**VICTORIOUS PRMARY SCHOOL - KAMPALA**

**P.4 SST SCHEMES OF WORK TERM I - 2013**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Pd** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITY** | **T/L AIDS** | **REF.** | **REM** |
| 1 | 1 & 2 | LIVING TOGETHER INOUR DISTRICT | LOCATION OF OUR DISTRICT | By the end of the end of the lesson a learner should be able to;-   1. Name their district 2. State the neighbouring districts 3. Draw the map of their district showing divisions/counties. | * My district is Kampala/Wakiso * Found near shores of L. Victoria. * Neighbouring districts e.g Wakiso, Mukono, Mpigi, etc * A map of the district to be drawn. | * Children answer oral and written questions. * Children draw a map of their district showing divisions /counties. | A chart showing the map of your district. | SST syllabus Pg 2.  Fountain SST  MK Ppls Bk 4 Pg 2  Monitor SST Bk.4  Atlas |  |
| 2 |  |  |  | * Give the functions of the district. * Mention requests of the people in the district. * Give a brief history of the district. | * Functions of the districts. * -Administrative unit. * Creates employment * Commercial centre * Easy delivery of social services.   Requests of people   * Medical care * Education * Security * Transport * Communications | * Answer oral &written questions about the given content. |  | SST syllabus Pg. 3. |  |
| 3 | 1 |  | LOCATION OF OUR DISTRICTS | * Identify places e.g * To compare rural urban district. | * Important places e.g * District headquarters * Schools * Police stations * Health centres * Cultural centres * Cultural and historical sites * Markets * Radio station * Places of worship, etc | * Monitoring important places and where they are located. * Visiting those places. | * Pictures from textbooks * Charts * Our environment | MK Bk.3 & 4  Fountain Bk. 3 & 4  Pgs 22 & 23 |  |
|  |  |  |  | * A compass is used to show direction. * Cardinal points are the main points of a compass * Semi –cardinal points lie between cardinal points.   Stating other ways of finding direction | * Name the instrument used to find direction. * Name the cardinal and semi-cardinal points   Drawing a compass and naming directions  Cardinal points.   * North * South * East * West * Semi cardinal points. | * Drawing and naming the compass points. * Using body parts to locate directions. * Using the sun and shadows to tell directions. | Body parts  Chart  Sun  Shadows | SST syllabus Pg 2.  Primary SSTBk.4 Pg.1 and 2 |  |
| 4 |  | Location of our district | Maps and pictures | * Define a map * Define pictures * Draw pictures and maps * Explain why signs and symbols are used on the map. * State the important features of the map. | * A map is a representation/drawing of an object as seen and drawn from aside. * Picture map       Important features of a map.   * Key * Scale * Compass * Title/heading | * Defining maps and pictures * Illustrating pictures of maps. * Mention important features on the map. * Giving reasons why symbols are used on a map. | * Charts * Real objects e.g desks, tables , houses | MK Ppls Bk.4 Pg. 2 – 3 |  |
| 5 | 1 | PHYSICAL FEATURES | Physical features | * Define physical features . * Give examples of physical features. * Drawing map symbols for physical features * Stating categories of physical features. | * Physical features are natural land forms of an area.   ***Examples:***  Drainage features.   * Rivers * Swamps * Lakes * Oceans * Seas   Relief features   * Hills * Mountains * plateau * Valleys * Plains | * Defining physical features * Drawing and naming map symbols * Visiting some of the physical features in the neighbourhood. | * Pictures from text books | SST syllabus Pg 5  Fountain Social Studies Pg.10  Monitor SST Pg.5 |  |
|  |  |  | Influence of physical features on climates and animals’ life. | * Tell how physical features influence climate. * Tell how physical features affect animal life. * Uses of physical features | * A diagram showing the information of relief rainfall. * How physical features affect animal life. * Some provide water to animals. * Some provide shelter * Some provide food. | * Telling how physical features affect climate. * Identify uses of physical features. |  |  |  |
|  |  |  | Dangers of physical features | * Uses of physical features. * They attract tourists * Some mountains provide fertile soil for agriculture. * Some water bodies provide fishing grounds. * Hunting grounds * Some are sources of minerals etc.   Dangers   * Mts. Cause land slides. * Some hide dangerous animals. * Some mountains erupt and cause death , etc. | * Give dangers of physical features. | * A chart showing relief rainfall. |  | * SST Syllabus Pg.5 * Fountain SST Ppls Bk.3 Pg. 10   Mk Std SST Ppls Bk.4 Pg. 21 |  |
| 5 | 3 to 4 | Physical features in our district | Caring for physical features | * Giving ways of caring for physical features. * Naming organizations that help to protect the physical features. * Give activities of NEMA and NFA. | Ways of protecting the physical feature   * Avoid pollution * Avoid swamp drainage * Laws against environmental degradation. * Should be put in place. * Cover with soil an area when bricks have been made. * Avoid over cultivation on mountain slopes.   **Organisations**   * NEMA * NFA   Activities of NEMA and NFA   * Educate public on the values of environment. * Educates the public on the dangers of environmental degradation. * Educate the public on the dangers of encroachment. | * List ways of protecting physical features. * Write NEMA , NFA in full. | Text books  Charts in the classroom. | * SST Syllabus Pg. 5 * Teachers’ collection |  |

**P.4 SST SCHEMES OF WORK TERM II - 2011.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Pd** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITY** | **T/L AIDS** | **REF.** | **REM** |
| 1 | 1 to 5 | Vegetation in our district | Vegetation | * Explain the term vegetation. * State different kinds of vegetation. * Mention uses of vegetation. * State human activities that affect vegetation. * Outline ways of caring for vegetation. | Vegetation is the plant cover of an area.  Kinds of vegetation   * Forests * Swamps * Bushes * Crops * Grass   Use of vegetation   * Source of herbs * Source of firewood * Source of food * Helps in rainfall formation * Improves soil fertility * Helps t o control soil erosion. * Provides grass for thatching houses. * Provides electric poles, etc.   How people affect vegetation   * Through bush burning * Through over grazing * Through afforestation * Through deforestation * Through over cultivation * Through over cultivation * Through pollution * Through construction of roads. * Through building houses. * Through industrialization   NB: Define the terms above.  Ways of caring for vegetation.   * Avoid pollution * Practice afforestation and re-afforestation * Watering vegetation * Treaming * Fencing * Mulching * Avoid bush burning | * Explaining the term vegetation. * Stating the kinds of vegetation. * Stating human activities that affect vegetation * Outlining ways of caring for vegetation. | Our environment | Fountain primary SST for Uganda Bk. 4 Pg 18. |  |
| 2 | 1 to 5 | PEOPLE IN OUR DISTRICT | The stone age | * Tell what stone age is. * Outline the stages of stone age. * State the important discoveries in each stage * Tell what marked the end of the stone age period. * Draw some tools used by early man. * Define archeology . * Tell how archeology is done * How they got their food and the food they ate. * Define stone age sites. * Name the different stone age sites. | * Stone age is the period when early man used stone tools.   Stages   * Early stone age/old * The middle stone age * The new/ late stone age period   Old stone age  Needs of man in this age;-   1. Shelter 2. Food   Tools used.  Hand axe, bolas , pits and holes , sharp pointed sticks  Middle stone age  Discoveries include:-   * Fire , skins and leaves, pots, buried the dead, tools were made better.   New /Late stone age   * Built huts * Tools made better * Iron * Drawing and painting e.g in Nyero Rock Paintings   The iron age   * Tools * To be drawn * Archeology is the digging out and study about the ruins of early man. * Archeology is done by excavation * Excavation is done in places where early man died. * Ways food was got * Examples of food eaten by early man e.g * Raw meat * Some plant leaves * Some insects * Delicious toots and stems * Honey, etc   Stone age sites are places where early man is believed to have lived.  Examples of stone age sites ; Parara, Luzira, Magosi, etc. | * Defining different terms * Drawing stone age tools. * Mention the different discoveries in different stone age stages. * Give the different stone age sites. * Use a map to observe where stone age sites are located. | A map showing stone age sites in Uganda. | Atlas  New primary SST P.4 Pg 29 |  |
| 3 | 1 to 5 |  | ETHNIC GROUPS | * - different ethnic groups * Tell the major ethnic groups in Uganda. * Tell their movement patterns of ethnic groups * Causes of ethnic migrations. * Outline the factors that influence the settlement patterns of ethnic groups. * Major economic activities of the different ethnic groups. * Name the tribes in the different ethnic groups. * Legends told by different ethnic groups. | * This is a group of people with the same origin and almost speak the same language.   Examples of ethnic groups.   * Bantu * Nilotics * Nilo Hamites * Hamites * Describe the movement * Patterns of the ethnic groups. * Causes of ethnic group migration * Over population * Shortage of land * Drought * Civil wars * Epidemic diseases, etc   Factors that influence the settlement patters.   * Soil fertility * Rainfall * Security * Jobs * Vegetation * Climate   ***Major economic activities***  Bantu   * Farming   Nilotics   * Pastoralism   Nilo Hamites   * Pastoralism   Hamites   * Pastoralism |  |  |  |  |
|  | 1 to 5 | People in our district | Ethnic groups |  | * Tribes found in different ethnic groups   Bantu   * Baganda * Bakiga * Basoga * Banyankole, etc   Nilotics   * Acholi * Alur * Lugbar * Japadholas, etc   Nilo-Hamites   * Karimojong * Sebei * Kumam, etc   Hamites   * Bahima * Batutsi   **Legends told by different ethnic groups.**  Bantu   * Kintu & Nambi * Isaza & Nyamiyonga * Njabala * Mundu & Sera (The first Bagisu)   Nilotics   * The spear and the bead | * Mention tribes found in different ethnic groups. * Tell some legend told by differed ethnic groups. | do | do |  |
| 4 | 1 to 5 | PEOPLE IN OUR DISTRICT | Economic activities | * Explain what economic activities are. * Outline the different economic activities carried out in our district. * Define commercial centres * Problems faced by people in carrying out 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. | * These are activities done by people to get money.   ***Examples***  Modern   * Trade * Office work * Teaching * Nursing, etc   Traditional   * Pottery * Fishing * Farming * Craft making * Blacksmithing * Brick making   Problems faced by the people in carrying out economic activities.   * Insecurity * Diseases * Poor health * Poor transport * Lack of enough skills * Climate/weather changes * Laziness of people * Poverty * Unstable prices of commodities * Thieves   Importance of economic activities   * Help people to get money * Create employment * Promote unity * They break boredom * They impact life skills among people   Social activities in our district   * Introduction in marriage * Weddings * Naming of children * Circumcision * Burial of the dead * Initiation of children * Entertainment * Dressing   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 ties and norms.   Factors contributing to people’s way of life.   * Work * Availability of food * Security * Education * Diseases * Unemployment * Poverty * Trade * Transport * Communication   Commercial centres.  These are places where most economic activities take place.  Examples of commercial centres.   * Big markets * Banks * Hospitals * Schools * Industries, etc. | * State the importance of economic activities. * List the social activities in our district * Give the importance of social activities. * State the factors contributing to people’s way of life. |  |  |  |

**P.4 SST SCHEMES OF WORK TERM III - 2011.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Pd** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITY** | **T/L AIDS** | **REF.** | **REM** |
| 1 | 1 to 5 | Vegetation in our district | Vegetation | * Explain the term vegetation. * State different kinds of vegetation. * Mention uses of vegetation. * State human activities that affect vegetation. * Outline ways of caring for vegetation. | Vegetation is the plant cover of an area.  Kinds of vegetation   * Forests * Swamps * Bushes * Crops * Grass   Use of vegetation   * Source of herbs * Source of firewood * Source of food * Helps in rainfall formation * Improves soil fertility * Helps t o control soil erosion. * Provides grass for thatching houses. * Provides electric poles, etc.   How people affect vegetation   * Through bush burning * Through over grazing * Through afforestation * Through deforestation * Through over cultivation * Through over cultivation * Through pollution * Through construction of roads. * Through building houses. * Through industrialization   NB: Define the terms above.  Ways of caring for vegetation.   * Avoid pollution * Practice afforestation and re-afforestation * Watering vegetation * Treaming * Fencing * Mulching * Avoid bush burning | * Explaining the term vegetation. * Stating the kinds of vegetation. * Stating human activities that affect vegetation * Outlining ways of caring for vegetation. | Our environment | Fountain primary SST for Uganda Bk. 4 Pg 18. |  |

**P.4 SST SCHEMES OF WORK TERM II - 2011.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Pd** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITY** | **T/L AIDS** | **REF.** | **REM** |
| 1 | 1 TO 5 | OUR LEADERS IN THE D ISTRICT | DISTRICT LEADERSHIP | A learner should be able to;-   * Define decentralization * Define by-laws * Tell who heads a district both political and civic * Give the types of leaders and their examples. * State members that make up the district council. * Outline the different heads of departments and their roles. * Give qualities of a good leader. * Outline ways people acquire leadership. * Mention the people acquire in our district. | * Division of powers between the central and local government. * By-laws :- These are laws made and passed by the local government. * The political head is the chairperson LCV. * Civic head:- Is the chief Administrative officer (C.A.O)   Types of leaders.  Appointed leaders  Elected leaders  Cultural leaders  Religious leaders  Voluntary leaders (Appointed by the district Service Commission)  Members that make up the district Local Council   * Chairperson * Sub-county councilors * 2 youth councilors * 2 councilors for the disabled.   Different departments and their roles.   * District Chairperson (LCV * District speaker * CAO * DEO * DDHS * DVO * DP * DPC * RDC * DFO, etc   Qualities of a good leader   * Ability * Kindness * Approachable * Tolerant * Understanding * Operative * Confident * Responsible * Careful, etc   How people acquire leadership   * By appointment * Through inheritance * By voluntarism * People’s rights in a district * A right to food * A right to education * A right to security * A right to medical care * A right to privacy * A right to get information * A right t o movement * A right t o association * A right to work * A right to fair judgment, etc.   Responsibilities of people in our district.   * Obeying laws * Participating in community work * Reporting wrong doers * Participating in making laws * Maintaining proper sanitation * Involving in proper activities. * Helping and caring for others * Caring for the sick, etc. | * Define terms . * Give types of leaders. * Give 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 posters * Modeling of ballot papers. * Demonstrate campaigning by prefects * Give qualities of a good leader. * Give peoples’ rights in a district * Suggesting people’s responsibilities in the district. | A chart showing the map of your district. | SST syllabus Pg 2.  Fountain SST  MK Ppls Bk 4 Pg 2  Monitor SST Bk.4  Atlas |  |
| 2 | 1 to 5 |  | How law and order is kept in our district | * Give the groups that provide security * State the name of Uganda’s Army. * Mention the 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 * Peoples’ Defense Forces (UPDF)   Departments of the police.   * CID * Anti Riot Police * Radio and Signal Section * Air force * Passport Section * Dog Section * Fire brigade * General Duty Section * Patrol Section * Traffic Police * Police Anti-terrorism Unit * Very Important persons Protection Unit. * Head of the police is Major Gen. 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. * Arrests wrong doers * Protects people and their property.   Functions of the prisons.   * They transform law breakers into 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. * 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 functions of the police and prisons. * Give the Ministry that takes the police , prisons and the army. |  | MK. Standard SST Bk. 4 Pg 65.  MK Standard SST Bk 4 Pg.63 |  |
| 3 | 1 to 5 | HOW TO MEET PEOPLE’S NEDS IN OUR DITRICT | Social services | * Explain what social services are. * Give examples of social services. * Outline problems people meet in trying to satisfy their needs. * Mention solutions to the problems. * Explain what social services centres are * State ways of caring for social services centres. | **Social services**   * These are benefits given to people to live a good life.   **Groups of people who provide social services**.   * -government * Local leaders * Doctors /medial workers * Teachers * Veterinary officers * Farmers * Bankers * Carpenters * Security organs * Parents * Shopkeepers   **Examples of social services**   * Education service * Medical service * Security service * Transport service * Water service * Electricity service * Banking service * Road maintenance * Electricity * 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, etc   **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 service 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 centres. | * Define social services. * Give examples of social services * Mention groups of people who provide social services. * Draw different social service centres. * Visiting some social service centres. * Matching social service providers to services they provide. * Discussing ways and means of reducing poverty. * Visiting any nearby service centre observe and record services. * Suggesting things that destroy our social service centres. | Text books  Social service centres in our environemnt | Monitor SST Pupils Bk 4 Pg 50 – 59  Fountain SST Bk 4 Pg 60 – 65  Prim. SST for Uganda Bk 4 Pg 58 |  |
| 4 | 1 to 5 | HOW TO MEET PEOPLE’S NEDS IN OUR DISTRICT | Sources of revenue in providing social services. | * Explain what revenue is. * Outline sources of government revenue. * Name the body responsible for the collection of revenue in the country. * Biggest source of the government revenue * Largest source of foreign exchange for the government. * Give aspects on which most revenue is spent. | **REVENUE**  Revenue is money for the government.  **Sources of government revenue**   * Taxes * Loans * Grants * Tourism * Profits from its companies * Donations * Court fines   The body responsible for collection of revenue in the country is Uganda Revenue Authority.   * The largest foreign exchange for the government are tourism.   **Aspects on which the government spends most of its revenue.**   * Transport * Communication * Salaries for civil servants * Agriculture * Medical centres * Water supply * Security * electricity | * Define revenue * Give the sources of revenue. * Write URA in full. * Give Uganda’s major export * Outline aspects on which the government spends its revenue | Our environment | Teachers’ collection |  |