

## PRIMARY FOUR

S.ST SCHEME

OF WORK

TERM II

<b>S</b>	P		<u></u>	CONTENT	COMPETENCES	S	METHODS	LIFE	VALUE	ACTIVITY	AIDS	R EF	REM
Wk.	PD	TOPIC	Sub		Subject	Language	1	SKILLS				[	
B 1	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	spells, pronounces , writes and uses words and	- Discussion - Guided Discovery - Observati on	- Effective communi cation - Fluency - Accuracy - Inquiry - Asking questions - Recording	-Cooperatio n -Recognitio n -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	The learner	- The	- Discussio	- Effective	Appreciati	-reading a	A map of	New
	Nilotics/River-	- explains	learner	n	communi	on	passage from	Uganda	fountain
	lake Nilotes	origin of	reads,	- Discovery	cation	-Sharing	new fountain	showing	SST
	- Origin	Nilotics	pronounce	_	- Fluency	_	S.ST text books	migration	pupils'b
-	-Where they	- mentions	s, spells	on	- Accuracy	-Love	about the origin	patterns	k 4 pg
The	settled	where they	and writes		- Self		of the Nilotics	-written	71-74
	- Examples of	settled in	words and		awarenes		migration.	text from	Mk
Nilotics/River -lake	Nilotics	Uganda	sentences		s		-interpreting a	new	standard
ics	- Economic	- identifies	related to				map of Uganda	fountain	SST
	activities	examples of	Nilotics		-Talking		showing ethnic	S.ST bk 4	pupils'
ive	- Reasons and	tribes that	migration		about		migrations.		book5
;	effects of the	belong to			one`s				pg 54-55
lal	Nilotics migration	the Nilotics			culture				The
6		- states the							winner
Nilotes		economic							SST
		activity of							pupils
Se		the Nilotics							book 4
		- gives							pg 60-71
		reasons							
		and effects							
		of Nilotics							
		migration							

 			T	T					
	The Nilo hamites	The learner	- The	- Discussion	- Effective	-Recognition		-a map of	New
	- Origin	- explains	learner	- Inquiry	communi	-Appreciati	and naming	Uganda	Fountain
	- Where they	origin of	reads,	- Discovery	cation	on	places where	showing	SST
	settled	Nilo-	pronounce	- Observati	- Audibility	-Respect	they settled	ethnic	book 5
	<ul> <li>Examples of Nilo-</li> </ul>	hamites	s, spells	on	- Articulation	-Love	using a map of	migrations.	pg 75
	hamites	- mentions	and writes		- Accuracy		Uganda		MK
	- Economic	where they	structures				showing	-written	standard
	activities	settled in	related to				ethnic	text from	SST
	-Reasons and	Uganda	Nilo-				migrations.	new	pupils
	effects of the Nilo	- gives	hamites				-listening to	Fountain	book 5
The Nilo-hamites	hamites migration	examples of					the course of	S.ST bk 4.	pg 56
		Nilo					migration		The
9		hamites					from the		winner
hai		- states					teacher.		SST
nit	,	economic					-reading about		pupils'
es		activities of					the origin of		book4
		Nilo					the Nilo-		69-71
		Hamites					Hamites from		
		- gives the					new fountain		
		reasons					book 4		
		and effects							
		of the Nilo							
		hamites							
		migration							
		The learner							

					•		,			,	
		- Origin	-mentions	-The	- Discussio	- Effective	-Realisaion	-drawing a	-A map of	-The	
		-Where they	where they	learner	n	communi	-Appreciati	map of Uganda	Uganda	winner	
		settled	settled in	reads,spell	- Inquiry	cation	on	showing	showing	S.ST	
		- Examples of		s and	- Observati	- Fluency	-Love	ethnic	migration	pupil`s	
		hamites tribes	Uganda	writes	on-	- Accuracy		migrations.	patterns	book 4	
		- Economic	gives	words		- Inquiry		Identifying		pg 69-71	
		activities	-gives	related to		- Asking		and naming			
		- Reasons and	examples of	Hamites		questions		places where		-Mk	
		effects of the	Hamites			- Recording		they settled		standard	
	[h	hamites migration	tribes					using a map of		S.ST	
	e h	-The map of						Uganda		book 5	
	The hamites	Uganda showing	-states					showing		pg 56	
	iite	migration	economic					ethnic			
	S	patterns	activities of					migrations.			
			Hamites								
			-gives the								
			ŭ								
			reasons and								
			effects of								
			Hamites								
			migration								

		Legends of some	- The learner	The	Discussio	- Effective	-Recognitio	-listening to	Reference	The
	1	tribes in our	- defines a	learner	n	communi	n	the story of	centre	winner
	,eg	district	legend	- defines a	- Problem	cation	-Cooperatio		-winner	SST
	en	- Definition of	- gives	legend	solving	- Articulatio	n		S.STbk 4	pupil
	ds	legends	examples of	- gives	-	n	-Sharing	the teacher.	-	copy
	of	<ul> <li>Examples of</li> </ul>	legends	examples	-Story	- Fluency	-Love	-Reading the		book 4
	108	legends	- describes	of legend	telling	- problem		story of Kintu		pg 60-62
	ne	- Importance of	the legend	-reads the		solving		and Nambi		-Mk
	\∄.	legends	of Kintu	legend of		- Taking		from the text		Standard
	Legends of some tribes	- The story of Kintu	and Nambi	Kintu and		decision		book.		S.ST
	s in	and Nambi	- states	Nambi		- Making		Drawing		book
	10	-lessons we learn	the			choice		pictures about		4pg 44-
	耳	from the story of Kintu and Nambi	lessons drawn					the story of Nambi and		46
	dis	Killtu allu Nallibi	from					Kintu.		
	in our district		the					Kiiitu.		
	ct		legend							
			legenu							
	П	The story of the	The learner	- The	-Story		-Appreciati	-listening to	-text	Mk
	he	spear and the	- explains	learner	telling		on	the story the	bks(winner	standard
	le	bead	the legend	pronounce	- Discussio	- Effective	-Recognitio	spear and the	SST)	S.ST
	gei	Lessons we learn	of the bead	s, reads	n	communi	n	bead.	-reference	pupils
	ld .	from the story of	and spear	and writes	-inquiry	cation	-Respect	-reading the	centre	book 4
	of	the spear and the	- states the	word and	-	- Fluency	-Love	,	presentatio	56-57
	the	bead	lessons we	sentences		- Audibility		spear and the	n	The
	þ		learn from	related to				bead from		winner
	eac		the story of	the stories				winner SST		S.ST
	la		the bead	of the bead				bk4.		pupils
	nd		and spear	and spear				Drawing some		book4
	The legend of the bead and spear			-				pictures about		pg 63 - 65
	eai							the story of the spear and		05
	',							the spear and		
							l	uie beau.		

		The story of	-The learner	-The	-Story	- Interpreta	-Appreciati	-Listening to	-text bks	-winner	
		Mundu and Seera	- Listens to	learner	telling	tion	on	the story of	-reference	S.ST bk 4	
			the story of	- Reads,spel	- Discussio	<ul> <li>Effective</li> </ul>	-care	Mundu and	centre		
			Mundu and	ls and	n	communic	-Love	Seera from the	presentatio		
			Seera.	writes		ation	- Respect	teacher.	n(video)		
			-reads the	word and		- Listening		-reading the			
	L		story of	sentences		- Inquiry		story of			
	9 <b>9</b> 9		Mundu and	related to				Mundu and			
	Legend		Seera.	the story				Seera from			
				of the				winner S.ST bk			
	Ξ			Bagisu				4.			
	l III			-							
	of Mundu	The story of Isaza	-The	- Reads,	-Story	- Effective	-love	-listening to the	Pupils text	The	
	and	and Nyamiyonga	learner;	spells,	telling	communi	-appreciati	story of	books	winner	
	pl		Listens to	pronounce	- discussio	cation	on	Nymiyonga	-reference	S.ST	
	Seera		the story of	1	n	- Fluency		from the	center	pupils	
	era		Isaza and	s and		- articulation		teacher.	presentati	bk 5 pg	
			Nyamiyong	writes				-reads the story	on.	62-63	
			a.	words and				of Nyamiyonga.			
			-reads the	sentences							
			story of	correctly.							
			Nyamiyong								
			a.								

		Clans of people in	The learner	The	Project	- Critical	-Recognitio	Listening to	Resourceful	The	1
	Clans of people in our district	our district	- Defines a	learner	method	thinking	n	resourceful	people	winner	1
	ns	- Definition of a	clan	- Pronounce		- Descriptio		people like	(parents,	S.ST	l
	of	clan	- gives	s, writes		n	-Cooperatio	their parents.	teachers)	pupils	1
	pe	<ul> <li>Examples of clans</li> </ul>	examples of	and spells		- Effective	n	Writing		copy bk	1
	qo	in our district	clans in our	words		communic	-sharing	booklets about		5 pg 65-	l
	le i	- Symbols of a clan	district	related to		ation		the details		66	l
	İ	-Clan heads/leader	- Identifies	clans of				about their		New	i
	lu l	- Duties of a clan	clan	people in				clans.		fountain	1
	d d	head	symbols	our				-Drawing		S.ST	i
	istı		- States	district				pictures of their		pupils	i
	ric		duties of a					clan totems		copy bk	i
	-		clan head					Presenting		4 pg 52-	1
								their findings.		54	
		Families in our		The learner	- Group	- Critical	-Sharing	-observing	-pupils' text	MK	1
		district	- defines a	- reads,	Discussio	thinking	- cooperatio	pictures of		standard	1
		- Definition of a	family	pronounce	n	- Effective	n	different types	Pupils text	S.ST	i
		family	-identifies	s, spells	-Guided	communic	- care	of families	books	pupils	i
		- Types of families	types of	and writes	discovery	ation	-love	from the text		copy PP	1
		- Advantages and	families	words or		- Critical	- care	books.		42-43	l
		disadvantages of	- discusses	sentences	- Discussio	thinking	-respect	Presenting		MK	1
		each type of	advantages	related to	n	- Descriptio	-love	their findings		standard	l
	Fa	family	and	families		n	-care	Drawing		S.ST	l
	m.	Duties of a family	disadvanta			-Inquiry		pictures of		pupils	1
	Families	head Roles of children in	ges of each	S				their family members		copy pg 43	l
	S		type of							43	l
		a home Roles of a	family					-dramatising the roles of a			l
		father/mother	- mentions					family head,			1
		ratifer/illottler	duties of a					mother and			1
			family head					children.			i
			- states roles					Cililui Cil.			
			of a father								i
1	1		or a radici	1		1	1	1		1	
			or a mother								l [

		Migration of	The learner	The	- Discussio	- Effective	-Realisatio	Watching a	Reference	The
		people in our	- defines	learner	n	communi	n	video on	Centre	winner
		district	migration	reads,	-inquiry	cation	-Cooperatio	_	presentatio	S.ST
		- Definition of	J	pronounce	- problem	- Fluency	n	lead to	n on factor	book 4
		migration	-identifies	s, writes	solving	- Accuracy	-Respect	migrations	that lead to	Pupils
	Migration		types of	words and	J	- Problem		Ü	migrations	book pg
	gra	-Types of	migrations	sentences		solving			J	69 – 72
	tic	migration	_	related to		- Evaluating				Mk
			- gives cause	migration		facts				standard
	of I		s of			- Finding				book 4
	of people		migration			different				pg 38
	pl	- factors influencing				ways of				
	е	settlement				doing				
		patterns in our	<ul> <li>discusses</li> </ul>			things				
		district	factors							
			influencing							
		-Effects of	settlement							
		migration	patterns							

4	28		-Work done by	The	The		- Effective	-Appreciati	-Drawing	-School	The	
			people in our	learner:	learner:	- Brian	communic	on	pictures of	garden	winner	
. 1			district	-defines	- pronounce	storming	ation	-Respect	people carrying		S.ST	
			(Economic	work and	s, reads	-Group	- Sharin	-love	out different	-Pupils' text	pupils	
			activities)	economic	and writes	work	g ideas	-care	kinds of work	books	copy bk	
		٧	- Definition of work	activities	words and				-modeling and		4 pg 37 -	
		Vo	and economic	-discusses	sentences				weaving		76	
		rk	activities.	various	related to				different things			
0		Work done	- Examples of	types of	work done				made by people			
<b>∳</b> 8		ne	economic	work done	by people				in our locality.			
		by	activities	in our	in our				-displaying			
		рe	- Problems faced by	district	district				craft work in			
		by people	people when	-mentions					S.ST corner			
		le	carrying out their	problems					-discussing			
		in	work in our	faced by					problems faced			
		our district	district	people					by people when			
		r d	-Reasons why	when					carrying out			
		ist	people carry out	carrying					their work			
		ric	economic	out work								
		t	activities	-gives								
				reasons								
				why people								
				carry out								
				economic								
				activities								

			Social	The learner	The	- Discussio	- Effective	-Realizatio	-Demonstrating	-Pupils text	The	,
			activities/cultur	- Defines	learner	n	communic	n	Some of social	books	winner	, [/
	r.	_	al practices in		- spells,	- brain	ation	-Appreciati	activities		S.ST bk 4	, [!
	اور	۱ څ	our district	activities	reads and	storming	- Cooperatio	on	- Identifying	centre	pg 79 -	, [7
	la	- يُد	- Definition of	and culture	writes	1	n	-Respect	types of		90	, [!
	5.	د	social activities	- Gives	words and	1	- sharing	-Love	culture the	ns		ı [ˈ
	l l	<u>ځ</u>	- Definition of	examples of	sentences	1	1		text book		] ]	, ['
	L Cu	<u> </u>	culture	social	related to	1	1		- Watching			ı ['
	l l	<i>Ŧ</i>  -	- Types of cultures	- Identifies	social	1	1		videos of			, [/
	3	<u>ڈ</u>	Examples of social	types of	activities	1	1		people			, [7
	14	2	activities	culture	1	1	1		carrying			, [/
	ä	<u>ئ</u> -	- Importance of	- activities	1	1	1		outsocial			, [/
	ונוכ	<u>.</u>	social activities	- States the	1	1	1		activities like			, [/
	es	מ		importance	1	1	1		circumcision.			, [/
	E	۳.		of social	1	1	1		- Dramatizing			, [!
	0 L	ا <u>:</u>		activities	1	1	1		cultural			ı ['
	ľu	<u>د</u>		ı l	1	1	1		activites like			ı ['
	151	<u>4</u>		ı l	1	1	1		circumcision.			, [!
	Social and cultural practices in our district	4.		ı l	1	1	1		- Drawing			ı ['
	1	+		ı l	1	1	1		pictures of			ı [ˈ
				ı	1	1	1		people			ı [ˈ
				1	1	1	1		carrying out			ı
	L			<u>ı                                      </u>	<u> </u>		<u> </u>		circumcision			
			- Factors	The learner	The	- Discussio	- Self	-Realizatio	-discussing	The	The	ı
	7	Į	contributing to	- states the	learner	n	awareness	n			winner	, ['
	ractors contributing to	3	people's way of	factors	- reads and	- Dramatis	- Confidenc	-Care	contribute to		S.ST bk 4	ı [ˈ
	10	֝֝֝֝֝ <u>֚</u>	life in our district	contributin	writes	ation	e		people' s way		pg 83 -	ı ['
	S	,	And their effects.	g to	structures	1	- Self-		of life		84	ı [ˈ
	0.0	בַ		people's	related to	1	reliance		-discussing			ı [ˈ
	12	<u> </u>		way of life	factors	1	- Critical		ways how			ı ['
	u	3		in our	influencin	1	thinking		diseases affect			i I
	1	‡		district	g people's	1	- Listening		people			i I
	900	<u>á</u>	ļ	- gives ways	way of life	1	1		Dramatising			i
	) C	ا دَ		diseases	in our	1	1		activities that		] ]	ı [ˈ
				affect	district	1	1		can be done to			ı [ˈ
				people	<u> </u>		<u> </u>		earn a living.			<u>.                                    </u>

	- Population in our	The learner	The	- Discussio	- realization	-Effective	-dramatising	Picture	MK
	district	-gives the	learners	n	- Appreciati	communic	the process of	about	standard
	- Terms used about	meaning of	- reads,	- Guided	on	ation	carrying out	population	S.ST
	population	terms	pronounce	discovery	- sharing		population		pupils
_	- population census	related to	s, spells	1 '		-	census		bk 4 P
Po]	- reasons for	population	and writes	1 '	1	-Listening	-Observing		37
[ով	carrying out	-Gives	words and	1 '	1		pictures about	1	The
lat	population census	reasons for	sentences	1 '	1		population	1	winner
ior	population consus	carrying	related to	1 '	1		census		S.ST bk 5
1 <u>1</u> ;	- Problems faced by	population	population	1 '	1	1	Census		pg 186-
Population in our district	enumerators	census	роригация	1 '	1	1	'	1	199
l İİ l		- States	1	1 '	1	1	1		Compre
di	population census	problems	1	1 '	1	1	1		- 1
str	population census	faced by	1	1 '	1	1	1		hensive S.ST bk 5
ict			1	1	1	1	1		
		enumerato	1	1 '	1	1	1		pg 135-
	ı	rs when	1	1 '	1	1	'		145
		carrying	1	1 '	1	1	'		
		out	1	1 '	1	1	'		
		population	1	1 '	1	1	1		
│		census	<b>├</b>	<b>↓</b> '	<b>↓</b>	<b></b>		<u> </u>	
Population distribution	Population	The learner	The	- Discussio	- Effective		U		MK
l luc	distribution in	- defines	learner	n	communic				standard
lat	our district	- I	- reads and	- Guided	ation		population		S.ST bk 4
ior	- meaning of	distribution	writes	Discovery	- interpretat	-Respect	census	population	pg 37
1 d	population	- msentions	sentences	1 '	ion	1	1	census	
ist	distribution	factors	related to	1 '	1	1			
	- Factors affecting	affecting	Population	1 '	1	1	1		
ut	population	population	distributio	1 '	1	1	1		
	distribution in our	distribution	n	1 '	1	1	1		
1	district.	1	1	1	1	1	'		
	Over population	The	The	- Group	- Analysis	-Realizatio	-Discussing	Pupils' text	Mk
	- Meaning of over	learners	learner	discussio	- Effective	n			standard
	population	- gives the	- reads and	n	communic	-Cooperatio	and		S.ST bk 4
	- meaning of under	meaning of	writes	1	ation	n	disadvantages		37 - 38
	population	over	about	1 '	- listening	-love	of high	1	
	- Advantages of	population	words	1 '		10,15	population in		
	high population to	population	commonly	1 '	1	1	groups		
1 1 1									

a district or country Disadvantages of a high population	- High population - states advantages of a high population	used on population							
Meaning of sparse and dense population  Why the slopes of mountains are densely populated	The learner -defines dense and sparse population -gives reason why slopes of mountains are densely populated	learner	- Discussio n - Guided Discovery	- interpretat	Realization Respect Care Love	_	books	MK standard S.ST bk 4 pg 38 the winner S.ST bk 5 pg 187, 196-198	

9	21	L			The	The	- Guided	- Descriptio	-Responsibi		Pupils text	The	
1 1		Leaders		- Types of leaders	learner:	learner:	Discussio	n	lity	describing the	books	winner	
		d		and examples of	- identifies	- reads,	n	- Analysis	-Respect	political and		S.ST	
		er		each type.	different	pronounce	- Discovery	- Effective	-Cooperatio	civic		book 4	
		s i			types,	s, spells		communic	n	administrative		page 94	
		n		- How leaders are	examples of	and write		ation		structures.		Mk	
* *		90		chosen in our	each type	words and		- Recording		-role playing		standard	
112		ır		district	of leaders	sentences				an LC 1		S.ST	
112		d			and their	related to				meeting.		book 4	
		in our district			role.	leaders in						page 53	
		ri			- states ways	our						New	
		ct			how	district						foundati	
					leaders are							on S.ST	
					chosen in							book 4	
					our district							page 62	
					- mentions								
					qualities of								
					a good								
					leader								
				Terms used in		reads,	- Discussio	- Effective	-Realizatio	-role playing	Pupils text	MK	
				elections	- describes	spells and	n	communic	n	election	books	Standard	
				- Elections	terms	writes	- Discovery	ation	-Sharing	procedures	-A chart	S.ST	
			H	- Polling	related to	words and		- Recording	-Cooperatio		showing	Revision	
			lec	station/centre	elections	sentences		- Descriptio	n		activities at	notes,	
			tic	- Polling day	- Names the	related to		n	-Love		a polling	question	
			ns	- Voter	body that	elections		- Analysis			station	s and	
			in	- presiding officer	carries out					prefects		answer	
			Ug	- ballot paper	elections in					-drawing		for	
			gai	- Polling assistant	Uganda					election		upper	
			Elections in Uganda	- Returning officer						posters		primary	
			_	- Constituencies						-modeling		pg 79-80	
				- Register of voters						ballot papers.			
				-The organization									
				that carries out									
				election in Uganda									

		Q	-Qualities of a good	-The learner	- The	- Discussio	- Interpreta	-Appreciati	-dramatising		The	
		Qualities of a good	leader	- states the	learner	n	tion	on	the qualities of		winner	
		liti			- reads and	Guided	- Self	-Cooperatio	a good leader		S.ST bk 4	
		es		a good	writes	discovery	awareness	n			pg 118 -	
		of		leader	words		- Analysis	-Care			122	
		a 8			related to		- inquiry					
		00			qualities of							
		р			a good							
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		₽		. 1	- The	- Guided	- Effective	- Respect	Role playing	-pictures	The	
	0		D: 1. C :::	- identifies	learner	discussio	communic	- Love		- 0	winner	
		ıts	-Rights of citizens		- spells,	n	ation				S.ST	
		an	Dagmangihilitiag af	citizens	reads and writes		-confidence				book 4	
		d r	- Responsibilities of citizen	the	related					people in	page 132	
	,	est	CIUZCII	responsibili						our district		
		On l		ties of	responsibi					our district		
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