



PRIMARY FOUR

S.ST SCHEME

OF WORK

TERM II

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Wk	PD	TOPIC	Sub	CONTENT	COMPETENCES		METHODS	LIFE SKILLS	VALUE	ACTIVITY	AIDS	REF	REM
					Subject	Language							
B 1 3	21	PEOPLE IN OUR DISTRICT	Origin of people in our district (Ethnic groups)	Ethnic groups - Definition of ethnic group and tribe - Examples of ethnic groups - The Bantu - Nilotic/River lake Nilotes - The Nilo -hamites - The Hamites - The Bantu - Origin - Where they settled - Examples of Bantu tribes - Major economic activity of the Bantu - Reasons and effects of the Bantu migration	- defines, ethnic group and a tribe - mentions ethnic groups in our district - explains the origin of the Bantu - gives reasons and effects of Bantu migration	The learner reads, spells, pronounces, writes and uses words and sentences related to the Bantu	- Discussion - Guided Discovery - Observation	Effective communication - Fluency - Accuracy Inquiry - Asking questions - Recording	- Cooperation - Recognition - Respect	Identifying the ethnic groups in our district using Atlases. Identifying the directions through which various ethnic groups entered Uganda on the map. Drawing the map of Uganda showing ethnic migrations.	A map of Uganda showing migration patterns -children in class who belong to various ethnic groups	-The winner SST book4 pg 60 -New fountain SST book 5 pg 67 - 70 Mk standard SST pupils book 5 pg 52-54 -The primary school Atlas	

			The Nilotics/River-lake Nilotes	<ul style="list-style-type: none"> - Origin - Where they settled - Examples of Nilotics - Economic activities - Reasons and effects of the Nilotics migration 	<ul style="list-style-type: none"> - The learner explains origin of Nilotics - mentions where they settled in Uganda - identifies examples of tribes that belong to the Nilotics - states the economic activity of the Nilotics - gives reasons and effects of Nilotics migration 	<ul style="list-style-type: none"> - The learner reads, pronounce s, spells and writes words and sentences related to Nilotics migration 	<ul style="list-style-type: none"> - Discussion - Discovery - Observation 	<ul style="list-style-type: none"> - Effective communication - Fluency - Accuracy - Self awareness - Talking about one's culture 	<ul style="list-style-type: none"> - Appreciation - Sharing - Caring - Love 	<ul style="list-style-type: none"> - reading a passage from new fountain S.ST text books about the origin of the Nilotics migration. - interpreting a map of Uganda showing ethnic migrations. 	<ul style="list-style-type: none"> - A map of Uganda showing migration patterns - written text from new fountain S.ST bk 4 	<ul style="list-style-type: none"> - New fountain SST pupils'bk 4 pg 71-74 - Mk standard SST pupils' book5 pg 54-55 - The winner SST pupils book 4 pg 60-71
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			The Nilo-hamites	<ul style="list-style-type: none"> - The Nilo hamites - Origin - Where they settled - Examples of Nilo-hamites - Economic activities - Reasons and effects of the Nilo hamites migration 	<ul style="list-style-type: none"> - explains origin of Nilo-hamites - mentions where they settled in Uganda - gives examples of Nilo hamites - states economic activities of Nilo Hamites - gives the reasons and effects of the Nilo hamites migration <p>The learner</p>	<ul style="list-style-type: none"> - The learner reads, pronounce s, spells and writes structures related to Nilo-hamites 	<ul style="list-style-type: none"> - Discussion - Inquiry - Discovery - Observati on 	<ul style="list-style-type: none"> - Effective communication - Audibility - Articulation - Accuracy 	<ul style="list-style-type: none"> - Recognition - Appreciati on - Respect - Love 	<ul style="list-style-type: none"> - identifying and naming places where they settled using a map of Uganda showing ethnic migrations. - listening to the course of migration from the teacher. - reading about the origin of the Nilo-Hamites from new fountain book 4 	<ul style="list-style-type: none"> - a map of Uganda showing ethnic migrations. - written text from new Fountain S.ST bk 4. 	<ul style="list-style-type: none"> - New Fountain SST book 5 pg 75 MK standard SST pupils book 5 pg 56 The winner SST pupils' book4 69-71 	
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			The hamites	<ul style="list-style-type: none"> - Origin - Where they settled - Examples of hamites tribes - Economic activities - Reasons and effects of the hamites migration - The map of Uganda showing migration patterns 	<ul style="list-style-type: none"> - mentions where they settled in Uganda - gives examples of Hamites tribes - states economic activities of Hamites - gives the reasons and effects of Hamites migration 	<ul style="list-style-type: none"> - The learner reads, spells and writes words related to Hamites 	<ul style="list-style-type: none"> - Discussion - Inquiry - Observation- 	<ul style="list-style-type: none"> - Effective communication - Fluency - Accuracy - Inquiry - Asking questions - Recording 	<ul style="list-style-type: none"> - Realisation - Appreciation - Love 	<ul style="list-style-type: none"> - drawing a map of Uganda showing ethnic migrations . - Identifying and naming places where they settled using a map of Uganda showing ethnic migrations. 	<ul style="list-style-type: none"> - A map of Uganda showing migration patterns 	<ul style="list-style-type: none"> - The winner S.ST pupil's book 4 pg 69-71 - Mk standard S.ST book 5 pg 56

			Legends of some tribes in our district	<p>Legends of some tribes in our district</p> <ul style="list-style-type: none"> - Definition of legends - Examples of legends - Importance of legends - The story of Kintu and Nambi - lessons we learn from the story of Kintu and Nambi 	<ul style="list-style-type: none"> - The learner defines a legend - gives examples of legends - describes the legend of Kintu and Nambi - states the lessons drawn from the legend 	<p>The learner</p> <ul style="list-style-type: none"> - defines a legend - gives examples of legend - reads the legend of Kintu and Nambi 	<p>Discussion</p> <ul style="list-style-type: none"> - Problem solving - Story telling 	<p>- Effective communication</p> <ul style="list-style-type: none"> - Articulation - Fluency - problem solving - Taking decision - Making choice 	<p>- Recognition</p> <ul style="list-style-type: none"> - Cooperation - Sharing - Love 	<ul style="list-style-type: none"> - listening to the story of Kintu and Nambi from the teacher. - Reading the story of Kintu and Nambi from the text book. - Drawing pictures about the story of Nambi and Kintu. 	<p>Reference centre</p> <ul style="list-style-type: none"> - winner S.STbk 4 	<p>The winner SST pupil copy book 4 pg 60-62</p> <ul style="list-style-type: none"> - Mk Standard S.ST book 4pg 44-46 	
			The legend of the bead and spear	<p>The story of the spear and the bead</p> <p>Lessons we learn from the story of the spear and the bead</p>	<p>The learner</p> <ul style="list-style-type: none"> - explains the legend of the bead and spear - states the lessons we learn from the story of the bead and spear 	<ul style="list-style-type: none"> - The learner pronounces, reads and writes word and sentences related to the stories of the bead and spear 	<ul style="list-style-type: none"> - Story telling - Discussion - inquiry 	<p>- Effective communication</p> <ul style="list-style-type: none"> - Fluency - Audibility 	<p>- Appreciation</p> <ul style="list-style-type: none"> - Recognition - Respect - Love 	<ul style="list-style-type: none"> - listening to the story the spear and the bead. - reading the story of the spear and the bead from winner SST bk4. - Drawing some pictures about the story of the spear and the bead. 	<ul style="list-style-type: none"> - text bks(winner SST) - reference centre presentation 	<p>Mk standard S.ST pupils book 4 56-57</p> <ul style="list-style-type: none"> - The winner S.ST pupils book4 pg 63 - 65 	

		Legend of Mundu and Seera	The story of Mundu and Seera	- The learner - Listens to the story of Mundu and Seera. - reads the story of Mundu and Seera.	- The learner - Reads, spells and writes word and sentences related to the story of the Bagisu -	- Story telling - Discussion	- Interpretation - Effective communication - Listening - Inquiry	- Appreciation - care - Love - Respect	- Listening to the story of Mundu and Seera from the teacher. - reading the story of Mundu and Seera from winner S.ST bk 4.	- text bks - reference centre presentation(video)	- winner S.ST bk 4	
			The story of Isaza and Nyamiyonga	- The learner; Listens to the story of Isaza and Nyamiyonga. - reads the story of Nyamiyonga.	- Reads, spells, pronounces and writes words and sentences correctly.	- Story telling - discussion	- Effective communication - Fluency - articulation	- love - appreciation	- listening to the story of Nyamiyonga from the teacher. - reads the story of Nyamiyonga.	Pupils text books - reference center presentation.	The winner S.ST pupils bk 5 pg 62-63	

			Clans of people in our district	Clans of people in our district - Definition of a clan - Examples of clans in our district - Symbols of a clan - Clan heads/leader - Duties of a clan head	The learner - Defines a clan - gives examples of clans in our district - Identifies clan symbols - States duties of a clan head	The learner - Pronounces, writes and spells words related to clans of people in our district	Project method	- Critical thinking - Description - Effective communication	- Recognition - Respect - Cooperation - sharing	Listening to resourceful people like their parents. Writing booklets about the details about their clans. - Drawing pictures of their clan totems Presenting their findings.	Resourceful people (parents, teachers)	The winner S.ST pupils copy bk 5 pg 65-66 New fountain S.ST pupils copy bk 4 pg 52-54	
			Families	Families in our district - Definition of a family - Types of families - Advantages and disadvantages of each type of family Duties of a family head Roles of children in a home Roles of a father/mother	- The learner - defines a family - identifies types of families - discusses advantages and disadvantages of each type of family - mentions duties of a family head - states roles of a father or a mother in a home	The learner - reads, pronounces, spells and writes words or sentences related to families	- Group Discussion - Guided discovery - Discussion	- Critical thinking - Effective communication - Critical thinking - Description - Inquiry	- Sharing - cooperation - care - love - care - respect - love - care	- observing pictures of different types of families from the text books. Presenting their findings Drawing pictures of their family members -dramatising the roles of a family head, mother and children.	-pupils' text books Pupils text books	MK standard S.ST pupils copy PP 42-43 MK standard S.ST pupils copy pg 43	

			Migration of people	<p>Migration of people in our district</p> <ul style="list-style-type: none"> - Definition of migration -Types of migration -factors influencing settlement patterns in our district -Effects of migration 	<p>The learner</p> <ul style="list-style-type: none"> - defines migration - identifies types of migrations - gives causes of migration - discusses factors influencing settlement patterns 	<p>The learner reads, pronounces, writes words and sentences related to migration</p>	<ul style="list-style-type: none"> - Discussion - inquiry - problem solving 	<p>- Effective communication</p> <ul style="list-style-type: none"> - Fluency - Accuracy - Problem solving - Evaluating facts - Finding different ways of doing things 	<ul style="list-style-type: none"> - Realisation - Cooperation - Respect 	<p>Watching a video on factors that lead to migrations</p>	<p>Reference Centre presentation on factors that lead to migrations</p>	<p>The winner S.ST book 4 Pupils book pg 69 – 72 Mk standard book 4 pg 38</p>	
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4	28			<p>-Work done by people in our district (Economic activities)</p> <ul style="list-style-type: none"> -Definition of work and economic activities. - Examples of economic activities -Problems faced by people when carrying out their work in our district -Reasons why people carry out economic activities 	<p>The learner:</p> <ul style="list-style-type: none"> -defines work and economic activities -discusses various types of work done in our district -mentions problems faced by people when carrying out work -gives reasons why people carry out economic activities 	<p>The learner:</p> <ul style="list-style-type: none"> -pronounce s, reads and writes words and sentences related to work done by people in our district 	<ul style="list-style-type: none"> -Brian storming -Group work 	<ul style="list-style-type: none"> -Effective communication - Sharing ideas 	<ul style="list-style-type: none"> -Appreciation -Respect -love -care 	<ul style="list-style-type: none"> -Drawing pictures of people carrying out different kinds of work -modeling and weaving -different things made by people in our locality. -displaying craft work in S.ST corner -discussing problems faced by people when carrying out their work 	<ul style="list-style-type: none"> -School garden -Pupils' text books 	<p>The winner S.ST pupils copy bk 4 pg 37 - 76</p>
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			<p>Social activities/cultural practices in our district</p> <ul style="list-style-type: none"> - Definition of social activities - Definition of culture - Types of cultures - Examples of social activities - Importance of social activities 	<ul style="list-style-type: none"> - Defines social activities and culture - Gives examples of social activities - Identifies types of culture - States the importance of social activities 	<ul style="list-style-type: none"> - The learner spells, reads and writes words and sentences related to social activities 	<ul style="list-style-type: none"> - Discussion - Brain storming 	<ul style="list-style-type: none"> - Effective communication - Cooperation - sharing 	<ul style="list-style-type: none"> - Realization - Appreciation - Respect - Love 	<ul style="list-style-type: none"> - Demonstrating Some of social activities - Identifying types of culture the text book - Watching videos of people carrying out social activities like circumcision. - Dramatizing cultural activities like circumcision. - Drawing pictures of people carrying out circumcision 	<ul style="list-style-type: none"> - Pupils text books - reference centre presentations 	<ul style="list-style-type: none"> - The winner S.ST bk 4 pg 79 - 90 	
			<p>Factors contributing to</p> <ul style="list-style-type: none"> - Factors contributing to people's way of life in our district - And their effects. 	<ul style="list-style-type: none"> - The learner states the factors contributing to people's way of life in our district - gives ways diseases affect people 	<ul style="list-style-type: none"> - The learner reads and writes structures related to factors influencing people's way of life in our district 	<ul style="list-style-type: none"> - Discussion - Dramatisation 	<ul style="list-style-type: none"> - Self awareness - Confidence - Self-reliance - Critical thinking - Listening 	<ul style="list-style-type: none"> - Realization - Care 	<ul style="list-style-type: none"> - discussing factors that contribute to people's way of life - discussing ways how diseases affect people - Dramatising activities that can be done to earn a living. 	<ul style="list-style-type: none"> - The environment. 	<ul style="list-style-type: none"> - The winner S.ST bk 4 pg 83 - 84 	

			<ul style="list-style-type: none"> - Population in our district - Terms used about population - population census - reasons for carrying out population census - Problems faced by enumerators when carrying out population census 	<ul style="list-style-type: none"> - The learner -gives the meaning of terms related to population - Gives reasons for carrying population census - States problems faced by enumerators when carrying out population census 	<ul style="list-style-type: none"> - The learners reads, pronounce s, spells and writes words and sentences related to population 	<ul style="list-style-type: none"> - Discussion - Guided discovery 	<ul style="list-style-type: none"> - realization - Appreciation - sharing 	<ul style="list-style-type: none"> - Effective communication - interpretation - Listening 	<ul style="list-style-type: none"> - dramatising the process of carrying out population census - Observing pictures about population census 	<ul style="list-style-type: none"> - Picture about population census 	<ul style="list-style-type: none"> - MK standard S.ST pupils bk 4 P 37 - The winner S.ST bk 5 pg 186-199 - Comprehensive S.ST bk 5 pg 135-145 	
			<ul style="list-style-type: none"> - Population distribution in our district - meaning of population distribution - Factors affecting population distribution in our district. 	<ul style="list-style-type: none"> - The learner defines Population distribution - msentions factors affecting population distribution 	<ul style="list-style-type: none"> - The learner reads and writes sentences related to Population distribution 	<ul style="list-style-type: none"> - Discussion - Guided Discovery 	<ul style="list-style-type: none"> - Effective communication - interpretation 	<ul style="list-style-type: none"> - Realization - Sharing - Respect 	<ul style="list-style-type: none"> - Watching a video on population census 	<ul style="list-style-type: none"> - Ref. Centre presentation on population census 	<ul style="list-style-type: none"> - MK standard S.ST bk 4 pg 37 	
			<ul style="list-style-type: none"> - Over population - Meaning of over population - meaning of under population - Advantages of high population to 	<ul style="list-style-type: none"> - The learners -gives the meaning of over population 	<ul style="list-style-type: none"> - The learner reads and writes about words commonly 	<ul style="list-style-type: none"> - Group discussion 	<ul style="list-style-type: none"> - Analysis - Effective communication - listening 	<ul style="list-style-type: none"> - Realization - Cooperation - love 	<ul style="list-style-type: none"> - Discussing the advantages and disadvantages of high population in groups 	<ul style="list-style-type: none"> - Pupils' text books 	<ul style="list-style-type: none"> - Mk standard S.ST bk 4 37 - 38 	

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			<ul style="list-style-type: none"> - a district or country - Disadvantages of a high population 	<ul style="list-style-type: none"> - High population states - advantages of a high population 	used on population						
			<ul style="list-style-type: none"> - Meaning of sparse and dense population - Why the slopes of mountains are densely populated 	<ul style="list-style-type: none"> - The learner defines dense and sparse population - gives reason why slopes of mountains are densely populated 	<ul style="list-style-type: none"> - The learner reads and writes about words commonly used on population 	<ul style="list-style-type: none"> - Discussion - Guided Discovery 	<ul style="list-style-type: none"> - Listening - interpretation 	<ul style="list-style-type: none"> - Realization - Respect - Care - Love 	<ul style="list-style-type: none"> - Listening to the teacher's presentation about the concept of population density - Reading a text about population density 	Pupils' text books	<ul style="list-style-type: none"> - MK standard - S.ST bk 4 pg 38 - the winner - S.ST bk 5 pg 187, 196-198

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		Elections in Uganda	<p>Terms used in elections</p> <ul style="list-style-type: none"> - Elections - Polling station/centre - Polling day - Voter - presiding officer - ballot paper - Polling assistant - Returning officer - Constituencies - Register of voters - The organization that carries out election in Uganda 	<ul style="list-style-type: none"> - describes terms related to elections - Names the body that carries out elections in Uganda 	<ul style="list-style-type: none"> - reads, spells and writes words and sentences related to elections 	<ul style="list-style-type: none"> - Discussion - Discovery 	<ul style="list-style-type: none"> - Effective communication - Recording - Description - Analysis 	<ul style="list-style-type: none"> - Realization - Sharing - Cooperation - Love 	<ul style="list-style-type: none"> - role playing election procedures - demonstrating campaigning as school prefects - drawing election posters - modeling ballot papers. 	Pupils text books	<ul style="list-style-type: none"> - A chart showing activities at a polling station - MK Standard S.ST Revision notes, questions and answer for upper primary pg 79-80

			Qualities of a good leader	Qualities of a good leader	- The learner states the qualities of a good leader	- The learner reads and writes words related to qualities of a good leader	- Discussion Guided discovery	- Interpretation Self awareness Analysis inquiry	- Appreciation Cooperation Care	- dramatising the qualities of a good leader		The winner S.ST bk 4 pg 118 - 122	
			Rights and responsibilities of people in our district	Rights of citizens Responsibilities of citizen	- identifies rights of citizens - discusses the responsibilities of citizens	- The learner spells, reads and writes related rights and responsibilities of people in our district	- Guided discussion	- Effective communication confidence	- Respect Love	Role playing the responsibilities of people in our district	- pictures showing responsibilities and rights of people in our district	The winner S.ST book 4 page 132	