

P.4 SOCIAL STUDIES SCHEME OF WORK TERM II

WK	PD	THE ME	TOPIC	SUB – TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	MTDS	LIFE SKILLS & VALUES	ACTS	T/ L AIDS	REF	REM
1	I	Living together in our District	VEGETATION	Types of Vegetation	<p>The Learner;</p> <ol style="list-style-type: none"> 1. States the meaning of Vegetation. 2. Mention the types of Vegetation. 3. Name the components of vegetation. 4. Give the meaning of natural vegetation. 5. Name the examples of types of natural vegetation. 6. Give the meaning of a forest. 7. Mention the types of forests. 8. Give the examples of trees in natural forests. 9. Mention the examples of natural forest. 	<p>The learner;</p> <p>Pronounces, spell and uses new words correctly.</p> <p><i>i) Vegetation</i> <i>ii) Natural</i> <i>iii) Plantation</i> <i>iv) Savanna</i> <i>v) Montane</i></p>	<p>Vegetation</p> <ul style="list-style-type: none"> - Plant cover of an areas. <p>Types of Vegetation</p> <ul style="list-style-type: none"> - Natural vegetation - Planted vegetation <p>Components of Vegetation</p> <ul style="list-style-type: none"> - Trees - Grass - Crops <p>Natural Vegetation</p> <ul style="list-style-type: none"> - Definition <p>Types of Natural Vegetation</p> <ul style="list-style-type: none"> - Equatorial Vegetation - Montane vegetation <p>Forests</p> <ul style="list-style-type: none"> - A forest is a collection of trees. <p>Types of trees of Forests</p> <ul style="list-style-type: none"> - Natural forest - Plantation forest <p>Types of trees in Natural forest</p> <ul style="list-style-type: none"> - Mahogany - Mvule <p>Examples of Natural forest</p> <ul style="list-style-type: none"> - Mabira forest - Budongo forest 	- Guided Discussion.	- Comparing the natural vegetation and planted forest.	- Observation.	- Local environment.	- P.4 SST Syllabus Page 8.	

1	II			Plantation	<p>The learner;</p> <p>1. Give the meaning of plantation forest.</p> <p>2. Give the examples of plantation forest.</p> <p>3. Mention the tree species in Plantation forests.</p> <p>4. Give the differences between natural and planted forests.</p> <p>5. States the uses of forests to man.</p>	<p>The Learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <p>i) <i>Eucalyptus</i></p> <p>ii) <i>Pine</i></p> <p>iii) <i>Conifer</i></p>	<p>Plantation forests</p> <ul style="list-style-type: none"> - Forest planted by man. <p>Example:</p> <ul style="list-style-type: none"> - Lendu - Mafuga <p>Trees in Plantation forest</p> <ul style="list-style-type: none"> - Eucalyptus - Conifer <p>Differences between Natural and Planted forest</p> <ul style="list-style-type: none"> - Natural forests grow on their own unlike planted. - Natural forest have hard wood while planted have soft wood. <p>Uses of forests to man</p> <ul style="list-style-type: none"> - Natural forests provide us with hardwood. - Help in rain formation. - Act as wind breaks. 	- Discussion.	- Visiting different vegetation areas near the school.	- Observation.	- Local Environment.	- MK book 4 page 12.	
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1	III			Types of wood	<p>The Learner;</p> <p>1. Names the types of wood.</p> <p>2. Gives the uses of each types of wood.</p> <p>3. Mentions the products got from each type.</p>	<p>The Learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <p>i) <i>Soft</i></p> <p>ii) <i>Wood</i></p> <p>iii) <i>Hard</i></p> <p>iv) <i>Plywood</i></p> <p>v) <i>cupboard</i></p>	<p>Types of wood</p> <p>- Hard wood</p> <p>- Soft wood</p> <p>Hard wood</p> <p>- Got from natural forests.</p> <p>Uses of hard wood</p> <p>- Used to make chairs</p> <p>- Used to make tables</p> <p>Products from Hardwood</p> <p>- Tables</p> <p>- Cup board</p> <p>Soft wood</p> <p>- Wood got from plantation forests.</p> <p>Uses of soft wood</p> <p>- For making Ply wood for making musical instruments</p> <p>Products from Soft wood</p> <p>- Rulers</p> <p>- Pencils</p> <p>- Ply wood</p>	- Guided discovery.	- Mentioning types of woods.	- Creativity.	- Furniture.	- Comp Book.	
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1	IV				Dangers of forests	The Learner; 1. Mentions the dangers of forests to man. 2. States the ways man destroys forest 3. Mentions ways of conserving forests. 4. Gives the values of conserving them.	The Learner; Pronounces, reads, writes and uses new words in sentences. <i>i) Afforestation</i> <i>ii) Re-afforestation</i> <i>iii) Deforestation</i> <i>iv) Dangers</i>	Dangers of forest to man - Harbour dangerous animals - They are breeding places for disease vector Ways man destroys forests - Through deforestation - Through bush burning - Through industrialization Dangers of destroying forests - Leads to drought - Lads to soil erosion Ways of Conserving forests - By afforestation - By re-afforestation - Control bush burning Importance of conserving forests - Control drought - Control soil erosion	- Discovery	- Gives ways man destroys forests.	- Critical thinking.	- Text books.	- MK Pupils book 4 Page 12.	
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1	v			Swamp	<p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of swamps. 2. Mentions the types of swamps. 3. States the importance of swamps. 4. Gives the examples of crops grown in swamps. 5. Mentions the raw materials got from swamps. 6. States the dangers of swamps to mans. 7. Gives the ways man destroys the dangers. 8. Mentions the dangers of swamps. 9. Names the body that protects swamps. 	<p>The Learner;</p> <ol style="list-style-type: none"> i) <i>Swamps</i> ii) <i>Wetland</i> iii) <i>NEMA</i> 	<p>Swamp</p> <ul style="list-style-type: none"> - Water logged vegetated areas. <p>Types swamps</p> <ul style="list-style-type: none"> - Forest swamps - Papyrus swamps <p>Importance of swamps</p> <ul style="list-style-type: none"> - Help in rain formation - They are homes of wild animals - Source of fish <p>Examples of Crops grown in Swamps</p> <ul style="list-style-type: none"> - Yams - Rice - Sugar - cane <p>Raw Materials got from Swamps</p> <ul style="list-style-type: none"> - Papyrus - Clay <p>Dangers of Swamps to man</p> <ul style="list-style-type: none"> - They Harbour disease vectors - They keep wild animals <p>Ways man destroys the swamps</p> <ul style="list-style-type: none"> - By pollution - By swamp drainage <p>Dangers of destroying swamps</p> <ul style="list-style-type: none"> - Leads to desertification - It leads to floods 	- Discovery	- Naming crops grown in swampy areas.	- Critical thinking.	- Text books.	- MK pupils book 4 Page13.	
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2	I				Grasslands	<p>The learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of grass lands. 2. Mentions the types of grass lands. 3. States the Importances of grass lands. 4. Mentions the examples of Semi – arid districts. 5. Names the major economic activities carried out in Semi – desert areas. 	<p>The Learners;</p> <p>Pronounces, spell and uses the new words correctly.</p> <ol style="list-style-type: none"> i) <i>Grass land</i> ii) <i>Semi- arid</i> iii) <i>Mining</i> iv) <i>Cattle – keeping</i> v) <i>Nomad</i> vi) <i>Pastoralism</i> 	<p>Grass Lands</p> <ul style="list-style-type: none"> - Large areas of land with tall grass and scattered trees. <p>Types of Grass lands</p> <ul style="list-style-type: none"> - Dry grass land - Wet grass land <p>Importances of Grass lands</p> <ul style="list-style-type: none"> - Source of shelter for animals. - They provide pasture for animals <p>Economic activities carried out in</p> <p>Grasslands</p> <ul style="list-style-type: none"> - Farming - Tourism <p>Semi-arid areas</p> <ul style="list-style-type: none"> - They are hot and dry. <p>Examples of Semi-Arid districts</p> <ul style="list-style-type: none"> - Nomadic pastoralism - Mining - Bee – Keeping 	- Discovery	- Naming the economic activities carried out on grass land.	<ul style="list-style-type: none"> - Reading - Writing 	- C/b illustration	- MK book 4 Page 141	
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2	IV		People in our District	Early man	The leaner, -states the people who lived in our district before the major ethnic group	The leaner, Pronounces spells and uses new words correctly -early man -period -iron -bolas -tools -hand axe	<p>Early man The people who lived in our district before the coming of the major ethnic groups -mention the period in which early man lived -stone age period -he made tools of stones Stages of the stone ageperiod -old stone age -middle stone age -new stone age -iron age Old stone age x-tics -man had hairy body -man had large teeth and jaws -man ate raw meat Tools of early man Hand axe (skinning animals) Bone needle(sewing skins) Bolas (trapping running) Discovery of fire marked the end</p>	Guided discussion Discovery	Mentioning the stages of development of early man	Creative thinking	Chart story bks c/b illustration	History of Uganda Mk bk st6	REM
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2	v		People in our District	The middle stone age period	<p>The leaner,</p> <ul style="list-style-type: none"> -states the x-tics of early man in the middle stone age period -mentions the discoveries of earlyman in the middle stone age period -gives the uses of a dog to earlyman -mentions other animals turned by early man -states the uses of fire to early man 	<p>The learner,</p> <ul style="list-style-type: none"> Pronounces, spells and uses new words correctly -cave -company -taming -company -roasting 	<p>Middle stone age period</p> <ul style="list-style-type: none"> x-tics -less hairy body -stayed in caves -ate roasted meat <p>Discoveries</p> <ul style="list-style-type: none"> -fire -tamed a dog <p>Uses of a dog</p> <ul style="list-style-type: none"> -for hunting -for protection -for company <p>Other animals tamed by earlyman</p> <ul style="list-style-type: none"> -cow -goats -sheep <p>Uses of fire to early man</p> <ul style="list-style-type: none"> -for warmth -roasting meat -for protection -for light 	Discussion Brainstorming	Naming the discoveries Curing uses fire	Critical thinking Effective communication	Text bks	History of Uganda	
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3	I		People in our district	The new stone age period	<p>The leaner,</p> <p>States the x-tics of early man in the new stone age period</p> <p>-mentions the discovery of early man in the new stone age period</p> <p>-states the importance of farming to early man</p> <p>-gives other ways early man got food</p>	<p>The leaner,</p> <p>-pronounces, spells and uses new words correctly</p> <p>-farming</p> <p>-iron age</p> <p>-weapons</p> <p>-berries</p> <p>-gathering</p>	<p>New stone age period</p> <p>-x-tics</p> <p>-lived settled life</p> <p>-man formed communities with leaders</p> <p>-looked after animals</p> <p>Discoveries</p> <p>-farming</p> <p>Importance of farming</p> <p>-provided food</p> <p>-helped early man to live settled life</p> <p>Ways early man got food</p> <p>-gathering wild berries</p> <p>-by hunting animals</p> <p>-by fishing</p> <p>Places where early man</p> <p>lived</p> <p>-under trees</p> <p>-in caves</p> <p>Discovery which marked the end of stone age period</p> <p>-iron</p> <p>Importance of iron</p> <p>-for making strong tools</p> <p>-for making strong weapons</p>	Guided discovery discussion	Writing notes	Creative thinking appreciation	Text bks	History of uganda	
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3	II		People in our district	Ethnic groups in our district	<p>The learner,</p> <ul style="list-style-type: none"> -gives the meaning of an ethnic group -outlines the major ethnic groups in our district -identifies the largest ethnic group in our district -mention the origin of the above group -mentions the tribes that belong to bantu and languages spoken -states reasons for the migration of the bantu -gives results for the bantu migration -names the place where the bantu first settled -gives why they settled in the above places 	<p>The learner,</p> <ul style="list-style-type: none"> -pronounces spells and uses new words correctly -ethnic group -bantu -nilotics -hamites -nilo hamites -ethnic 	<p>Defines</p> <p>An ethnic group of people with the same origin and Speke related languages</p> <p>Example of ethnic groups</p> <ul style="list-style-type: none"> -bantu -nilotics -nilo hamites -hamites <p>Origin of the bantu</p> <ul style="list-style-type: none"> -Cameroon highland -tribes & language Banyoro -lunyoro Banyankole – lunyankole Buganda – luganda -bantu form the largest ethnic group in our district -luganda is the commonest language <p>Reasons for migration</p> <ul style="list-style-type: none"> -search for water and pasture -search for fertile land <p>Results of the bantu migration</p> <ul style="list-style-type: none"> -introduction of new languages -introduction of bananas <p>Place of settlement</p> <ul style="list-style-type: none"> -interlacustrine region <p>Reasons for settlement</p> <ul style="list-style-type: none"> -fertile land in the area -reliable climate 	Discussion Discovery	Identifying origins of ethnic group	Effective communication	Chart of ethnic migration	Mk standard SST bks pg 53	
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3	III		People in our district	The Nilotics/ River-lake Nilotes	<p>The leaner,</p> <ul style="list-style-type: none"> -mentions the origin of the nilotics -states the nilotics -gives examples of tribes that belong to the nilotics -states reasons for the migration of the Nilotic -states the result of their migration -mentions the origin of the nilo hamites -names the tribes which belong to nilo hamites -states their occupation - 	<p>The leaner,</p> <p>Pronounces, spells and uses new words correctly</p> <ul style="list-style-type: none"> -karimojong -nomad -pastoralism -pastoralists 	<p>Origin of the nilotics</p> <ul style="list-style-type: none"> -bahr-el-ghazel <p>They are also called river-lake nilotes</p> <p>Occupation</p> <ul style="list-style-type: none"> -cattle keeping <p>They first settled at</p> <p>pubungu</p> <p>Examples of tribes under the nilotics</p> <ul style="list-style-type: none"> -choli -japodhola -alur <p>Reasons for the migration</p> <ul style="list-style-type: none"> -due to drought & famine -search for water and pasture -due to floods <p>Results for their migrations</p> <ul style="list-style-type: none"> -introduction of new cultures -increase in no of cattle <p>Origin of nilo hamites</p> <ul style="list-style-type: none"> -Ethiopia <p>Tribes under nilo-hamites</p> <ul style="list-style-type: none"> -iteso -karamojong <p>They settled in north eastern Uganda</p> <p>Occupation of karamojong</p> <ul style="list-style-type: none"> -cattle keeping 	<p>-Discovery</p> <p>-Discussion</p>	<p>-Curving reasons for migration</p> <p>-Naming examples of nilotics</p>	<p>-Effective communication</p> <p>-Writing</p>	C/G illustration	Mk bk 5, pg 54	
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3	IV		People in our district	Hamites	<p>The leaner,</p> <p>Mentions the origin of the Hamites</p> <p>-gives reasons why migrated</p> <p>States the occupation of the Hamites</p> <p>-names the languages spoken in our district a foreign</p> <p>-b local language</p> <p>-identifies the commonest language in our district</p>	<p>The leaner,</p> <p>Pronounces spells and uses new words correctly</p> <p>-Hamites</p> <p>-language</p> <p>-English</p> <p>-Kiswahili</p> <p>-French</p>	<p>Origin of Hamites</p> <p>-they came from Somalia</p> <p>-they entered Uganda from south western direction</p> <p>Tribes under their migration</p> <p>-search for water & pasture</p> <p>-due to famine and drought</p> <p>Their occupation</p> <p>-cattle keeping</p> <p>Languages spoken in our district</p> <p>-a language is a medium of communication</p> <p>Foreign language</p> <p>-a language from another country</p> <p>Examples of foreign language</p> <p>-English(official language)</p> <p>-Kiswahili</p> <p>Local languages</p> <p>-Luganda</p> <p>-Ateso</p> <p>-lunyoro</p> <p>Uses of a language</p> <p>-for communication</p> <p>-to express appreciation</p>	Discussion Discovery	Naming foreign language	Effective communication	C/B	Mk bk 3 pg	
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3	V		People in our district	Migration	<p>The learner,</p> <ul style="list-style-type: none"> -gives the meaning of migration, immigration -mentions the different types of migration -gives the meaning of each type -states the causes of those migrations -gives the ways of controlling rural urban migration 	<p>The learner,</p> <p>Pronounces, spells and uses new words correctly</p> <ul style="list-style-type: none"> -migration -rural -urban -immigration -emigration 	<p>Define migration</p> <ul style="list-style-type: none"> -movement of people from one place to another for better settlement <p>Immigration</p> <ul style="list-style-type: none"> -this is when people come to live in a country which is not of their own <p>Causes of immigrations</p> <p>Immigration</p> <ul style="list-style-type: none"> -this is when people go to live in other countries which are not of their own <p>Factors influencing settlement patterns</p> <p>Types of migrations</p> <ul style="list-style-type: none"> -rural-rural migration -rural-urban migration -urban-urban migration -urban-rural migration <p>Rural-urban migration</p> <p>Define</p> <p>Causes of rural- urban migration</p> <ul style="list-style-type: none"> -search for better job -search for better social services <p>Ways of controlling rural-urban migration</p> <ul style="list-style-type: none"> -through rural electrification -set up small scale industries <p>Rural-rural migration</p> <p>Define</p> <p>Causes of rural-rural migration</p> <ul style="list-style-type: none"> -search for fertile soil -search for spacious land 	-Discussion -Discovery	-Copping notes -Answering qns	-Sharing -Effective communication	C/B illustration	-Tr's collection -Comprehensive bk 4	
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4	I			Types of work people do The leaner, 1. Gives the meaning of work 2. Mentions the types of work people do 3. Gives the meaning of traditional economic activities 4. Lists down examples of traditional economic activities 5. Gives the meaning of fishing 6. Writes short notes on the terms related to fishing 7. Mentions the types of fishing methods	The leaner, Pronounces , spells and uses the new words correctly -work -pottery -craft work -trading -insecurity -fishing -bark cloth -freezing -tilapia -Nile perch -trawling -purse-seining	Work -any useful activity that people do and involves uses of energy Types of work people do -fishing -farming -brick laying -office work Traditional economic activities Activities people used to do to earn a living Examples of traditional economic activities -Bark cloth making -Fishing -Pottery Bark cloth making -It was introduced by the Chwezi -It was made from focus tree Fishing Catching of fish from a water body Terms Fisherman A man who catches fish from water bodies Fish mongers A person who sells fish Types of fishing methods -Local method -Modern method	Brain storming Discussion	Naming activities people do	Writing Effective communication	Workers at school C/B illustration	Comprehensive pupils bk4	
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4	I				<p>8.Gives examples of each type i.e. Traditional and modern methods</p> <p>9.Mentions the types of fish caught in Uganda's water bodies.</p> <p>10.States the ways of preserving fish i.e. local and modern</p> <p>11.Mentions the uses of fish</p>		<p>Local methods -Use of hooks -Use of spears</p>	Brain storming Discussion	Naming activities people do	Writing Effective communication	Workers at school C/B illustration	Comprehensive pupils bk4	
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4	II			Modern methods of fishing	<p>The learner; Mentions the modern methods of fishing</p> <p>Names the types / species of fish</p> <p>Gives the ways of preserving fish both local and modern</p> <p>Mentions the uses of fish to people</p> <p>States the importance of fishing</p> <p>Gives the problems faced by fishermen</p>	<p>The learner; Pronounces, spells and uses the words like; -raw material -modern -traditional -lung fish -tilapia -purse-seining</p>	<p>Modern methods</p> <ul style="list-style-type: none"> - Trawling - Purse – seining <p>Types of fish</p> <ul style="list-style-type: none"> - Nile perch – largest - Tilapia –Commonest - Mud fish from swamps - Lung fish from swamps <p>Ways of preserving fish</p> <p>Local method</p> <ul style="list-style-type: none"> - Sun drying - Smoking (commonest) <p>Modern method</p> <ul style="list-style-type: none"> - Tinning - Freezing <p>Uses of fish</p> <ul style="list-style-type: none"> - Eaten as food - Source of income <p>Importance of fishing</p> <ul style="list-style-type: none"> -Source of income -Employment -Source of taxes -Source of raw material <p>Problems faced</p> <ul style="list-style-type: none"> -Limited funds -Poor fishing methods 	Discovery , Audio visual , brain storming and discussion	Listing the types of fish	Writing Reading	Real fish spieces	Comprehension SST book 4	
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4	III			Farming	<p>The learner; Gives the meaning of farming</p> <p>Mentions the types of crops grown</p> <p>Gives the meaning of each type</p> <p>Gives examples of each type.</p> <p>Mentions the types of cash crops.</p>	<p>The learner Pronounces, spells and used the new words correctly</p> <ul style="list-style-type: none"> - Crops - Farming - Beverage - Originally - Tradition al - Non-traditiona l 	<p>Farming Growing of crops and rearing of animals</p> <p>A farmer A farmer is a person who grows crops and rears animals</p> <p>Types of crops</p> <ul style="list-style-type: none"> - Food crops - Cash crops <p>Food crops Crops grown for selling</p> <p>Examples</p> <ul style="list-style-type: none"> - Bananas , Cassava <p>Cash crops Crops grown for sale</p> <p>Types of cash crops</p> <ul style="list-style-type: none"> - Traditional cash crops - Non- traditional <p>Traditional cash crops Crops that people have grown for a long time for cash.</p> <p>Examples</p> <ul style="list-style-type: none"> - Coffee , Tea , Cotton - Tobacco <p>Examples</p> <ul style="list-style-type: none"> - Vanilla - G. nuts - Beans - Soya beans <p>Needs of a farmer</p> <ul style="list-style-type: none"> - land - capital - garden tools 	Discussion	Listing the crops grown in our district	Effective communication	Seeds of different crops	Comprehension SST book 4 and MK SST book 5	
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4	IV			Types of farming	<p>The learners;</p> <p>Mentions the type of farming</p> <p>States the meaning of mixed farming</p> <p>Gives the advantages of mixed farming</p> <p>States the disadvantages of mixed farming.</p>	<p>The learner;</p> <p>Pronounces, spells and uses new words correctly</p> <ul style="list-style-type: none"> - Subsistence - Mixed - Fertile - Favourable 	<p>Types of farming</p> <ul style="list-style-type: none"> - Mixed farming - Subsistence farming - Dairy farming - Plantation farming - Horticulture - Floriculture - Horticulture - Ranching - Aqua culture - A picture - Live stock farming <p>Mixed farming</p> <p>Growing of crops and rearing of animals on the same piece of land</p> <p>Advantages of mixed farming</p> <ul style="list-style-type: none"> - A farmer gets double income - A farmer gets a balanced diet <p>Disadvantages of mixed farming</p> <ul style="list-style-type: none"> - It is expensive - it requires a lot of skills 	Discussion Discovery	Mentioning the types of farming	Effective communication	Text books book 4	MK SST book 4	
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4	v			Types of farming	<p>The learner;</p> <ul style="list-style-type: none"> - Gives the meaning of different types of farming - Gives the advantage s and disadvant ages of subsistenc e farming - State the products got from a dairy farm - Gives the problems faced by farmers and solutions 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, spells and uses the new words correctly. - Dairy - Plantation - Pasture - Subsistenc e - Live stock 	<p>Subsistence farming</p> <p>Growing of crops and rearing of animals for home use</p> <p>Advantages</p> <ul style="list-style-type: none"> - Requires small land - Requires small capital <p>Disadvantages</p> <ul style="list-style-type: none"> - A farmer gets little income <p>Dairy farming</p> <p>Rearing of animals for milk production</p> <p>Products from a dairy farm</p> <ul style="list-style-type: none"> - Yoghurt - Ghee <p>Horticulture</p> <p>Growing of vegetables and fruits on a large scale</p> <p>Flori- culture</p> <p>Growing of flowers on a large scale</p> <p>Uses of flowers</p> <ul style="list-style-type: none"> - For decoration - For income 	Discussion Discovery	Giving the meaning of economic activities	Writing Reading		Comprehension SST book 4	
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5	1			Types of farming	<p>The learner; Gives the meaning of -live stock farming -ranching -plantation farming</p> <p>Mentions the examples of perennial crops</p> <p>States the advantages of plantation farming</p> <p>Gives the disadvantages of plantation farming</p> <p>Mentions the problems faced by farmers</p> <p>Gives the solutions to the problems</p> <p>States the problems faced by people in their work.</p>	<p>The learner; Pronounces, spells and uses the words correctly -livestock -Ranching -plantation Perennial -coffee -irrigation</p>	<p>Live stock farming Keeping of domestic birds and animals</p> <p>Ranching Keeping of cattle for beef production</p> <p>Plantation farming Growing of one perennial crop for cash. Examples of perennial / plantation crops</p> <ul style="list-style-type: none"> - Coffee - Cocoa - Sugar cane <p>Problems faced by farmers</p> <ul style="list-style-type: none"> - Drought - Crop pests and diseases - Poor soils <p>Solutions</p> <ul style="list-style-type: none"> - Use of irrigation - Spraying crops 	Discussion Discovery	Mentioning the types of farming	Effective communication	Text books book 4	MK SST book 4	
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5	II			Social activity The leaner, -States the meaning of social activities -Mentions the types of social activities in our district -gives their importance	The leaner, Pronounces, spells and uses new words in sentences -social -activity -circumcision -burial -morals -tattooing	Social activities -activities that bring people together Examples -introduction in marriages -wedding Importance of social activities -promote unity -promote good morals	Guided discussion	Identifying examples of social activities	Making friendship Problem solving	Text book	Comprehensive pupils bk4	
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TEACHING LESSON COUNT TERM II 2018

Teacher's Name: Nabulondera Miriam **Subject:** Social studies **Class:** P.4 Yellow

Topic	No. of lessons	Total No. of time tabled lessons	Extra lessons noted / load noted	Way forward / action points
Vegetation of our district	10	5	-	-
People of our district	15	5	-	-