




## PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 1

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 2	LIVING TOGETHE R	LOCATION OF OUR DISTRICT	By the end of the lesson, the learner:- <ul style="list-style-type: none"> <li>♣ Names his /her district.</li> <li>♣ States the neighbouring districts</li> <li>♣ Draws the map of his/her district showing divisions/ municipalities/counties.</li> </ul>	<ul style="list-style-type: none"> <li>♣ My district is Kampala /Wakiso.</li> <li>- Found near the shores of Lake Victoria.</li> <li>- Neighbouring districts are:- Wakiso, Mukono, Mpigi, Luwero etc.</li> <li>- A map of our district to be drawn.</li> </ul>	<ul style="list-style-type: none"> <li>- Children answer oral questions.</li> <li>- Children draw a map of their district showing divisions/ counties.</li> </ul>	- A chart showing the map of your district	s.s.t syllabus pg 2  Fountain s.s.t Mk pps bk 4 pg 2  Monitor s.s.t bk 4 Atlas.	
2				<ul style="list-style-type: none"> <li>♣ Give the functions of the district.</li> <li>♣ Mention requests of people in the district.</li> <li>♣ Give a brief history of the district.</li> </ul>	<b>Functions of the district</b> <ul style="list-style-type: none"> <li>♣ Administrative unit.</li> <li>♣ Creates employment.</li> <li>♣ Commercial centre.</li> <li>♣ Easy delivery of social services.</li> </ul> <b>Requests of people</b> <ul style="list-style-type: none"> <li>♣ Medical care</li> <li>♣ Education</li> <li>♣ Security</li> <li>♣ Transport</li> <li>♣ Communication</li> <li>♣ Piped water</li> </ul>	<ul style="list-style-type: none"> <li>- Answer oral and written questions about the given content.</li> </ul>			
3			LOCATION OF OUR DISTRICTS.	<ul style="list-style-type: none"> <li>♣ Identify places e.g.</li> <li>♣ Compares rural and urban districts.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Important places</li> <li>- District headquarters</li> <li>- Schools</li> <li>- Police stations</li> <li>- Health centres</li> <li>- Cultural centres</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring important places and where they are located.</li> <li>- Visiting those places.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures from text books</li> <li>- Charts.</li> <li>- Our environment</li> </ul>	s.s.t syllabus page 2  mk primary s.s.t bk 4 pg 1 and 2.	

					<ul style="list-style-type: none"> <li>- Cultural historical sites</li> <li>- Markets</li> <li>- Radio stations</li> <li>- Places of work</li> </ul>				
				<ul style="list-style-type: none"> <li>- Names the instrument used to find direction.</li> <li>- Names the cardinal and semi- cardinal points.</li> <li>- Draws a compass and names directions.</li> <li>- States other ways of finding direction.</li> </ul>	<ul style="list-style-type: none"> <li>♠ A compass is used to show direction.</li> <li>♠ Cardinal points are main points of a compass.</li> <li>♠ Semi- cardinal points lie between cardinal points. Cardinal points are South, North, West, East,</li> <li>♠ Semi cardinal points are SE,SW,NE,NW</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and naming the compass points.</li> <li>- Using bodily parts to locate directions.</li> <li>- Using the sun and shadow to tell directions.</li> </ul>	Body parts  Chart  Sun  shadows	s.s.t syllabus pg 2  primary s.s.t bk 4  pg 1 & 2.	
<b>4</b>		<b>LOCATIO N</b>	<b>Maps and pictures.</b>	<ul style="list-style-type: none"> <li>♠ Define s a map</li> <li>♠ Defines pictures</li> <li>♠ Draws pictures of maps.</li> <li>♠ Explains why signs &amp; symbols are used on the map</li> <li>♠ State the important feature of the map.</li> </ul>	<ul style="list-style-type: none"> <li>♠ A map is a representation / drawing of an object as seen and drawn from above.</li> <li>♠ A picture is a drawing of an object as seen from all sides.</li> </ul> <p>PicturesMap</p>  	<ul style="list-style-type: none"> <li>- Drawing &amp; naming the compass points</li> <li>- Illustrate pictures of maps</li> <li>- Mentioning important features on the map.</li> <li>- Giving</li> </ul>	<ul style="list-style-type: none"> <li>- Charts</li> <li>- Real objects e.g desks, tables, houses etc.</li> </ul>	Mk pupils bk 4 pg 2 and 3	

					 <p>Important features of a map</p> <ul style="list-style-type: none"> <li>- Key</li> <li>- Scale</li> <li>- Compass</li> <li>- Title/ heading.</li> </ul>	reasons why symbols are used on a map.			
5	1	<b>PHYSICAL FEATURES.</b>	<b>Physical features</b>	<ul style="list-style-type: none"> <li>- Defines physical</li> <li>- Gives examples of physical features.</li> <li>- Draw map symbols for physical features.</li> <li>- States categories of physical features.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Physical features are natural land forms of an area.</li> </ul> <p><b>Example[s]</b> <b>Drainage features</b></p> <ul style="list-style-type: none"> <li>♣ Rivers</li> <li>♣ Lakes</li> <li>♣ Oceans</li> <li>♣ Seas</li> </ul> <p><b>Relief features</b></p> <ul style="list-style-type: none"> <li>♣ Hills</li> <li>♣ Mountains</li> <li>♣ Plateau</li> <li>♣ Valleys</li> <li>♣ plains</li> </ul>	<ul style="list-style-type: none"> <li>- Defining physical features.</li> <li>- Drawing and naming map symbols</li> <li>- Visiting some of the physical features in the neighbourhood.</li> </ul>	Pictures from text books.	s.s.t syllabus pg 5  Fountain s.s.t pg 10  Monitor  SSTpg 5.	
			<b>Influence of physical features on climate and animals</b>	<ul style="list-style-type: none"> <li>- Tells how physical features influence climate.</li> <li>- Tells how physical features affect animal life</li> </ul>	<ul style="list-style-type: none"> <li>♣ A diagram showing the formation of relief rainfall.</li> </ul> <p><b>How physical features affect animal life.</b></p> <ul style="list-style-type: none"> <li>♣ Some provide water to animals.</li> <li>♣ Some provide shelter</li> <li>♣ Some provide food.</li> </ul>	<ul style="list-style-type: none"> <li>- Telling how physical features affect climate</li> </ul>	Charts  Text books	Mk bk 4 pg 21.	
			<b>Dangers of physical features / Uses of physical features.</b>	<ul style="list-style-type: none"> <li>- Give s dangers of physical features.</li> <li>- Tells uses of physical features.</li> </ul>	<p><b>Uses of physical affect animal life.</b></p> <ul style="list-style-type: none"> <li>♣ They attract tourists.</li> <li>♣ Some mts provide fertile soils for</li> </ul>	Identifying dangers	A chart showing relief rainfall	s.s.t syllabus pg 5  Fountain sstpupil's book 4	

					agriculture. ♣ Some water bodies provide fishing grounds. ♣ Some physical features act as hunting grounds. ♣ Some are sources of minerals. <b>Dangers</b> ♣ Mountains causes land slides. ♣ Some physical features hide dangerous wild animals. ♣ Some mountains erupt cause death.	and uses of rainfall		pg 10.  Mk standard sst ppls bk 4 pg 21	
5	3 & 4	PHYSICAL FEATURES IN OUR DISTRICT	CARING FOR PHYSICAL FEATURES.	- Gives ways of caring for physical features.  - Names organizations that help to protect the physical features.  - Gives the activities of NEMA and NFA.	<b>Ways of protecting the environment.</b> ♣ Avoid pollution ♣ Avoid swamp drainage ♣ Laws against environmental degradation should be put in place. ♣ Avoid over cultivation on mountain slopes.  <b>Organizations</b> ♣ NEMA ♣ NFA  <b>Activities of NEMA &amp;NFA.</b> ♣ Educate the public on the values of environment. ♣ Educate the public on the dangers of environmental	- 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.	

					<p>degradation.</p> <p>♣ Educate the public on the dangers of encroachment.</p>					
		<b>WEATHER</b>	<b>Elements of weather</b>	<ul style="list-style-type: none"> <li>- Defines weather.</li> <li>- Tells elements of weather.</li> <li>- Describes people who study about weather conditions.</li> <li>- Names the main meteorological centre.</li> </ul>	<p>Weather is the condition of the atmosphere at a given time in a given place.</p> <p>Elements / factors/ weather makers.</p> <ul style="list-style-type: none"> <li>- Rainfall</li> <li>- Temperature</li> <li>- Wind</li> <li>- Sunshine</li> <li>- Air pressure</li> <li>- Cloud cover</li> <li>- Humidity</li> <li>- Entebbe – main meteorological centre.</li> </ul>	<p>Defining weather</p> <ul style="list-style-type: none"> <li>- Telling the elements of weather</li> </ul>	<p>A weather</p> <p>Chart</p> <p>Environment.</p>			
<b>6</b>	<b>1</b>	<b>Weather</b>	<b>Temperature</b>	<ul style="list-style-type: none"> <li>- Defines temperature.</li> <li>- Tells how temperature is measured</li> <li>- Names types of thermometers.</li> <li>- Identifies liquids used in thermometers.</li> </ul>	<p>♣ Temperature is the hotness or coldness of a place or an object.</p> <p>♣ Temperature is measured in degrees.</p> <p>♣ Thermometer is an instrument that is used to measure temp.</p> <p><b>Types of thermometer</b></p> <p>♣ Six's thermometer minimum &amp; maximum thermometer.</p> <p>♣ Clinical thermometer liquid is used in thermometers</p> <p>♣ Mercury</p> <p>♣ Alcohol</p>	<ul style="list-style-type: none"> <li>- Defining temperature</li> <li>- Naming the instruments that measure</li> <li>- Identifying liquids used in thermometer</li> <li>- Naming types of thermometer</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures from text bks</li> <li>- Environment</li> <li>- Charts</li> </ul>	<p>Mk bk 4</p> <p>Pg 27</p>		

	2 & 3 & 4		<b>Sun shine &amp; rain fall</b>	<ul style="list-style-type: none"> <li>- Defines sunshine rainfall.</li> <li>- Tells how sunshine&amp; rainfall are measured.</li> <li>- States the uses of sunshine &amp; rainfall.</li> <li>- Gives dangers of sunshine and rainfall.</li> <li>- Draws sunshine recorder and rain gauge.</li> <li>- Identifying processes that help in the formation of rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Suns shine is the sun's heat energy received on the earth's surface.</li> <li>♣ Rainfall is the amount of rain that falls in a certain area at a given time</li> </ul> <p><b>Weather instruments</b> Sun shine – sunshine recorder Rain fall – Rain gauge</p> <p><b>Uses of sunshine</b></p> <ul style="list-style-type: none"> <li>♣ Dries clothes &amp; crops</li> <li>♣ Solar energy productionetc</li> </ul> <p><b>Uses of rainfall</b></p> <ul style="list-style-type: none"> <li>♣ Softens the ground for easy cultivation.</li> <li>♣ Main source of water etc.</li> </ul> <p><b>Dangers of sun shine</b></p> <ul style="list-style-type: none"> <li>♣ Too much sun shine spoils our crops etc</li> </ul> <p><b>Dangers of rainfall</b></p> <ul style="list-style-type: none"> <li>♣ Land slides</li> <li>♣ Floods</li> <li>♣ Death etc.</li> </ul> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>♣ Evaporation</li> <li>♣ Transpiration</li> <li>♣ Condensation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining sunshine and rainfall.</li> <li>- Drawing</li> <li>- Observing</li> </ul>	Charts Text books	Mk sst bk 4 pg 29 and 22.	
7	1		<b>Types of rainfall and their formation.</b>	<ul style="list-style-type: none"> <li>- Identifies the types of rainfall.</li> <li>- Describes the formation of</li> </ul>	<p><b>Types of rainfall</b></p> <ul style="list-style-type: none"> <li>♣ Relief rainfall</li> <li>♣ Convectional rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying types of rainfall.</li> <li>- Describing</li> </ul>	Charts Text books	Mk primary sst bk 4 pg 20.	

				rain fall	<ul style="list-style-type: none"> <li>♣ Cyclonic rainfall</li> </ul> <b>Formation</b> <ul style="list-style-type: none"> <li>♣ Relief rainfall is formed and received in highlands.</li> <li>♣ Convectional rain fall is received around water bodies and forests.</li> <li>♣ Cyclonic – formed and received in plains</li> </ul>	the formation of rainfall			
	2		Measuring rainfall	<ul style="list-style-type: none"> <li>- Tells units for measuring rainfall.</li> <li>- Draws a rain gauge</li> </ul>	<ul style="list-style-type: none"> <li>♣ Rainfall is measured in millimeters.</li> <li>♣ Rain gauge is used to measure rainfall</li> <li>♣</li> </ul>	<ul style="list-style-type: none"> <li>- Telling units for measuring rain fall.</li> <li>- Drawing a rain gauge</li> </ul>	Charts Text books	Mk primary sst bk 4 pg 22.	
	3 & 4	WEATHER	WIND	<ul style="list-style-type: none"> <li>- Defines wind</li> <li>- Tells types of wind</li> <li>- Uses of wind</li> <li>- Dangers of wind</li> </ul>	<p>Wind is moving air.</p> <b>Types of wind</b> <ul style="list-style-type: none"> <li>♣ Galley wind</li> <li>♣ Hurricane wind</li> <li>♣ Land and sea breezes.</li> </ul> <b>Uses of wind</b> <ul style="list-style-type: none"> <li>♣ For winnowing</li> <li>♣ Formation of rainfall</li> <li>♣ Moves boats</li> <li>♣ Pollinates flowers</li> <li>♣ Dries away bad smell</li> </ul> <b>Dangers of wind</b> <p>Too much wind;</p> <ul style="list-style-type: none"> <li>♣ Force boats to capsize</li> <li>♣ Speeds up spread of diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Defining wind</li> <li>- Telling types of wind</li> <li>- Mentioning uses and dangers of wind.</li> </ul>	Pictures from text bks	Km bk 4 pg 26	

					<ul style="list-style-type: none"> <li>♣ Pollutes the atmosphere.</li> <li>♣ Leads to soil erosion</li> <li>♣ Blows roofs off our houses.</li> </ul>				
8	1	WEATHER	Instruments for measuring wind	<ul style="list-style-type: none"> <li>- Identifies weather instruments for measuring wind</li> <li>- Draws and names weather instruments for wind</li> </ul>	<ul style="list-style-type: none"> <li>♣ Wind vane –wind direction</li> <li>♣ Wind sock- strength of wind/ direction</li> <li>♣ Anemometer – wind speed</li> </ul>	Identifying instruments for measuring wind  Visiting a weather station drawing	Charts	Mk bk 4 pg 25	
	2	WEATHER	Clouds	<ul style="list-style-type: none"> <li>- Defines clouds</li> <li>- Tells types of clouds.</li> <li>- Tells importance and dangers of clouds.</li> </ul>	<p>Clouds are droplets of water vapour which keep floating in the atmosphere</p> <p><b>Types of clouds</b></p> <ul style="list-style-type: none"> <li>♣ Nimbus</li> <li>♣ Cirrus</li> <li>♣ Stratus</li> <li>♣ Cumulus</li> <li>♣ Cumulo- nimbus</li> </ul> <p><b>Importance of clouds.</b></p> <ul style="list-style-type: none"> <li>♣ Keep earth warm etc.</li> </ul> <p><b>Dangers</b></p> <ul style="list-style-type: none"> <li>♣ Cause rushing of aero planes</li> <li>♣ Heavy storms etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Defining clouds</li> <li>- Telling types of clouds</li> <li>- Telling importance and dangers of clouds.</li> </ul>	Pictures from text bks	Mk primary s.s.t ppls bk 4 pg. 17	
	3	WEATHER	Influence of weather on people's activities	<ul style="list-style-type: none"> <li>- Gives ways how weather affects people's activities</li> </ul>	<ul style="list-style-type: none"> <li>♣ Farming</li> <li>♣ Too much rainfall can destroy crops</li> <li>♣ Dressing * People in hot areas put on light clothes while those in cold areas put on heavy clothes.</li> <li>♣ People who work in open areas are</li> </ul>	Giving ways & weather affects people's activities	Text books		



					affected by sunshine and rainfall.				
	4		<b>Stevenson screen</b>	<ul style="list-style-type: none"> <li>- Defines a Stevenson screen.</li> <li>- Draws a Stevenson screen.</li> <li>- Identifies weather instruments kept in a Stevenson screen</li> </ul>	<ul style="list-style-type: none"> <li>♣ A wooden box / structure for keeping delicate weather instruments</li> <li>♣ Thermometers</li> <li>♣ Barometer</li> <li>♣ Hygrometer</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Defining Stevenson screen.</li> <li>- Identifying</li> </ul>	Chart pictures from text books	Mk sst bk 4 pg 33.	
9	1	<b>WEATHER</b>	<b>Seasons and corresponding activities</b>	<ul style="list-style-type: none"> <li>- Defines seasons</li> <li>- Identifies the period&amp; seasons last.</li> <li>- Tells the number of seasons in a year.</li> <li>- Tells activities done in each season by farmers.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Seasons are period of time in a year when the conditions are experienced.</li> <li>♣ Seasons usually last for 3-4 months.</li> <li>♣ Two seasons are experienced in our district i.e. wet season and dry season</li> </ul> <p><b>Activities done</b></p> <ul style="list-style-type: none"> <li>♣ Dry season</li> <li>♣ Harvesting ready crops</li> <li>♣ Drying yields</li> <li>♣ Ploughing &amp; preparing land.</li> <li>♣ Seed storing</li> <li>♣ Repairing machines.</li> </ul> <p><b>Wet season</b></p> <ul style="list-style-type: none"> <li>♣ Planting ,spraying, weeding, pruning</li> </ul>	<ul style="list-style-type: none"> <li>- Defining seasons</li> <li>- Identifying seasons.</li> <li>- Telling activities done</li> </ul>	Text books	Mk bk 4 pg 34 - 35	
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## PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 5	VEGETATION IN OUR DISTRICT	VEGETATION	<ul style="list-style-type: none"> <li>♣ Learners explain the term vegetation.</li> <li>♣ State different kinds of vegetation</li> <li>♣ Mention uses of vegetation.</li> <li>♣ State human activities that affect vegetation.</li> <li>♣ Outline ways of caring for vegetation</li> </ul>	<p>Vegetation is the plant cover of an area.</p> <p><b>Kinds of vegetation</b></p> <ul style="list-style-type: none"> <li>- Forest</li> <li>- Swamps</li> <li>- Bushes</li> <li>- Crops grass</li> </ul> <p>Uses of vegetation</p> <ul style="list-style-type: none"> <li>- Source of herbs</li> <li>- Sources of fire wood</li> <li>- Sources of food</li> <li>- Helps in rainfall formation.</li> <li>- Improves soil fertility</li> <li>- Helps to control soil erosion</li> <li>- Provides grass for thatching houses.</li> <li>- Provides electric poles etc.</li> </ul> <p><b>How people affect vegetation.</b></p> <ul style="list-style-type: none"> <li>- Through bush burning</li> <li>- Through over grazing.</li> <li>- Through afforestation.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining the term vegetation.</li> <li>- Stating the kinds of vegetation.</li> <li>- Stating human activities that affect vegetation.</li> <li>- Outlining ways of caring for vegetation.</li> </ul>	- Our environment	Fountain primary s.s.t for Uganda bk 4 pg 18	

					<ul style="list-style-type: none"> <li>- Through deforestation.</li> <li>- Through over cultivation.</li> <li>- Through pollution.</li> <li>- Through construction of roads.</li> <li>- Through building houses</li> <li>- Through industrialization</li> </ul> <p><b>Ways of caring for vegetation.</b></p> <ul style="list-style-type: none"> <li>- A void pollution</li> <li>- Practice afforestation and re-afforestation</li> <li>- Watering vegetation</li> <li>- Treaming</li> <li>- Fencing</li> <li>- Mulching</li> <li>- A void bush burning</li> </ul>				
<b>2</b>	<b>1 to 5</b>	<b>PEOPLE IN OUR DISTRICT</b>	<b>The stone age</b>	<ul style="list-style-type: none"> <li>♣ Tell what stone age is</li> <li>♣ Outline the stages of Stone Age.</li> <li>♣ State the important discoveries in each stage.</li> <li>♣ Draw some tools used by early man.</li> <li>♣ Define archeology</li> <li>♣ Tell how archeology is done.</li> <li>♣ How they got their food and the food they ate.</li> <li>♣ Define Stone Age sites.</li> <li>♣ Name the different Stone Age</li> </ul>	<p>Stone age is the period when early man used stone tools.</p> <p>Stages.</p> <ul style="list-style-type: none"> <li>♣ Early stone age / old</li> <li>♣ The middle stone age</li> <li>♣ The new Stone Age / late stone age period.</li> </ul> <p><b>Old stone age.</b></p> <p>Needs of man in this stage.</p>	<ul style="list-style-type: none"> <li>- Defining different terms.</li> <li>- Drawing Stone Age period.</li> <li>- Mention the different discoveries in different Stone Age stages.</li> <li>- Give the different Stone Age sites.</li> <li>- Use a map to</li> </ul>	A amp showing stone age sites in Uganda	Atlas New primary s.s.t P.4 pg 29.	

				sites.	<p>i) Shelter</p> <p>ii) Food</p> <p><b>Tools used</b></p> <ul style="list-style-type: none"> <li>♣ Hand axe</li> <li>♣ Bolas</li> <li>♣ Pits and holes</li> <li>♣ Sharp pointed sticks.</li> </ul> <p><b>Milled stone age.</b></p> <ul style="list-style-type: none"> <li>♣ Discoveries include.</li> <li>♣ Fire, skins and leaves, pots buried the dead, tools where made better.</li> </ul> <p>New / late stone age</p> <ul style="list-style-type: none"> <li>♣ Built huts</li> <li>♣ Tools made better</li> <li>♣ Iron</li> <li>♣ Drawing and painting e.g. in Nyeru Rock paintings.</li> </ul> <p><b>The iron age.</b></p> <ul style="list-style-type: none"> <li>♣ Tools</li> <li>♣ To be drawn</li> <li>♣ Archeology is the digging out and study about the remains of early man.</li> <li>♣ Excavation is done in places where early man died.</li> </ul> <p>Ways food was got.</p> <p>Examples of food eaten by early man e.g.</p> <ul style="list-style-type: none"> <li>♣ Raw meat</li> <li>♣ Some plant leaves</li> <li>♣ Some insects.</li> <li>♣ Delicious roots and</li> </ul>	observe where Stone Age sites are located.			
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					<p>stems.            ♠ honey etc.            Stone age sites are places where man is believed to have lived.</p> <p><b>Examples of stone age sites</b></p> <p>♠ Parara            ♠ Luzira            ♠ Magosi</p>				
3	1 to 5		<b>Ethnic groups</b>	<p>♠ Different ethnic groups.</p> <p>♠ Tell the major ethnic groups in Uganda.</p> <p>♠ Tell their movement patterns of ethnic groups</p> <p>♠ Causes of ethnic migrations</p> <p>♠ Outline the factors that influence the settlement patterns of ethnic groups</p> <p>♠ Name the different ethnic groups</p> <p>♠ Legends told by different ethnic groups.</p>	<p>An ethnic group is a group of people with the same origin and speak almost the same language.</p> <p>Examples of ethnic groups.</p> <ul style="list-style-type: none"> <li>- Bantu</li> <li>- Nilotics</li> <li>- NiloHamites</li> <li>- Describe the movement</li> <li>- Patterns of the ethnic groups.</li> </ul> <p>Causes of ethnic groups migration.</p> <ul style="list-style-type: none"> <li>- Over population</li> <li>- Shortage of land</li> <li>- Drought</li> <li>- Civil wars.</li> <li>- Epidemic diseases etc.</li> </ul> <p><b>Factors that influence the settlement patterns.</b></p> <ul style="list-style-type: none"> <li>- Soil fertility</li> <li>- Rainfall</li> <li>- Security</li> <li>- Jobs</li> <li>- Vegetation</li> <li>- Climate</li> </ul>	<p>- Stating factors that influence the settlement patterns.</p> <p>- Stating the major economic activities carried out by different ethnic groups.</p>			

					<b>Major economic activities</b>  <b>Bantu</b> - Farming  <b>Nilotics</b> - Pastoralism  Nilo HAMITES. - Pastoralism  <b>Hamites</b> - pastoralism				
		<b>PEOPLE IN OUR DISTRICT</b>	<b>Ethnic groups.</b>		- Tribes found in different ethnic groups.  <b>Bantu</b> - Baganda - Bakiga - Basoga - Banyankole etc.  Nilotics - Acholi - Alur - Lugbar - Japadholas  <b>NiloHamites.</b> - Karimojong - Sebei - Kumam  <b>Hamites</b> - Bahima - Batutsi  Legends told by different ethnic groups. Bantu	- Mention tribes found in different ethnic group[s].  - Tell some legends told by different ethnic groups.  - do -  - do -			

					<ul style="list-style-type: none"> <li>- Kintu and Nambi</li> <li>- Isaza and Nyamiyonga</li> <li>- Njabala</li> <li>- Mundu and Sera (the first Mugishu)</li> </ul> <p><b>Nilotics</b></p> <ul style="list-style-type: none"> <li>- The spear and the bead.</li> </ul>				
4	1 to 5	PEOPLE IN OUR DISTRICT	Economic activities	<ul style="list-style-type: none"> <li>♣ explain what economic activities are</li> <li>♣ outline the different economic activities carried out in our district</li> <li>♣ Define commercial centers.</li> </ul>	<p>These are activities done by people to get Money.</p> <p>Examples</p> <p>Modern</p> <ul style="list-style-type: none"> <li>- Trade</li> <li>- Office work</li> <li>- Teaching</li> <li>- Nursing etc.</li> </ul>	<p>State the importance of economic activities</p> <ul style="list-style-type: none"> <li>- List the social activities in our district</li> </ul>			
		PEOPLE IN OUR DISTRICT	Economic activities	<ul style="list-style-type: none"> <li>♣ Problems faced by people in carrying economic activities</li> <li>♣ Outline the different social activities in our district.</li> <li>♣ Factors contributing to people's way of life.</li> <li>♣ Tell the importance of economic activities</li> <li>♣ Outline the importance of social activities.</li> </ul>	<p><b>Traditional</b></p> <ul style="list-style-type: none"> <li>- Pottery</li> <li>- Fishing</li> <li>- Farming</li> <li>- Craft making</li> <li>- Black smithing</li> <li>- Brick making</li> </ul> <p>Problems faced by people in carrying out economic activities</p> <ul style="list-style-type: none"> <li>- Thieves</li> <li>- Insecurity</li> <li>- Diseases.</li> <li>- Poor health</li> <li>- Poor transport</li> <li>- Lack of enough skills</li> <li>- Climate / weather changes.</li> <li>- Laziness of people</li> <li>- Poverty</li> <li>- Unstable prices of commodities.</li> </ul>	<ul style="list-style-type: none"> <li>- State the importance of social activities.</li> <li>- State the factors contributing to people's way of life.</li> </ul>			

		<b>PEOPLE IN OUR DISTRICT</b>	<b>Economic activities</b>		<p>Importance of economic activities</p> <ul style="list-style-type: none"> <li>- Help people to get Money.</li> <li>- Create employment</li> <li>- Promote unity</li> <li>- They break boredom</li> <li>- They impart life skills among people.</li> </ul> <p><b>Social activities in our district.</b></p> <ul style="list-style-type: none"> <li>- Introduction in Marriage.</li> <li>- Wedding</li> <li>- Naming of children</li> <li>- Circumcision</li> <li>- Burial of the dead</li> <li>- Initiation of children.</li> <li>- Entertainment.</li> <li>- Dressing.</li> </ul>	-			
<b>5</b>	<b>1 to 5</b>	<b>PEOPLE IN OUR DISTRICT</b>	<b>Social activities</b>	<ul style="list-style-type: none"> <li>♣ Factors contributing to people's way of life.</li> <li>♣ Outline the importance of socialactivities.</li> <li>♣ States factors contributing to people's way of life.</li> <li>♣ Defining commercial centres.</li> <li>♣ States examples of commercial centres.</li> </ul>	<p><b>Importance of social activities.</b></p> <ul style="list-style-type: none"> <li>- They keep different families together.</li> <li>- They promote culture e.g. feeding, dressing, language.</li> <li>- Unite people.</li> <li>- They promote acceptable behavior.</li> <li>- Promote working together.</li> <li>- Strengthen family, clan norms.</li> </ul> <p>Factors contributing to people's way of life.</p> <ul style="list-style-type: none"> <li>- Work</li> <li>- Availability of food</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning the importance of social activities.</li> <li>- Naming factors contributing to people's way of life.</li> <li>- Stating factors contributing to people's way of life.</li> <li>- Defining commercial</li> </ul>			



					<ul style="list-style-type: none"> <li>- Security</li> <li>- Education</li> <li>- Diseases</li> <li>- Un employment</li> <li>- Poverty</li> <li>- Trade</li> <li>- Transport</li> <li>- Communication</li> <li>- Commercial centres.</li> </ul> <p>These are places where most economic activities take places.</p> <p><b>Examples of commercial centres.</b></p> <ul style="list-style-type: none"> <li>- Big markets</li> <li>- Banks</li> <li>- Hospital schools</li> <li>- Industries etc.</li> </ul>	centres.				
						- Giving different examples of commercial centres.				

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

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 5	OUR LEADERS IN THE DISTRICT	DISTRICT LEADERSHIP	<ul style="list-style-type: none"> <li>♣ Learners defined decentralisation.</li> <li>♣ Define by – laws.</li> <li>♣ Tell who heads a district both civic and political.</li> <li>♣ Give the types of leaders and their examples.</li> <li>♣ State the members that make up the district council.</li> <li>♣ Outline the different heads of departments and their roles.</li> <li>♣ Give the qualities of a good leader.</li> <li>♣ Outline ways people acquire leadership.</li> <li>♣ Mention the people's responsibilities in our district.</li> </ul>	<ul style="list-style-type: none"> <li>- Division of power between the central and local government.</li> <li>- By- laws: These are laws made and passed by the local government.</li> <li>- The political heads is the chairperson LCV.</li> <li>- Civic head – is the chief administrative officer (C.A.O).</li> </ul>	<ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Give types of leaders.</li> <li>- Give the members that make up the district council.</li> <li>- Group leaders in our district.</li> <li>- Describe and draw the political and civic administrative structures.</li> </ul>	- A chart showing the a map of your district	<p>SST syllabus pg. 2</p> <p>Fountain s.s.t Mk ppls bk 4 pg. 2</p> <p>Trs. SST bk. 4 Atlas.</p>	

					<p><b>TYPES OF LEADERS.</b></p> <ul style="list-style-type: none"> <li>- Appointed leaders.</li> <li>- Elected leaders.</li> <li>- Cultural leaders.</li> <li>- Religious leaders.</li> <li>- Voluntary leaders (appointed by the district service commission)</li> </ul> <p>Members that make up the district local council</p> <ul style="list-style-type: none"> <li>- Chair person.</li> <li>- Sub-country councilors.</li> <li>- 2 youth councilors</li> <li>- 2 councilors for the disabled.</li> </ul> <p><b>Different departments and their roles.</b></p> <ul style="list-style-type: none"> <li>- District chairperson (LCV)</li> <li>- District speaker.</li> <li>- CEO</li> <li>- DDE</li> <li>- DVO</li> <li>- DPC</li> <li>- RDC</li> <li>- DFO</li> </ul> <p><b>Qualities of a good leader.</b></p> <ul style="list-style-type: none"> <li>- Ability</li> <li>- Kindness.</li> <li>- Approachable</li> <li>- Tolerant</li> <li>- Understanding</li> <li>- Operative</li> <li>- Confident</li> <li>- Responsible</li> <li>- Careful</li> </ul> <p><b>How people acquire leadership</b></p>	<ul style="list-style-type: none"> <li>- Role play L.C.I meeting.</li> <li>- Identify names of leaders in the district.</li> <li>- Role playing election</li> <li>- Singing patriotic songs.</li> <li>- Drawing election</li> <li>- Modeling of ballot papers.</li> <li>- Demonstrate campaigning by prefects.</li> <li>- Give qualities of a good leader.</li> <li>- Give people's rights in a district</li> <li>- Suggesting people's responsibilities in the district.</li> </ul>		
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					<ul style="list-style-type: none"><li>- By appointment</li><li>- Through inheritance</li><li>- By voluntarism</li></ul> <p><b>People's rights in a district</b></p> <ul style="list-style-type: none"><li>- A right to food.</li><li>- A right to education.</li><li>- A right to security</li><li>- A right to medical care.</li><li>- A right to privacy</li><li>- A right to get information</li><li>- A right to movement</li><li>- A right to association</li><li>- A right to work</li><li>- A right to fair judgment etc.</li></ul> <p><b>Responsibilities of people in our district.</b></p> <ul style="list-style-type: none"><li>- Obeying laws.</li><li>- Participating in community work.</li><li>- Reporting wrong doers.</li><li>- Participating in making laws.</li><li>- Maintaining proper activities.</li><li>- Involving in proper activities.</li><li>- Helping and caring for others.</li><li>- Caring for the sick etc.</li></ul>					
2	1 to			<ul style="list-style-type: none"><li>- Give the group that provides security.</li></ul>	<b>Groups that provide security</b>	<ul style="list-style-type: none"><li>- Give the security organs</li></ul>				Mk standard SST

5		<p><b>How law and order is kept in our district</b></p>	<ul style="list-style-type: none"> <li>- State the name of Uganda's Army.</li> <li>- Mention departments of the police and their duties.</li> <li>- The head of the police force in Uganda.</li> <li>- Give the ministry in which the police and Army belong.</li> <li>- State functions of the police.</li> <li>- Give the functions of the prisons.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Police</li> <li>♣ Army</li> <li>♣ Private security guards.</li> <li>♣ Prisons</li> <li>♣ Local council</li> <li>♣ Uganda's army in Uganda.</li> <li>♣ People defence forces.</li> </ul> <p><b>Departments of the police</b></p> <ul style="list-style-type: none"> <li>♣ CID</li> <li>♣ Anti-Riot police.</li> <li>♣ Radio and signal section.</li> <li>♣ Passport section.</li> <li>♣ Dog section.</li> <li>♣ Fire brigade.</li> <li>♣ General Duty Section.</li> <li>♣ Patrol section.</li> <li>♣ Traffic police</li> <li>♣ Police Anti-terrorism unit.</li> <li>♣ Head of the police is lieutenant general Kale Kayihura.</li> </ul> <p>(Inspector General of police)</p> <ul style="list-style-type: none"> <li>♣ The police is under the ministry of internal affairs.</li> <li>♣ The Army is under the ministry of defence.</li> </ul> <p><b>Functions of the police</b></p> <ul style="list-style-type: none"> <li>♣ It investigates on crimes.</li> <li>♣ Stops riots.</li> <li>♣ Puts out fire</li> <li>♣ Locates lost and</li> </ul>	<p>in our district.</p> <ul style="list-style-type: none"> <li>- Demonstrate duties of the police departments.</li> <li>- Mention the leaders of police force and prisons.</li> <li>- Give the functions of the police and prisons</li> <li>- Give the ministry that takes the police, prisons and the Army.</li> </ul>		<p>book 4 pg. 63.</p>
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					<p>crushed planes.</p> <ul style="list-style-type: none"> <li>♣ Arrest wrong does</li> <li>♣ Protects people and their property.</li> </ul> <p><b>Functions of the prisons.</b></p> <ul style="list-style-type: none"> <li>♣ They transform law breakers in to law abiding citizens.</li> <li>♣ They keep law breakers away from the public.</li> <li>♣ They teach prisoners skills e.g. carpentry.</li> <li>♣ The commissioner of prisons in Uganda is Mr. Johnson Byabashaija.</li> <li>♣ The prisons are under the ministry of internal affairs.</li> </ul>				
3	1 to 5	How to meet people's needs	Social services	<ul style="list-style-type: none"> <li>♣ Explain what social services are.</li> <li>♣ Give examples of social services.</li> <li>♣ Outline problems people faces in trying to satisfy their needs.</li> <li>♣ Mention solutions to the problems.</li> <li>♣ Explain what social services are.</li> <li>♣ State ways of caring for social services.</li> </ul>	<p><b>Social services.</b></p> <ul style="list-style-type: none"> <li>- These are benefits given to people to live a good life.</li> </ul> <p><b>Groups of people who provide social services.</b></p> <ul style="list-style-type: none"> <li>- Government</li> <li>- Local leaders</li> <li>- Doctors / medical workers</li> <li>- Teachers.</li> <li>- Veterinary officers.</li> <li>- Farmers.</li> <li>- Bankers.</li> <li>- Carpenters.</li> <li>- Security organs.</li> </ul>	<ul style="list-style-type: none"> <li>- Define social services.</li> <li>- Give examples of social services</li> <li>- Mention groups of people who provided social services.</li> <li>- Draw different social services centres.</li> <li>- Visiting some social services</li> </ul>	Text books social services centres in our environment	<p>Monitor s.s.t pupils bk 4 Pg. 50 – 59</p> <p>Fountain S.S.T bk 4</p> <p>Primary s.s.t Uganda bk 4 pg. 58</p>	

					<ul style="list-style-type: none"> <li>- Parents.</li> <li>- Shop keepers.</li> </ul> <p><b>Examples of social services.</b></p> <ul style="list-style-type: none"> <li>- Education services.</li> <li>- Medical services.</li> <li>- Security services</li> <li>- Transport services.</li> <li>- Water services.</li> <li>- Banking services</li> <li>- Road maintenance</li> <li>- Postal and communication services.</li> </ul> <p><b>Problems faced by people in meeting their needs.</b></p> <ul style="list-style-type: none"> <li>- Embezzlement</li> <li>- Poverty</li> <li>- bad weather</li> <li>- Shortage of food.</li> <li>- Theft</li> <li>- Corruption</li> <li>- Irresponsibility</li> <li>- Laziness</li> <li>- Over population</li> <li>- Accidents</li> <li>- Diseases</li> <li>- Insecurity.</li> </ul> <p><b>Solutions</b></p> <ul style="list-style-type: none"> <li>- Creating employment opportunities for young people.</li> </ul>	<p>centres.</p> <ul style="list-style-type: none"> <li>- Matching social service.</li> <li>- Discussing ways and means of reducing poverty</li> <li>- Visiting any nearly services centre observe and record services.</li> <li>- Suggesting things that destroy our social services centres.</li> </ul>			
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					<ul style="list-style-type: none"> <li>- Providing education on methods of producing more quality food.</li> <li>- Providing medical services.</li> <li>- Controlling population growth.</li> <li>- Introducing group farming</li> <li>- Fight against corruption.</li> </ul> <p><b>Social services centres.</b></p> <p>These are places where social services can be got.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>- Schools</li> <li>- Health centres</li> <li>- Banks</li> <li>- Markets</li> <li>- Places of worship.</li> <li>- Police stations</li> <li>- Post offices</li> <li>- Public offices.</li> </ul> <p><b>Ways of caring for social service centres.</b></p> <ul style="list-style-type: none"> <li>- Respecting people who care for social services.</li> <li>- Avoid misuse of public office.</li> <li>- Mobilizing communities.</li> </ul>				
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					- Cleaning social service centres.				
4	1 to 5	How to meet people's needs in our district	Sources of revenue in providing social services.	<ul style="list-style-type: none"> <li>♣ Explain what revenue is.</li> <li>♣ Outline sources of revenue.</li> <li>♣ Name the body responsible for the collection of revenue in the country.</li> <li>♣ Biggest source of the government revenue.</li> <li>♣ Lasted source of foreign exchange for the country.</li> </ul>	<p><b>REVENUE</b></p> <p>Revenue is money for the government.</p> <p><b>Sources of government revenue</b></p> <ul style="list-style-type: none"> <li>- Takes</li> <li>- Loans</li> <li>- Grants</li> <li>- Tourism</li> <li>- Profit from its companies.</li> <li>- Donations.</li> <li>- Court fines.</li> </ul> <p>The body responsible for collection of revenue in the country is <u>Uganda</u></p> <p><u>Revenue Authority</u></p>	<ul style="list-style-type: none"> <li>- Define revenue</li> <li>- Give the sources of revenue</li> <li>- Write URA in full</li> <li>- Give Uganda's major export</li> </ul>	Our environment	Teacher's collection	



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

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	METHODS	REM
1	1 & 3	TAWHID	Prophet / messenger	<p>By the end of the lesson, the learner:-</p> <ul style="list-style-type: none"> <li>♣ Describes a prophet/ messenger.</li> <li>♣ Names the twelve messengers of Allah</li> <li>♣ Tells duties of prophets.</li> <li>♣ Identifies the great prophets.</li> <li>♣ Identifies the qualities of a prophet</li> </ul>	<ul style="list-style-type: none"> <li>- A prophet is any body who receives messages/ instructions directly from Allah.</li> <li>- Categories. Adam Mohammad Committed Isa.</li> <li>- Great ones Musa Dauda Isa mohammad</li> <li>- Duties of prophets.</li> <li>- Preach Islam public</li> <li>- Warn people against doing evil</li> <li>- Bring messages from Allah.</li> <li>- Qualities of a prophet</li> <li>- Trustworthy and of a sound mind.</li> <li>- Good behavior</li> <li>- Protected from evil actions</li> </ul>	<ul style="list-style-type: none"> <li>- Naming prophets..</li> <li>- Dramatizing</li> <li>- Role play</li> <li>- Doing a given exercise</li> <li>- Reciting hadeeth.</li> </ul>	- Illustrations	Story telling	
		PRACTICE	Dress for prayer.	<ul style="list-style-type: none"> <li>- Tells the proper dress code.</li> <li>- Identifies the qualities of a good dressing for prayer.</li> <li>- Gives reasons Muslims should observe proper</li> </ul>	<p>Qualities</p> <p>Dress must be:-</p> <ul style="list-style-type: none"> <li>- Clean, free from dust.</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatizing</li> <li>- Doing an exercise.</li> </ul>	Real dress code e.g. veils, Kanzus	Story telling role play	Mk bk

				dress code.	<ul style="list-style-type: none"> <li>- Cover all private parts (Man – from navel to knees)</li> <li>- Ladies whole body except palms and face</li> <li>- Importance-protect the attention of the rest.</li> </ul>				
		<b>HIDITH</b>	<b>Impurities in Islam</b>	<ul style="list-style-type: none"> <li>- Defines impurities.</li> <li>- Names the impurities.</li> </ul>	<p>Impurities are unclean things which should not be eaten or which should be cleared from bodies and dress.</p> <ul style="list-style-type: none"> <li>- Faces – Nose of a dog</li> <li>- Pork – Blood</li> <li>- Vomits</li> <li>- Urine</li> <li>- Alcohol</li> </ul> <p>Hadith , prophet forbid Muslims from taking alcohol or be involved in any activity involving alcohol,</p>	<ul style="list-style-type: none"> <li>- Naming impurities through answering oral questions.</li> <li>- Doing a given exercise.</li> <li>- dramatizing</li> </ul>	Illustration	<ul style="list-style-type: none"> <li>- story telling</li> <li>- discovery</li> <li>- group learning</li> </ul>	
		<b>HISTORY OF ISLAM</b>	<b>Early converts in Islam</b>	<ul style="list-style-type: none"> <li>- Defines a convert.</li> <li>- Narrates the suffering of the prophet and early converts.</li> <li>- Gives reasons why meccans rejected Islam.</li> </ul>	<p>A convert is a person who has changed to another religion</p> <p><b>Early converts.</b></p> <ul style="list-style-type: none"> <li>- Khadijah</li> <li>- Abubaker</li> <li>- Ali</li> <li>- Zaidi</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate facts.</li> <li>- Doing a given exercise.</li> </ul>	Chalkboard illustration.	<ul style="list-style-type: none"> <li>- Discovery</li> <li>- Group learning</li> </ul>	

					<div>Sufferings<ul style="list-style-type: none"><li>- Mud and stones thrown to Prophet Muhammad.</li><li>- Thorns laid in his path.</li><li>- Beating up / imprisonment / death.</li></ul></div>				
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## PRIMARY FOUR I.R.E SCHEMES OF WORK TERM 2

	<b>1</b>	<b>TAWHID (FAITH )</b>	<b>Worship</b>	<ul style="list-style-type: none"> <li>- Describe the acts of worship in Islam.</li> <li>- Identify acts of worship in other religions.</li> </ul>	<ul style="list-style-type: none"> <li>- Acts of worship in Islam.</li> <li>- Acts of worship in other religions i.e. Christianity Bahism, Hinhusm, Judaism,sikhism</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <li>- Role play</li> <li>- Reciting</li> <li>- Written exercise</li> </ul>	Illustration	Mk pupils book pg 186-196
	<b>2</b>	<b>FIGH (practice)</b>	<b>Ratio of zakat</b>	<ul style="list-style-type: none"> <li>- Mention the Nisaab (ratio) of zakat payable on different items.</li> </ul>	<ul style="list-style-type: none"> <li>- Nisaab (ration) on different items</li> </ul>	<ul style="list-style-type: none"> <li>- Do -</li> </ul>	<ul style="list-style-type: none"> <li>- Do -</li> </ul>	<ul style="list-style-type: none"> <li>- Do -</li> </ul>	Mk upils bk pg 197-201
	<b>1 to 2</b>	<b>HADITH AND MORAL TEACHINGS</b>	<b>Uprightness and adolescence</b>	<ul style="list-style-type: none"> <li>- Mention 2 traditions regarding importance of uprightness in Islam.</li> <li>- Tell the meaning contained in the traditions.</li> <li>- Tell the meaning of adolescence.</li> </ul>	<p>Two traditions of the Holy prophet (PRUH) regarding importance of uprightness in Islam.</p> <ul style="list-style-type: none"> <li>- Meaning of uprightness.</li> <li>- A adolescence body and emotional changes for boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <li>- Doing a given exercise.</li> <li>- Reciting Hadith</li> </ul>	<ul style="list-style-type: none"> <li>- Do -</li> </ul>	Mk pupils book pg 201-206
	<b>1 to 2</b>	<b>HISTORY OF ISLAM</b>	<b>Islam in Uganda</b>	<ul style="list-style-type: none"> <li>- Describe Islam under Mutesa I</li> <li>- Narrate religious wars of 1888-1893.</li> </ul>	<ul style="list-style-type: none"> <li>- Islam under Mutesa I.C The Golden Age)</li> <li>- Religious wars in Buganda.</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Illustration</li> </ul>	<ul style="list-style-type: none"> <li>- Doing a given exercise</li> </ul>	Illustration.	Mk pupils bk pg 207-216
	<b>1 to</b>	<b>TAWHIID</b>	<b>Sin , kufr and shirk</b>	<ul style="list-style-type: none"> <li>- Define sin and give examples.</li> <li>- Define paganism (kufr) and</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of sin and examples.</li> <li>- Definition of kufr</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Writing notes</li> <li>- Role play</li> </ul>	Text book illustration	Mk pupils bk pg

	<b>2</b>	<b>(FAITH )</b>		polytheism (shirk) - State the origin of shirk and it's types.	and polytheism (shirk)	illustration.			221-230
	<b>1 to 2</b>	<b>PRACTICE</b>	<b>Recipients of zakat</b>	- Categories of zakat recipients. - Tell importance of this classification	Categorization ( the rightful recipients of zakat)	- Do -	- Do -	- Do -	Mk pupils book pg 231-236.
		<b>HADITH AND MORAL TEACHINGS</b>	<b>Hygiene charity and wealth</b>	- Mention one tradition regarding hygiene. - Mention two traditions regarding zakat and charity (sadaqa) - Tell the meaning of hygiene and how it should be observed. - Mention two traditions regarding hard work and wealth. - Tell the meaning of the above tradition.	- One tradition of the Holy prophet (PBUH) regarding hygiene. - Two traditions of the prophet (PBUH) regarding zakat and charity. (sadaqa) - Two traditions regarding hardworking and wealth. - Meaning of the above traditions - Hygiene and how adolescents should observe hygiene.	- Story telling - Discussion - Questions and answer - illustration	Doing	Illustration	Mk pupils book pg 237-245
	<b>1 to 2</b>	<b>HISTORY OF ISLAM</b>	<b>Spread of Islam in</b>	- Explain the spread of Islam outside Buganda. - Describe the colonial policy towards Islam - Describe in Uganda.	- Spread of Islam outside Buganda. - Colonial policy - Colonial policy towards Islam. - Impact of Islam in Uganda.	- Story telling - Illustration	- Illustration - Writing notes.	- Do -	Mk pupils book pg 246-257.