

P.4 SST LESSON NOTES FOR TERM II

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation of our district

SUB –TOPIC: Classes of Vegetation

INTRODUCTION: The lesson will be introduced by asking learners what vegetation is

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Vegetation
- Natural vegetation

CONTENT: Vegetation

Vegetation is the general plant cover of an area.

Types of vegetation

- Natural vegetation
- Planted vegetation

Components of vegetation / *examples of vegetation*

Trees and grass

Natural Vegetation

This is the *plant cover of an area* which grows on its own with the help of nature.

Types of vegetation (natural)

- Equatorial vegetation
- Montane vegetation (mountain)
- Savanna vegetation (Tropic savanna)
- Wetland vegetation

Forests

A forest is a collection of trees.

Types of forests

- Natural forests – Is a group of trees growing together by the help of nature.
- Plantation forests

Examples of trees in natural forests

- Mahogany.
- Mvule (Troko)

- African walnut
- Rose wood
- Sepele
- Green heart

Examples of natural forests in Uganda.

- Mabira forest
- Maramagambo forest
- Budongo forest
- Marabigambo forest
- Bwindi impenetrable forest

Exercise

1. What is vegetation
2. Write two types of vegetation
3. Give two components of vegetation.
4. What is natural vegetation?
5. State two types of natural vegetation in Uganda.
6. What is a forest?
7. Write two examples of trees in natural forests.
8. State any two natural forests in Uganda.
9. Identify the largest natural forest in Uganda.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation of our district

SUB –TOPIC: *Plantational forests*

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Eucalyptus
- Conifer
- Spruce
- Ply wood

CONTENT: PLANTATION

These are forest planted by man.

This is a group of trees growing together by the help of man.

Examples of plantation forests in Uganda.

- Lendu
- Zoka
- Bugamba

Examples of trees in plantation forests

- Eucalyptus
- Conifers
- Pine trees
- Pruce
- Fine
- Cedar

Difference between natural forest and plantation forests

- Natural forests grow on their own while plantation forests are planted by man.
- Natural forests have hard wood while plantation forests provide soft wood.

Uses of forests to man

- Natural forests provide us with hardwood.
- Plantation forests provide us with soft wood timber.
- Forests help in formation of rainfall.
- Forests attract tourists who bring in foreign exchange
- They purify air.
- They contribute to the natural beauty of the area.
- They cat as wind breaks.

Types of wood

- Hard wood
- Soft wood

Hardwood

- It is got from natural forests

Uses of hardwood

- It is used to make chairs
- It is used to make tables.
- It is used to make cupboards

Products from hardwood

- Tables
- Cupboards
- Chairs
- Beds
- Beats
- Ships

Soft wood

- It is got from plantation forests

Uses of softwood

- To make plywood
- To make musical instruments
- To make pencils and rulers

Products from soft wood

- rulers
- plywood
- pencil
- paper

Exercise

1. What are plantation forests?
2. State two examples of plantation forests.
3. Give two examples of trees in plantation forests.
4. State the difference between plantation forests and natural forest.
5. Write two products got from softwood.
6. Which types of forests give us softwood?
7. Mention four products got from hardwood.
8. Give any one way people get money from soft word?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation

SUB –TOPIC: Dangers of forests to man

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson

COMPETENCES: Learners should be able to read, write, and spell correctly.

- **Deforestation**
- **Afforestation**
- **Re-afforestation**
- **Agro forestry**

CONTENT: **Dangers of forests to man**

- They keep wild animals which are dangerous to man.
- They were breeding places for some vectors
- They can be homes of evil people.

Ways man destroys forests

- By deforestation
- By bush burning

Dangers of destroying forests

- It leads to drought.
- It leads a to desertification
- It leads to soil erosion
- It destroys animals home

Ways of conserving forests

- **By afforestation** – this is the planting of trees where they have never been.
- **By re-afforestation** – this is the planting of trees to replace the cut ones
- Avoid bush burning

Importance of conserving forests

- Forest help in formation of rainfall
- Forests control soil erosion
- Forests attract tourist
- Forests give us food.

Exercise

1. Give any two dangers of forests to man.
2. What is deforestation?
3. Why should the government encourage people to conserve forests?
4. Why do people carry out deforestation?
5. How does deforestation affect animals?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation

SUB –TOPIC: Swamps

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Wetland
- Water *logged*
- Papyrus
- Economic activities

CONTENT: SWAMPS / WET LANDS

Swamps are also called wetlands. A wetland is a vegetated water logged area.

Some swamps have trees while others have papyrus.

Importance of swamps

- They help in formation of rainfall.
- They are homes of water animals.
- They provide raw – materials for crafts.
- They can be used to grow crops.
- They attract tourists who bring in foreign exchange
- They provide fish.

Economic activities carried out in swamps

- mining
- farming
- tourism

Examples of crops grown in swamps

- yams
- rice
- sugarcane
- cabbage

Examples of raw – materials got from swamps

- papyrus
- timber
- clay

- sand

Dangers of swamps to man

- They harbour disease vectors
- They keep wild animals which are dangerous to man
- They lead to flooding

Ways man destroys the swamps

- By pollution
- By swamp drainage
- Dumping waste materials in water
- Dumping of waste material in swamps.

Dangers of destroying swamps

- It leads to desertification
- The aquatic life is disturbed
- It leads to flooding

Exercise

1. What are swamps?
2. Outline any two materials got from swamps.
3. Give any three dangers of swamps to man.
4. State two ways man destroys swamps
5. Give four dangers of destroying swamps
6. In which way are swamps promoting industrial growth?
7. What type of fish is common in swampy areas?
8. State two ways man destroys forests

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation

SUB –TOPIC: Grasslands

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Grass land
- Savanna

- **Tourism**
- **Semi-Arid**
- **Mining**

CONTENT: GRASSLANDS

Grasslands are large areas of land with tall grass. Uganda's grassland is referred to as savanna.

- There are few or no trees in grassland areas.

Types of grasslands

- Dry grassland
- Wet grassland

Importance of grasslands

- They produce shelter for animals
- They provide pasture for animals
- Grassland areas are used to grow crops.

Economic activities carried out in grasslands

- Farming
- Tourism
- Cattle keeping

Semi – arid areas

- Semi – arid areas are hot and dry.
- Little vegetation is found in these places because soil does not have enough water to support plant growth.

Examples of semi – arid districts in Uganda

- Kotido
- Moroto
- Kaabong
- Nakapiripirit

Major economic activities carried out in semi –arid areas

- Nomadic Pastoralism
- Mining
- Bee keeping
- Tourism

Exercise

1. What are grasslands?
2. What name is given to Uganda's grasslands?
3. State two types of grasslands.
4. Outline any three economic activities carried out in grasslands.
5. How is pasture important to the Karimojong?
6. What is the main economic activity in Karamoja region?
7. Why are most game parks located in Savanna?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation of our district

SUB –TOPIC: Semi – arid Vegetation

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Pastoralism
- Over cultivation
- Valley dam
- Cattle rusting
- Cross breeding

CONTENT: IMPORTANCE OF SEMI – ARID AREAS

- They have minerals which are mined.
- Nomadic Pastoralism can be carried out in this region

Nomadic Pastoralism

- Nomadic Pastoralism is the movement of people with their animals from one place to another looking for water and pasture.

Examples of Pastoral tribes in Uganda

- Karamojongs
- Hima

Problems facing nomadic pastoralists

- Lack of enough water and pasture.
- Pests and diseases e.g.
- Cattle rustling
- Poor quality breeds

Solutions to problems

- By spraying
- by digging valley dams
- by cross breeding

Exercise

1. Outline any two importance of Semi – arid areas
2. State two ways man destroys forests.
3. State two ways of conserving forests
4. Mention four uses of conserving forest.
5. Outline any two nomadic pastoral tribes in Uganda.
6. State two problems facing nomads in Uganda.
7. What is deforestation
8. How does terracing help to conserve the soil.
 - Terracing
 - Drought
 - Desertification
 - Overgrazing

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Vegetation of our District

SUB –TOPIC: Caring for Vegetation

INTRODUCTION: The lesson will be introduced by asking some questions

COMPETENCES: Learners should be able to read, write, and spell correctly.

- Watering
- Pruning
- Mulching
- Spraying
- Environment

CONTENT: Caring for Vegetation

We can care for the vegetation in the following ways:-

- By watering plants
- By pruning
- By mulching
- Spraying plants

How to protect our environment

- Environment is man and his *surroundings*

Components of our environment

- *Vegetation*
- *Water bodies*
- *Wild life*
- *Wind* *Lumbering is the selective cutting down of nature trees for timbers.*
- *Land*
- Water
- Animals
- Air
- Land

Ways of protecting our environment

- By afforestation
- By re-afforestation
- Through proper garbage disposal
- Avoid deforestation
- Avoid bush burning

Exercise

1. Give any two ways people care for vegetation
2. Why is it good for people to conserve the vegetation?
3. What is environment?
4. Mention the body in Uganda that protects the environment.
5. Write down any two dangers of destroying the environment.
6. In which way is land degraded today?

Topical Questions

1. What is vegetation
2. State two types of vegetation.
3. What is natural vegetation?
4. What is a forest?
5. State two types of natural vegetation.
6. Write short notes on the terms below.
 - a) Afforestation
 - b) Deforestation
 - c) Soil erosion

7. List two examples of trees in natural forests.
8. State any three natural forests in Uganda.
9. What are plantation forests?
10. Mention any two examples of plantation forests.
11. Give two types of wood.
12. What type of wood is got from plantation forest?
13. State three dangers of destroying forests.
14. Outline the ways of conserving forests in our region.
15. Define the term environment.
16. What is re-afforestation?
17. State any two ways we can protect our environment
18. Give four uses of land as a resource.

Word bank – Vegetation

- Natural
- Planted
- General
- Forest
- Collection
- Bush burning
- Afforestation
- Desertification
- Soil erosion
- Tourist attraction
- Papyrus
- Wetland
- Crafts
- Mining
- Tourism
- Pollution
- Swamp drainage
- Aquatic life
- Savanna

- Nomadic pastoralism
- Mulching
- Irrigation
- Hard wood
- Soft wood
- Ply wood
- Rain formation
- Agro – forestry
- Deforestation
- Re-afforestation
- Herban medicine
- National forestry authority
- Habitats
- Vegetated
- Water logged
- Raw materials
- Farming
- Flooding
- Grasslands
- Disease vectors
- Semi – arid
- Cattle rustling
- Environment
- Pruning

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Early man

INTRODUCTION: The lesson will be introduced by asking learners what most of our tools are made of

CONTENT: EARLY MAN

Early man lived in the period known as Stone Age period.

- Stone age period was the period when man used tools made out of stones.

Stages of the Stone Age period

- The Old Stone Age.
- The middle stone age.
- The new stone age
- The iron age

The Old Stone Age

Characteristics of the early stone age

- Man had hairy body
- He had large teeth and jaws which enabled him to eat raw meat.
- He used to eat raw meat

Early man's tools

hand axe

bolas

bone needle

spear

- The bolas was used for trapping fast running animals.
- The hand axe was used for removing animals' skins.
- The discovery of fire marked the end of the early Stone Age.

Exercise

1. Name the period when early man live.
2. Why was the above period called so?
3. Outline the three stages in the development of early man.
4. How were each of the tools below important to early man?
 - a) Bolas
 - b) hand axe
 - c) Bone needle
5. What discovery marked the end of the early Stone Age period?
6. Draw the tools of early man below
 - a) Bolas
 - b) Hand axe

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: The middle stone age

INTRODUCTION: The lesson will be introduced by reviewing the previous lesson.

CONTENT: The Middle Stone Age

In the middle stone age, man had more developed brain.

Characteristics of man in the middle stone age

- His body became less hairy.
- He began staying in caves.
- Man stopped eating raw food.
- Man started taming animals.
- The first animal to be tamed by man was a dog.

Uses of a dog to early man

- It was used for hunting.
- It was used for protection
- It gave early man company

Other animals which were tamed by man

- cow
- cat
- goat
- sheep

Uses of the fire to early man

- It was used for warmth.
- Fire was used for roasting meat.
- Fire was used for protection.
- It was used for light.
- Early man discovered fire by rubbing a dry stick in a dry log
- Rubbing two dry sticks
- By twirling two dry sticks

Early man made fire by means of friction

Exercise

1. Outline any two characteristics of early man in the middle Stone Age period.
2. Give two ways how each of the following were useful to early man.
 - a) cave
 - b) fire

- c) roasting
- 3. State the first animal to be tamed by man
- 4. Apart from a dog, give three other animals tamed by man.
- 5. Why did he tame the above animals?
- 6. How did early man discover fire?
- 7. What marked the end of the middle stone age period?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: The New Stone Age

INTRODUCTION:

CONTENT: The New Stone Age

Characteristics of early man in the new stone age

- Man began living a steered life.
- Man formed communities with leaders
- He began looking after animals
- He began building little huts

Discoveries made in the New Stone Age period

Farming

- It marked the end of the middle stone age period

Important of farming to early man

- It provided food to man.
- It helped man to live a settled life.

Ways early man used to get food.

- By gathering wild fruits and honey.
- By hunting
- By farming
- By fishing
- By gathering wild berries

Places where early man lived

- Under trees
- In caves

- Temporary houses

The discovery which marked the end of Stone Age period was iron smelting

Importance of iron to early man

- Man made strong tools
- For making strong weapons

Exercise

1. State the characteristics of early man in the new Stone Age.
2. What discovery did man make in the new Stone Age?
3. Name the discovery which made man to live a settled life.
4. Outline two ways early man got his food.
5. Name two places where early man lived
6. In which way did the discovery of iron improve on farming?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: Ethnic groups

SUB –TOPIC: Examples of ethnic groups

INTRODUCTION:

An ethnic group is a group of people with the same origin and speak related languages.

Examples of ethnic groups

- Bantu
- Nilotics
- Nilo –Hamites
- Hamites

The Bantu

Tribal group

The largest ethnic group is the Bantu.

Origin of the Bantu

- The Bantu came from Cameroon highlands

Examples of tribes which belong to Bantu ethnic group and their languages

Tribe	Language
▪ Banyoro	Lunyoro
▪ Banyankole	Lunyankole
▪ Baganda	Luganda
▪ Baruli	Luruli
▪ Bakiga	Lukiga
▪ Basoga	Lusoga
▪ Banyole	Lunyole

The largest tribe in our district is Baganda

Commonest language spoken in our district is Luganda

Reasons why the Bantu migrated

- To look for pasture and water
- To look for fertile soil for crop growing
- Love for adventure
- Population pressure

Results of the Bantu migration

- They introduced new languages
- They introduced new crops like coffee, bananas
- They introduced new cultures
- They introduced clan system.
- They brought centralized system of governance. (kingdoms)

Note: The main occupation of the bantu was farming

The Bantu settled in the Interlacustrine region.

Reasons why they settled in the Interlacustrine group

- There were fertile soil
- There was good climate
- Economic activities of fishing
- Reliable rainfall

Exercise

1. What is an ethnic group?
2. Outline four examples of ethnic groups
3. Name the largest ethnic group.
4. Mention the major occupation of the Bantu
5. What was the cradle land/ origin of the Bantu
6. Outline any three reasons why the bantu migrated
7. State four outcomes of Bantu migration to Uganda.
8. What name was given to the region where the Bantu settled when they came to Uganeda?
9. Give one reason why they settled in the region above.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: The Nilotics / River – Lake Nilotes

INTRODUCTION:

CONTENT: The Nilotics

The Nilotics came from Bahr – el – Ghazel province in southern Sudan.

- They first settled at Pubungu in Uganda.
- Their main occupation is cattle keeping

Example of tribes which belong to river – lake Nilotes

- Acholi
- Alur
- Japadhola

Reasons for the migration of the river – lake Nilotes

- Due drought and famine
- Looking for water and pasture
- Due to conflicts in their homeland
- Due to floods in their homeland

Results of the migration of Nilotics

- New cultures were formed e.g. language
- New languages
- The number of cattle increased
- They brought chiefdoms.

The Nilo - Hamites (Plain Nilotes)

- They migrated from Ethiopia.
- Their main occupation was cattle keeping

Examples of tribes which belong to Nilo - Hamites

- Iteso
- Karimojong
- Sabiny

They settled mainly in north eastern Uganda

Note: The Kariomojong practice Nomadic Pastoralism

The Highland Nilotes

They came from Ethiopia e.g. Sabiny.

Exercise

1. Mention the original home land of the Nilotics
2. Why is Pubungu remembered in the history of the Nilotics?
3. What was the major occupation of the Nilotics?
4. Outline any three tribes which belong to the river lake Nilotes.
5. What was the main occupation of the Nilo – Hamites
6. Give one tribe that belongs to Nilo Hamites.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Hamites

INTRODUCTION:

CONTENT: HAMITES

The Hamites came from Ethiopia. They entered Uganda from South West direction

Tribes which belong to Hamites

- Bahima, Bahinda, Basita and Tutsi

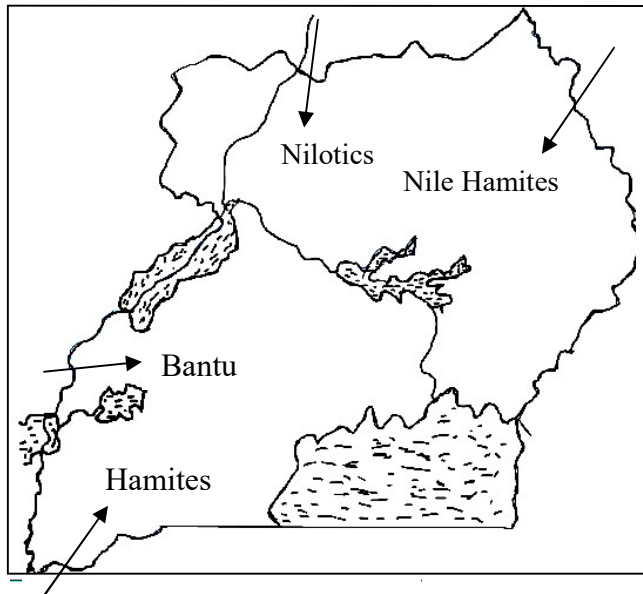
Reasons why the Hamites migrated

- To look for water and pasture
- Due to famine and drought
- Due to conflict in their homeland

Occupation of the Hamites

The Hamites are nomadic pastoralists (Cattle keepers)

Maps



Languages in our area

A language is medium of communication

Foreign languages in our area

A foreign language is a language from another country

Examples of foreign languages

- English
- Kiswahili
- French
- The official language of our area is English.

Local languages

Examples of local languages

- Luganda
- Ateso
- Lunyoro
- Kumam
- Lukoki
- Lukiga

The most common language in our area is Luganda

Uses of language

- It is used for communication
- It is used to express appreciation
- It is used for greeting

Exercise

1. Name the smallest ethnic group.
2. Name two tribes which belong to Hamites.
3. Mention the official language of our country.
4. State the commonest language of our area.

Migration

Migration is the movement of people from one place to another for better settlement.

Types of migration

- Rural – rural migration
- Rural – urban migration
- Urban – urban migration
- Urban – rural migration
- Immigration
- Emigration

Rural – urban migration

- Movement of people from villages to towns for better settlement.

Causes of rural – urban migration

- Search for better jobs
- Search for better social services
- To run away from bad cultural practices
- To look for market for their goods

Ways of controlling rural – urban migration

- Through rural electrification
- Setting up small scale industries to create jobs
- Providing better social services in rural areas.

Rural – rural migration

- The movement of people from one village to another for better settlement.

Causes of rural – rural migration

- Looking for fertile soils
- Looking for a spacious land
- Due to conflict

Problems caused by rural – urban migration

- High cost of living
- Un employment
- High crime rates
- Increased accidents
- Development of slums

Activity

1. What is immigration?
2. Mention any three causes of immigration.
3. Give any two causes of rural – urban migration
4. How can the government reduce rural – urban migration?
5. Give any one cause of rural migration
6. State three problems caused as a result of rural – urban migration.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Clans

INTRODUCTION:

CONTENT: Clans

Clans that form tribes of people

What is a clan?

A clan is an organized group of people under one fore father .

Examples of clans under the Baganda tribe

1. Nkima
2. Lugave
3. Mpindi
4. Mutima
5. Mamba
6. Ngabi

Symbols of a clan

1. Totem
2. Drumming, naming

Totem - Is a special item respected by a given clan.

Who heads a clan?

Clan head

Roles of a clan head

- Registers clan members
- Supervises clan members

Immigration – This is when people come to live permanently in a country which is not of their own.

Causes of immigration

- Search of water, food and pasture
- Looking for jobs
- Due to epidemics
- Due to drought
- Running away from conflicts
- Search for fertile soils for crop growing.

Factors influencing settlement patterns in our district

- Soil fertility
- Presence of reliable rainfall and fertile soils
- Availability of trade activity
- Presence of enough food

- Presence of good security / peace
- Availability of social services like education, water, trade, health, care

Activity

1. What is immigration?
2. Mention any three causes of immigration
3. State any three factors influencing the settlement pattern in our district
4. Give any two problems caused by immigration.
5. Give any two results of immigration in our district.
6. How do migrations lead to introduction of new culture?
7. What is the smallest social unit called?
8. Give two advantages of a nuclear family.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: How to meet people's needs

SUB –TOPIC: Traditional Economic Activities

COMPETENCES: The learner reads, writes, and spells words correctly.

- Economic activities
- Bark cloth
- Pottery
- Fishing
- Freezing

CONTENT:

Traditional economic activities

These are activities people of long ago used to do.

Examples of traditional economic activities

- | | |
|---------------------|-----------|
| ▪ Bark cloth making | ▪ Fishing |
| ▪ Pottery | ▪ Farming |

Bark cloth making

- It was introduced by the Chwezi. bark cloth is made from a bark of a tree called Mutuba tree

Fishing

- Fishing is the catching of fish from a water body.
- A person who catches fish is called a fisher man.
- a person who sells fish is called a fishmonger

Methods of catching fish

Local methods

- Using hooks
- Using fishing spears

Modern methods of catching fish

- Trawling
- *Purse- seining.*
- Drifting
- *Trawling*
- *Gill netting.*

Types of fish caught

- Tilapia (commonest)
- Mud fish (from swamps)
- Nile perch (largest)
- Lung fish (from swamps)

Ways of preserving fish

- Local method
- By sun drying
- By smoking
- salting

Modern method

- By tinning
- By freezing

Uses of fish to man

- Fish acts as food to people
- Fish is a source of income
- Scales from fish may be used as decoration
- The skins of fish is used to make belts, bags and shoes

Exercise

1. What are traditional economic activities
2. Give two example of traditional economic activities
3. Mention any two traditional methods of fishing.
4. Give one disadvantage of fishing by poison
5. State two problems faced by the fishing industry.
6. What is the commonest type of fish caught in Uganda?
7. Which group of people introduced bark cloth making in Uganda?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: How to meet people's needs

SUB –TOPIC: Farming

COMPETENCES: The learner reads, writes, and spells words correctly.

- Crops
- Farming
- Beverage
- Originally
- Traditional
- Non traditional

CONTENT:

Farming

Farming is the growing of crops and rearing of animals

A farmer is a person who grows crops and rears animals

Types of crops

Food crops

Cash crops

Food crops

Food crops are crops grown for eating

Examples of food crops

- Banana
- Cassava
- Millet
- Beans
- Sweet potatoes

Cash crops

Cash crops are crops grown for selling

Types of cash crops

- Traditional cash crops
- Non - Traditional cash crops

These *were* crops which were originally grown as cash crops

Examples of traditional cash crops

- coffee
- cotton
- tea
- tobacco

Uses of coffee

- It is used as drink

Non-traditional cash crops

These were crops which were originally grown as food crops

Examples of non – traditional cash crops

- Beans
- G. nuts
- Sweet potatoes
- Soya beans
- Maize
- Cassava

Exercise

1. Why is farming called an economic activity?
2. What is the major economic activity carried out by most people in Uganda?
3. What type of activity is subsistence farming?
4. State one way farmers benefit from non – traditional cash crops.
5. What type of cash crop is maize today?
6. What is staple food crop grown in your district?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: How to meet people's needs

SUB –TOPIC: Types of farming

COMPETENCES: The learner reads, writes, and spells words correctly.

- Fertile soil
- Insecticide
- Infertility
- Drought

CONTENT:

Needs of a farmer

- Fertile soil
- Garden tools
- Good climate
- Capital
- Insecticides
- Market
- Insecticides

Types of farming

Mixed farming

- This is the type of farming where by a farmer grows crops and rears animals on the same piece of land.

Advantages of mixed farming

- A farmer gets double income
- Crops are used to feed animals and animal dungs are used for manure
- The farmer is assured of high yields from the crops.
- In case of prolonged drought, a farmer can depend on animals.
- A farmer gets a balanced diet

Disadvantages of mixed farming

- It is expensive to start and manage
- It requires a lot of skills
- It requires a large piece of land

Subsistence farming

This is the growing of crops and rearing of animals for home consumption and surplus for selling.

Advantages of subsistence farming

- It doesn't require much capital
- It requires a small piece of land

Disadvantages of subsistence farming

- It makes a farmer to remain poor
- It leads to soil infertility

Exercise

1. Outline any two needs of a famer
2. Why does a famer need fertile soil?

3. Why do most people in our district practice subsistence farming
4. How is mixed farming different from subsistence farming? Give one.
5. Why is subsistence not a good system of farming?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: How to meet people's needs

SUB –TOPIC: Types of farming

COMPETENCES: The learner reads, writes, and spells words correctly.

- Live stock
- Plantation
- Pastoralism
- Ranching
- Aqua-culture
- Apiculture
- Crop rotation

CONTENT:

Types of farming

Horticulture

This is the growing of fruits and vegetables

Floriculture

This is the growing of flowers on a large scale

Uses of flowers

- They are used for decoration
- They are sold to get money

Plantation farming

- This is the growing of one perennial crop on a large scale for sale

Examples of crops grown on plantation

- coffee
- *cocoa*
- oil palm
- sugarcane
- sisal

Livestock farming

- This is the keeping of domestic animals and birds

Types of livestock farming

- Nomadic Pastoralism
- Dairy farming
- Ranching farming
- Poultry farming

Livestock farming involves keeping of domestic animals like sheep, goats, cattle, horses, camels and donkeys

Nomadic Pastoralism

Nomadic Pastoralism is the movement of people and their animals in search for water and pasture

Question

What is pastoralism?

This is the rearing of large herds of cattle as a cultural or traditional practice.

Examples of pastoral tribes in Uganda

- Bahima of Ankole
- Karamajong of North eastern Uganda

Ranching farming

- This is the keeping of cattle purposely for beef production
- Beef is the main product of a ranch

Dairy farming

This is the keeping of cattle for milk production / produces got from dairy farms

- Yoghurt
 - Ghee
 - Cheese
 - Butter
- } Products got from dairy farms

Poultry farming

- This is the keeping of domestic birds for a purpose

Examples of domestic birds

- Turkeys
- hen
- duck
- Apiculture - This is the keeping of bees.
- Monoculture – This is the growing of only one type of crop.
- Crop rotation – Is the interchanging of crops season after season.
- Aquaculture - This is the keeping of fish

Problems facing farmers in Uganda

- Pests and diseases
- Poor transport and communication
- Price fluctuation
- Lack of enough capital

Solutions to the problems

- By employing veterinary doctors
- By constructing good roads.
- By providing loans to farmers

Exercise

1. Define the following terms:-
 - a) Horticulture
 - b) Floriculture
 - c) Dairy farming
2. Outline any four problems facing farmers in Uganda
3. Give any two domestic birds kept in our district.
4. Mention two social values of domestic birds in our community.
5. Give one dairy product bought from super markets.
6. How are flowers important to people?
7. What is the main product got from ranches?

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Social activities / cultural practices

What are social activities

These are activities that bring people together

Types of social activities in our district

- Introduction in marriages
- Weddings
- Naming of children
- Circumcision
- Burial ceremonies

Importance of social activities

- They keep different families together
- They promote culture e.g. languages, dressing
- Unite people
- They promote good morals
- Promote working together
- Strengthen family clan ties and norms

Reasons why people work

- To get food
- To get money
- To help others

Problems faced by people in the work they do

- Insecurity / wars
- Diseases of animals and birds
- Poor people's health
- Poor transport
- Lack of knowledge and technical skills
- Weather changes
- Laziness of the people

- Poverty
- Unstable prices of commodities

Activity

1. State any two examples of social activities.
2. What is marriage?
3. In which two ways is marriage important?
4. Give any two values of social activities.
5. Mention one tribe in Uganda where circumcision of the males is practiced.
6. How does naming of children promote culture?
7. How do social activities promote development?
8. Give any two advantages of an extended family.
9. Mention any two roles of a family head.

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Culture

Culture refers to the norms, values and way of life of people in a given society.

Types of culture

- Material culture
- Non-material culture

Examples of material culture

This includes physical things like:-

- Dressing
- Crafts
- Weapons
- Food
- Totems

Non-material culture

This includes:-

- Beliefs
- Religion
- Taboos
- Security
- Languages
- Music, Dance, Drama

Importance of culture

- Promotes unity
- Promotes good morals
- For identity
- Source of income through tourism

Beliefs – Acceptable ideas in a given society

Customs – Acceptable behaviours

Values – Moral Standards of a given society

Norms – Acceptable behaviour

Taboos – Forbidden acts in a given society.

Reasons why people work

- To get food
- To get money
- To help others

Problems faced by people in their work

- Shortage of funds
- Diseases
- Insecurity
- Poor transport
- Lack of knowledge and technical skills
- Weather changes
- Laziness
- Unstable prices of commodities

Activity

1. What is culture?
2. State any two cultural practices
3. Give two ways culture is important in our society.
4. What is a food taboo?
5. Mention any two food taboos.
6. Name any four tribes with their staple food.
7. Give any two examples of material culture.
8. How does culture promote unity among people?
9. What is a lineage?

Topical test on people meet their needs

1. What are economic activities?
2. Give two major economic activities carried out by people in your district.
3. Name one industry you know
4. What is tourism?
5. Give two examples of tourist attraction in Uganda.
6. Which major tourist attraction is found in Kidepo valley game park?
7. List down two types of fish caught in Uganda.
8. What is the commonest method of preserving fish?
9. State two needs of a farmer.
10. Identify two problems faced by farmers
11. How are the Karimojong similar to the Bahima in terms of occupation?
12. a) What is trade?
b) Give two items of trade you know.
c) Why do people carry out trade?
13. Give the roles played by the following:-
 - a. Potters
 - b. Carpenters
 - c. Black smith
 - d. Fish mongers

Date	Class	Subject	No. of pupils	Time
	P.4			

TOPIC: People in our District

SUB –TOPIC: Topical Questions

1. What is Stone Age period?
2. Why is the Stone Age period called so?
3. Outline the three stages of Stone Age period.
4. State the characteristics of early man during the early stone age period
5. Write any two of early man's tools.
6. What discovery marked the end of the Old Stone Age period?
7. Form sentences using the following words
 - a) tamed
 - b) fire
 - c) cave
 - d) bolas
8. How did early man make fire
9. State any two ways early man got food.
10. Write any two places where early man slept
11. Name the largest ethnic group.
12. Which ethnic group enabled man to live a settled life?
13. What is a family?
14. Give any two advantages of a nuclear family.

Word bank

Bolas	Stone age period	Medium
Roasting	Lineage	Nomadic
Taming	Forefather	Karimojong
Twirling	Ethnic	Sabiny
Friction	Staple food	Jopadhola
Temporary	Acceptable	Settlement
Pasture	Clan ties	Tribal
Centralized	Commodities	Smelting

Interlacustrine	Pottery	Middle stone age
Occupation	Epidemics	Iron age
Governance	Electrification	Reliable
Bahr-el-Ghazel	Emigration	Commonest
Pastoralism	Slums	Crime
Chief dom	Small scale	Conflict
Immigration	Rural	
Culture	Urban	
Totems	Appreciation	
Crafts	Foreign	

TEXT BOOKS TEACHING RECORD FOR TERM II

Tr. Nabulondela Miriam , Keddi Edris and Opala Stephen P.4 Yellow

Topic / Lesson	Text book title	Page	Content to be taught	Week
People of our district	MK Pupils book 4	53	Migration and settlements	3

TEXT BOOKS TEACHING RECORD FOR TERM II

Tr. Nabulondela Miriam , Keddi Edris and Opala Stephen P.4 Yellow

Topic / Lesson	Nature of practical / Audio visual / out of class (excursion)	Requirements / real objects needed	Week for teaching the lesson
Vegetation	- Local environment - Excursion to Mabira	Fish Mabira	Week 1 Week 4
Fishing	Audio visual on methods of fishing Fish species e.g. tilapia, Nile perch e.t.c.	Projector	Week 4
Farming e.g. dairy, ranching	Dairy products	Butter Ghee Yoghurt Milk Beef Horns Skins and hides	Week 4
Traditional cash crops		Coffee seeds Tobacco leaves	Week 4