**P.4 SST LESSON NOTES FOR TERM II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation of our district**

**SUB –TOPIC: Classes of Vegetation**

**INTRODUCTION: The lesson will be introduced by asking learners what vegetation is**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Vegetation**
* **Natural vegetation**

**CONTENT: Vegetation**

Vegetation is the general plant cover of an area.

**Types of vegetation**

* Natural vegetation
* Planted vegetation

**Components of vegetation / *examples of vegetation***

Trees and grass

**Natural Vegetation**

This is the ***plant cover of an area*** which grows on its own with the help of nature.

**Types of vegetation (natural)**

* Equatorial vegetation
* Montane vegetation (mountain)
* Savanna vegetation ( Tropic savanna)
* Wetland vegetation

**Forests**

A forest is a collection of trees.

**Types of forests**

* Natural forests – Is a group of trees growing together by the help of nature.
* Plantation forests

**Examples of trees in natural forests**

* Mahogany.
* Mvule (Troko)
* African walnut
* Rose wood
* Sepele
* Green heart

**Examples of natural forests in Uganda.**

* Mabira forest
* Maramagambo forest
* Budongo forest
* Marabigambo forest
* Bwindi impenetrable forest

**Exercise**

1. What is vegetation
2. Write two types of vegetation
3. Give two components of vegetation.
4. What is natural vegetation?
5. State two types of natural vegetation in Uganda.
6. What is a forest?
7. Write two examples of trees in natural forests.
8. State any two natural forests in Uganda.
9. Identify the largest natural forest in Uganda.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation of our district**

**SUB –TOPIC: *Plantational forests***

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Eucalyptus**
* **Conifer**
* **Spruce**
* **Ply wood**

**CONTENT: PLANTATION**

These are forest planted by man.

This is a group of trees growing together by the help of man.

**Examples of plantation forests in Uganda.**

* Lendu
* Zoka
* Bugamba

**Examples of trees in plantation forests**

* Eucalyptus
* Conifers
* Pine trees
* Pruce
* Fine
* Cedar

**Difference between natural forest and plantation forests**

* Natural forests grow on their own while plantation forests are planted by man.
* Natural forests have hard wood while plantation forests provide soft wood.

**Uses of forests to man**

* Natural forests provide us with hardwood.
* Plantation forests provide us with soft wood timber.
* Forests help in formation of rainfall.
* Forests attract tourists who bring in foreign exchange
* They purify air.
* They contribute to the natural beauty of the area.
* They cat as wind breaks.

**Types of wood**

* Hard wood
* Soft wood

**Hardwood**

* It is got from natural forests

**Uses of hardwood**

* It is used to make chairs
* It is used to make tables.
* It is used to make cupboards

**Products from hardwood**

* Tables
* Cupboards
* Chairs
* Beds
* Beats
* Ships

**Soft wood**

* It is got from plantation forests

**Uses of softwood**

* To make ply wood
* To make musical instruments
* To make pencils and rulers

**Products from soft wood**

* rulers
* plywood
* pencil
* paper

**Exercise**

1. What are plantation forests?
2. State two examples of plantation forests.
3. Give two examples of trees in plantation forests.
4. State the difference between plantation forests and natural forest.
5. Write two products got from softwood.
6. Which types of forests give us softwood?
7. Mention four products got from hardwood.
8. Give any one way people get money from soft word?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation**

**SUB –TOPIC: Dangers of forests to man**

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Deforestation**
* **Afforestation**
* **Re-afforestation**
* **Agro forestry**

**CONTENT: Dangers of forests to man**

* They keep wild animals which are dangerous to man.
* They were breeding places for some vectors
* They can be homes of evil people.

**Ways man destroys forests**

* By deforestation
* By bush burning

**Dangers of destroying forests**

* It leads to drought.
* It leads a to desertification
* It leads to soil erosion
* It destroys animals home

**Ways of conserving forests**

* **By afforestation** – this is the planting of trees where they have never been.
* **By re-afforestation** – this is the planting of trees to replace the cut ones
* Avoid bush burning

**Importance of conserving forests**

* Forest help in formation of rainfall
* Forests control soil erosion
* Forests attract tourist
* Forests give us food.

**Exercise**

1. Give any two dangers of forests to man.
2. What is deforestation?
3. Why should the government encourage people to conserve forests?
4. Why do people carry out deforestation?
5. How does deforestation affect animals?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation**

**SUB –TOPIC: Swamps**

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Wetland**
* **Water *logged***
* **Papyrus**
* **Economic activities**

**CONTENT: SWAMPS / WET LANDS**

Swamps are also called wetlands. A wetland is a vegetated water logged area.

Some swamps have trees while others have papyrus.

**Importance of swamps**

* They help in formation of rainfall.
* They are homes of water animals.
* They provide raw – materials for crafts.
* They can be used to grow crops.
* They attract tourists who bring in foreign exchange
* They provide fish.

**Economic activities carried out in swamps**

* mining
* farming
* tourism

**Examples of crops grown in swamps**

* yams
* rice
* sugarcane
* cabbage

**Examples of raw – materials got from swamps**

* papyrus
* timber
* clay
* sand

**Dangers of swamps to man**

* They harbour disease vectors
* They keep wild animals which are dangerous to man
* They lead to flooding

**Ways man destroys the swamps**

* By pollution
* By swamp drainage
* Dumping waste materials in water
* Dumping of waste material in swamps.

**Dangers of destroying swamps**

* It leads to desertification
* The aquatic life is disturbed
* It leads to flooding

**Exercise**

1. What are swamps?
2. Outline any two materials got from swamps.
3. Give any three dangers of swamps to man.
4. State two ways man destroys swamps
5. Give four dangers of destroying swamps
6. In which way are swamps promoting industrial growth?
7. What type of fish is common in swampy areas?
8. State two ways man destroys forests

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation**

**SUB –TOPIC: Grasslands**

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Grass land**
* **Savanna**
* **Tourism**
* **Semi-Arid**
* **Mining**

**CONTENT: GRASSLANDS**

Grasslands are large areas of land with tall grass. Uganda’s grassland is referred to as savanna.

* There are few or no trees in grassland areas.

**Types of grasslands**

* Dry grassland
* Wet grassland

**Importance of grasslands**

* They produce shelter for animals
* They provide pasture for animals
* Grassland areas are used to grow crops.

**Economic activities carried out in grasslands**

* Farming
* Tourism
* Cattle keeping

**Semi – arid areas**

* Semi – arid areas are hot and dry.
* Little vegetation is found in these places because soil does not have enough water to support plant growth.

**Examples of semi – arid districts in Uganda**

* Kotido
* Moroto
* Kaabong
* Nakapiripirit

**Major economic activities carried out in semi –arid areas**

* Nomadic Pastoralism
* Mining
* Bee keeping
* Tourism

**Exercise**

1. What are grasslands?
2. What name is given to Uganda’s grasslands?
3. State two types of grasslands.
4. Outline any three economic activities carried out in grasslands.
5. How is pasture important to the Karimojong?
6. What is the main economic activity in Karamoja region?
7. Why are most game parks located in Savanna?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation of our district**

**SUB –TOPIC: Semi – arid Vegetation**

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Pastoralism**
* **Over cultivation**
* **Valley dam**
* **Cattle rusting**
* **Cross breeding**

**CONTENT: IMPORTANCE OF SEMI – ARID AREAS**

* They have minerals which are mined.
* Nomadic Pastoralism can be carried out in this region

**Nomadic Pastoralism**

* Nomadic Pastoralism is the movement of people with their animals from one place to another looking for water and pasture.

**Examples of Pastoral tribes in Uganda**

* Karamojongs
* Hima

**Problems facing nomadic pastoralists**

* Lack of enough water and pasture.
* Pests and diseases e.g.
* Cattle rustling
* Poor quality breeds

**Solutions to problems**

* By spraying
* by digging valley dams
* by cross breeding

**Exercise**

1. Outline any two importance of Semi – arid areas
2. State two ways man destroys forests.
3. State two ways of conserving forests
4. Mention four uses of conserving forest.
5. Outline any two nomadic pastoral tribes in Uganda.
6. State two problems facing nomads in Uganda.
7. What is deforestation
8. How does terracing help to conserve the soil.

* Terracing
* Drought
* Desertification
* Overgrazing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Vegetation of our District**

**SUB –TOPIC: Caring for Vegetation**

**INTRODUCTION: The lesson will be introduced by asking some questions**

**COMPETENCES: Learners should be able to read, write, and spell correctly.**

* **Watering**
* **Pruning**
* **Mulching**
* **Spraying**
* **Environment**

**CONTENT: Caring for Vegetation**

We can care for the vegetation in the following ways:-

* By watering plants
* By pruning
* By mulching
* Spraying plants

**How to protect our environment**

* Environment is man and his ***surroundings***

**Components of our environment**

* ***Vegetation***
* ***Water bodies***
* ***Wild life***
* ***Wind*** *Lumbering is the selective cutting down of nature trees for timbers.*
* ***Land***
* Water
* Animals
* Air
* Land

**Ways of protecting our environment**

* By afforestation
* By re-afforestation
* Through proper garbage disposal
* Avoid deforestation
* Avoid bush burning

**Exercise**

1. Give any two ways people care for vegetation
2. Why is it good for people to conserve the vegetation?
3. What is environment?
4. Mention the body in Uganda that protects the environment.
5. Write down any two dangers of destroying the environment.
6. In which way is land degraded today?

**Topical Questions**

1. What is vegetation
2. State two types of vegetation.
3. What is natural vegetation?
4. What is a forest?
5. State two types of natural vegetation.
6. Write short notes on the terms below.
7. Afforestation
8. Deforestation
9. Soil erosion
10. List two examples of trees in natural forests.
11. State any three natural forests in Uganda.
12. What are plantation forests?
13. Mention any two examples of plantation forests.
14. Give two types of wood.
15. What type of wood is got from plantation forest?
16. State three dangers of destroying forests.
17. Outline the ways of conserving forests in our region.
18. Define the term environment.
19. What is re-afforestation?
20. State any two ways we can protect our environment
21. Give four uses of land as a resource.

**Word bank – Vegetation**

* Natural
* Planted
* General
* Forest
* Collection
* Bush burning
* Afforestation
* Desertification
* Soil erosion
* Tourist attraction
* Papyrus
* Wetland
* Crafts
* Mining
* Tourism
* Pollution
* Swamp drainage
* Aquatic life
* Savanna
* Nomadic pastoralism
* Mulching
* Irrigation
* Hard wood
* Soft wood
* Ply wood
* Rain formation
* Agro – forestry
* Deforestation
* Re-afforestation
* Herban medicine
* National forestry authority
* Habitats
* Vegetated
* Water logged
* Raw materials
* Farming
* Flooding
* Grasslands
* Disease vectors
* Semi – arid
* Cattle rustling
* Environment
* Pruning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Early man**

**INTRODUCTION: The lesson will be introduced by asking learners what most of our tools are made of**

**CONTENT: EARLY MAN**

Early man lived in the period known as Stone Age period.

* Stone age period was the period when man used tools made out of stones.

**Stages of the Stone Age period**

* The Old Stone Age.
* The middle stone age.
* The new stone age
* The iron age

**The Old Stone Age**

**Characteristics of the early stone age**

* Man had hairy body
* He had large teeth and jaws which enabled him to eat raw meat.
* He used to eat raw meat

**Early man’s tools**

hand axe bolas bone needle spear

* The bolas was used for trapping fast running animals.
* The hand axe was used for removing animals’ skins.
* The discovery of fire marked the end of the early Stone Age.

**Exercise**

1. Name the period when early man live.
2. Why was the above period called so?
3. Outline the three stages in the development of early man.
4. How were each of the tools below important to early man?
5. Bolas
6. hand axe
7. Bone needle
8. What discovery marked the end of the early Stone Age period?
9. Draw the tools of early man below
10. Bolas b) Hand axe

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: The middle stone age**

**INTRODUCTION: The lesson will be introduced by reviewing the previous lesson.**

**CONTENT: The Middle Stone Age**

In the middle stone age, man had more developed brain.

**Characteristics of man in the middle stone age**

* His body became less hairy.
* He began staying in caves.
* Man stopped eating raw food.
* Man started taming animals.
* The first animal to be tamed by man was a dog.

**Uses of a dog to early man**

* It was used for hunting.
* It was used for protection
* It gave early man company

**Other animals which were tamed by man**

* cow
* cat
* goat
* sheep

**Uses of the fire to early man**

* It was used for warmth.
* Fire was used for roasting meat.
* Fire was used for protection.
* It was used for light.
* Early man discovered fire by rubbing a dry stick in a dry log
* Rubbing two dry sticks
* By twirling two dry sticks

Early man made fire by means of friction

**Exercise**

1. Outline any two characteristics of early man in the middle Stone Age period.
2. Give two ways how each of the following were useful to early man.
3. cave
4. fire
5. roasting
6. State the first animal to be tamed by man
7. Apart from a dog, give three other animals tamed by man.
8. Why did he tame the above animals?
9. How did early man discover fire?
10. What marked the end of the middle stone age period?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: The New Stone Age**

**INTRODUCTION:**

**CONTENT: The New Stone Age**

**Characteristics of early man in the new stone age**

* Man began living a steeled life.
* Man formed communities with leaders
* He began looking after animals
* He began building little huts

**Discoveries made in the New Stone Age period**

**Farming**

* It marked the end of the middle stone age period

**Important of farming to early man**

* It provided food to man.
* It helped man to live a settled life.

**Ways early man used to get food.**

* By gathering wild fruits and honey.
* By hunting
* By farming
* By fishing
* By gathering wild berries

**Places where early man lived**

* Under trees
* In caves
* Temporary houses

The discovery which marked the end of Stone Age period was iron smelting

**Importance of iron to early man**

* Man made strong tools
* For making strong weapons

**Exercise**

1. State the characteristics of early man in the new Stone Age.
2. What discovery did man make in the new Stone Age?
3. Name the discovery which made man to live a settled life.
4. Outline two ways early man got his food.
5. Name two places where early man lived
6. In which way did the discovery of iron improve on farming?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: Ethnic groups**

**SUB –TOPIC: Examples of ethnic groups**

**INTRODUCTION:**

An ethnic group is a group of people with the same origin and speak related languages.

**Examples of ethnic groups**

* Bantu
* Nilotics
* Nilo –Hamites
* Hamites

**The Bantu**

Tribal group

The largest ethnic group is the Bantu.

**Origin of the Bantu**

* The Bantu came from Cameroon highlands

**Examples of tribes which belong to Bantu ethnic group and their languages**

|  |  |
| --- | --- |
| **Tribe** | **Language** |
| * Banyoro * Banyonkole * Baganda * Baruli * Bakiga * Basoga * Banyole | Lunyoro  Lunyankole  Luganda  Luruli  Lukiga  Lusoga  Lunyole |

The largest tribe in our district is Baganda

Commonest language spoken in our district is Luganda

**Reasons why the Bantu migrated**

* To look for pasture and water
* To look for fertile soil for crop growing
* Love for adventure
* Population pressure

**Results of the Bantu migration**

* They introduced new languages
* They introduced new crops like coffee, bananas
* They introduced new cultures
* They introduced clan system.
* They brought centralized system of governance. (kingdoms)

**Note:** The main occupation of the bantu was framing

The Bantu settled in the Interlacustrine region.

**Reasons why they settled in the Interlacustrine group**

* There were fertile soil
* There was good climate
* Economic activities of fishing
* Reliable rainfall

**Exercise**

1. What is an ethnic group?
2. Outline four examples of ethnic groups
3. Name the largest ethnic group.
4. Mention the major occupation of the Bantu
5. What was the cradle land/ origin of the Bantu
6. Outline any three reasons why the bantu migrated
7. State four outcomes of Bantu migration to Uganda.
8. What name was given to the region where the Bantu settled when they came to Uganeda?
9. Give one reason why they settled in the region above.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: The Nilotics / River – Lake Nilotes**

**INTRODUCTION:**

**CONTENT: The Nilotics**

The Nilotics came from Bahr – el – Ghazel province in southern Sudan.

* They first settled at Pubungu in Uganda.
* Their main occupation is cattle keeping

**Example of tribes which belong to river – lake Nilotes**

* Acholi
* Alur
* Japadhola

**Reasons for the migration of the river – lake Nilotes**

* Due drought and famine
* Looking for water and pasture
* Due to conflicts in their homeland
* Due to floods in their homeland

**Results of the migration of Nilotics**

* New cultures were formed e.g. language
* New languages
* The number of cattle increased
* They brought chiefdoms.

**The Nilo - Hamites (Plain Nilotes)**

* They migrated from Ethiopia.
* Their main occupation was cattle keeping

**Examples of tribes which belong to Nilo - Hamites**

* Iteso
* Karimojong
* Sabiny

They settled mainly in north eastern Uganda

**Note:** The Kariomojong practice Nomadic Pastoralism

**The Highland Nilotes**

They came from Ethiopia e.g. Sabiny.

**Exercise**

1. Mention the original home land of the Nilotics
2. Why is Pubungu remembered in the history of the Nilotics?
3. What was the major occupation of the Nilotics?
4. Outline any three tribes which belong to the river lake Nilotes.
5. What was the main occupation of the Nilo – Hamites
6. Give one tribe that belongs to Nilo Hamites.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Hamites**

**INTRODUCTION:**

**CONTENT: HAMITES**

The Hamites came from Ethipia. They entered Uganda from South West direction

Tribes which belong to Hamites

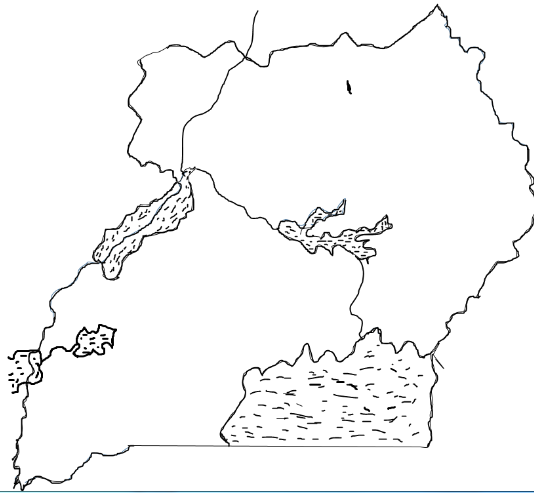
* Bahima, Bahinda, Basita and Tutsi

**Reasons why the Hamites migrated**

* To look for water and pasture
* Due to famine and drought
* Due to conflict in their homeland

**Occupation of the Hamites**

The Hamites are nomadic pastoralists (Cattle keepers)

**Maps**

Nile Hamites

Nilotics

Bantu

Hamites

**Languages in our area**

A language is medium of communication

**Foreign languages in our area**

A foreign language is a language from another country

**Examples of foreign languages**

* English
* Kiswahili
* French
* The official language of our area is English.

**Local languages**

**Examples of local languages**

* Luganda
* Ateso
* Lunyoro
* Kumam
* Lukoki
* Lukiga

The most common language in our area is Luganda

**Uses of language**

* It is used for communication
* It is used to express appreciation
* It is used for greeting

**Exercise**

1. Name the smallest ethnic group.
2. Name two tribes which belong to Hamites.
3. Mention the official language of our country.
4. State the commonest language of our area.

**Migration**

Migration is the movement of people from one place to another for better settlement.

**Types of migration**

* Rural – rural migration
* Rural – urban migration
* Urban – urban migration
* Urban – rural migration
* Immigration
* Emigration

**Rural – urban migration**

* Movement of people from villages to towns for better settlement.

**Causes of rural – urban migration**

* Search for better jobs
* Search for better social services
* To run away from bad cultural practices
* To look for market for their goods

**Ways of controlling rural – urban migration**

* Through rural electrification
* Setting up small scale industries to create jobs
* Providing better social services in rural areas.

**Rural – rural migration**

* The movement of people from one village to another for better settlement.

**Causes of rural – rural migration**

* Looking for fertile soils
* Looking for a spacious land
* Due to conflict

**Problems caused by rural – urban migration**

* High cost of living
* Un employment
* High crime rates
* Increased accidents
* Development of slums

**Activity**

1. What is immigration?
2. Mention any three causes of immigration.
3. Give any two causes of rural – urban migration
4. How can the government reduce rural – urban migration?
5. Give any one cause of rural migration
6. State three problems caused as a result of rural – urban migration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Clans**

**INTRODUCTION:**

**CONTENT: Clans**

**Clans that form tribes of people**

What is a clan?

A clan is an organized group of people under one fore father .

**Examples of clans under the Baganda tribe**

1. Nkima
2. Lugave
3. Mpindi
4. Mutima
5. Mamba
6. Ngabi

**Symbols of a clan**

1. Totem
2. Drumming, naming

**Totem -**  Is a special item respected by a given clan.

**Who heads a clan?**

**Clan head**

**Roles of a clan head**

* Registers clan members
* Supervises clan members

**Immigration –** This is when people come to live permanently in a country which is not of their own.

**Causes of immigration**

* Search of water, food and pasture
* Looking for jobs
* Due to epidemics
* Due to drought
* Running away from conflicts
* Search for fertile soils for crop growing.

**Factors influencing settlement patterns in our district**

* Soil fertility
* Presence of reliable rainfall and fertile soils
* Availability of trade activity
* Presence of enough food
* Presence of good security / peace
* Availability of social services like education, water, trade, health, care

**Activity**

1. What is immigration?
2. Mention any three causes of immigration
3. State any three factors influencing the settlement pattern in our district
4. Give any two problems caused by immigration.
5. Give any two results of immigration in our district.
6. How do migrations lead to introduction of new culture?
7. What is the smallest social unit called?
8. Give two advantages of a nuclear family.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: How to meet people’s needs**

**SUB –TOPIC: Traditional Economic Activities**

**COMPETENCES: The learner reads, writes, and spells words correctly.**

* **Economic activities**
* **Bark cloth**
* **Pottery**
* **Fishing**
* **Freezing**

**CONTENT:**

**Traditional economic activities**

These are activities people of long ago used to do.

**Examples of traditional economic activities**

* Bark cloth making
* Pottery
* Fishing
* Farming

**Bark cloth making**

* It was introduced by the Chwezi. bark cloth is made from a bark of a tree called Mutuba tree

**Fishing**

* Fishing is the catching of fish from a water body.
* A person who catches fish is called a fisher man.
* a person who sells fish is called a fishmonger

**Methods of catching fish**

Local methods

* Using hooks
* Using fishing spears

**Modern methods of catching fish**

* Trawling
* *Purse- seining.*
* Drifting
* *Trawling*
* *Gill netting.*

**Types of fish caught**

* Tilapia (commonest)
* Mud fish (from swamps)
* Nile perch (largest)
* Lung fish (from swamps)

**Ways of preserving fish**

* Local method
* By sun drying
* By smoking
* salting

**Modern method**

* By tinning
* By freezing

**Uses of fish to man**

* Fish acts as food to people
* Fish is a source of income
* Scales from fish may be used as decoration
* The skins of fish is used to make belts, bags and shoes

**Exercise**

1. What are traditional economic activities
2. Give two example of traditional economic activities
3. Mention any two traditional methods of fishing.
4. Give one disadvantage of fishing by poison
5. State two problems faced by the fishing industry.
6. What is the commonest type of fish caught in Uganda?
7. Which group of people introduced bark cloth making in Uganda?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: How to meet people’s needs**

**SUB –TOPIC: Farming**

**COMPETENCES: The learner reads, writes, and spells words correctly.**

* **Crops**
* **Farming**
* **Beverage**
* **Originally**
* **Traditional**
* **Non traditional**

**CONTENT:**

**Farming**

Farming is the growing of crops and rearing of animals

A farmer is a person who grows crops and rears animals

**Types of crops**

Food crops

Cash crops

**Food crops**

Food crops are crops grown for eating

**Examples of food crops**

* Banana
* Cassava
* Millet
* Beans
* Sweet potatoes

**Cash crops**

Cash crops are crops grown for selling

**Types of cash crops**

* Traditional cash crops
* Non - Traditional cash crops

These *were* crops which were originally grown as cash crops

**Examples of traditional cash crops**

* coffee
* cotton
* tea
* tobacco

**Uses of coffee**

* It is used as drink

**Non-traditional cash crops**

These were crops which were originally grown as food crops

**Examples of non – traditional cash crops**

* Beans
* Soya beans
* G. nuts
* Maize
* Sweet potatoes
* Cassava

**Exercise**

1. Why is farming called an economic activity?
2. What is the major economic activity carried out by most people in Uganda?
3. What type of activity is subsistence farming?
4. State one way farmers benefit from non – traditional cash crops.
5. What type of cash crop is maize today?
6. What is staple food crop grown in your district?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: How to meet people’s needs**

**SUB –TOPIC: Types of farming**

**COMPETENCES: The learner reads, writes, and spells words correctly.**

* **Fertile soil**
* **Insecticide**
* **Infertility**
* **Drought**

**CONTENT:**

**Needs of a farmer**

* Fertile soil
* Garden tools
* Good climate
* Capital
* Insecticides
* Market
* Insecticides

**Types of farming**

**Mixed farming**

* This is the type of farming where by a farmer grows crops and rears animals on the same piece of land.

**Advantages of mixed farming**

* A farmer gets double income
* Crops are used to feed animals and animal dungs are used for manure
* The farmer is assured of high yields from the crops.
* In case of prolonged drought, a farmer can depend on animals.
* A farmer gets a balanced diet

**Disadvantages of mixed farming**

* It is expensive to start and manage
* It requires a lot of skills
* It requires a large piece of land

**Subsistence farming**

This is the growing of crops and rearing of animals for home consumption and surplus for selling.

**Advantages of subsistence farming**

* It doesn’t require much capital
* It requires a small piece of land

**Disadvantages of subsistence farming**

* It makes a farmer to remain poor
* It leads to soil infertility

**Exercise**

1. Outline any two needs of a famer
2. Why does a famer need fertile soil?
3. Why do most people in our district practice subsistence farming
4. How is mixed farming different from subsistence farming? Give one.
5. Why is subsistence not a good system of farming?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: How to meet people’s needs**

**SUB –TOPIC: Types of farming**

**COMPETENCES: The learner reads, writes, and spells words correctly.**

* **Live stock**
* **Plantation**
* **Pastoralism**
* **Ranching**
* **Aqua-culture**
* **Apiculture**
* **Crop rotation**

**CONTENT:**

**Types of farming**

**Horticulture**

This is the growing of fruits and vegetables

**Floriculture**

This is the growing of flowers on a large scale

**Uses of flowers**

* They are used for decoration
* They are sold to get money

**Plantation farming**

* This is the growing of one perennial crop on a large scale for sale

**Examples of crops grown on plantation**

* coffee
* *cocoa*
* oil palm
* sugarcane
* sisal

**Livestock farming**

* This is the keeping of domestic animals and birds

**Types of livestock farming**

* Nomadic Pastoralism
* Dairy farming
* Ranching farming
* Poultry farming

Livestock farming involves keeping of domestic animals like sheep, goats, cattle, horses, camels and donkeys

**Nomadic Pastoralism**

Nomadic Pastoralism is the movement of people and their animals in search for water and pasture

**Question**

What is pastoralism?

This is the rearing of large herds of cattle as a cultural or traditional practice.

**Examples of pastoral tribes in Uganda**

* Bahima of Ankole
* Karamajong of North eastern Uganda

**Ranching farming**

* This is the keeping of cattle purposely for beef production
* Beef is the main product of a ranch

**Dairy farming**

This is the keeping of cattle for milk production / produces got from dairy farms

* Yoghurt
* Ghee Products got from dairy farms
* Cheese
* Butter

**Poultry farming**

* This is the keeping of domestic birds for a purpose

**Examples of domestic birds**

* Turkeys
* hen
* duck
* Apiculture - This is the keeping of bees.
* Monoculture – This is the growing of only one type of crop.
* Crop rotation – Is the interchanging of crops season after season.
* Aquaculture - This is the keeping of fish

**Problems facing farmers in Uganda**

* Pests and diseases
* Poor transport and communication
* Price fluctuation
* Lack of enough capital

**Solutions to the problems**

* By employing veterinary doctors
* By constructing good roads.
* By providing loans to farmers

**Exercise**

1. Define the following terms:-
2. Horticulture
3. Floriculture
4. Dairy farming
5. Outline any four problems facing farmers in Uganda
6. Give any two domestics birds kept in our district.
7. Mention two social values of domestic birds in our community.
8. Give one dairy product bought from super markets.
9. How are flowers important to people?
10. What is the main product got from ranches?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Social activities / cultural practices**

**What are social activities**

These are activities that bring people together

**Types of social activities in our district**

* Introduction in marriages
* Weddings
* Naming of children
* Circumcision
* Burial ceremonies

**Importance of social activities**

* They keep different families together
* They promote culture e.g. languages, dressing
* Unite people
* They promote good morals
* Promote working together
* Strengthen family clan ties and norms

**Reasons why people work**

* To get food
* To get money
* To help others

**Problems faced by people in the work they do**

* Insecurity / wars
* Diseases of animals and birds
* Poor people’s health
* Poor transport
* Lack of knowledge and technical skills
* Weather changes
* Laziness of the people
* Poverty
* Unstable prices of commodities

**Activity**

1. State any two examples of social activities.
2. What is marriage?
3. In which two ways is marriage important?
4. Give any two values of social activities.
5. Mention one tribe in Uganda where circumcision of the males is practiced.
6. How does naming of children promote culture?
7. How do social activities promote development?
8. Give any two advantages of an extended family.
9. Mention any two roles of a family head.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Culture**

Culture refers to the norms, values and way of life of people in a given society.

**Types of culture**

* Material culture
* Non-material culture

**Examples of material culture**

This includes physical things like:-

* Dressing
* Crafts
* Weapons
* Food
* Totems

**Non-material culture**

**This includes:-**

* Beliefs
* Religion
* Taboos
* Security
* Languages
* Music, Dance, Drama

**Importance of culture**

* Promotes unity
* Promotes good morals
* For identity
* Source of income through tourism

**Beliefs** – Acceptable ideas in a given society

**Customs** – Acceptable behaviours

**Values** – Moral Standards of a given society

**Norms**  – Acceptable behaviour

**Taboos** – Forbidden acts in a given society.

**Reasons why people work**

* To get food
* To get money
* To help others

**Problems faced by people in their work**

* Shortage of funds
* Diseases
* Insecurity
* Poor transport
* Lack of knowledge and technical skills
* Weather changes
* Laziness
* Unstable prices of commodities

**Activity**

1. What is culture?
2. State any two cultural practices
3. Give two ways culture is important in our society.
4. What is a food taboo?
5. Mention any two food taboos.
6. Name any four tribes with their staple food.
7. Give any two examples of material culture.
8. How does culture promote unity among people?
9. What is a lineage?

**Topical test on people meet their needs**

1. What are economic activities?
2. Give two major economic activities carried out by people in your district.
3. Name one industry you know
4. What is tourism?
5. Give two examples of tourist attraction in Uganda.
6. Which major tourist attraction is found in Kidepo valley game park?
7. List down two types of fish caught in Uganda.
8. What is the commonest method of preserving fish?
9. State two needs of a farmer.
10. Identify two problems faced by farmers
11. How are the Karimojong similar to the Bahima in terms of occupation?
12. a) What is trade?

b) Give two items of trade you know.

c) Why do people carry out trade?

1. Give the roles played by the following:-
   1. Potters
   2. Carpenters
   3. Black smith
   4. Fish mongers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class** | **Subject** | **No. of pupils** | **Time** |
|  | **P.4** |  |  |  |

**TOPIC: People in our District**

**SUB –TOPIC: Topical Questions**

1. What is Stone Age period?
2. Why is the Stone Age period called so?
3. Outline the three stages of Stone Age period.
4. State the characteristics of early man during the early stone age period
5. Write any two of early man’s tools.
6. What discovery marked the end of the Old Stone Age period?
7. Form sentences using the following words
8. tamed
9. fire
10. cave
11. bolas
12. How did early man make fire
13. State any two ways early man got food.
14. Write any two places where early man slept
15. Name the largest ethnic group.
16. Which ethnic group enabled man to live a settled life?
17. What is a family?
18. Give any two advantages of a nuclear family.

**Word bank**

|  |  |  |
| --- | --- | --- |
| Bolas  Roasting  Taming  Twirling  Friction  Temporary  Pasture  Centralized  Interlacustrine  Occupation  Governance  Bahr-el-Ghazel  Pastoralism  Chief dom  Immigration  Culture  Totems  Crafts | Stone age period  Lineage  Forefather  Ethnic  Staple food  Acceptable  Clan ties  Commodities  Pottery  Epidemics  Electrification  Emigration  Slums  Small scale  Rural  Urban  Appreciation  Foreign | Medium  Nomadic  Karimojong  Sabiny  Jopadhola  Settlement  Tribal  Smelting  Middle stone age  Iron age  Reliable  Commonest  Crime  Conflict |

**TEXT BOOKS TEACHING RECORD FOR TERM II**

**Tr. Nabulondela Miriam , Keddi Edris and Opala Stephen P.4 Yellow**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic / Lesson** | **Text book title** | **Page** | **Content to be taught** | **Week** |
| People of our district | MK Pupils book 4 | 53 | Migration and settlements | 3 |

**TEXT BOOKS TEACHING RECORD FOR TERM II**

**Tr. Nabulondela Miriam , Keddi Edris and Opala Stephen P.4 Yellow**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic / Lesson** | **Nature of practical / Audio visual / out of class (excursion)** | **Requirements / real objects needed** | **Week for teaching the lesson** |
| Vegetation | * Local environment * Excursion to Mabira | Fish  Mabira | Week 1  Week 4 |
| Fishing | Audio visual on methods of fishing  Fish species e.g. tilapia, Nile perch e.t.c. | Projector | Week 4 |
| Farming e.g. dairy, ranching | Dairy products | Butter  Ghee  Yoghurt  Milk  Beef  Horns  Skins and hides | Week 4 |
| Traditional cash crops |  | Coffee seeds  Tobacco leaves | Week 4 |