

P4 SOCIAL STUDIES TERM II - III 2024

W K	P D	THE ME	TOP IC	SUB- TOPIC	SUB- COMPETENCES	LANGUAGE COMPETENCE	CONTENT	METHODS	INST-ACT	INST- MAT	LIFE SKILLS & VALUES	REF
1	1		living together in our district	Vegetation in our district	Types of vegetation Examples of natural vegetation	The learner; Defines vegetation -Mentions the types of vegetation Identifies the examples of natural vegetation	<u>Vegetation</u> <ul style="list-style-type: none"> Defining vegetation Stating types of vegetation Defining natural and planted vegetation Uses of swamps Examples of raw materials got from swamps. 	<ul style="list-style-type: none"> Question and answer Guided discussion Guided discovery 	Defining vegetation Mentioning types of vegetation Identifying raw materials got from swamps.	Drawn wall chart showing types of vegetation Pictures from pupils SST text books 4 page 20-22	Creativity Critical thinking. Caring appreciation	Mk standard SST pupils book 4 Ne fountain SST book 6
	2			Importance of swamps Caring for swamps	Mentions the importance of swamps to people. Mentions different ways of caring for swamps.	The learner spells and makes sentences related to vegetation	Stating the importance of swamps. Mentions the ways of caring swamps.	Question and answer Guided discussion	Mentioning the importance of swamps to people. Discussing different ways of caring for		Sharing appreciation respect effective communication	
	3 & 4				Natural forest Examples of natural forest Characteristics of natural forests.	The learner; Defines natural forests. Giving examples of natural forests. Mentions the characteristics of natural forests.	Spells and pronounces words correctly.	Defining natural forests. Giving examples of natural forests. Mentioning characteristics of natural forests Naming types of wood got from natural fores.	Observation Questions and answer. Guided discussion.	Answering oral questions Doing written exercise.	Flash cards	
W K	P D	The me	TOP IC	SUB- TOPIC	SUB- COMPETENCES	LANGUAGE COMPETENCE	CONTENT	METHODS	INST-ACT	INST- MAT	LIFE SKILLS &	REF

	Mk Standard SST pupils book 4 page 28-29										
	VALUES			Effective communication Cooperation Sharing Respect							
	Appreciation Love Care Effective communication										
	Flash cards			Picture from pupils book 4							
	Answering oral question. Doing written exercise.			Discussing the types of savanna. Doing written exercise							
	Observation Questions and answer.			Question and answer. Guided discovery Guided discussion							
	Mentions types of vegetation that covers the biggest part of Uganda. Writing the tree species in natural forests			Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery Guided discussion							
				Question and answer. Guided discovery							

K	D	me	IC	TOPIC	COMPETENCES	COMPETENCE				MAT		
5	1	Living together in our district	People of our district	Examples of tools used by the early man. Importance of each tool.	The learner; Gives the importance tools used by early man. Draws the examples of tools used by early man.	Spells, reads and pronounces words correctly.	Drawing tools used by early man. Stating the importance of each tool used by early man.	Guided discussion. Guided discovery Questions and answer.	Discussing stone age period. Doing written exercise	Drawn wall chart showing tool used by early man.	Self awareness Effective communication Respect Care Appreciation	New foundation SST book 6
	2			Importance of fire to the early man. Uses of a dog to early man. Other animals tamed by early man.	The learner; Mentions the importance of fire to early man. Tells the uses of early man Gives examples of animals tamed by	The learner; <ul style="list-style-type: none"> Spells, reads, and pronounces words correctly. 	<ul style="list-style-type: none"> Importance of fire to early man. Uses of a dog to early man. Other animals tamed by early man. 		Discussing the importance of fire to early man. Doing written exercise.	Picture from pupils text books SST	<ul style="list-style-type: none"> Effective communication Guided discussion love Care 	Mk standard sst book 4
	3			Stone age sites Items found in stone age sites Importance of stone sites	The learner; Mentions Stone age sites Identifies items found in stage age sites. Mentions the importance sites.	The learner; Pronounces reads and spells the given vocabulary correctly.	Stone age sites. Items found in stone age sites. Importance of the stone age sites.	Question and answer.	Identifying items found in stone age sites. Discussing the importance of stone age sites.			
W	P	The	TOP	SUB-	SUB-	LANGUAGE	CONTENT	METHODS	INST-ACT	INST-	LIFE SKILLS	REF

K	D	me	IC	TOPIC	COMPETENCES	COMPETENCE				MAT	& VALUES	
		Living together in our district		A museum Items kept in the museum Importance of Uganda museum	<p>The learner;</p> <p>Spells, reads, and makes sentences related to people in our district.</p>	<p>Defining a museum</p> <ul style="list-style-type: none"> - Stating items used found in the museum. - Importance of a museum in Uganda. - Mentioning the district in which the Uganda's museum. 	<p>Question and answer</p> <p>Guided discovery</p>	<p>Defining a museum.</p> <p>Discussing items found in the Uganda museum.</p> <p>Mentioning the importance of a museum to a country</p>		<p>Drawn wall chart showing items found in the museum</p>	<p>Effective communication Sharing Appreciation, love, care</p>	Mk Standard sst pupils book 6
	2 & 4			Ethnic groups in our districts Major characteristics of ethnic groups. Examples of tribes under	<p>The learner;</p> <p>Defines ethnic groups.</p> <p>Identifies characteristics of ethnic groups.</p> <p>Mentions examples of tribes under ethnic groups.</p>	<p>Make sentences related to ethnic groups.</p>	<p>Definition of ethnic group.</p> <p>Characteristics of ethnic groups.</p> <p>Examples of ethnic groups.</p> <p>Examples of tribes under ethnic groups.</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Story telling.</p>	<p>Defining ethnic group.</p> <p>Discussing the characteristics of ethnic groups.</p>	Flash card		Mk standard SST pupils book New foundation SST book 6
				Reasons for the ethnic migration Problems faced during ethnic migration Results of the ethnic migration	<p>The learner</p> <p>Mentions the reasons for the ethnic migration</p> <p>Tells problems faced by the ethnic groups during their migration</p> <p>Mentions the effects of the ethnic migration</p>	<p>The learner:</p> <p>Pronounces, spells and reads words correctly.</p> <p>Makes sentences related to ethnic groups.</p>	<p>Reasons for ethnic migration</p> <p>Problems faced by ethnic groups during their migration.</p> <p>Effects of ethnic migration.</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer</p> <p>Story telling.</p>	<p>Discussing reasons for ethnic migration.</p> <p>Discussing effects of ethnic migration</p>	<p>Drawn wall chart showing ethnic groups.</p>		
W	P	The	TOP	SUB-	SUB-	LANGUAGE	CONTENT	METHODS	INST-ACT	INST-	LIFE SKILLS	REF

K		D	me	IC	TOPIC	COMPETENCES	COMPETENCE				MAT	& VALUES	
7	1	Living together in our district			People of our district	Kingdoms and chiefdoms	The learner; Defines kingdom and chiefdoms Gives examples of kingdoms and their cultural leaders.	Spells, reads and pronounces words correctly.	Kingdoms and chiefdoms. Examples of kingdoms and their cultural leaders. Examples of areas ruled by chiefdoms.	Guided discovery Guided discussion Question and answer Story telling.	Defining kingdoms and chiefdoms. Discussin g cultural leaders Doing written exercise	Drawn wall charts showing kingdoms and chiefdoms	Effective communication Sharing Appreciation, love, care
	2					Legends Lessons learnt from different legends.	The learner; Spells, reads, and pronounces the given words correctly.	The learner; Defines what is meant by legends. Mentions lessons learnt from each legend.	Defining legends. Lessons learnt from each legends. How other kings became leaders.	Guided discovery Story telling.	Defining legends Discussin g lessons learnt from each legend.	Pictures from pupils book 4	Appreciation Care Respect
	3					Social set up of people in our district.	The learner Pronounces, reads and spells words correctly.	The learner tells the social set up of clan. Mentions the duties of clan head	Social set up of people in our district. Out lining the clan forms. Duties of clan heads. Importance of a clan.	Question and answer. Story telling. Guided discovery,	Doing written exercise		
	4					Migration in our district. Types of migration Reasons why people	The learner Defines what is meant by migration Mentions the types of migration in our district Causes of rural urban migration	Spells, writes and makes sentences related to people of our district.	Defining migration. - Types of migration - Urban rural migration - Rural –rural migration - Urban – urban migration - Causes of urban migration.	Question and answer Guided discussion. Story telling.	Defining migration Discussin g why people rural-urban migration Doing written exercise.	Flash cards	Effective communication Respect Care Appreciation
W	P	The	TOP	SUB-	SUB-	LANGUAGE	CONTENT	METHODS	INST-ACT	INST-	LIFE SKILLS	REF	

		& VALUES	MAT			COMPETENCE	COMPETENCES	TOPIC	IC	me	D	K
		Self awareness Effective communication	Pictures from pupils text book 4	Discussing population terminologies Mentioning problems caused by high population	Story telling. Question and answer Guided discussion	<ul style="list-style-type: none">- Population terminology- Factors that lead to high population- Problems caused by high population- Importance of high population.	The learner defines population Mentions some population terminologies Identifies problems caused by high population	Population terminology Factors that leads to high population Problems caused by high population	People of our district	Living together in our district		
		Respect Love Care Self awareness	Drawn wall chart showing population growth, spars.	Doing written exercise. Discussing factors that leads to sparse population.	Guided discussion Question and answer Story telling. Group work	Defining sparse population Stating factors that led to sparse population in an area. Mentioning advantages and disadvantages of sparse population. Defining population censuses Terms used in population census.	The learner; Defines sparse population. Discusses factors that led to sparse population Mentions that advantages of sparse population	Sparse population Factors that led to sparse population Advantages of sparse population		1		
				Discussing the information during population census.	Brain storming Question and answer.	Information collected during population census. Reasons for carrying out population census Ways to control population growth	The learner; Tells the information collected during the population census. Mentions why government carryout population census Tells ways to control population growth.	Information collected during population. Why the government carryout population census. Ways to control population growth.		2		
REF	Mk. Standard SST book 4. New fountain SST book 6	LIFE SKILLS	INST-	INST-ACT	METHODS	CONTENT	LANGUAGE	SUB-	TOP	The	P	W

K	D	me	IC	TOPIC	COMPETENCES	COMPETENCE				MAT	& VALUES	
8	3	Living together in our district	People of our district	Economic activities in our district.	The learner; Spells, reads and writes the given words correctly.	The learner Defines economic activities. Mentions economic activities carried out in our district.	Defining economic activities Economic activities carried out in our district. Problems facing economic activities like; i) fishing ii) mining etc	Questions and answer. Guided discussion	Mentioning economic activities carried out in an area. Discussion problems faced by fishing mining factors.	Pictures from pupils text books 4	Respect Love Care Sharing	Mk. Standard SST pupils book 4 New foundations SST books page 95 -98
	4			Banking	The learner spells, reads, and pronounces words correctly.	The learner; Defines banking Mentions types of banking. Importance of B.O.U Mentions examples of commercial banks Roles of commercial banks.	Banks - Types of banks - Importance of bank of Uganda - Examples of commercial banks - Roles of commercial banks Reasons why people keep their money in banks.		Naming types of banks.. Mentioning importance of B.O.U Discussing the importance of commercial		Respect Care Appreciation Sharing Effective communication	
	5			Examples of social activities Importance of social activities Types of marriage Reasons why people marry	The learner Mentions examples of social activities. Tells the importance of social activities. Mentions types of marriage.	The learner spells, and pronounces the given words correctly.	Examples of social services. Importance of social service. Types of marriage. Reason why people marry	Question and answer Story telling Brain storming.	Defining social activities. Giving examples of economic activities mentioning types of marriage.	Pictures from pupils SST text book 4		
	P	The	TOP	SUB-	SUB-	LANGUAGE	CONTENT	METHODS	INST-ACT	INST-	LIFE SKILLS	REF

	D	me	IC	TOPIC	COMPETENCES	COMPETENCE				MAT	& VALUES	
	3		Leadership in our community	Social services in our urban council	<p>The learner; Defines social services in our urban councils.</p> <p>Mentions examples of social services.</p> <p>Tells social service providers in our councils.</p>	Spells, read and make sentences correctly.	<p>Social services in our urban council.</p> <p>Examples of social service.</p> <p>Examples of social service provider in our urban councils.</p>	<p>Question and answer.</p> <p>Guided discussion</p> <p>Brain storming.</p>	<p>Answering oral question</p> <p>Discussion examples of social service provider in our urban councils.</p>	<p>Flash cards</p> <p>Pictures from pupils text book 4</p>	<p>effective communication</p> <p>Respect</p> <p>Care</p> <p>appreciation</p>	MK standard SST pupils book 4
	4			Education services Types of education	<p>The learner; Defines education services</p> <p>Mentions types of education</p> <p>Gives examples of skills provided in each type of education.</p>	Spells, reads, writes and makes sentences related to education services.	<p>Education services.</p> <p>Types of education</p> <p>Examples of skills provided in each types of education.</p>	<p>Story telling</p> <p>Guided discovery</p> <p>Question and answer.</p>	<p>Doing written exercise.</p>			

TERM II

S.ST SCHEME OF WORK TERM 2 PRIMARY FOUR.

W K	P D	TOPI C	S/TOPIC	COMPETENCES		CONTENT	METHODS/ TECHNICS	ACTIVITI ES	LIKE SKILLS &VALUES	T/L AIDS	REF	REM
				subject	language							
1				going through holiday work								
283	3	People In Our District	origin of people in our district	The learner -explains stone age period -states the three stages of stone age -mentions early man's activities in each stage -mentions the ways early man used to get food -suggests the problems faced by early man	The learner writes. pronounces and uses the following terms; -stone age -early man -food gathering -hunting -fishing	Origin of the people in our district -meaning of stone age -stages of stone age -activities of early man -problems faced by early man	whole class discussion Story telling	answering oral questions writing structured notes	Clear pronunciation of terms sharing with others proper utilization of available resources creativity	illustration s of early man's pictures	primary history for Uganda, pages 39-43 stories from Uganda history pg 3-6	

	2	Early Man's Tools	The learner; mentions tools used by early man -draws and names the tools of early man -states the importance of each tool	The learner spells, pronounces and writes the key words correctly; -bolas -bow and arrow -mallet -club -skinning	the learner gives examples of - early man's early tools -drawing early man's tools -importance of early man's tools	whole class discussion story telling	drawing early man's tools writing structured notes	-drawing and colouring - appreciation	chart showing early man's tools		primary history for Uganda book 1, pg 39-43 stories from Uganda history pg 3-6	
283	3		stone age sites	the learner; explains the term stone age sites -gives examples of stone age sites -state the importance of stone age sites -tells the stages in early man's dressing	the learner; pronounces, reads and writes key - words; -stone age sites -rock painting -tourist attraction -tame -backcloth -modern clothing	-meaning of stone age sites -examples of stone age sites -importance of stone age sites -stages of development in early man and dressing	-story telling -whole class discussion	answering oral questions -whole class discussion about stone age sites -taking structured notes	narrating stories appreciation	chalk board illustration	primary history for uganda, pages 39-52 stories from Uganda history pg 3-6	
	3		legends of some tribes	the learner; gives the meaning of the word legend -gives examples of some legends narrates the story of Kintu	the learner pronounces, reads and writes key words correctly; -legend tribe -marry -death -basketful lighting split	meaning of the term legend -examples of legends in Uganda -the story of kintu	-story telling -discussion -guided discovery	answering oral question taking structured notes	story telling -appreciation	chalk board illustration text books	primary history for Uganda, pages 35 MK standard social studies bk 4 pg 45-47	

3 8 4	3		early tribal migrations into Uganda	the learner; -states the meaning of the new words given -mentions the four major tribal groups in Uganda -identifies the cradle land of each tribal group -gives examples of tribes/groups suggests the general causes of tribal migrations -suggests problems of tribal migrations	the learner reads, pronounces and writes correctly -migration -tribe -ethnic/tribal group drought -epidemics diseases -cradle land -population -famini	explaining the meaning of the new words -the tribal groups in Uganda -cradles land of each tribal group -examples of tribes under each tribal group -causes of the tribal migrations -problems faced by early immigrants	-whole class discussion -story telling -guided discovery	answering oral questions -taking structures notes	self awareness -appreciation	-chalk board illustration -chart showing migrations	primary history for Uganda pg 53-66 sharing our world bk4, pg 45-46	
4 8 5	2			the learner draws a map showing early tribal migrations -states the effects of early tribal migrations	the learner reads, pronounces and writes key words correctly -population -culture -language -skills -key -iron smelting -displacement - intermarriages	-map of Uganda showing tribal migrations -effects of tribal migration	-whole class discussion - demonstration -guided discovery	drawing coloring -taking structured notes	drawing -coloring -love -appreciation	a chart showing tribal migrations	primary history for Uganda pg 53-56	

4 8 5	3		Recent Migrations Of People In Our District	<p>the learner; explains the meaning of the new words</p> <ul style="list-style-type: none"> -states reasons for migration today -suggests problems faced by people while migrating today. -mentions causes of rural-urban migration -suggests ways the government can encourage urban-rural migration states results of rural-urban migration 	<p>the learner reads, pronounces and writes key words correctly;</p> <ul style="list-style-type: none"> -rural urban migration -urban0rural migration -urban-urban migration rural-urnab migration -highway - unemployment - entertainment 	<p>explaining meaning of the new words given causes for current migrations</p> <p>problems faced by people while migrating today</p> <p>causes of rural-urban migration</p> <ul style="list-style-type: none"> -ways the government can encourage rural-urban migration -results of rural-urban migration -results of rural urban migration 	<ul style="list-style-type: none"> -whole class discussion -story telling -guided discovery 	<p>answering oral question</p> <p>taking structured notes</p>	<p>appreciation</p> <ul style="list-style-type: none"> -love for adventure 	<p>the leaner changes the sitting position to show migration</p>	<p>primary history for Uganda pg 53-66</p>	
	3		population	<p>the learner; explains the meaning of the population terms given</p> <ul style="list-style-type: none"> -states reasons why Kampala is densely populated -mentions the problems faced by people in Kampala 	<p>the leaner; pronounces and writes the key words</p> <ul style="list-style-type: none"> -population -population census -population density population distribution -dense population 	<p>explanation of the population terms</p> <ul style="list-style-type: none"> -reasons for dense population in Kampala -problems faced by people in Kampala 	<ul style="list-style-type: none"> -whole class discussion -guided discovery - observation 	<p>answering oral questions</p> <ul style="list-style-type: none"> -taking structured notes 	<p>-appreciation responsibility</p>	<p>chalk board illustration</p> <ul style="list-style-type: none"> -viewing the school settlement patterns -text books 	<p>MK standard social studies. bk 4 pg 37-40</p> <p>sharing our world bk4 pg 39-44</p>	

5 8 6	3		Economic Activities In Our District	the learner; explains the meaning of an economic activity -gives examples of economic activities -suggests reasons why people work -explains why people fail to meet their needs -suggests problems people face at work	the learner reads, pronounces and writes key words -economic activities -quarrying -unemployment -commodities -unstable prices -poverty industrialization	meaning of economic activities -examples of economic activities -reasons why people teach -why people fail to meet their needs -problems people face at work	-whole class discussion -guided discovery	answering oral questions -taking structured notes	-appreciation responsibility	immediate environment -chalk board illustration	sharing our world bk 4, pg 54-64	
6 8 7	3		Social Activities In Our District	the learner; gives examples of social activities in our district -states the importance of social activities -mentions the ways social activities affects our daily life -states factors that make people's lives easy or difficult	the learner reads, pronounces and writes key words correctly -morals -poverty -wedding -circumcision -introduction ceremonies	examples of social activities 0importance of social activities -ways social activities affect our daily life -factors affecting people's lives	-whole class discussion -guided discovery	answering oral questions, -writing structured notes -children stick pictures of social activities in books	-responsibility -appreciation -sharing	chalkboard illustrations	MK standard SST, BK pg 45-50	
	3	Our Leaders In The District	leadership	the learner; -gives the meaning of a leader states types of leaders with examples -mentions qualities of leadership -suggests ways through which leaders one got	the learner reads, pronounces and writes key words correctly -leader -leadership -volunteer -appointment -inheritance -political leader -voluntary leader	meaning of a leader -types of leaders with examples -qualities of a good leader -ways of getting leadership	whole class discussion -group discussion -guided discovery -role play	group leaders work done -taking structured notes	responsibility -appreciation	chalk and illustration, pictures and leaders from learners	MK standard SST, BK pg 53-65 sharing our world bk 4, pg 49-63	

	3		Leaders Of Kampala District	the learner names specific leaders in Kampala district -state the duties of the RDC	the learner reads, pronounces and writes key words correctly lord mayor capital city divisions authority KCCA RDC	leaders in Kampala executive director lord mayor municipal mayors RDC duties of the RDC	whole class discussion guided discovery	answering oral questions -taking structured notes	responsibility -appreciation	leaders in news papers chalk board	teacher's collection illustratio ns MK standard SST, BK pg 53-65	
7 8 8	3		Other District Leaders And Their Duties	the learner identifies different district leaders suggests duties of each leader	the learner reads, pronounces and writes key words correctly -LCV chairperson -participate administratio n -veterinary services voters	different district leaders -CAO -DEO/DDE -DVO -DFO -DPO -DAO -DPC duties of each leader above	whole class discussion guided discovery brain storming	answering oral questions -taking structured notes	responsibility appreciation	text books	MK standard SST, BK 4 pg 53-65	
8 8 9	3		The Police Force	the leaner mentions the security organs that keep law and order -gives sections of the polices force mentions the duties of each security organ	the learner reads, pronounces and writes key words correctly							

			Local Council Structure In District	the learner; mentions the local council levels in a district names the ten -executive local council members -states the general duties of the LC -executive committee	the learner reads, pronounces and writes key words -local council (LC -parish committee minutes agenda disabilities welfare disputes sanitation decentralization	the local council structure (levels) executive local council members duties of the LC executives committee	brain storming guided discovery whole class discussion	children stick the photocopied council structure in books	responsibility appreciation	text books	MK SST, BK 4 pag 53-65	
9	2		Traditional Leaders In Our Community	the learner; gives examples of traditional leaders in our community states the importance of traditional leaders	the learner reads, pronounces and writes key vocabulary -kings -chiefs -rwot -emorimor	examples of traditional leaders -importance of traditional leaders	guided discovery -whole class discussion -guided discovery	writing structured notes	responsibilities appreciation	text books	sharing our world bk 4 pg 47-48	
9	3		rights and responsibilities of people in our district (review)	the learner; gives meaning of a child and children's rights -states children's rights -gives meaning and examples of child abuse -identifies causes of child abuse -states of child abuse -states children responsibilities and duties of a good citizen	the learner; reads, pronounces and writes key words; -child -rights -child abuse -citizen -divorce -drunkenness	meaning of the new words given examples of children's rights examples of child abuse children's responsibilities duties of a good citizen ways of reducing child abuse	guided discovery whole class discussion question and answer	answering topical question	responsibility appreciation	health charts, news papers teacher's collection	MK standard SST, BK 3	

TERM III

W K	P D	TOPIC	S/ TOPIC	COMPETENCES		CONTENT	METHODS/ TECHNIQUES	ACTIVITI ES	LIFE SKILLS & VALUES	T/L AIDS	REF
				SUBJECT	LANGUAGE						
1											
2	1	HOW TO MEET PEOPLE'S NEEDS IN OUR DISTRICT	Social services in our district	The learner; - differentiates between basic needs and luxuries. - explains the meaning of social services. - gives examples of social services	The learner writes, pronounces and uses the following terms; - Needs services. - Veterinary doctors. - teachers - farmers - bankers - carpenters - treatment - government	Social services in our district - learning the new words/terms Differentiating basic needs from luxuries - Giving the meaning of social services. - Giving examples of social services in our district.	- Whole class discussion - brainstorming - guided discovery	- Answering oral questions - writing structured notes.	- clear pronunciation of terms - proper utilization of available resources - creativity	-Chalk board illustration -Text books	Comprehensive Social Studies, Pupils book 4 Pg 141-152.
	2		Social service centers in our district	The learner; - explains the meaning of social services centres - gives examples of social service centre in our district - mentions the different groups who work in different social centres.	The learner writes, uses and pronounces the following terms; - hospital - petrol station - Police post - responsibility - service	Social service centres in our district. - meaning of social services centres Examples of social service centres - Service providers at different social service centres.	- group discussion - guided discovery - brainstorming	- drawing social services centres - taking structured notes. - visiting the sick-bay.	- drawing and colouring - appreciation - care and love	- chalk board illustration - sick bay	Comprehensive Social Studies, Pupils Bk 4. Pgs 161-170.

			Educational services	The learner; - mentions the two types of education - states the meaning of each type of education. - outlines what is emphasized during informal and formal education.	The learner writes, pronounces and uses the terms - informal education - Formal education - discipline - carpentry - conduct - construction	Education services - Types of education - meaning of each type of education - what was/is taught in informal and formal education.	- brainstorming - story telling - guided discovery	- class discussion about the history of education - taking structured notes.	- appreciation - care and love - Proper utilization of available resources.	- chalkboard illustration - text books	Comprehensive Social Studies book 4, pg 141-142
			Importance of education	The learner; - states the importance of education. - explains why UPE was introduced - identifies problems of UPE schools and their solutions.	The learner writes, pronounces and uses the terms. - universal - illiteracy - secondary - hygiene - education - sanitation - skills	Importance of education - stating reasons for introduction of UPE - Problems facing schools under UPE policy with their solutions.	- whole class discussion - brainstorming - guided discovery	- answering oral questions - writing structured notes	- appreciation - care and love - responsibility	- text books - chalkboard illustration	Comprehensive Social Studies bk 4, pg 141-142
			Transport services	The learner; - gives the meaning of transport - mentions the types of transport and their means. - draws different means of transport.	The learner writes, pronounces and use the following terms; - transport - Railway - passenger - means - safety - traffic	Transport services - Meaning of transport - types and means of transport - drawings of different types transport	Whole class - discussion. - Brainstorming - Guiding discovery	- answering oral questions. - drawing - writing structured notes	- appreciation - responsibility - creativity - cooperation	- cars and motorcycles - chalkboard illustration	Comprehensive Social Studies bk 4, pg 141-142
			Road accidents in our district	The learner; - Gives the common causes of road accidents - states ways of controlling	The learner writes, pronounces and uses the following terms; - accident	Road accidents - causes of road accidents - ways of controlling road accidents - Importance of	- whole class discussion - brain storming - guided discovery	- drawing the different road signs. - Observation of the	- observation - Appreciation.		

				road accidents - draws and gives the importance of road signs - differentiates the kinds of roads.	- road signs Road safety education - mechanical Condition - alcoholism - Traffic regulations.	road signs to road users. - Drawing and naming of some road signs.		road signs.			
			Postal and communication services	The learner; - gives the meaning of communication - states the types of communication. - states the means of communication in each type. - identifies communication companies in our district - explains the importance of a post office in an area.	The learner pronounces writes uses the following terms. - communication - telecommunication - post office - network - internet	Postal & communication - meaning of communication - types of communication - meaning of communication - telephone companies - importance of a post office	- brainstorming - guided discovery - observation	- drawing - answering oral questions - writing	- appreciation - effective communication - inquiry - Drawing	- Real objects e.g phones. Newspaper - chalk board illustration	Comprehensive social studies bk 4, pg 141-142
			People who provide social services in our district	The learner; - gives examples of service provided in our district. - states duties of each service provider given. - states problems different services providers face with their	The learner pronounces writes and uses the following terms; - Corruption officials. - laziness Service Irresponsibility - taxation - opportunity -	Service providers - examples of service providers - Duties of service producers. - Problems faced by service providers. - Solutions to the problems.	- brainstorming - guided discovery - observation - Role play	- drawing - answering oral questions - writing	- appreciation - effective communication - inquiry - Drawing	Some garden tools - Chalkboard illustration - Crops e.g. maize	Comprehensive social studies bk 4, pg 141-142

				solutions.	government						
			A farmer as a service provider	The learners; - explains who a farmer is. - the types of farming - problems faced by farmers	The learner; Pronounces, writes and uses the following terms; - sunstance farming - rancnching - horticulture - floriculture - farm tools Prolonged drought	A farmer - meaning - types of farming - importance of farming - Problems faced by farmers.	- brainstorming - whole discussion - guided discovery	- writing structured notes - answering oral questions.	- creativity - appreciation - care - sharing - cooperation	- some garden tools - chalkboard illustration - crops e.g. maize - Crops e.g. Maize	Comprehensive social studies book 4, pg 152 – 160
			Caring for social services	The learner; - mentions examples of social services centre. - states the different ways of caring for social services centres. - identifies some of revenue for our district. - gives the different ways the district spends its revenue.	The learner pronounces, writes and uses, the; - social centre - collecting dues - market - license - tourism - donation - grants - grants	Caring for social services - Examples of social service centres. - Different ways of caring for social services. - Sources of district revenue. - Ways the district spends money/revenue.	- question and answer - guided discovery - Whole class discussion.	- chilche table the structured notes.	- care and love - appreciation - observation	Chalkboard illustration - Pictures of people cleaning a social service centre.	Comprehensive social studies bk 4, pg 171-173