	inquiry guided discussion guided discovery story telling	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 89 and 90	
	4			Marriage and Wedding	A learner -defines the term wedding -identifies types of weddings	A learner spells, reads, writes and pronounces words related to the topic	Marriage is a union between husband and wife. -witnesses of wedding *Relatives and friends Terms : Bride-woman Groom-man -place- in church, marriage shrine, home	Effective communication -self evaluation	inquiry guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk. 4 pg	

5 & 6			Types of marriage	A learner -identifies various types of marriages -mentions qualities of a good marriage partner.	A learner spells reads, writes, pronounces words related to the topic correctly	-Traditional marriage -christian marriage -civil marriage -islamic Qualities -kind-faith patience, hard working, appearance, good habits ,tribe, race, language, Health, character, educational level, religion	Effective communication -self awareness Values -love -co-operation	inquiry guided discussion discovery	Answering oral and written questions Doing a written exercise	Chalk board Illustration	Christian s and the holy spirits Bk.7 trs copy pg 52	
7			Reasons for marriage	A learner -tells at least six reasons why people marry	A learner spells, reads, writes, pronounces words related to the topic	*Reasons for marriage -To help one another -To live together in companion. -To produce children -To accumulate wealth -To live happily. -to enjoy life.	Effective communication -self awareness Values -Respect -co-operation -love	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations	Teacher's collection	
1 0	1		SOCIAL ACTIVITIES IN OUR DISTRICT	Naming of children A learner -states names and their importance Sites names names and their meaning	A learner spells reads, pronounces, writes words related to naming of children	Child naming ceremony -Brings together relatives and friends of a family. -It includes singing, dancing & eating of food -who names a child? Grand parents, relatives and parents -child's name is based on seasons, famine drought or harvest, Day of the week or often ancestor and religious beliefs.	Effective communication -self awareness Values -Respect -co-operation -love	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Text books	Comprehensive SST Bk.4 pg 91	
2		-do-	Circumcision	A learner	A learner Spells, reads, writes,	-circumcision- Removal of the fore skin of a male's sexual organ	Effective communication	inquiry	Answering oral and	Chalk board	Comprehensive SST Bk.4	

For more schemes of work, visit www.uganda.madpath.com

				-defines the term circumcision -tells why some people carry out circumcision	pronounces words related to circumcision	-Reasons -cultural and health and religious Examples Bagisu and Bakonjo -Traditional: A boy has matured		guided discussion discovery	written questions	Illustrations Text books	pg 91 and 92	
3			Importance of social activities	A learner -suggests importance of social activities	A learner spells, reads, writes, pronounces words related to the topic	Importance -It brings people together -to share food -to eat together -to sing and dance together, merry making -to work together -to exchange gifts -to promote cooperation and friends -to promote entertainment -to promote hard work -to promote good behaviour -to promote culture and peoples unity. --to strengthen family , clan ties and norms	Effective communication -self awareness Values -Respect -co-operation -love -problem solving	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations	Comprehensive SST Bk. 4 pg 92-93	
4		FACTORS CONTRIBUTING TO PEOPLES	Factors	A learner -mentions vari factors contributing to peoples quality of life	A learner spells, reads writes pronounces words related to the topic	The type of work -presence of enough food -security – unemployment -Education –diseases -poverty-trade -communication -transport -explain each factor	Effective communication -self awareness Values -Respect -co-operation -love	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Text books	Comprehensive SST Bk.4 pg 93-97	
5		QUALITY OF LIFE	Diseases and their	A learner	A learner spells, reads, writes,	-malaria fever -polio -HIV/AIDS -T.B effects	Effective communication -self awareness	inquiry	Answering oral and	Chalk board	Comprehensive	

For more schemes of work, visit www.uganda.madpath.com

				effects on peoples quality of life	-Identifies various diseases -mentions effects of diseases	pronounces words related to the topic	-makes people sick -weakens people -makes a country poor -prevent people from work -prevent people from earning -make people fail their family roles -Decreases family income -they cause death and misery -Reduction of labour force	Values -Respect -co-operation -love	guided discussion discovery explanation	written questions	Illustrations Text books	SST Bk.4 pg 94	
	6 & 7			Ways of improving peoples quality of life in our district	A learner -mentions various ways of improving peoples quality of life.	A learner spells, reads, write and pronounces all terms used in this topic	The government should -improve peoples security -improve on health and medical services -improve on education -improve industries -improve sanitation and fight against diseases. -address unemployment -promote trade in district -create market -improve on transport and communication	Effective communication -self awareness Values -Respect -co-operation -love -appreciation -problem solving	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Text books	Teacher's collection	
11	11		SOCIAL SET UP OF PEOPLE	Family	A learner -defines a family -identifies two types of family -mentions family heads	A learner spells, reads, writes, pronounces words related to the topic	Definition Family is a group of people related by blood marriage or adoption. Types of family -Nuclear and extended family Definition of each type of family	Effective communication -self awareness Values -Respect -co-operation -love	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations	Mk standard SST Bk.4 pg 42	

For more schemes of work, visit www.uganda.madpath.com

2			Advantages of Nuclear family	A learner -states advantage of a nuclear family	A learner spells, reads, writes, pronounces words related to the topic	Advantages -Easy to provide basic needs e.g. food shelter, water -It is cheaper to provide services e.g. Education, medical entertainment and accommodation Members in a nuclear family	Effective communication -self awareness Values -Respect	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Textbooks	MK Standard SST page 43	
3			Disadvantages of a nuclear family	A learner -mentions disadvantages of a nuclear family		-lack of large labour force -lack of specialization -loneliness -under utilization of home resources -lack of social security -No division of labour	Effective communication -self awareness Values -Respect -Love	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk BK. 4 pg 43	
4			Extended family and advantages	A learner -defines and extended family -tells advantages of a nuclear family	A learner pronounces spells, reads, writes words related to the topic correctly	-Division of labour -specialisation -There is social security -proper utilization of family resources -members in an extended family	Effective communication -self awareness	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk standard Bk. 4 pg 43	
5			Disadvantages of an extended family	A learner -mentions disadvantages of an extended family	A learner spells, reads, writes pronounces words correctly	-It is expensive -has many members -has many demands -puts pressure on resources -many conflicts and quarrels	Effective communication	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk SST Bk.4 pg 43,44	
6 & 7			Roles of a father	A learner -Identifies roles of a	A learner spells, reads, writes	A father -educates children -feeds children	Effective communication -self awareness	inquiry	Answering oral and	Chalk board	Mk Standard	

For more schemes of work, visit www.uganda.madpath.com

				and children	father at home. -mentions duties of a good child at home.	pronounces words related to the topic correctly	-trains good morals -builds shelter -defends a family Roles of a child -fetches water -cooks food -participates in cleaning of a home e.t.c.	Values -Respect -love -co-operation	guided discussion discovery	written questions	Illustrations	SST Bk. 4 pg 43	
1 2	1			The role of a mother at home	A learner outlines at least six roles of a mother at home	A learner spells, reads, writes, pronounces words related to the topic correctly	Duties of a mother at home -produce children -breast feed the baby -Ensures cleanliness of a home -prepares food for children -provides food by working. -Trains good morals	Effective communication -self awareness Values -Respect -love -co-operation -problem solving	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk Standard SST Bk.4 pg 43	

Compiled by: *Asta Esther*

For more schemes of work, visit www.uganda.madpath.com