**PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 1**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES** | **T/L AIDS** | **REF** | **REM** |
| **1** | **1**  **&**  **2** | **LIVING TOGETHER** | **LOCATION OF OUR DISTRICT** | By the end of the lesson, the learner:-   * Names his /her district. * States the neighbouring districts * Draws the map of his/her district showing divisions/ municipalities/counties. | * My district is Kampala /Wakiso. * Found near the shores of Lake Victoria. * Neighbouring districts are:-   Wakiso, Mukono, Mpigi,Luwero etc.   * A map of our district to be drawn. | * Children answer oral questions. * Children draw a map of their district showing divisions/ counties. | * A chart showing the map of your district | s.s.t syllabus pg 2  Fountain s.s.t Mk pps bk 4 pg 2  Monitor s.s.t bk 4 Atlas. |  |
| **2** |  |  |  | * Give the functions of the district. * Mention requests of people in the district. * Give a brief history of the district. | **Functions of the district**   * Administrative unit. * Creates employment. * Commercial centre. * Easy delivery of social services.   **Requests of people**   * Medical care * Education * Security * Transport * Communication * Piped water | * Answer oral and written questions about the given content. |  |  |  |
| **3** |  |  | **LOCATION OF OUR DISTRICTS.** | * Identify places e.g. * Compares rural and urban districts. | * Important places * District headquarters * Schools * Police stations * Health centres * Cultural centres * Cultural historical sites * Markets * Radio stations * Places of work | * Monitoring important places and where they are located. * Visiting those places. | * Pictures from text books * Charts. * Our environment | s.s.t syllabus page 2  mk primary s.s.t bk 4 pg 1 and 2. |  |
|  |  |  |  | * Names the instrument used to find direction. * Names the cardinal and semi- cardinal points. * Draws a compass and names directions. * States other ways of finding direction. | * A compass is used to show direction. * Cardinal points are main points of a compass. * Semi- cardinal points lie between cardinal points.   Cardinal points are  South, North, West, East,   * Semi cardinal points are SE,SW,NE,NW | * + Drawing and naming the compass points.   + Using bodily parts to locate directions.   + Using the sun and shadow to tell directions. | Body parts  Chart  Sun  shadows | s.s.t syllabus pg 2  primary s.s.t bk 4  pg 1 & 2. |  |
| **4** |  | **LOCATION** | **Maps and pictures.** | * Define s a map * Defines pictures * Draws pictures of maps. * Explains why signs &symbols are used on the map * State the important feature of the map. | * A map is a representation / drawing of an object as seen and drawn from above. * A picture is a drawing of an object as seen from all sides.   PicturesMap    Important features of a map   * + Key   + Scale   + Compass   + Title/ heading. | * + Drawing & naming the compass points   + Illustrate pictures of maps   + Mentioning important features on the map.   + Giving reasons why symbols are used on a map. | * + Charts   + Real objects e.g desks, tables, houses etc. | Mk pupils bk 4 pg 2 and 3 |  |
| **5** | **1** | **PHYSICAL FEATURES.** | **Physical features** | * + Defines physical   + Gives examples of physical features.   + Draw map symbols for physical features.   + States categories of physical features. | * Physical features are natural land forms of an area.   **Example[les**  **Drainage features**   * Rivers * Lakes * Oceans * Seas   **Relief features**   * Hills * Mountains * Plateau * Valleys * plains | * + Defining physical features.   + Drawing and naming map symbols   + Visiting some of the physical features in the neighbourhood. | Pictures from tect books. | s.s.t syllabus pg 5  Fountain s.s.t pg 10  Monitor  SSTpg 5. |  |
|  |  |  | **Influence of physical features on climate and animals** | * + Tells how physical features influence climate.   + Tells how physical features affect animal life | * A diagram showing the formation of relief rainfall.   **How physical features affect animal life.**   * Some provide water to animals. * Some provide shelter * Some provide food. | * + Telling how physical features affect climate | Charts  Text books | Mk bk 4 pg 21. |  |
|  |  |  | **Dangers of physical features / Uses of physical features.** | * + Give s dangers of physical features.   + Tells uses of physical features. | **Uses of physical affect animal life.**   * They attracttourists. * Some mts provide fertile soils for agriculture. * Some water bodies provide fishing grounds. * Some physical features act as hunting grounds. * Some are sources of minerals.   **Dangers**   * Mountains causes land slides. * Some physical features hide dangerous wild animals. * Some mountains erupt cause death. | Identifying dangers and uses of rainfall | A chart showing relief rainfall | s.s.t syllabus pg 5  Fountain sstpupil’s book 4 pg 10.  Mk standard sst ppls bk 4 pg 21 |  |
| **5** | **3**  **&**  **4** | **PHYSICAL FEATURES IN OUR DISTRICT** | **CARING FOR PHYSICAL FEATURES.** | * + Gives ways of caring for physical features.   + Names organizations that help to protect the physical features.   + Gives the activities of NEMA and NFA. | **Ways of protecting the environment.**   * Avoid pollution * Avoid swamp drainage * Laws against environmental degradation should be put in place. * Avoid over cultivation on mountain slopes.   **Organizations**   * NEMA * NFA   **Activities of NEMA &NFA**.   * Educate the public on the values of environment. * Educate the public on the dangers of environmental degradation. * Educate the public on the dangers of encroachment. | * + Listening ways of protecting physical features.   + Writing NEMA &NFA in full. | * + Text books   + Charts in the classroom. | s.s.t syllabus  pg 5  Teacher’s collection. |  |
|  |  | **WEATHER** | **Elements of weather** | * + Defines weather.   + Tells elements of weather.   + Describes people who study about weather conditions.   + Names the main meteorological centre. | Weather is the condition of the atmosphere at a given time in a given place.  Elements / factors/ weather makers.   * + Rainfall   + Temperature   + Wind   + Sunshine   + Air pressure   + Cloud cover   + Humidity   + Entebbe – main meteorological centre. | Defining weather   * + Telling the elements of weather | A weather  Chart  Environment. |  |  |
| **6** | **1** | **Weather** | **Temperature** | * + Defines temperature.   + Tells how temperature is measured   + Names types of thermometers.   + Identifies liquids used in thermometers. | * Temperature is the hotness or coldness of a place or an object. * Temperature is measured in degress. * Thermometer is an instrument that is used to measure temp.   **Types of thermometer**   * Six’s thermometer minimum & maximum thermometer. * Clinical thermometer liquid is used in thermometers * Mercury * Alcohol | * + Defining temperature   + Naming the instruments that measure   + Identifying liquids used in thermometer.   + Naming types of thermometer. | * + Pictures from text bks   + Environment   + Charts | Mk bk 4  Pg 27 |  |
|  | **2**  **&**  **3**  **&**  **4** |  | **Sun shine & rain fall** | * + Defines sunshine rainfall.   + Tells how sunshine& rainfall are measured.   + States the uses of sunshine & rainfall.   + Gives dangers of sunshine and rainfall.   + Draws sunshine recorder and rain gauge.   + Identifying processes that help in the formation of rainfall. | * Suns shine is the sun’s heat energy received on the earth’s surface. * Rainfall is the amount of rain that falls in a certain area at a given time   **Weather instruments**  Sun shine – sunshine recorder  Rain fall – Rain gauge  **Uses of sunshine**   * Dries clothes & crops * Solar energy productionetc   **Uses of rainfall**   * Softens the ground for easy cultivation. * Main source of water etc.   **Dangers of sun shine**   * Too much sun shine spoils our crops etc   **Dangers of rainfall**   * Land slides * Floods * Death etc.   **Processes**   * Evaporation * Transpiration * Condensation | * + Defining sunshine and rainfall.   + Drawing   + Observing | Charts  Text books | Mk sst bk 4 pg 29 and 22. |  |
| **7** | **1** |  | **Types of rainfall and their formation.** | * + Identifies the types of rainfall.   + Describes the formation of rain fall | **Types of rainfall**   * Relief rainfall * Convectional rainfall. * Cyclonic rainfall   **Formation**   * Relief rainfall is formed and received in highlands. * Convectional rain fall is received around water bodies and forests. * Cyclonic – formed and received in plains | * + Identifying types of rainfall.   + Describing the formation of rainfall | Charts  Text books | Mk primary sst bk 4 pg 20. |  |
|  | **2** |  | **Measuring rainfall** | * + Tells units for measuring rainfall.   + Draws a rain gauge | * Rainfall is measured in millimeters. * Rain gauge is used to measure rainfall | * + Telling units for measuring rain fall.   + Drawing a rain gauge | Charts  Text books | Mk primary sst bk 4 pg 22. |  |
|  | **3 &**  **4** | **WEATHER** | **WIND** | * + Defines wind   + Tells types of wind   + Uses of wind   + Dangers of wind | Wind is moving air.  **Types of wind**   * Galley wind * Hurricane wind * Land and sea breezes.   **Uses of wind**   * For winnowing * Formation of rainfall * Moves boats * Pollinates flowers * Dries away bad smell   **Dangers of wind**  Too much wind;   * Force boats to capsize * Speeds up spread of diseases * Pollutes the atmosphere. * Leads to soil erosion * Blows roofs off our houses. | * + Defining wind   + Telling types of wind   + Mentioning uses and dangers of wind. | Pictures from  text bks | Km bk 4 pg 26 |  |
| **8** | **1** | **WEATHER** | **Instruments for measuring wind** | * + Identifies weather instruments for measuring wind   + Draws and names weather instruments for wind | * Wind vane –wind direction * Wind sock- strength of wind/ direction * Anemometer – wind speed | Identifying instruments for measuring wind  Visiting a weather station drawing | Charts | Mk bk 4 pg 25 |  |
|  | **2** | **WEATHER** | **Clouds** | * + Defines clouds   + Tells types of clouds.   + Tells importance and dangers of clouds. | Clouds are droplets of water vapour which keep floating in the atmosphere  **Types of clouds**   * Nimbus * Cirrus * Stratus * Cumulus * Cumulo- nimbus   **Importance of clouds.**   * Keep earth warm etc.   **Dangers**   * Cause rushing of aero planes * Heavy storms etc. | * + Defining clouds   + Telling types of clouds   + Telling importance and dangers of clouds. | Pictures from text bks | Mk primary s.s.t ppls bk 4 pg. 17 |  |
|  | **3** | **WEATHER** | **Influence of weather on people’s activities** | * + Gives ways how weather affects people’s activities | * Farming * Too much rainfall can destroy crops * Dressing \* People in hot areas put on light clothes while those in cold areas put on heavy clothes. * People who work in open areas are affected by sunshine and rainfall. | Giving ways & weather affects people’s activities | Text books |  |  |
|  | **4** |  | **Stevenson screen** | * + Defines a Stevenson screen.   + Draws a Stevenson screen.   + Identifies weather instruments kept in a Stevenson screen | * A wooden box / structure for keeping delicate weather instruments * Thermometers * Barometer * Hygrometer | * + Drawing   + Defining Stevenson screen.   + Identifying | Chart pictures from text books | Mk sst bk 4 pg 33. |  |
| **9** | **1** | **WEATHER** | **Seasons and corresponding activities** | * + Defines seasons   + Identifies the period& seasons last.   + Tells the number of seasons in a year.   + Tells activities done in each season by farmers. | * Seasons are period of time in a year when the conditions are experienced. * Seasons usually last for 3-4 months. * Two seasons are experienced in our district i.e. wet season and dry season   **Activities done**   * Dry season * Harvesting ready crops * Drying yields * Ploughing 9 preparing land. * Seed storing * Repairing machines.   **Wet season**   * Planting ,spraying, weeding, prunning | * + Defining seasons   + Identifying seasons.   + Telling activities done | Text books | Mk bk 4 pg 34 - 35 |  |
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**PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES** | **T/L AIDS** | **REF** | **REM** |
| **1** | **1**  **&**  **5** | **VEGETATION IN OUR DISRITCT** | **VEGETATION** | * Learners explain the term vegetation. * State different kinds of vegetation * Mention uses of vegetation. * State human activities that affect vegetation. * Outline ways of caring for vegetation | Vegetation is the plant cover of an area.  **Kinds of vegetation**   * Forest * Swamps * Bushes * Crops grass   Uses of vegetation   * Source of herbs * Sources of fire wood * Sources of food * Helps in rainfall formation. * Improves soil fertility * Helps to control soil erosion * Provides grass for thatching houses. * Provides electric poles etc.   **How people affect vegetation.**   * Through bush burning * Through over grazing. * Through afforestation. * Through deforestation. * Through over cultivation. * Through pollution. * Through construction of roads. * Through building houses * Through industrialization   **Ways of caring for vegetation.**   * A void pollution * Practice afforestation and re-afforestation * Watering vegetation * Treaming * Fencing * Mulching * A void bush burning | * Explaining the term vegetation. * Stating the kinds of vegetation. * Stating human activities that affect vegetation. * Outlining was of caring for vegetation. | * Our environment | Fountain primary s.s.t for Uganda bk 4 pg 18 |  |
| **2** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **The stone age** | * Tell what stone age is * Outline the stages of Stone Age. * State the important discoveries in each stage. * Draw some tools used by early man. * Define archeology * Tell how archeology is done. * How they got their food and the food they ate. * Define Stone Age sites. * Name the different Stone Age sites. | Stone age is the period when early man used stone tools.  Stages.   * Early stone age / old * The middle stone age * The new Stone Age / late stone age period.   **Old stone age.**  Needs of man in this stage.   1. Shelter 2. Food   **Tools used**   * Hand axe * Bolas * Pits and holes * Sharp pointed sticks.   **Milled stone age.**   * Discoveries include. * Fire, skins and leaves, pots buried the dead, tools where made better.   New / late stone age   * Built huts * Tools made better * Iron * Drawing and painting e.g. in Nyero Rock paintings.   **The iron age.**   * Tools * To be drawn * Archeology is the digging out and study about the remains of early man. * Excavation is done in places where early man died.   Ways food was got.  Examples of food eaten by early man e.g.   * Raw meat * Some plant leaves * Some insects. * Delicious roots and stems. * honey etc.   Stone age sites are places where man is believed to have lived.  **Examples of stone age sites**   * Parara * Luzira * Magosi | * Defining different terms. * Drawing Stone Age period. * Mention the different discoveries in different Stone Age stages. * Give the different Stone Age sites. * Use a map to observe where Stone Age sites are located. | A amp showing stone age sites in Uganda | Atlas  New primary s.s.t P.4 pg 29. |  |
| **3** | **1 to 5** |  | **Ethnic groups** | * Different ethnic groups. * Tell the major ethnic groups in Uganda. * Tell their movement patterns of ethnic groups * Causes of ethnic migrations * Outline the factors that influence the settlement patterns of ethnic groups * Name the different ethnic groups * Legends told by different ethnic groups. | An ethnic group is a group of people with the same origin and speak almost the same language.  Examples of ethnic groups.   * Bantu * Nilotics * NiloHamites * Describe the movement * Patterns of the ethnic groups.   Causes of ethnic groups migration.   * Over population * Shortage of land * Drought * Civil wars. * Epidemic diseases etc.   **Factors that influence the settlement patterns.**   * Soil fertility * Rainfall * Security * Jobs * Vegetation * Climate   **Major economic activities**  **Bantu**   * Farming   **Nilotics**   * Pastoralism   Nilo HAMITES.   * Pastoralism   **Hamites**   * pastoralism | * Stating factors that influence the settlement patterns. * Stating the major economic activities carried out by different ethnic groups. |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT** | **Ethnic groups.** |  | * Tribes found in different ethnic groups.   **Bantu**   * Baganda * Bakiga * Basoga * Banyankole etc.   Nilotics   * Acholi * Alur * Lugbar * Japadholas   **NiloHamites.**   * Karimojong * Sebei * Kumam   **Hamites**   * Bahima * Batutsi   Legends told by different ethnic groups.  Bantu   * Kintu and Nambi * Isaza and Nyamiyonga * Njabala * Mundu and Sera (the first Mugishu   **Nilotics**   * The spear and the bead. | * Mention tribes found in different ethnic group[s. * Tell some legends told by different ethnic groups. | * do - | * do - |  |
| **4** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **Economic activities** | * explain what economic activities are * outline the different economic activities carried out in our district * Define commercial centers. | These are activities done by people to get Money.  Examples  Modern   * Trade * Office work * Teaching * Nursing etc. | State the importance of economic activities   * List the social activities in our district |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT** | **Economic activities** | * Problems faced by people in carrying economic activities * Outline the different social activities in our district. * Factors contributing to people’s way of life. * Tell the importance of economic activities * Outline the importance of social activities. | **Traditional**   * Pottery * Fishing * Farming * Craft making * Black smithing * Brick making   Problems faced by people in carrying out economic activities   * Thieves * Insecurity * Diseases. * Poor health * Poor transport * Lack of enough skills * Climate / weather changes. * Laziness of people * Poverty * Unstable prices of commodities. | * State the importance of social activities. * State the factors contributing to people’s way of life. |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT** | **Economic**  **activities** |  | Importance of economic activities   * Help people to get Money. * Create employment * Promote unity * They break boredom * They impart life skills among people.   **Social activities in our district.**   * Introduction in Marriage. * Wedding * Naming of children * Circumcision * Burial of the dead * Initiation of children. * Entertainment. * Dressing. |  |  |  |  |
| **5** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **Social activities** | * Factors contributing to people’s way of life. * Outline the importance of socialactivities. * States factors contributing to people’s way of life. * Defining commercial centres. * States examples of commercial centres. | **Importance of social activities.**   * They keep different families together. * They promote culture e.g. feeding, dressing, language. * Unite people. * They promote acceptable behavior. * Promote working together. * Strengthen family, clan norms.   Factors contributing to people’s way of life.   * Work * Availability of food * Security * Education * Diseases * Un employment * Poverty * Trade * Transport * Communication * Commercial centres.   These are places where most economic activities take places.  **Examples of commercial centres.**   * Big markets * Banks * Hospital schools * Industries etc. | * Mentioning the importance of social activities. * Naming factors contributing to people’s way of life. * Stating factors contributing to people’s way of life. * Defining commercial centres. * Giving different examples of commercial centres. |  |  |  |

**PRIMARY FOUR SOCIAL STUDIES SCHEME OF WORK TERM 3**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES** | **T/L AIDS** | **REF** | **REM** |
| **1** | **1**  **&**  **5** | **OUR LEADERS IN THE DISTRICT** | **DISTRICT LEADERSHIP** | * Learners defined decentralisation. * Define by – laws. * Tell who heads a district both civic and political. * Give the types of leaders and their examples. * State the members that make up the district council. * Outline the different heads of departments and their roles. * Give the qualities of a good leader. * Outline ways people acquire leadership. * Mention the people’s responsibilities in our district. | * Division of power between the central and local government. * By- laws: These are laws made and passed by the local government. * The political heads is the chairperson LCV. * Civic head – is the chief administrative officer (C.A.O).   **TYPES OF LEADERS.**   * Appointed leaders. * Elected leaders. * Cultural leaders. * Religious leaders. * Voluntary leaders (appointed by the district service commission)   Members that make up the district local council   * Chair person. * Sub-country councilors. * 2 youth councilors * 2 councilors for the disabled.   **Different departments and their roles.**   * District chairperson (LCV) * District speaker. * CEO * DDE * DVO * DPC * RDC * DFO   **Qualities of a good leader.**   * Ability * Kindness. * Approachable * Tolerant * Understanding * Operative * Confident * Responsible * Careful   **How people acquire leadership**   * By appointment * Through inheritance * By voluntarism   **People’s rights in a district**   * Aright to food. * A right to education. * Aright to security * Aright to medical care. * Aright to privacy * Aright to get information * A right to movement * Aright to association * Aright to work * Aright to fair judgment etc.   **Responsibilities of people in our district.**   * Obeying laws. * Participating in community work. * Reporting wrong doers. * Participating in making laws. * Maintaining proper activities. * Involving in proper activities. * Helping and caring for others. * Caring for the sick etc. | * Define terms. * Give types of leaders. * Give the members that make up the district council. * Group leaders in our district. * Describe and draw the political and civic administrative structures. * Role play L.C.I meeting. * Identify names of leaders in the district. * Role playing election * Singing patriotic songs. * Drawing election * Modeling of ballot papers. * Demonstrate campaigning by prefects. * Give qualities of a good leader. * Give people’s rights in a district * Suggesting people’s responsibilities in the district. | * A chart showing the a map of your district | SST syllabus pg. 2  Fountain s.s.t Mk ppls bk 4 pg. 2  Trs. SST bk. 4 Atlas. |  |
| **2** | **1 to 5** |  | **How law and order is kept in our district** | * Give the group that provides security. * State the name of Uganda’s Army. * Mention departments of the police and their duties. * The head of the police force in Uganda. * Give the ministry in which the police and Army belong. * State functions of the police. * Give the functions of the prisons. | **Groups that provide security**   * Police * Army * Private security guards. * Prisons * Local council * Uganda’s army in Uganda. * People defence forces.   **Departments of the police**   * CID * Anti-Riot police. * Radio and signal section. * Passport section. * Dog section. * Fire brigade. * General Duty Section. * Patrol section. * Traffic police * Police Anti-terrorism unit. * Head of the police is lieutenant general Kale Kayihura.   (Inspector General of police)   * The police is under the ministry of internal affairs. * The Army is under the ministry of defence.   **Functions of the police**   * It investigates on crimes. * Stops riots. * Puts out fire * Locates lost and crushed planes. * Arrest wrong does * Protects people and their property.   **Functions of the prisons.**   * They transform law breakers in to law abiding citizens. * They keep law breakers away from the public. * They teach prisoners skills e.g. carpentry. * The commissioner of prisons in Uganda is Mr. Johnson Byabashaija. * The prisons are under the ministry of internal affairs. | * Give the security organs in our district. * Demonstrate duties of the police departments. * Mention the leaders of police force and prisons. * Give the functions of the police and prisons * Give the ministry that takes the police, prisons and the Army. |  |  | Mk standard SST book 4 pg. 63. |
| **3** | **1 to 5** | **How to meet people’s needs** | **Social services** | * Explain what social services are. * Give examples of social services. * Outline problems people faces in trying to satisfy their needs. * Mention solutions to the problems. * Explain what social services are. * State ways of caring for social services. | **Social services.**   * These are benefits given to people to live a good life.   **Groups of people who provide social services.**   * Government * Local leaders * Doctors / medical workers * Teachers. * Veterinary officers. * Farmers. * Bankers. * Carpenters. * Security organs. * Parents. * Shop keepers.   **Examples of social services.**   * Education services. * Medical services. * Security services * Transport services. * Water services. * Banking services * Road maintenance * Postal and communication services.   **Problems faced by people in meeting their needs.**   * Embezzlement * Poverty * bad weather * Shortage of food. * Theft * Corruption * Irresponsibility * Laziness * Over population * Accidents * Diseases * Insecurity.   **Solutions**   * Creating employment opportunities for young people. * Providing education on methods of producing more quality food. * Providing medical services. * Controlling population growth. * Introducing group farming * Fight against corruption.   **Social services centres.**  These are places where social services can be got.  **Examples**   * Schools * Health centres * Banks * Markets * Places of worship. * Police stations * Post offices * Public offices.   **Ways of caring for social service centres.**   * Respecting people who care for social services. * Avoid misuse of public office. * Mobilizing communities. * Cleaning social service cenres. | * Define social services. * Give examples of social services * Mention groups of people who provided social services. * Draw different social services centres. * Visiting some social services centres. * Matching social service. * Discussing ways and means of reducing poverty * Visiting any nearly services centre observe and record services. * Suggesting things that destroy our social services centres. | Text books social services centres in our environment | Monitor s.s.t pupils bk 4 Pg. 50 – 59  Fountain S.S.T bk 4  Primary s.s.t Uganda bk 4 pg. 58 |  |
| **4** | **1 to 5** | **How to meet people’s needs in our district** | **Sources of revenue in providing social services.** | * Explain what revenue is. * Outline sources of revenue. * Name the body responsible for the collection of revenue in the country. * Biggest source of the government revenue. * Lasted source of foreign exchange for the country. | **REVENUE**  Revenue is money for the government.  **Sources of government revenue**   * Takes * Loans * Grants * Tourism * Profit from its companies. * Donations. * Court fines.   The body responsible for collection of revenue in the country is Uganda  Revenue Authority | * Define revenue * Give the sources of revenue * Write URA in full * Give Uganda’s major export | Our environment | Teacher’s collection |  |

**PRIMARY FOUR I.R.E SCHEMES OF WORK TERM 1**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES** | **T/L AIDS** | **METHODS** | **REM** |
| **1** | **1**  **&**  **3** | **TAWHID** | **Prophet / messenger** | By the end of the lesson, the learner:-   * Describes a prophet/ messenger. * Names the twelve messengers of Allah * Tells duties of prophets. * Identifies the great prophets. * Identifies the qualities of a prophet | * A prophet is any body who receives messeges/ instructions directly from Allah. * Categories.   Adam  Mohammad  Committed Isa.   * Great ones   Musa  Dauda  Isa  mohammad   * Duties of prophets. * Preach Islam public * Warn people against doing evil * Bring messages from Allah. * Qualities of a prophet * Trustworthy and of a sound mind. * Good behavior * Protected from evil actions | * Naming prophets.. * Dramatizing * Role play * Doing a given exercise * Recitinghadeeth. | * Illustrations | Story telling |  |
|  |  | **PRACTICE** | **Dress for prayer.** | * Tells the proper dress code. * Identifies the qualities of a good dressing for prayer. * Gives reasons Muslims should observes proper dress code. | Qualities  Dress must be:-   * Clean, free from dust. * Cover all private parts (Man – from navel to knees) * Ladies whole body except palms and face * Importance-protect the attention of the rest. | * Dramatizing * Doing an exercise. | Real dress code e.g. veils, Kanzus | Story telling role play | Mk bk |
|  |  | **HIDITH** | **Impurities in Islam** | * Defines impurities. * Names the impurities. | Impurities are unclean things which should not be eaten or which should be cleared from bodies and dress.   * Faces – Nose of a dog * Pork – Blood * Vomits * Urine * Alcohol   Hadith , prophet forbid Muslims from taking alcohol of be involved in any activity involving alcohol, | * Naming impurities through answering oral questions. * Doing a given exercise. * dramatizing | Illustration | * story telling * discovery * group learning |  |
|  |  | **HISTORY OF ISLAM** | **Early converts in Islam** | * Defines a convert. * Narrates the suffering of the prophet and early converts. * Gives reasons why meccans rejected Islam. | A convert is a person who has changed to another religion  **Early converts.**   * Khadijah * Abubaker * Ali * Zaidi   Sufferings   * Mud and stones thrown to Prophet Muhammad. * Thorns laid in his path. * Beating up / imprisonment / death. | * Demonstrate facts. * Doing a given exercise. | Chalkboard illustration. | * Discovery * Group learning |  |

**PRIMARY FOUR I.R.E SCHEMES OF WORK TERM 2**

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|  | **1** | **TAWHID**  **(FAITH )** | **Worship** | * Describe the acts of worship in Islam. * Identify acts of worship in other religions. | * Acts of worship in Islam. * Acts of worship in other religions i.e. Christianity Bahism, Hinhusm, Judaism,sikhism | * Story telling * Illustration | * Role play * Reciting * Written exercise | Illustration | Mk pupils book pg 186-196 |
|  | **2** | **FIGH**  **(practice)** | **Ratio of zakat** | * Mention the Nisaab (ratio) of zakat payable on different items. | * Nisaab (ration) on different items | * Do - | * Do - | * Do - | Mk upils bk pg  197-201 |
|  | **1 to2** | **HADITH AND MORAL TEACHINGS** | **Uprightness and adolescence** | * Mention 2 traditions regarding importance of up rightness in Islam. * Tell the meaning contained in the traditions. * Tell the meaning of adolescence. | Two traditions of the Holy prophet (PRUH) regarding importance of uprightness in Islam.   * Meaning of uprightness. * A adolescence body and emotional changes for boys and girls. | * Story telling * Illustration | * Doing a given exercise. * Reciting Hadith | * Do - | Mk pupils book pg 201-206 |
|  | **1 to 2** | **HISTORY OF ISLAM** | **Islam in Uganda** | * Describe Islam under Mutesa I * Narrate religious wars of 1888-1893. | * Islam under Mutesa I.C The Golden Age) * Religious wars in Buganda. | * Story telling * Illustration | Doing a given exercise | Illustration. | Mk pupils bk pg 207-216 |
|  | **1 to 2** | **TAWHIID**  **(FAITH )** | **Sin , kufr and shirk** | * Define sin and give examples. * Define paganism (kufr) and polytheism (shirk) * State the origin of shirk and it’s types. | * Definition of sin and examples. * Definition of kufr and polytheism (shirk) | * Story telling * Discussion * Question and answer illustration. | * Writing notes * Role play | Text book illustration | Mk pupils bk pg 221-230 |
|  | **1 to 2** | **PRACTICE** | **Recipients of zakat** | * Categories of zakat recipients. * Tell importance of this classification | Categorization ( the rightful recipients of zakat) | * Do - | * Do - | * Do - | Mk pupils book pg 231- 236. |
|  |  | **HADITH AND MORAL TEACHINGS** | **Hygiene charity and wealth** | * Mention one tradition regarding hygiene. * Mention two traditions regarding zakat and charity (sadaqa) * Tell the meaning of hygiene and how it should be observed. * Mention two traditions regarding hard work and wealth. * Tell the meaning of the above tradition. | * One tradition of the Holy prophet (PBUH) regarding hygiene. * Two traditions of the prophet (PBUH) regarding zakat and charity. (sadaqa) * Two traditions regarding hardworking and wealth. * Meaning of the above traditions * Hygiene and how adolescents should observe hygiene. | * Story telling * Discussion * Questions and answer * illustration | Doing | Illustration | Mk pupils book pg 237-245 |
|  | **1 to 2** | **HISTORY OF**  **ISLAM** | **Spread of Islam in** | * Explain the spread of Islam outside Buganda. * Describe the colonial policy towards Islam * Describe in Uganda. | * Spread of Islam outside Buganda. * Colonial policy * Colonial policy towards Islam. * Impact of Islam in Uganda. | * Story telling * Illustration | * Illustration * Writing notes. | * Do - | Mk pupils book pg 246-257. |