**SIR APOLLO KAGGWA SCHOOLS**

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

|  |  |  |  |  |  |  |  |  |  |
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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES** | **T/L AIDS** | **REF** | **REM** |
| **1** |  |  | Elements of a good map | * Defines terms like map, picture * Differentiate between a map and a picture * Identifies the elements of a good map * Gives the use of each element of a good map | * + Makes sentences   + Map   + Picture   + Margin   + Title   + Compass   + Spells and pronounces   + Explains the importance of the different elements | * + Defines a map and picture   + Differentiating between a map and a picture   + Elements of a good map i.e. scale, key, title, etc.   + Use of each element and how each is used. | drawing pictures and their maps.  Calculating to find actual distanc using the given scales. | Atlases |  |
| **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. |  |
| **3** |  | **Location of Uganda using latitudes and longitudes** | Latitudes and longitudes | A learner;   * Defines latitudes and longitudes * Names the line of latitude marked 00 * States the use of latitudes, longitudes and equator. * Uses the words in sentence making | * + A learner   + Explains the differences between longitudes and latitudes   + Spells and pronounces the words latitudes, longitudes and equator   + Uses the words in sentence making | * + To define latitudes and longitudes   + Naming major longitudes and latitudes.   + State the use of longitudes and latitudes   + Locating Uganda using longitudes and latitudes   African countries crossed by the major lines | Drawing a map of Uganda using imaginary lines.  Listing countries crossed by the major liens | Atlases  Wall maps | Fountain SST bk 5 pg 2 |
| **4** |  | **LIVING TOGETHER** | **LOCATION OF OUR fDISTRICT** | 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. |  |
| **5** |  |  |  | * 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. |  |  |  |
| **6** |  |  | **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. |  |
| **7** |  |  | Uganda a land locked country | Defines   * A land locked country * A non-land locked country | * + Spells, reads and unites   + Land locked country | * + Defining landlocked country   + Problems facing landlocked city   + Relationship between Uganda. And her neighbours |  |  |  |
| **8** |  | **Living together in Uganda** | Location of Uganda | The learners;   * Tell ways of locating places. * Locate Uganda on the map of East Africa * Draw a map showing the position of Uganda * Neighbours major cities and current leaders | * + The learner;   + Makes sentences using.   + Locating   + Drawing   + Position   + Pronounces and writes East Africa correctly | To locate places, we can use neighbours, compass, and important features.  Uganda is located in E. Africa and shares borders with Kenya, Tanzania, DRC, South Sudan, Rwanda | Drawing a map showing the shape and position of Uganda | Map showing the shape and position of Uganda | Comprehensive SST Bk 5 Pg 1  Sharing our world Bk 5 pg 1  Fountain SST bk 5 pg 1 – 2 |
|  |  | **PHYSICAL FEATURES IN OUR DISTRICT** | Physical features | A learner   * Defines the term physical feature * Gives examples of physical features * Locates major physical features of Uganda | * + A learner   + Defines the term physical features and relief   + Gives examples of physical features   + Locates major physical features of Uganda on the map | * + Defining terms   + Identify major physical features on the map of Uganda   + Locating major physical features of Uganda | Identifying major physical features on the map of Uganda | Atlases  Wall maps  Major physical features should be drawn separately on individual maps | Comprehensive SST bk 5 pg 7  Sharing our world Bk 5 pg 10 |
|  |  |  | Formation of physical features | A learner;   * Gives the types of mountains in Uganda and their examples * Describes the formation process of each mountain type * Identify the effects of mountains to man | * + A learner;   + Spells the words   + Faulting   + Volcanicity   + Tensional forces   + Compressional forces | * + Mountains in Uganda   + Types of mountains   + Examples of each type   + Formation processes   + Effects of each mountain type   + Effects of mountains to man | Drawing diagrams to show mountain formations | Chart showing mountain formations | Fountain SST bk 5 pg 10  Comprehensive SST bk 5 pg 8 – 9  Sharing our world Bk 5 |
|  |  |  | The rift valley | A learner;   * Tells what a rift valley is. * Describes the formation of the rift valley. * Draws the diagrams to show the rift valley formation * Identify features found in the rift valley | * + A learner;   + Explains the formation of rift valley   + Spells and pronounces   + Compressional   + Tensional   + Faults   + Faulting   + Escarpments   + Importance of physical features | * + Formation of the rift valley   + Arms of the rift valley   + Features in the rift valley   + Activities in the rift valley   + Effects of the rift valley to   + Problems faced in rift valleys | Diagrams showing the rift valley formation | Chart showing the rift valley formation | MK SST bk 5 pg 8 – 11 |
|  |  |  | Major lakes in Uganda | A learner   * Gives lakes in Uganda. * Identifies the characteristics of each type of lake. * Describes the formation of each type * Gives the types methods of fishing and preservations methods * Mentions the effects of rivers and lakes to man. | * + A learner   + Explains the formation of different lakes   + Pronounces and spells like   + Lava dammed   + Depressional   + Crater   + Calderas   + Freezing | * + Types of lakes   + Examples of each type   + Characteristics of each type   + Formation of each type   + Uses of lakes to man   + Major lakes in Uganda   + Fishing in Uganda   + Dangers and solutions | Drawings showing lakes and rivers of Uganda and their formation | A map showing lakes and rivers in Uganda | Sharing our world pg 23 bk 5  Fountain SST bk 5 pg 9 |
|  |  | **PHYSICAL FEATURES IN UGANDA** | Major rivers in Uganda | A learner   * Defines terms connected to river flow * Gives the stages of a river flow and characteristics of each stage. * Identifies uses of rivers to man * Gives effects of rivers and lakes to man | * + A learner   + Explains the different river courses   + Spells words like   + Ox – bow   + Meandering | * + Rivers in Uganda   + Terms related to river flow   + Stages of a river flow   + Characteristics of each stage   + Uses of rivers to man   + Major rivers in Uganda   + Transport on R. Nile | Drawing diagrams showing the formation of these features | Map showing lakes and rivers in Uganda | Sharing our world bk 5 pg 23  Fountain SST bk 5 pg 6 – 10  Comprehensive |
|  |  |  | Plateaus | A learner   * Defines a plateau * Draws a cross section of the plateau in Uganda * Identifies activities on the plateau * States the effects of each to man | * + The plateau   + Cross section | * + The plateau   + Covers the biggest part of Uganda   + Cross section of the plateau in Uganda   + Effects of each feature on man. | Drawing a diagram of the cross section of the Uganda plateau | Atlases | MK SST bk 5 pg 8  Fountain SST bk 5 pg 12 |
|  |  |  | **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 attract tourists. * 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 landslides. * 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 sst pupil’s book 4 pg 10.  Mk standard sst ppls bk 4 pg 21 |  |
|  |  |  | **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. |  |
|  |  | **VEGETATION OF OUR DISTRICT** | Types of vegetation in Uganda | Learners should be able to   * Define the term vegetation * Identify the vegetation regions of Uganda * Give the characteristics of each zone * State the factors that influence vegetation * Uses of vegetation * Mention ways of conserving vegetation * Why man destroys vegetation | * + Vegetation   + Savanna   + Woodland   + Miombo   + Conserved | * + Types of vegetation   + Characteristics of each type   + Factors affecting vegetation   + Importance of vegetation   + How man destroys vegetation   + How vegetation can be conserved.   + Influence of vegetation on   - human activities  - climate  -animals   * + Relationship between vegetation and population distribution. | Drawing the map of Uganda showing vegetation zones of Uganda | Charts | MK SST bk 5 pg 41 – 50  Fountain Bk 5 pg 13 – 16 |

**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**  **&**  **5** | **NATURAL RESOURCES OF UGANDA** | Types of natural resources  Examples of natural resources | By the end of the lesson, learner should be able to   * Define a resource * Define natural resource * Identify the types of natural resources and examples | * + Learners should be able to   + Write   + Spell   + Pronounce   + Read all the words in this column   + Resource   + Non renewable   + Renewable   + Natural resource   + A map of Uganda showing the location of different natural resources. | * + Definition of a resource and natural resource   + Types of natural resources and   + Example under each type | Observing resources in the environment  Answering oral questions  Writing notes | Environment |  |  |
|  |  | Land | By the end of the lesson children should be able to   * Identify the reasons why land is the most important natural resource * State the uses of land * State ways how land is misused * Define land degradation * Identify ways of conserving land | * + Land degradation   + Land conservation   + Industrialization   + Mining   + Conservation   + Degradation | * + Why is land the most important natural resource   + Uses of land   + Definition of land degradation   + Definition of land conservation   + Ways how land can be degraded   + Ways how land can be conserved | Answering questions  Discussing the uses of land in groups  Telling ways of degrading land  Carrying research  Using dictionary |  | Charts  Text books | MK bk 5 6, 5, - 7  58 – 67 |
|  | **NATURAL RESOURCES IN UGANDA** | Water bodies | Should be able to   * State examples of water bodies * Identify the uses of water bodies * Explain how water bodies can be misused | * + Springs   + Streams | * + Examples of water bodies   + Uses of water bodies   + How can water bodies be misused   + How can water bodies be conserved | Discussing the use of water bodies with the teacher  Telling the different ways of misusing and conserving water bodies | Text book |  |  |
|  |  | Fishing in Uganda | * Should be able to: * Define fishing * Identify types of fishing * Explain the method of fishing * State the methods of preserving fish * State the importance of fish. * Explain the importance of the fishing industry * Identify the problems affecting the fishing industry and their solutions | * + Fishing   + Aquatic   + Hyacinth   + Fishing rod | * + Definition of fishing   + Types of fish caught in Uganda   + Methods of fishing in Uganda   + Methods of preserving fish   + Importance of fish   + Importance of fishing industry   + Problems facing the fishing industry   + Solutions to the problems facing the fishing industry | Discussing in groups  Observing diagrams of fish in the text books | Atlases  Text books | Chalkboard  Atlas  Text book | MK bk 5 pg 148 |
|  |  | Vegetation | Should be able to   * Define vegetation * State the uses of vegetation * Explain how vegetation can be destroyed * Identify ways of conserving vegetation * State the reasons why man destroys vegetation | * + Deforestation   + Bush burning   + Over grazing   + Afforestation   + Bush fallowing   + Agro – forestry   + Re-afforestation | * + Definition of vegetation   + Uses of vegetation   + How can vegetation be destroyed   + Ways of conserving vegetation   + Why does man destroy vegetation | Answering oral questions  Discussing in groups | Chalk board  Atlas |  | 151 |
|  | **NATURAL RESOURCES** | Climate | Should be able to   * Define the term climate * Answer all possible questions related to climate | * + Refer to climate   + Check children by asking them oral questions about climate in topic 4 |  |  |  | Text book  And atlas | Pg 141 |
|  |  | Minerals | Should be able to   * Define a mineral * State the types of minerals * Identify the uses of minerals * Explain how minerals can be misused. * Explain the methods of mining * Identify minerals in Uganda and where they are mined. * Explain the importance of mining * Identify the problems facing the mining industry * State the problems caused by the mining industry | * + Mineral   + Alluvial   + Drilling | * + Definition of mineral   + Types of mineral   + Uses of minerals   + How minerals can be misused   + Methods of mining   + Major minerals mined in Uganda   + Mining regions   + Importance of mining   + Problems facing the mining industry   + Problems caused by the mining industry | Discuss with the teacher about mining  Answering oral questions | Chalk board  Atlas | Text book  And  Atlas | Pg 151 |
| **1 to 5** |  | Wild life | Should be able to   * Define wildlife * Identify the types of wildlife * State the uses of wildlife * Explain how wildlife can be misused * State ways how wildlife can be conserved | * + Wildlife   + Fauna   + Flora | * + Definition of wildlife   + Types of wildlife   + Uses of wildlife   + How wildlife can be misused   + How wildlife can be conserved | Discuss with the teacher about wildlife  Observe pictures about wildlife | Magazines  Atlases | Text books and atlas |  |
| **1 to 5** | **NATURAL RESOURCES** | Game parks and game reserves in Uganda | Should be able to   * Define Game Park and game reserve. * State the game parks and game reserves in Uganda * Draw a map of Uganda showing game parks and game reserves. | * + Game park   + Game reserve | * + Definition of game park and game reserve   + Game parks and game reserves in Uganda   + Map of Uganda showing game parks and game reserves | Draw a map of Uganda showing game parks and game reserves | Atlas  Charts  Chalkboard | Text books |  |
|  |  | Tourism | Should be able to   * Define tourism and a tourist * Identify the services provided to tourists * State the reasons why tourism is called an industry and an invisible trade * Identify the tourist attraction in Uganda and tourism centres * Explain the problems facing the tourism industry * Identify the ways of promoting the tourism industry. | * + Tourism   + Tourist | * + Definition of tourism and a tourist   + Services provided to tourists   + Why is tourism called an industry   + Tourist attraction in Uganda   + Tourist centres in Uganda   + Problems facing tourism   + Solutions to problems facing tourism   + Ways of promoting the tourism industry |  |  |  |  |
| **RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT** | Environmental degradation | By the end of the lesson learners should be able to;  -Discus the uses of the environment  -Outline the positive and negative environmental practices. | Environment  Surroundings  Conserve  Conservation  Degradation  Reclamation  Drainage  Deforestation  Afforestation  Agro-forestry | -Meaning of environment  -Components of environment  -Uses of environment  -Positive and negative environmental practices  -Results of each practice. | Debate  Whole class discussion  Role play  Guided discovery  Field trips. | Debate (The give away of Mabira forest to sugar for plantation)  Quiz-dangers of living in swampy areas.  Structures notes | Good morals  Peer resistance  -Defending one’s decision care for environment  Love for environment. | Environmental handouts from wildlife.  Pictures  Charts  -Our environment. | Handouts from Wildlife. Comprehensive -4-97-105 |
|  | Environmental conservation |  | By the end of the lesson, pupil should be able to;  -Demonstrate proper use of environment  -Demonstrate responsible living in the environment.  -Identify the causes of climatic changes  -Identify the consequences and solutions of irresponsible environmental behavior  -Discuss the means of managing waste in the environment | -Proper use of environment.  -Causes of climatic change  -Consequences and solutions of irresponsible environmental behavior.  -Methods of proper waste management  - Environmental conservation   * Waste management * 5R’s   - NEMA   * Roles of NEMA * Results of mismanaging the environment. * Solutions to environmental problems. |  | Brainstorming on how we irresponsibly deal with the environment, its consequences and coming out with solutions  Structured notes. | -do- | Textbooks  Pictures  Charts  Our environment | -do- |
|  |  | **THE PEOPLE OF UGANDA** | Stone age period | The learners   * + Define stone age period   + Mention stages of early man   + Archaeology   + Identify tools used by early man   + Major discoveries   + Stone age sites | * + Stone age site   + Archaeology   + Stone age period   + Fossils | * + Define stone age period   + Archaeology fossils   + Give stone age periods   + Give stone age sites   + Give importance of stone age sites | Drawing a map of Uganda showing stone age sites  Drawing tools early man used | Charts  Text books | MK bk 5 6, 5, - 7  58 – 67 |
|  |  |  | Ethnic grouping in Uganda | Children should be able to;   * Identify major ethnic groups and their origins * State reasons for their migration * Give problems faced during their migration * Identify the results of early migration * Identify areas where they settled * Mention their economic activities | * + Cradle land   + Bahr-el Ghazal   + Cameroon highlands   + Migration   + Rural urban migration   + Pubungu   + Meroe | * + Define a tribe   + Define an ethnic group   + Identify major ethnic groups   + State the origin of ethnic group   + State the organization of ethnic group   + Identify the effects of ethnic group | Drawing of a map of Uganda showing migration of ethnic groups |  |  |
|  |  | **PEOPLE IN OUR DISTRICT** | **Social activities** | * Factors contributing to people’s way of life. * Outline the importance of social activities. * 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. |  |  |  |
|  |  | **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** |  | 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. |  |  |  |  |
| **2** |  | **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. |  |  |  |
| **3** |  | **Population size and distribution in Uganda and their relationship to economic planning and development** | Terms related to population | * By the end of all lessons the children should be able to * Define all the terms related to population | * + Population   + Population census   + National population census   + Enumerators   + Population growth   + Population distribution   + Population explosion   + Sparse population   + Dense population   + Optimum population   + Over population   + Census night   + Under population |  | Writing  Reading  Answering oral questions | Chalkboard  Atlas  Text book | MK bk 5 pg 148 |
|  |  | **Population size and distribution** | Population census | Should   * Identify reasons why population census is conducted * Identify information collected during census * State the problem faced during census * Identify the ministry responsible for census |  | Reasons why census is conducted  Information collected from people during census  Problems the government faces during census  Ministry responsible for conducting population census | Answering oral questions |  | 151 |
|  |  |  | Factors affecting population distribution | * + Should be able to   + Identify the factors affecting population distribution   + Identify factors that attract people in an area   + State reasons why some areas are sparsely populated   + State reasons why some areas are densely populated | * + Sparse   + Dense | Factors affecting population distribution  Factors that attract people in an area  Reasons why some areas are densely populated  Reasons why some areas are sparsely populated |  | Text book  And atlas | Pg 141 |
|  |  |  | Population growth | * + Should be able to   + Identify the factors affecting population growth   + State the factors that lead to high population growth   + State the causes of high birth rate   + Ways of controlling high birth rate   + Way of controlling high population growth | * + Birth rate   + Family planning | Factors affecting population growth  Factors that can lead to high population growth  Causes of high birth rate  Ways of controlling high birth rate  Ways of controlling high population growth rate |  | Text book  And  Atlas | Pg 151 |
| **4** |  |  | Advantages and disadvantages of a large population  Advantages and disadvantages of small population | * + Should be able to   + Identify the economic advantages of a large population   + Identify the disadvantages of large population   + State the advantages of a small population   + Identify the disadvantages of a small population |  | Economic advantages of a large population  Disadvantages of a large population  Advantages of a small population  Disadvantages of a small population | Writing  Answering oral questions | Text books and atlas |  |
| **5** |  | **Population size and distribution** | Hazards that check on population growth | * Should be able to * Identify the natural hazards that check on population growth * Identify the manmade disaster that check on population growth | * + Hazards | Natural hazards that check on population growth  Manmade hazards that check on population growth |  | Text books |  |
|  |  |  | Effects of HIV / AIDS on the population | * Mentions the social and economic effects of HIV / AIDS on the people. | * + Discusses the effects of HIV / AIDS in society. | Economic and social effects of HIV / AIDS. |  |  |  |

**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** | * Define by – laws. * Give the types of leaders and their examples. * State the members that make up the district council. * Tell who heads a district both civic and political. * 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. * Learners defined decentralisation. | **TYPES OF LEADERS.**   * Appointed leaders. * Elected leaders. * Cultural leaders. * Religious leaders. * Voluntary leaders (appointed by the district service commission)   **How people acquire leadership**   * By appointment * Through inheritance * By voluntarism   Members that make up the district local council   * Chair person. * Sub-country councilors. * 2 youth councilors * 2 councilors for the disabled. * 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).   **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   **People’s rights in a district**   * Aright to food. * A right to education. * Aright to security * Aright to medical care. * A right to privacy * Aright to get information * A right to movement * Aright to association * Aright to work * Aright to fair judgment etc. * Children’s rights * Child abuse * Citizenship.   **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 |  |