



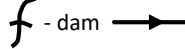





P.4 S.S.T SCHEME TERM 1

| WK | PD | TOPIC | SUB TOPIC | SUBJECT COMP | LANG COMP | CONTENT | METH. | ACT. | SKILLS | T/L AIDS | REF | R E M |
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| 1 | I | LOCATION OF OUR DISTRICT | Maps and Pictures | <p>The learner,</p> <ol style="list-style-type: none"> 1. Gives the meaning of a map. 2. States the meaning of a picture. 3. Gives the similarities between a picture and a map. 4. States the differences between a map and a picture. 5. Draws the maps and pictures of different objects. | <p>- The learner reads, spells and uses new words in sentences correctly.</p> <p>i) <i>Map</i> ii) <i>Picture</i> iii) <i>Object</i> iv) <i>Representative</i></p> | <p>Map</p> <ul style="list-style-type: none"> - A drawing of an object as seen from above. <p>Picture</p> <ul style="list-style-type: none"> - A drawing of an object as seen from a side. <p>Similarities</p> <ul style="list-style-type: none"> - Both represent real objects. <p>Differences</p> <ul style="list-style-type: none"> - A picture has detailed information unlike a map. <p>Maps and Pictures</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">  </div> <div style="display: flex; flex-direction: column; align-items: center;">   </div> </div> | - Discussion | - Drawing - Note taking | - Drawing - Writing - Observation | - Atlas - Charts | - MK Pupils books - Atlas - Teachers collection | |
| | II | | Ways of locating our district/ places | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of location. 2. Mentions the ways of locating places/ districts. 3. Gives the meaning of a compass. 4. Gives the use of a compass. 5. States the four major cardinal points of a compass. 6. Mentions the groups of people who use a compass. | <p>The learner;</p> <ul style="list-style-type: none"> - Reads, spells and use new words correctly. <p>i) <i>Location</i> ii) <i>Shadows</i> iii) <i>Position</i> iv) <i>Land marks</i> v) <i>Neighbours</i> vi) <i>Latitudes</i> vii) <i>Longitudes</i></p> | <p>Location</p> <ul style="list-style-type: none"> - A particular place where something is found. <p>Ways of locating four district/ places</p> <ul style="list-style-type: none"> - Use of a compass - Use of shadows - Use of latitudes and longitudes <p>Compass</p> <ul style="list-style-type: none"> - Meaning <p>Major Cardina points of a compass</p> <ul style="list-style-type: none"> - North - East - West - South | <ul style="list-style-type: none"> - Guided discovery - Brain storming | <ul style="list-style-type: none"> - Drawing - Writing notes | <ul style="list-style-type: none"> - Writing - Observation | <ul style="list-style-type: none"> - Text books - Atlas - Chart | <ul style="list-style-type: none"> - MK pupils book 4 page 1 - 3 | |

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| | | | | | | Semi Cardinal Points - North East - South East Groups of people who use a compass - Pilots - Soldiers - Tourists | | | | | | |
| | III | LOCATION OF OUR DISTRICT | Elements of a good map | The Learner; 1. Gives the meaning of elements of a map. 2. Gives another name for elements of a map. 3. Names the elements of a good map. 4. States the importance of the elements of a map. 5. Gives the meaning of symbols of a map. 6. States the importance of map symbols. 7. Draws and names common map symbols. | The learners; - Pronounces, spells and uses new words correctly. <i>i) Key</i> <i>ii) Scale</i> <i>iii) Compass</i> <i>iv) Water fall</i> <i>v) Quarry</i> <i>vi) Symbols</i> <i>vii) Real</i> | Elements of a map - Definition - Elements are also called qualities a good map / features of a good map Elements of a good map include: - Title - Scale - Compass direction - Frame Importances of each element - Key – is used to interpret map symbols. - Title – tells what a map is all about. Symbols of a map - Things that are used to represent real objects on a map. e.g.  - water fall  - dam  - mountain peak  - mine  - quarry | - Discussion | - Note taking - Answering questions | - Drawing - Writing - Reading | - Text books - Chart showing map symbols | - MK pupils book 5 | |

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| | iv | LOCATION OF OUR DISTRICT | Location of our districts | <p>The learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of a district. 2. Mentions our district 3. States the meaning of a municipality. 4. Mentions the regions in Uganda. | <p>The learners;</p> <p>Pronounces, spell and uses new words correctly in sentences.</p> <p>i) <i>District</i> ii) <i>Mayor</i> iii) <i>Municipality</i> iv) <i>region</i></p> | <p>A district</p> <ul style="list-style-type: none"> - An area made up of counties. - Our district is called Mukono. - The political head of a district is LCV chair person. <p>Municipality</p> <ul style="list-style-type: none"> - Large town with its own government. - It is headed by a mayor. <p>Examples of the regions in Uganda</p> <p>There are seven</p> <ul style="list-style-type: none"> - Northern region - Eastern region etc. | - Discussion | - Naming the regions in Uganda | <ul style="list-style-type: none"> - Observation - Effective communication | - Atlas | - MK pupils book 4 page 4 | |
| | v | LOCATION OF OUR DISTRICT | Districts in each Region | <p>The learner;</p> <ol style="list-style-type: none"> 1. Mentions the districts in each region of Uganda. 2. Mentions the tribes in each region | | <p>Northern region</p> <ul style="list-style-type: none"> - Kitgum - Gulu - Alebtong - Lamwo - Nwoya <p>Tribes in Northern region</p> <p>Tribe Language</p> <ul style="list-style-type: none"> - LangiLangi - AcholiAcholi <p>Northern W Uganda</p> <ul style="list-style-type: none"> - Maracha - Zombo - Nebbi - Koboko - Moyo - Arua <p>Tribe language</p> <p>LugbaraAlur KakwaJanam</p> <p>North E region</p> <ul style="list-style-type: none"> - Kotido - Kaabong - Napak - Moroto - Nakapiripirit <p>Tribes Language</p> | - Discovery | - Naming the districts found in each region | - Observation | - Text books | - MK pupils book 4 page 4 - 5 | |

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| | | | | | | <ul style="list-style-type: none"> - KarimajongAkirimajong - Tepeth - Suk | | | | | | |
| 2 | I | | | | | <p>Western region</p> <ul style="list-style-type: none"> - Masindi - Hoima - Kibale <p>Tribes Lang</p> <ul style="list-style-type: none"> - BunyoroLunyoro - BatooroLutooro <p>Central region</p> <ul style="list-style-type: none"> - Mukono district - Kayunga - Kampala <p>Tribes Lang</p> <ul style="list-style-type: none"> - BagandaLuganda - BaruliLuruli - BazibaLuganda <p>The Baganda form the largest in Central Uganda</p> <p>Island districts</p> <ul style="list-style-type: none"> - Buvuma - Kalangala | - Discovery | - Naming the districts found in each region | - Observation | - Text books | - MK pupils book 4 page 4 - 5 | |
| | | | | | | <p>Eastern Region</p> <ul style="list-style-type: none"> - Jinja - Kamuli - Iganga <p>Tribes Language</p> <ul style="list-style-type: none"> - BasogaLusoga - ItesoAteso - BagisuLugisu <p>South – western region</p> <ul style="list-style-type: none"> - Ntungamo - Bushenyi - Kisoro | - Discovery | - Naming the districts found in | - Observation | - Text books | - MK pupils book 4 page 4 - 5 | |

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| | ii | LOCATION OF OUR DISTRICT | The History of our district | <p>The learner;</p> <ol style="list-style-type: none"> 1. Mentions the region where our district is found. 2. Names the districts that were created from Mukono 3. States the neighbours of Mukono. 4. Mentions the commonest language spoken in our district. 5. Locate Mukono on the map of Uganda. 6. Gives reasons why the government created many districted. | <p>The learners; Pronounces, spells and uses the new words in sentences correctly.</p> <p><i>i) History</i> <i>ii) Neighbours</i> <i>iii) Administration</i> <i>iv) Decentralization</i></p> | <p>History of Mukono District</p> <ul style="list-style-type: none"> - Mukono is found in central region. - It was once a very big district but some parts were made districts. <p>Districts created from Mukono</p> <ul style="list-style-type: none"> - Buvuma - Buikwe - Kayunga <p>Neighbours of Mukono district</p> <ul style="list-style-type: none"> - East – Buikwe - North – Kayunga <p>The commonest language is Luganda.</p> <ul style="list-style-type: none"> - Location of Mukono on the map of Uganda <p>Reasons why the government creates more district?</p> <ul style="list-style-type: none"> - To create jobs - For easy administration - For easy service delivery | - Guided discovery | - Asking elders and resource persons about the history of the district. | - Effective communication - Observation | - Atlas | - Winner's pupils book 4 page |

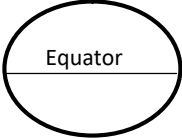
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| | iii | LOCATION OF OUR DISTRICT | Important places in our district | <p>The learner;</p> <ol style="list-style-type: none"> 1. Mentions the important places in our district. 2. States the importance of a hospital. 3. Mentions the health service providers in hospitals. 4. Gives the ways people care for health centres. | <p>The learner;</p> <p>Pronounces, spell and uses new words correctly.</p> <ol style="list-style-type: none"> i) <i>Hospital</i> ii) <i>Museum</i> iii) <i>Headquarter</i> iv) <i>Restaurant</i> | <p>Important places in our district</p> <ul style="list-style-type: none"> - Hospitals - Schools - Restaurants <p>Hospitals</p> <ul style="list-style-type: none"> - Place where people go for treatment. - The referral hospital is Mulago. <p>People who work in Hospitals</p> <ul style="list-style-type: none"> - Doctors – Treat sick people. - Nurses – care for patients. - Dentists - Social service provided in hospitals is Medical service. | - Discussion | - Listing some important places | - Observation | - Sick bay | - Comprehension text book | |
| | iv | LOCATION OF OUR DISTRICT | Bank | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of a bank. 2. Names the types of banks. 3. Mentions the banks that controls other banks in in Uganda. 4. Gives the title given to the head of the central bank. 5. Gives the examples of commercial banks. | <p>The learner:</p> <p>Pronounces, spells and uses the new words correctly.</p> <ol style="list-style-type: none"> i) <i>Bank</i> ii) <i>Central</i> iii) <i>Commercial</i> iv) <i>Stanbic</i> v) <i>Centenary</i> | <p>Bank</p> <ul style="list-style-type: none"> - Financial institution where people keep their money. <p>Types of Banks</p> <ul style="list-style-type: none"> - Central bank - Commercial banks <p>Central bank</p> <ul style="list-style-type: none"> - Controls all other banks. - It is headed by the Governor. <p>Functions of the central bank</p> <ul style="list-style-type: none"> - Prints and mints new currency - Controls money in circulation <p>Examples of commercial banks</p> <ul style="list-style-type: none"> - Stanbic bank - Centenary bank - Barclays bank <p>Importance of Banks to people</p> <ul style="list-style-type: none"> - Banks keep people's money - Offer loans to people. | - Guided discovery | - Listing the example of commercial banks | <ul style="list-style-type: none"> - Saving - Effective communication | - C/b illustration | - Comprehensive book 4 page | |

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| | V | LOCATION OF OUR DISTRICT | Post Office | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the importance of a post office. 2. States the meaning of a museum. 3. Mentions the things found in the museum. 4. Gives the Importances of a museum. | <p>The learner;</p> <p>Pronounces, spell and uses new words in sentences.</p> <ol style="list-style-type: none"> i) <i>Post</i> ii) <i>Office</i> iii) <i>Pencil</i> iv) <i>Museum</i> v) <i>Stamps</i> | <p>Post Office</p> <ul style="list-style-type: none"> - Place where people post their letters. <p>Importance of a post office</p> <ul style="list-style-type: none"> - Offers jobs to people - Offers transport and communication service - Makes stamps <p>Museum</p> <ul style="list-style-type: none"> - Place where things of long ago are displayed. <p>Things kept in a museum– Scientific items</p> <ul style="list-style-type: none"> - Items of art - Items of war <p>Importance of a Museum</p> <ul style="list-style-type: none"> - Source of income - Create jobs etc. | <ul style="list-style-type: none"> - Brain storming - Guided discussion | <ul style="list-style-type: none"> - Mentioning the importance of post office and Museum. | <ul style="list-style-type: none"> - Effective communication - Writing | <ul style="list-style-type: none"> - C/b illustration | <ul style="list-style-type: none"> - Comp book 4 page | |
| 3 | i | | Hotels and Markets | <p>The learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of hotels and lodges. 2. States the examples of hotels in our district. 3. Gives the importance of hotels and lodges. 4. Gives the meaning of markets. 5. Gives the types of markets. 6. Gives the types of market. 7. Gives the Importances of markets. | <p>The learner;</p> <p>Pronounces, spells and uses new words correctly.</p> <ol style="list-style-type: none"> i) <i>Hotels</i> ii) <i>Lodges</i> iii) <i>Markets</i> iv) <i>Accommodation</i> | <p>Hotels and lodges</p> <ul style="list-style-type: none"> - Places where people get food and accommodation <p>Importance of hotels</p> <ul style="list-style-type: none"> - Provide accommodation - Provide jobs <p>Importance of lodges</p> <ul style="list-style-type: none"> - Provide accommodation - Offer jobs to people <p>Markets</p> <ul style="list-style-type: none"> - Places where people buy and sell things. <p>Types of markets</p> <ul style="list-style-type: none"> - Permanent markets - Temporally markets <p>Importance of market</p> <ul style="list-style-type: none"> - People buy things - Offer jobs to people. | <ul style="list-style-type: none"> - Guided discovery | <ul style="list-style-type: none"> - Naming some of the hotels in our district. | <ul style="list-style-type: none"> - Effective communication | <ul style="list-style-type: none"> - C/b illustration | <ul style="list-style-type: none"> - Comp pupils book 4 page | |
| | ii | | Police station | <p>The learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of a police station. 2. Mentions the work of the police. | <p>The learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <ol style="list-style-type: none"> i) <i>Police</i> ii) <i>Station</i> iii) <i>Inspector</i> | <p>Police station</p> <ul style="list-style-type: none"> - Place where suspects are taken for investigation | <ul style="list-style-type: none"> - Discussion | <ul style="list-style-type: none"> - Identifying | <ul style="list-style-type: none"> - Effective communication | <ul style="list-style-type: none"> - Text books Mk | | |

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| | | | | <p>3. Gives ways the police keeps law and order.</p> <p>4. States the departments of police.</p> <p>5. Mentions the title given to the head of the police.</p> <p>6. Mentions the ministry to which the police belongs.</p> | <p>iv) <i>Law</i> v) <i>Order</i> vi) <i>Internal</i> vii) <i>Affairs</i></p> | <p>Main work of the police</p> <ul style="list-style-type: none"> - To keep law and order <p>Ways the police keeps law and order</p> <ul style="list-style-type: none"> - Investigating crimes - Arrests law breakers <p>The police is headed by the Inspector General of Police</p> <p>Departments of police</p> <ul style="list-style-type: none"> - Police Dog section - CIID - Road safety and Traffic Department - Passport Department | | | | | | |
| | iii | | Prisons and Petrol Stations | <p>The learner;</p> <p>1. Gives the meaning of a prison.</p> <p>2. Mentions the title given to the head of prison.</p> <p>3. States the functions of the prison.</p> <p>4. Gives the meaning of petrol stations.</p> <p>5. Mentions the examples of the fuel got from Petrol Station.</p> <p>6. Gives the examples of Petrol Station.</p> <p>7. Gives the importance of</p> | <p>The learner;</p> <p>Pronounces, spell and uses new words correctly.</p> <p>i) <i>Petrol</i> ii) <i>Prison</i> iii) <i>Commissioner</i> iv) <i>Fuel</i></p> | <p>Prison</p> <ul style="list-style-type: none"> - Places where wrong doers are kept. - Prisons are headed by the commissioner General of Prisons. <p>Functions of Prisons</p> <ul style="list-style-type: none"> - To look after prisoners - To take suspects to court for trial. <p>Petrol Stations</p> <ul style="list-style-type: none"> - Places where people buy fuel from. <p>Examples of Petrol Stations</p> | <ul style="list-style-type: none"> - Discussion - Discovery | <ul style="list-style-type: none"> - Identify the fuels sold at petrol station | <ul style="list-style-type: none"> - Observation | <ul style="list-style-type: none"> - C/b illustration | <ul style="list-style-type: none"> - MK book 4 page 88 | |

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| | | | | Petrol Station. | | - Total Petrol station - Kobil Importance of Petrol Stations - People buy fuel - Offer jobs to people Examples of Fuels from Petrol Station - Petrol - Gas - Kerosene | | | | | |
| | iv | LOCATION OF OUR DISTRICT | Radio Stations and TV stations | The learner; 1. Gives the meaning of a radio station. 2. Mentions the examples of radio stations 3. Mentions the examples of TVs in Uganda. | The learner; Pronounces, spells and uses new words in sentences. <i>i) Radios</i> <i>ii) Televisions</i> <i>iii) Broadcasting</i> <i>iv) Stations</i> | Radio Stations - Places where news is broadcast Examples of Radio Station - <i>Dunamis</i> - <i>SimbaFm</i> - <i>K. FM</i> Importance of Radio Stations - They broadcast new - Entertain people Examples of TVs - NBS - UBC | - Discussion | - Mentioning the radio stations found in Uganda. | - Effective communication | - Charts | - Comp book page..... |
| | v | | | Schools | The learner; 1. Gives the meaning of schools. 2. Mentions the types of schools and workers. 3. States the examples of people who work in schools. 4. Mentions the type of education got from school. 5. Gives problems faced by schools in Uganda. 6. Gives solutions to the Problems. | The learner; Pronounces, spells and uses new words correctly. <i>i) Schools</i> <i>ii) Education formal</i> <i>iii) Informal</i> | School - Place where people get knowledge. Types of Schools Examples of government Aided School - Mukono Boarding P/S Examples of Private Schools - Cornerstone Junior School - Global Junior School Types of Workers in | - Discussion. | - Discussion. | - Discussion. | - Discussion. |

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| | | | | | | School <ul style="list-style-type: none"> - Teaching staff - Non- teaching Teaching Staff <ul style="list-style-type: none"> - Head teacher - Deputy - DOS Non-teaching Staff <ul style="list-style-type: none"> - Cooks - Bursar Types of Education <ul style="list-style-type: none"> - Formal – School - Informal - Home Problems faced by Schools <ul style="list-style-type: none"> - Shortage of funds - Over crowding Solutions <ul style="list-style-type: none"> - Parents should pay school fees - Providing enough furniture | | | | | | |
| 4 | i | | Divisions in Mukono Municipality | The Learner; 1. Mentions the divisions in Mukono Municipality. 2. States the Counties in Mukono district. 3. Gives the sub counties | The learner; Pronounces, spells and uses new words correctly. <i>i) County</i> <i>ii) Sub county</i> <i>iii) Local Council</i> <i>iv) Political</i> <i>v) Division</i> | Divisions found in Mukono Municipality <ul style="list-style-type: none"> - Mukono Central Division - Goma Division' - Divisions are headed by LCIII chair persons. Counties in Mukono District <ul style="list-style-type: none"> - Mukono County - Nakifuma County Sub counties in each County <u>In Mukono County</u> <ul style="list-style-type: none"> - Nakisunga - Ntenjeru - Nakifuma County - Nabbale - Kasawo | - Discussion. | - Locating the counties of Mukono district. | Observation. Writing. | - Map of Mukono district. | - Winner book 4. | |

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| | ii | | | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of latitude. 2. States what lines of latitudes mean. 3. Mentions the examples of lines of latitudes. 4. Mentions the major line of latitudes. 5. Gives the importance of lines of Latitudes. 6. States the hemispheres of the world. 7. Represents the lines of latitudes on a globe. 8. Gives the meaning of lines of longitude. 9. States the major lines of longitudes. 10. Mentions the districts crossed by the equator. | <p>The Learner;</p> <p>Pronounces, spells and uses new words in sentences.</p> <ol style="list-style-type: none"> i) <i>Latitudes</i> ii) <i>Imaginary</i> iii) <i>Equator</i> iv) <i>Capricorn</i> v) <i>Tropic</i> vi) <i>Cancer</i> | <p>Lines of Latitudes</p> <p>Examples of lines of Latitudes</p> <ul style="list-style-type: none"> - Equator - 0° - Tropic of Cancer – $23\frac{1}{2}^{\circ}N$ - Tropic of Capricorn $23\frac{1}{2}^{\circ}S$ - Equator is the major line of latitudes. <p>Importance of Lines of Latitudes</p> <ul style="list-style-type: none"> - Help in locating places. <p>Hemispheres</p> <p>Definition</p> <p>Examples:</p> <ul style="list-style-type: none"> - Northern Hemisphere - Southern Hemisphere <p>GLOBE</p>  <p>Lines of Longitudes</p> <ul style="list-style-type: none"> - Imaginary lines that run from North Pole to South Pole. - The major line of Longitude is called Greenwich Meridian it is marked 0°. <p>Districts Crossed by the Equator</p> <ul style="list-style-type: none"> - Masaka - Mukono | - Discovery. | - Mentioning the lines of latitudes. | - Drawing. - Observation. | - Chart. | - Atlas. | |
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| | iii | Physical Features in our district | Physical features | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of Physical features. 2. Mentions the examples of physical features. 3. Gives the importance of Mountains. 4. States the dangers of Mountains. 5. Gives the ways of controlling soil erosion. 6. Mentions the activities done on Mountains. | <p>The learners;</p> <p>Pronounces, spells and uses new words correctly.</p> <ol style="list-style-type: none"> i) <i>Physical</i> ii) <i>Feature</i> iii) <i>Mountain</i> iv) <i>Plateau</i> v) <i>Relief</i> | <p>Physical Feature</p> <ul style="list-style-type: none"> - Natural landforms of an area. <p>Example:</p> <ul style="list-style-type: none"> - Mountains - Rivers and Lakes - Plateau <p>Importance of Mountains</p> <ul style="list-style-type: none"> - For rain formation - For farming - For tourism <p>Dangers of Mountains</p> <ul style="list-style-type: none"> - Lead to Soil Erosion - Lead to Land slides <p>Ways of Controlling Soil Erosion</p> <ul style="list-style-type: none"> - Contour ploughing - Terracing <p>Economic Activities</p> <ul style="list-style-type: none"> - Farming - Tourism | - Discussion. | - Locating main Physical features on the map of the district. | - Observation - Drawing. | - Text books, map shows the district. | - SST syllabus book 4 page 5. - MK book page 10 - 11. | |
| | iv | | Plateau and Lakes | <p>The learner;</p> <ol style="list-style-type: none"> 1. States the meaning of a plateau. 2. Mention the physical features found on a plateau. 3. States the activities carried out on a plateau. 4. Gives the importance of a plateau. 5. Gives the meaning of a lake. 6. States examples of Lakes. 7. States examples of Lakes. 8. Mention the economic activities carried out | <p>The learner;</p> <p>Pronounces, spells and uses the new words in sentences.</p> <ol style="list-style-type: none"> i) <i>Plateau</i> ii) <i>Table land</i> iii) <i>Topped</i> iv) <i>Flat</i> | <p>Plateau</p> <ul style="list-style-type: none"> - Raised flat topped piece of land <p>Physical features found on a plateau</p> <ul style="list-style-type: none"> - Lakes - Mountains - Rivers <p>Importance of a plateau</p> <ul style="list-style-type: none"> - Used for farming - For tourism <p>Lakes</p> <ul style="list-style-type: none"> - Large water bodies on the earth's surface. | - Discovery. | - Giving the importance of plateau. | - Critical thinking. | - Text books. | - MK pupils book 5. | |

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| | | | | around lakes. 9. Gives reasons why people settle near lakes and rivers. 10. Locate major lakes on a map of Uganda | | Examples of Lakes - L. Victoria - L. Albert - L. Kyoga Uses of Lakes - For fishing - For transport - For tourism Economic activities carried on Lake shores - Fishing - Farming Reasons why people settle near lakes. - Presence of fertile soils for farming. - For fishing | | | | | | |
| | V | | Rivers | The learners; 1. Gives the meaning of a river. 2. Mentions examples of rivers in Uganda. 3. Gives the Importance of rivers. 4. Give the meaning of the terms related to rivers. 5. Gives the reasons why transport is difficult on some rivers. 6. Mentions the problems faced by people live near lakes and rivers. | The learner; Pronounces, spells and uses the new words correctly. <i>i) River</i> <i>ii) Flowing</i> <i>iii) Navigation</i> <i>iv) Floods</i> <i>v) Hydro</i> | Rivers - Masses of flowing water. Examples of Rivers - R. Nile - R. Kagera Importance of rivers - For HEP - Source of fish - Source of water. Terms related to rivers - Source of A river - Starting point of a river - Mouth of a river - Ending point of a river - A tributary - Small River that joins a main river. - Distributary - Small river branching a way from a main river. Why transport is difficult on some rivers - Some river are shallow - Some rivers are narrow Problems faced by people who live near lakes and Rivers - Floods - Drowning | - Discussion. | - Mentioning the examples of rivers in Uganda. | - Drawing. | - Masses - Text books. | - MK pupils book page 10. | |

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| 5 | i | | Influence of Physical features on Climate. | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Gives the meaning of climate. 2. States how physical features influence climate. 3. Mentions the types of rainfall. 4. States the places where each type of rain fall is received. 5. Describe the formation of Relief rain fall. 6. Gives the processes that lead to the formation of Relief rain fall. 7. Mentions the districts that receive relief rain fall. 8. Mentions the sides of a mountain. | <p>The learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <ol style="list-style-type: none"> i) <i>Climate</i> ii) <i>Influence</i> iii) <i>Rain fall</i> iv) <i>Relief</i> v) <i>Convectional</i> vi) <i>Cyclonic</i> vii) <i>Formation</i> | <p>Climate</p> <ul style="list-style-type: none"> - Average weather condition of a place recorded for a long period of time. <p>How physical features influence climate</p> <ul style="list-style-type: none"> - Help in rain formation <p>Types of rain fall</p> <ul style="list-style-type: none"> - Relief rainfall - Convectional R/F - Cyclonic R/F <p>Relief rain fall</p> <ul style="list-style-type: none"> - It's received in Mountains areas <p>Processes</p> <ul style="list-style-type: none"> - Evaporation - Condensation <p>Districts in Uganda that receive relief rainfall</p> <ul style="list-style-type: none"> - Mbale - Kabale <p>Sides of a mountain</p> <ul style="list-style-type: none"> - Wind ward side - Rain shadow side | - Guided Discovery. | - Identifying areas that receive convectional rain fall. | - Observation. | - Text books - Charts. | - MK pupils book 4 page 20 - 21. | |
| | ii | | Formation of Convectional Rainfall | <p>The learner;</p> <ol style="list-style-type: none"> 1. Describes the formation of convectional rain fall. 2. Mention the areas which receive convectional rain fall. 3. Mention the process that leads to convectional rain fall. 4. Name the districts which receive convectional rain fall. | <p>The learner;</p> <p>Pronounces, spells and uses new words correctly.</p> <ol style="list-style-type: none"> i) <i>Transpiration</i> ii) <i>Vapour</i> iii) <i>Droplets</i> iv) <i>Convectional</i> | <p>Formation of Convectional R/F</p> <ul style="list-style-type: none"> - When the sun rays heat the water bodies, water raises in form of water vapour. <p>Areas which receive Convectional rainfall</p> <ul style="list-style-type: none"> - Water bodies e.g Lakes - Forest <p>Districts that receive Convectional R/F</p> <ul style="list-style-type: none"> - Mukono - Mayuge | - Guided discovery. | - Describing the formation of convectional rainfall. | - Effective communication - Critical thinking. | - Chart. | - MK pupils book 4 page 20. | |

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| | iii | | Cyclonic Rainfall | <p>The Learner;</p> <ol style="list-style-type: none"> States how Cyclonic rain fall is formed. Mentions the districts which receive Cyclonic rain fall. | <p>The Learner;</p> <p>Pronounces, spells and uses new words correctly.</p> <ol style="list-style-type: none"> <i>Cyclonic</i> <i>Frontal</i> <i>Nakapiripiriti</i> <i>Clouds</i> | <p>Cyclonic R/F</p> <ul style="list-style-type: none"> - It's received in flat areas. - It's formed when two air masses meet at the frontal line. - Warm air rises and condenses to form clouds which bring R/F. <p>Districts which receive Cyclonic Rain fall</p> <ul style="list-style-type: none"> - Moroto - Kotido <p>Ways of caring for physical features</p> | - Discussion. | - Describing the formation of cyclonic rain fall. | - Critical thinking. | - Chart. | - MK pupils book 4 page 21. | |
| | iv | VEGETATION | Types of Vegetation | <p>The Learner;</p> <ol style="list-style-type: none"> States the meaning of Vegetation. Mention the types of Vegetation. Name the components of vegetation. Give the meaning of natural vegetation. Name the examples of types of natural vegetation. Give the meaning of a forest. Mention the types of forests. Give the examples of trees in natural forests. Mention the examples of natural forest. | <p>The learner;</p> <p>Pronounces, spell and uses new words correctly.</p> <ol style="list-style-type: none"> <i>Vegetation</i> <i>Natural</i> <i>Plantation</i> <i>Savanna</i> <i>Montane</i> | <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 | - Guided Discussion. | - Comparing the natural vegetation and planted forest. | - Observation. | - Local environment. | - P.4 SST Syllabus Page 8. | |

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| | | | | | | <ul style="list-style-type: none"> - Mvule Examples of Natural forest <ul style="list-style-type: none"> - Mabira forest - Budongo forest | | | | | | |
| | V | | Plantation | <p>The learner;</p> <ol style="list-style-type: none"> 1. Give the meaning of plantation forest. 2. Give the examples of plantation forest. 3. Mention the tree species in Plantation forests. 4. Give the differences between natural and planted forests. 5. States the uses of forests to man. | <p>The Learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <p>i) <i>Eucalyptus</i> ii) <i>Pine</i> 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. | <p>Discussion.</p> <ul style="list-style-type: none"> - | <p>Visiting different vegetation areas near the school.</p> <ul style="list-style-type: none"> - | <p>Observation.</p> <ul style="list-style-type: none"> - | <p>Local Environment.</p> <ul style="list-style-type: none"> - | <ul style="list-style-type: none"> - MK book 4 page 12. | |
| 7 | i | | Types of wood | <p>The Learner;</p> <ol style="list-style-type: none"> 1. Names the types of wood. 2. Gives the uses of each types of wood. 3. Mentions the products got from each type. | <p>The Learner;</p> <p>Pronounces, spells and uses the new words correctly.</p> <p>i) <i>Soft</i> ii) <i>Wood</i> iii) <i>Hard</i> iv) <i>Plywood</i> v) <i>cupboard</i></p> | <p>Types of wood</p> <ul style="list-style-type: none"> - Hard wood - Soft wood <p>Hard wood</p> <ul style="list-style-type: none"> - Got from natural forests. <p>Uses of hard wood</p> <ul style="list-style-type: none"> - Used to make chairs | <p>Guided discovery.</p> <ul style="list-style-type: none"> - | <p>Mentioning types of woods.</p> <ul style="list-style-type: none"> - | <p>Creativity.</p> <ul style="list-style-type: none"> - | <p>Furniture.</p> <ul style="list-style-type: none"> - | <p>Comp Book.</p> <ul style="list-style-type: none"> - | |

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| | | | | | | <ul style="list-style-type: none"> - Used to make tables Products from Hardwood <ul style="list-style-type: none"> - Tables - Cup board Soft wood <ul style="list-style-type: none"> - Wood got from plantation forests. Uses of soft wood <ul style="list-style-type: none"> - For making Ply wood for making musical instruments Products from Soft wood <ul style="list-style-type: none"> - Rulers - Pencils - Ply wood | | | | | | |
| | ii | | Dangers of forests | <p>The Learner;</p> <ol style="list-style-type: none"> 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. | <p>The Learner;</p> <p>Pronounces, reads, writes and uses new words in sentences.</p> <ol style="list-style-type: none"> i) <i>Afforestation</i> ii) <i>Re-afforestation</i> iii) <i>Deforestation</i> iv) <i>Dangers</i> | Dangers of forest to man <ul style="list-style-type: none"> - Harbour dangerous animals - They are breeding places for disease vector Ways man destroys forests <ul style="list-style-type: none"> - Through deforestation - Through bush burning - Through industrialization Dangers of destroying forests <ul style="list-style-type: none"> - Leads to drought - Lads to soil erosion Ways of Conserving forests <ul style="list-style-type: none"> - By afforestation - By re-afforestation - Control bush burning Importance of conserving forests <ul style="list-style-type: none"> - Control drought - Control soil erosion | <ul style="list-style-type: none"> - Discovery | <ul style="list-style-type: none"> - Gives ways man destroys forests. | <ul style="list-style-type: none"> - Critical thinking. | <ul style="list-style-type: none"> - Text books. | <ul style="list-style-type: none"> - MK Pupils book 4 Page 12. | |

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| | iii | | 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. | |
| | iv | | 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 | - Discovery | - Naming the economic activities carried out | - Reading - Writing | - C/b illustration | - MK book 4 Page 141 | |

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| | | | | | | Economic activities carried out in Grasslands <ul style="list-style-type: none"> - Farming - Tourism Semi-arid areas <ul style="list-style-type: none"> - They are hot and dry. Examples of Semi-Arid districts <ul style="list-style-type: none"> - Nomadic pastoralism - Mining - Bee – Keeping | | | | | | |
| | V | | Nomadic Pastoralism | The learner; 1. Gives the meaning of pastoralism means. 2. States what nomadic pastoralism means. 3. Names the examples of pastoral tribes in Uganda. 4. Problems facing the Nomadic pastoralists. 5. Gives the solutions to problems | The Learner; Pronounces, spells and uses new words correctly. <i>i) Pastoralism</i> <i>ii) Valley</i> <i>iii) Dam</i> <i>iv) Cattle rusting</i> <i>v) Cross - breeding</i> | Pastoralism <ul style="list-style-type: none"> - Keeping of large herds of cattle as a cultural practice. Nomadic Pastoralism <ul style="list-style-type: none"> - Movement of nomads with their cattle from one place to another in search of water and pasture. Examples of Pastoral tribes in Uganda <ul style="list-style-type: none"> - Karimajong - Bahima Problems facing nomadic Pastoralists <ul style="list-style-type: none"> - Lack of enough water and Pasture - Pests and diseases Solution to the Problems <ul style="list-style-type: none"> - By digging valley dams - By vaccinating | - Guided discussion | <ul style="list-style-type: none"> - Mentioning pastoral tribes - Giving reasons why pastoral tribes move with their animals | - Writing | - C/b illustration | - MK P.5 book5 | |

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| 8 | i | | Caring for Vegetation | <p>he Learners;</p> <ol style="list-style-type: none">1. Mentions the ways of caring for vegetation.2. Gives the meaning of environment.3. Mentions the components of our environment.4. States the ways of protecting the environment.5. Gives the difference between environment and a homestead.6. Gives ways NEMA protects the environment. | <p>The Learner;</p> <p>Pronounces, Spells and uses new words in sentences correctly.</p> <p>i) <i>Caring</i></p> <p>ii) <i>Environment</i></p> <p>iii) <i>Homestead</i></p> | <p>Ways of caring for Vegetation</p> <p>-Watering them</p> <p>-Add manure</p> <p>-Trimming them</p> <p>Environment</p> <p>- Man’s surrounding</p> <p>Components of the environment</p> <p>-Vegetation</p> <p>-Water bodies</p> <p>Ways of protecting the environment</p> <p>-Through NEMA</p> <p>-Through Afforestation</p> <p>-Through re-afforestation</p> <p>Ways NEMA protects the environment</p> <p>-Through sensitizations</p> <p>-Through strict laws</p> | <p>- Discussion</p> | <p>- Trimming fences, flowers.</p> <p>- Slashing compound at school and home.</p> | <p>- Writing</p> <p>- Reading.</p> | <p>- Local Environment</p> | <p>- P.4 SST Syllabus</p> | |

Caring for Vegetation