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:- Names his /her district. States the neighbouring districts Draws the map of his/her district showing divisions/ municipalities/counties. | My district is Kampala /Wakiso. Found near the shores of Lake Victoria. Neighbouring districts are:- Wakiso, Mukono, Mpigi,Luwero etc. A map of our district to be drawn. | - Children answer oral questions. - Children draw a map of their district showing divisions/ counties. | - A chart showing the map of your district | s.s.t syllabus pg 2 Fountain s.s.t Mk pps bk 4 pg 2 Monitor s.s.t bk 4 Atlas. | |
| 2 | | | | Give the functions of the district. Mention requests of people in the district. Give a brief history of the district. | Functions of the district Administrative unit. Creates employment. Commercial centre. Easy delivery of social services. Requests of people Medical care Education Security Transport Communication Piped water | - Answer oral and written questions about the given content. | | | |
| 3 | | | LOCATION OF OUR DISTRICTS. | Identify places e.g. Compares rural and urban districts. | Important places District headquarters Schools Police stations Health centres Cultural centres | - Monitoring important places and where they are located Visiting those places. | Pictures from text booksCharts.Our environment | s.s.t syllabus page 2 mk primary s.s.t bk 4 pg 1 and 2. | |

| | | | Names the instrument used to find direction. Names the cardinal and semi- cardinal points. Draws a compass and names directions. States other ways of finding direction. | - Cultural historical sites - Markets - Radio stations - Places of work A compass is used to show direction. Cardinal points are main points of a compass. Semi- cardinal points. Cardinal points. Cardinal points are South, North, West, East, Semi cardinal points are Sest, Semi cardinal points are Sest, Semi cardinal points are SE,SW,NE,NW | - Drawing and naming the compass points Using bodily parts to locate directions Using the sun and shadow to tell directions. | Body parts Chart Sun shadows | s.s.t syllabus pg 2 primary s.s.t bk 4 pg 1 & 2. |
|---|---------|--------------------|---|---|--|--|--|
| 4 | LOCATIO | Maps and pictures. | Define s a map Defines pictures Draws pictures of maps. Explains why signs &symbols are used on the map State the important feature of the map. | A map is a representation / drawing of an object as seen and drawn from above. A picture is a drawing of an object as seen from all sides. PicturesMap | - Drawing & naming the compass points - Illustrate pictures of maps - Mentioning important features on the map Giving | - Charts - Real objects e.g desks, tables, houses etc. | Mk pupils bk 4 pg 2 and 3 |

| 5 | 1 PHYSICA L FEATURE S. | | Defines physical Gives examples of physical features. Draw map symbols for physical features. States categories of physical features. | Important features of a map - Key - Scale - Compass - Title/ heading. A Physical features are natural land forms of an area. Example[les Drainage features A Rivers A Lakes Coceans Seas Relief features Hills Mountains Plateau Valleys plains | reasons why symbols are used on a map. Defining physical features. Drawing and naming map symbols Visiting some of the physical features in the neighbourho od. | Pictures from tect books. | s.s.t syllabus pg 5 Fountain s.s.t pg 10 Monitor SSTpg 5. | |
|---|---------------------------------|---|--|--|--|---------------------------------|---|--|
| | | Influence of physical features on climate and animals | Tells how physical features influence climate. Tells how physical features affect animal life | A diagram showing the formation 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 | Charts Text books | Mk bk 4 pg 21. | |
| | | Dangers of physical features / Uses of physical features. | Give s dangers of physical features. Tells uses of physical features. | Uses of physical affect animal life. They attracttourists. Some mts provide fertile soils for | Identifying dangers | A chart showing relief rainfall | s.s.t syllabus pg 5 Fountain sstpupil's book 4 | |

| 5 | 3 | PHYSICA L | CARING FOR PHYSICAL FFATURES | - Gives ways of caring for physical features. | agriculture. Some water bodies provide fishing grounds. Some physical features act as hunting grounds. Some are sources of minerals. Dangers Mountains causes land slides. Some physical features hide dangerous wild animals. Some mountains erupt cause death. Ways of protecting the environment. | - Listening ways of | - Text books - Charts in the | pg 10. Mk standard sst ppls bk 4 pg 21 s.s.t syllabus pg 5 |
|---|----------------|--------------|------------------------------|---|--|---------------------|------------------------------|--|
| 3 | & 4 | | | | | | | pg 5 Teacher's collection. |

| | WEAT R | THE Elements of weather | Defines weather. Tells elements of weather. Describes people who study about weather conditions. Names the main meteorological centre. | degradation. Educate the public on the dangers of encroachment. Weather is the condition of the atmosphere at a given time in a given place. Elements / factors/ weather makers. Rainfall Temperature Wind Sunshine Air pressure Cloud cover Humidity Entebbe – main meteorological centre. | Defining weather - Telling the elements of weather | A weather Chart Environment. | | |
|---|-----------|-------------------------|---|---|--|---|---------------|--|
| 6 | 1 Weath | ner Temperature | Defines temperature. Tells how temperature is measured Names types of thermometers. Identifies liquids used in thermometers. | ▲ Temperature is the hotness or coldness of a place or an object. ♣ Temperature is measured in degress. ♣ Thermometer is an instrument that is used to measure temp. Types of thermometer ♠ Six's thermometer minimum & maximum thermometer. ♠ Clinical thermometer liquid is used in thermometers ♠ Mercury ♠ Alcohol | - Defining temperature - Naming the instruments that measure - Identifying liquids used in thermometer - Naming types of thermometer | - Pictures from text bks - Environment - Charts | Mk bk 4 Pg 27 | |

| | 2 & 3 & 4 | Sun shine & rain fall | Defines sunshine rainfall. Tells how sunshine& rainfall are measured. States the uses of sunshine & rainfall. Gives dangers of sunshine and rainfall. Draws sunshine recorder and rain gauge. Identifying processes that help in the formation of rainfall. | ♣ Suns shine is the sun's heat energy received on the earth's surface. ♣ Rainfall is the amount of rain that falls in a certain area at a given time Weather instruments Sun shine – sunshine recorder Rain fall – Rain gauge | - Defining sunshine and rainfall Drawing - Observing | Charts Text books | Mk sst bk 4 pg 29 and 22. | |
|---|-----------------------|--|--|---|---|-------------------|-------------------------------|--|
| | | | | Uses of sunshine A Dries clothes & crops A Solar energy productionetc Uses of rainfall A Softens the ground for easy cultivation. A Main source of water etc. Dangers of sun shine spoils our crops etc | | | | |
| | | | | Dangers of rainfall ▲ Land slides ▲ Floods ▲ Death etc. Processes ▲ Evaporation ▲ Transpiration ▲ Condensation | | | | |
| 7 | 1 | Types of rainfall and their formation. | Identifies the types of rainfall.Describes the formation of | Types of rainfall ▲ Relief rainfall ▲ Convectional rainfall. | Identifying types of rainfall. Describing | Charts Text books | Mk primary sst bk 4 pg 20. | |

| | | | rain fall | ♣ Cyclonic rainfall Formation ♣ Relief rainfall is formed and received in highlands. ♣ Convectional rain fall is received around water bodies and forests. ♣ Cyclonic – formed and received in plains | the formation of rainfall | | | |
|-------------|-------------|--------------------|---|---|--|------------------------|-------------------------------|--|
| 2 | | Measuring rainfall | Tells units for measuring rainfall. Draws a rain gauge | ♠ Rainfall is measured in millimeters. ♠ Rain gauge is used to measure rainfall ♠ | - Telling units for measuring rain fall Drawing a rain gauge | Charts Text books | Mk primary sst bk 4 pg 22. | |
| 3 & 4 | WEATHE R | WIND | - Defines wind - Tells types of wind | Wind is moving air. Types of wind A Galley wind A Hurricane wind A Land and sea breezes. | Defining wind Telling types of wind Mentioning uses and dangers of wind. | Pictures from text bks | Km bk 4 pg 26 | |
| | | | Uses of windDangers of wind | Uses of wind A For winnowing A Formation of rainfall A Moves boats A Pollinates flowers A Dries away bad smell | | | | |
| | | | | Dangers of wind Too much wind; ♣ Force boats to capsize ♣ Speeds up spread of diseases | | | | |

| 8 | 1 | WEATHE R | Instruments for measuring wind | Identifies weather instruments for measuring wind Draws and names weather instruments for wind | ♣ Pollutes the atmosphere. ♣ Leads to soil erosion ♣ Blows roofs off our houses. ♣ Wind vane –wind direction ♣ Wind sock- strength of wind/ direction ♠ Anemometer – wind speed | Identifying instruments for measuring wind Visiting a weather station drawing | Charts | Mk bk 4 pg 25 | |
|---|---|-------------|---|---|--|---|------------------------|--------------------------------------|--|
| | 2 | WEATHE R | Clouds | Defines clouds Tells types of clouds. Tells importance and dangers of clouds. | Clouds are droplets of water vapour which keep floating in the atmosphere Types of clouds Nimbus Cirrus Stratus Cumulus Cumulo- nimbus Importance of clouds. Keep earth warm etc. Dangers Cause rushing of aero planes Heavy storms etc. | - Defining clouds - Telling types of clouds - Telling importance and dangers of clouds. | Pictures from text bks | Mk primary s.s.t ppls bk 4 pg. 17 | |
| | 3 | WEATHE R | Influence of weather on people's activities | Gives ways how weather affects people's activities | ♣ Farming Too much rainfall can destroy crops ♣ Dressing * People in hot areas put on light clothes while those in cold areas put on heavy clothes. ♣ People who work in open areas are | Giving ways & weather affects people's activities | Text books | | |

| | | | 1 | | | T | | T | 1 |
|---|---|-------------|--------------------------------------|---|--|--|--------------------------------|-----------------------|---|
| | | | | | affected by sunshine and rainfall. | | | | |
| | 4 | | Stevenson screen | Defines a Stevenson screen. Draws a Stevenson screen. Identifies weather instruments kept in a Stevenson screen | A wooden box / structure for keeping delicate weather instruments Thermometers Barometer Hygrometer | - Drawing - Defining Stevenson screen Identifying | Chart pictures from text books | Mk sst bk 4 pg 33. | |
| 9 | 1 | WEATHE R | Seasons and corresponding activities | Defines seasons Identifies the period& seasons last. Tells the number of seasons in a year. Tells activities done in each season by farmers. | Seasons are period of time in a year when the conditions are experienced. Seasons usually last for 3-4 months. Two seasons are experienced in our district i.e. wet season and dry season Activities done Dry season Harvesting ready crops Drying yields Ploughing 9 preparing land. Seed storing Repairing machines. Wet season Planting ,spraying, weeding, prunning | - Defining seasons - Identifying seasons Telling activities done | Text books | Mk bk 4 pg 34 - 35 | |
| | | | | - | | | | | |

PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2

| WK | PD | THEME | TOPIC | COMPETENCES | CONTENT | ACTIVITIES | T/L AIDS | REF | REM |
|--------|-------|--------------------------------------|------------|---|--|--|-------------------|---|-----|
| 1 1 | 1 & 5 | VEGETAT ION IN OUR DISRITCT | VEGETATION | COMPETENCES A Learners explain the term vegetation. A State different kinds of vegetation A Mention uses of vegetation. A State human activities that affect vegetation. A Outline ways of caring for vegetation | Vegetation is the plant cover of an area. Kinds of vegetation - Forest - Swamps - Bushes - Crops grass Uses of vegetation - Source of herbs - Sources of fire wood - Sources of food - Helps in rainfall formation Improves soil fertility - Helps to control soil | - Explaining the term vegetation. - Stating the kinds of vegetation. - Stating human activities that affect vegetation. - Outlining was of caring for vegetation. | - Our environment | REF Fountain primary s.s.t for Uganda bk 4 pg 18 | REM |
| | | | | | 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 pollution Through pollution Through building houses - Through industrialization Ways of caring for vegetation A void pollution - Practice afforestation and re-afforestation - Watering vegetation - Treaming - Fencing - Mulching - A void bush burning | | | | |
|---|--------------|------------------------------|---------------|--|--|---|---|-------------------------------------|--|
| 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. ♣ 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 | Stone age is the period when early man used stone tools. Stages. A Early stone age / old The middle stone age The new Stone Age / late stone age period. Old stone age. Needs of man in this stage. | - Defining different terms Drawing Stone Age period Mention the different discoveries in different Stone Age stages Give the different Stone Age sites Use a map to | A amp showing stone age sites in Uganda | Atlas New primary s.s.t P.4 pg 29. | |

| sites. | i) Shelter | observe where | | |
|--------|---------------------------|---------------|--|--|
| sites. | i) Shelter ii) Food | Stone Age | | |
| | 1) 1000 | sites are | | |
| | | located. | | |
| | Tools used | iocated. | | |
| | ♣ Hand axe | | | |
| | ♣ Bolas | | | |
| | ♣ Pits and holes | | | |
| | | | | |
| | ♠ Sharp pointed sticks. | | | |
| | Milled stone age. | | | |
| | ♠ Discoveries include. | | | |
| | ♣ Fire, skins and leaves, | | | |
| | pots buried the dead, | | | |
| | tools where made | | | |
| | better. | | | |
| | Dottor. | | | |
| | New / late stone age | | | |
| | ♠ Built huts | | | |
| | ♠ Tools made better | | | |
| | ♣ Iron | | | |
| | ♠ Drawing and painting | | | |
| | e.g. in Nyero Rock | | | |
| | paintings. | | | |
| | pamango. | | | |
| | The iron age. | | | |
| | ♠ Tools | | | |
| | ♠ To be drawn | | | |
| | ♠ Archeology is the | | | |
| | digging out and study | | | |
| | about the remains of | | | |
| | early man. | | | |
| | ♠ 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 roots and | | | |

| | | | | stems. honey etc. Stone age sites are places where man is believed to have lived. Examples of stone age sites Parara Luzira Magosi | | | |
|---|--------------|---------------|--|---|--|--|--|
| 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 Name the different ethnic groups Legends told by different ethnic groups. | An ethnic group is a group of people with the same origin and speak almost the same language. Examples of ethnic groups. - Bantu - Nilotics - NiloHamites - Describe the movement - Patterns of the ethnic groups. Causes of ethnic groups migration Over population - Shortage of land - Drought - Civil wars Epidemic diseases etc. Factors that influence the settlement patterns Soil fertility - Rainfall - Security - Jobs - Vegetation - Climate | - Stating factors that influence the settlement patterns. - Stating the major economic activities carried out by different ethnic groups. | | |

| | 1 | | | 1 | T | <u> </u> |
|------------------------------|----------------|--|--|--------|-------|----------|
| PEOPLE IN OUR DISTRICT | Ethnic groups. | Major economic activities Bantu - Farming Nilotics - Pastoralism Nilo HAMITES Pastoralism Hamites - pastoralism - Tribes found in different ethnic groups. | - Mention tribes found in different ethnic group[s. | | | |
| | | Bantu - Baganda - Bakiga - Basoga - Banyankole etc. Nilotics - Acholi - Alur - Lugbar - Japadholas NiloHamites Karimojong - Sebei - Kumam Hamites - Bahima - Batutsi Legends told by differente ethnic groups. Bantu | - Tell some legends told by different ethnic groups. | - do - | - do- | |

| | | | <u> </u> | T | 12: 1 | 1 | | |
|---|----|----------|------------|--|------------------------------------|-------------------------------|--|--|
| | | | | | - Kintu and Nambi | | | |
| | | | | | - Isaza and | | | |
| | | | | | Nyamiyonga | | | |
| | | | | | - Njabala | | | |
| | | | | | Mundu and Sera | | | |
| | | | | | (the first Mugishu | | | |
| | | | | | | | | |
| | | | | | Nilotics | | | |
| | | | | | - The spear and the | | | |
| | | | | | bead. | | | |
| 4 | 4 | PEOPLE | Economic | ♠ explain what economic | These are activities done | | | |
| 4 | 1 | | | activities are | by people to get Money. | State the | | |
| | 40 | IN OUR | activities | | by people to get money. | importance of | | |
| | to | DISTRICT | | | Examples | economic activities | | |
| | 5 | Diomagn | | activities carried out in our | Modern | economic activities | | |
| | J | | | district | - Trade | - List the social | | |
| | | | | ♠ Define commercial centers. | | | | |
| | | | | | | activities in our | | |
| | | | | | - Teaching | district | | |
| | | | | | - Nursing etc. | | | |
| | | PEOPLE | Economic | ♠ Problems faced by people in | | - State the | | |
| | | IN OUR | activities | carrying economic activities | Traditional | importance of | | |
| | | | | | - Pottery | social | | |
| | | DISTRICT | | | - Fishing | activities. | | |
| | | | | Outline the different social | - Farming | | | |
| | | | | activities in our district. | Craft making | State the | | |
| | | | | | Black smithing | factors | | |
| | | | | | - Brick making | contributing to | | |
| | | | | ♠ Factors contributing to | _ | people's way of | | |
| | | | | people's way of life. | Problems faced by people | life. | | |
| | | | | poople o may or mo. | in carrying out economic | | | |
| | | | | | activities | | | |
| | | | | ▲ Tell the importance of | - Thieves | | | |
| | | | | economic activities | - Insecurity | | | |
| | | | | economic activities | - Diseases. | | | |
| | | | | | - Poor health | | | |
| | | | | 0.0000000000000000000000000000000000000 | - Poor transport | | | |
| | | | | ♠ Outline the importance of | - Lack of enough | | | |
| | | | | social activities. | skills | | | |
| | | | | | - Climate / weather | | | |
| | | | | | | | | |
| | | | | | changes. | | | |
| | | | | | - Laziness of people | | | |
| | | | | | - Poverty | | | |
| | | | | | - Unstable prices of | | | |
| | | | | | commodities. | | | |

| | | PEOPLE IN OUR DISTRICT | Economic activities | | | Impo activi - - - - | rtance of economic ties Help people to get Money. Create employment Promote unity They break boredom They impart life skills among people. | - | | |
|---|----|------------------------------|---------------------|----------|--------------------------------|------------------------------------|---|-----------------------------------|----|--|
| | | | | | | Soci | al activities in our | | | |
| | | | | | | - | Introduction in | | | |
| | | | | | | | Marriage. | | | |
| | | | | | | - | Wedding | | | |
| | | | | | | _ | Naming of children Circumcision | | | |
| | | | | | | _ | Burial of the dead | | | |
| | | | | | | _ | Initiation of | | | |
| | | | | | | | children. | | | |
| | | | | | | - | Entertainment. | | | |
| | | | | | | - | Dressing. | | | |
| 5 | 1 | PEOPLE | | ^ | Factors contributing to | Impo | rtance of social | Mentioning th | е | |
| J | | IN OUR | | | people's way of life. | activ | | importance of | | |
| | to | | Social activities | | | - | They keep different | social | | |
| | | DISTRICT | | | | | families together. | activities. | | |
| | 5 | | | ^ | Outline the importance of | - | They promote | | | |
| | | | | | socialactivities. | | culture e.g. feeding, | - Naming factor | | |
| | | | | | | | dressing, language. | contributing to | | |
| | | | | | | - | Unite people. | people's way | of | |
| | | | | | | - | They promote | life. | | |
| | | | | ^ | States factors contributing to | | acceptable behavior. | | | |
| | | | | | people's way of life. | _ | Promote working | - Stating factors | , | |
| | | | | | | _ | together. | contributing to | | |
| | | | | | Defining commercial contract | _ | Strengthen family, | people's way | | |
| | | | | ^ | Defining commercial centres. | | clan norms. | life. | J. | |
| | | | | | | Facto | ors contributing to | | | |
| | | | | A | States examples of | | le's way of life. | | | |
| | | | | _ ~ | commercial centres. | | Work | - Defining | | |
| | | | | | oommoroidi oomioo. | - | Availability of food | commercial | | |

| | • | | | |
|--|--------------------------------------|--------------------------------------|--|--|
| | - Security | centres. | | |
| | - Education | | | |
| | - Diseases | | | |
| | Un employment | Giving different | | |
| | - Poverty | examples of | | |
| | - Trade | commercial | | |
| | - Transport | centres. | | |
| | - Communication | | | |
| | - Commercial | | | |
| | centres. | | | |
| | These are places where | | | |
| | most economic activities | | | |
| | | | | |
| | take places. | | | |
| | | | | |
| | Examples of commercial | | | |
| | centres. | | | |
| | Big markets | | | |
| | - Banks | | | |
| | Hospital schools | | | |
| | - Industries etc. | | | |

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 | ▲ Learners defined decentralisation. ▲ Define by – laws. ▲ Tell who heads a district both civic and political. ▲ Give the types of leaders and their examples. ▲ State the members that make up the district council. ▲ Outline the different heads of departments and their roles. ▲ Give the qualities of a good leader. ▲ Outline ways people acquire leadership. ▲ Mention the people's responsibilities in our district. | Division of power between the central and local government. By- laws: These are laws made and passed by the local government. The political heads is the chairperson LCV. Civic head – is the chief administrative officer (C.A.O). | - Define terms. - Give types of leaders. - Give the members that make up the district council. - Group leaders in our district. - Describe and draw the political and civic administrati ve structures. | - A chart showing the a map of your district | SST syllabus pg. 2 Fountain s.s.t Mk ppls bk 4 pg. 2 Trs. SST bk. 4 Atlas. | |

| | | | |
|--|-------------------|------|--|
| TYPES OF LEADERS. | - Role play L.C.I | | |
| Appointed leaders. | meeting. | | |
| Elected leaders. | - Identify names | | |
| Cultural leaders. | of leaders in | | |
| Religious leaders. | the district. | | |
| Voluntary leaders | - Role playing | | |
| (appointed by the | election | | |
| district service | - Singing | | |
| commission) | patriotic | | |
| , | songs. | | |
| Members that make up | - Drawing | | |
| the district local council | election | | |
| - Chair person. | - Modeling of | | |
| - Sub-country | ballot | | |
| councilors. | papers. | | |
| - 2 youth councilors | - Demonstrate | | |
| - 2 councilors for the | campaignin | | |
| disabled. | g by | | |
| | prefects. | | |
| Different departments | - Give qualities | | |
| and their roles. | of a good | | |
| - District chairperson | leader. | | |
| (LCV) | - Give people's | | |
| - District speaker. | rights in a | | |
| - CEO | district | | |
| - DDE | - Suggesting | | |
| - DVO | people's | | |
| - DPC | responsibiliti | | |
| - RDC | es in the | | |
| - DFO | district. | | |
| - Bi O | district. | | |
| Qualities of a good | | | |
| leader. | | | |
| - Ability | | | |
| - Kindness. | | | |
| - Approachable | | | |
| - Tolerant | | | |
| - Understanding | | | |
| - Operative | | | |
| - Operative - Confident | | | |
| - Responsible | | | |
| - Responsible - Careful | | | |
| - Gareiul | | | |
| How people acquire | | | |
| leadership | | | |
| leadership | | | |

| 2 | 1 | | - Give the group that provides | - By appointment - Through inheritance - By voluntarism People's rights in a district - Aright to food A right to security - Aright to medical care Aright to privacy - Aright to get information - A right to movement - Aright to movement - Aright to association - Aright 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 activities Involving in proper activities Involving in proper activities Lelping and caring for others Caring for the sick etc. | - Give the | | Mk |
|---|----|--|--------------------------------|---|-----------------|--|-----------------|
| | to | | security. | security | security organs | | standard SST |

| | | | | | T |
|---|-----------------|--|--|-----------------------------|---------|
| 5 | How law and | - State the name of Uganda's | ♠ Police | in our district. | book 4 |
| | order is kept | Army. | ♠ Army | Damanatrata | pg. 63. |
| | _ | Mention departments of the | ♠ Private security | - Demonstrate duties of the | |
| | in our district | police and their duties. | guards. | police | |
| | | The head of the police force | A Prisons | departments. | |
| | | in Uganda. | ♣ Local council | doparamento. | |
| | | - Give the ministry in which | ♣ Uganda's army in | | |
| | | the police and Army belong. | Uganda. ♣ People defence | - Mention the | |
| | | - State functions of the police. | forces. | leaders of | |
| | | - Give the functions of the | Departments of the | police force | |
| | | prisons. | police | and prisons. | |
| | | p. i.e.e. | ♠ CID | | |
| | | | ♠ Anti-Riot police. | - Give the | |
| | | | ♠ Radio and signal | functions of the | |
| | | | section. | police and | |
| | | | Passport section. | prisons | |
| | | | Dog section. | | |
| | | | Fire brigade. | - Give the | |
| | | | ♠ General Duty | ministry that | |
| | | | Section. | takes the | |
| | | | Patrol section. | police, prisons | |
| | | | ♠ Traffic police | and the Army. | |
| | | | ♠ Police Anti-terrorism | | |
| | | | unit. | | |
| | | | ♣ Head of the police is | | |
| | | | lieutenant general Kale Kayihura. | | |
| | | | (Inspector General of | | |
| | | | police) | | |
| | | | ♣ The police is under | | |
| | | | the ministry of | | |
| | | | internal affairs. | | |
| | | | ♠ The Army is under | | |
| | | | the ministry of | | |
| | | | defence. | | |
| | | | F (* | | |
| | | | Functions of the police | | |
| | | | ♠ It investigates on | | |
| | | | crimes. | | |
| | | | Stops riots.Puts out fire | | |
| | | | | | |
| | | | ♠ Locates lost and | | |

| | | | | | crushed planes. Arrest wrong does Protects people and their property. Functions of the prisons. They transform law breakers in to law abiding citizens. They keep law breakers away from the public. They teach prisoners skills e.g. carpentry. The commissioner of prisons in Uganda is Mr. Johnson Byabashaija. The prisons are under the ministry of internal affairs. | | | | |
|---|--------------|----------------------------|-----------------|---|---|--|--|--|--|
| 3 | 1 to 5 | How to meet people's needs | Social services | Explain what social services are. Give examples of social services. Outline problems people faces in trying to satisfy their needs. | Social services. - These are benefits given to people to live a good life. Groups of people who | Define social services.Give examples of social services | Text books social services centres in our environment | Monitor s.s.t pupils bk 4 Pg. 50 – 59 Fountain S.S.T bk | |
| | | | | Mention solutions to the problems. Explain what social services are. State ways of caring for social services. | provide social services. - Government - Local leaders - Doctors / medical workers | Mention groups of people who provided social services. | | Primary s.s.t Uganda bk 4 pg. | |
| | | | | | Teachers. Veterinary officers. Farmers. Bankers. Carpenters. Security organs. | Draw different social services centres. Visiting some social services | | 58 | |

| | | - Parents. | centres. | | |
|--|--|---|-------------------------------------|--|--|
| | | - Shop keepers. | | | |
| | | | | | |
| | | Examples of social | Matching social | | |
| | | services. | service. | | |
| | | | | | |
| | | Education services. | | | |
| | | - Medical services. | - Discussing | | |
| | | - Security services | ways and | | |
| | | - Transport services. | means of | | |
| | | - Water services. | reducing | | |
| | | | poverty | | |
| | | - Banking services | | | |
| | | - Road maintenance | - Visiting any | | |
| | | - Postal and | nearly services | | |
| | | communication | centre observe | | |
| | | services. | and record | | |
| | | | services. | | |
| | | Problems faced by | | | |
| | | people in meeting their | | | |
| | | needs. | Suggesting | | |
| | | | things that | | |
| | | - Embezzlement | destroy our | | |
| | | - Poverty | social services | | |
| | | bad weather | centres. | | |
| | | Shortage of food. | | | |
| | | - Theft | | | |
| | | - Corruption | | | |
| | | - Irresponsibility | | | |
| | | - Laziness | | | |
| | | - Over population | | | |
| | | - Accidents | | | |
| | | - Diseases | | | |
| | | | | | |
| | | - Insecurity. | | | |
| | | Solutions | | | |
| | | Colutions | | | |
| | | - Creating | | | |
| | | employment | | | |
| | | opportunities for | | | |
| | | | | | |
| | | young people. | | | |

| - Providing education |
|-----------------------------|
| on methods of |
| producing more |
| quality food. |
| - Providing medical |
| services. |
| - Controlling |
| population growth. |
| - Introducing group |
| farming |
| - Fight against |
| corruption. |
| |
| Social services |
| centres. |
| These are places where |
| |
| social services can be got. |
| Examples |
| |
| - Schools |
| - Health centres |
| - Banks |
| - Markets |
| - Places of worship. |
| - Police stations |
| - Post offices |
| - Public offices. |
| |
| Ways of caring for social |
| service centres. |
| - Respecting people |
| who care for social |
| services. |
| - Avoid misuse of |
| public office. |
| |
| - Mobilizing communities. |
| Communities. |

| | | | | - Cleaning social service cenres. | | | | |
|----------|--|--|---|---|---|-----------------|----------------------|--|
| 4 1 to 5 | How to meet people's needs in our district | Sources of revenue in providing social services. | Explain what revenue is. Outline sources of revenue. Name the body responsible for the collection of revenue in the country. Biggest source of the government revenue. Lasted source of foreign exchange for the country. | REVENUE Revenue is money for the government. Sources of government revenue - Takes - Loans - Grants - Tourism - Profit from its companies Donations Court fines. The body responsible for collection of revenue in the country is Uganda Revenue Authority | - Define revenue - Give the sources of revenue - Write URA in full - Give Uganda's major export | Our environment | Teacher's collection | |

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 | By the end of the lesson, the learner:- Describes a prophet/ messenger. Names the twelve messengers of Allah Tells duties of prophets. Identifies the great prophets. Identifies the qualities of a prophet | - A prophet is any body who receives messeges/ instructions directly from Allah Categories. Adam Mohammad Committed Isa Great ones Musa Dauda Isa mohammad - Duties of prophets Preach Islam public - Warn people against doing evil - Bring messages from Allah Qualities of a prophet - Trustworthy and of a sound mind Good behavior - Protected from evil | Naming prophets Dramatizing Role play Doing a given exercise Recitinghadeet h. | - Illustrations | Story telling | |
| | | PRACTIC E | Dress for prayer. | Tells the proper dress code. Identifies the qualities of a | actions Qualities | - Dramatizing - Doing an | Real dress code e.g. veils, | Story telling role play | |
| | | L | | good dressing for prayer Gives reasons Muslims should observes proper | Dress must be:- - Clean, free from dust. | exercise. | Kanzus | , , | Mk bk |

| | | dress code. | Cover all private parts (Man – from navel to knees) Ladies whole body except palms and face Importance-protect the attention of the rest. | | | |
|---------------------|----------------------------|--|--|---|-----------------------------|--|
| HIDITH | Impurities in Islam | Defines impurities. Names the impurities. | Impurities are unclean things which should not be eaten or which should be cleared from bodies and dress. - Faces – Nose of a dog - Pork – Blood - Vomits - Urine - Alcohol Hadith, prophet forbid Muslims from taking alcohol of be involved in any activity involving alcohol, | Naming impurities through answering oral questions. Doing a given exercise. dramatizing | Illustration | - story telling - discovery - group learning |
| HISTORY OF ISLAM | Early converts in Islam | Defines a convert. Narrates the suffering of the prophet and early converts. Gives reasons why meccans rejected Islam. | A convert is a person who has changed to another religion Early converts. - Khadijah - Abubaker - Ali - Zaidi | Demonstrate facts. Doing a given exercise. | Chalkboard illustration. | - Discovery - Group learning |

| | | Sufferings | | |
|--|--|--|--|--|
| | | Mud and stones thrown to Prophet Muhammad. Thorns laid in his path. Beating up / imprisonment / death. | | |

PRIMARY FOUR I.R.E SCHEMES OF WORK TERM 2

| 1 | TAWHID (FAITH) | Worship | Describe the acts of worship in Islam. Identify acts of worship in other religions. | Acts of worship in Islam. Acts of worship in other religions i.e. Christianity Bahism, Hinhusm, Judaism,sikhism | - Story telling - Illustration | - Role play - Reciting - Written exercise | Illustration | Mk pupils book pg 186-196 |
|--------------|---|-----------------------------|--|--|--|--|------------------------|------------------------------------|
| 2 | FIGH (practice) | Ratio of zakat | - Mention the Nisaab (ratio) of zakat payable on different items. | - Nisaab (ration) on different items | - Do - | - Do - | - Do - | Mk upils bk pg 197-201 |
| 1 to 2 | HADITH AND MORAL TEACHIN GS | Uprightness and adolescence | Mention 2 traditions regarding importance of up rightness in Islam. Tell the meaning contained in the traditions. Tell the meaning of adolescence. | Two traditions of the Holy prophet (PRUH) regarding importance of uprightness in Islam. - Meaning of uprightness A adolescence body and emotional changes for boys and girls. | - Story telling - Illustration | Doing a given exercise. Reciting Hadith | - Do- | Mk pupils book pg 201-206 |
| 1 to 2 | HISTORY OF ISLAM | Islam in Uganda | Describe Islam under Mutesa I Narrate religious wars of 1888-1893. | Islam under Mutesa I.C The Golden Age) Religious wars in Buganda. | - Story telling - Illustration | Doing a given exercise | Illustration. | Mk pupils bk pg 207-216 |
| 1 to | TAWHIID | Sin , kufr and shirk | Define sin and give examples. Define paganism (kufr) and | Definition of sin and examples. Definition of kufr | - Story telling - Discussion - Question and answer | - Writing notes - Role play | Text book illustration | Mk pupils bk pg |

| 2 | (FAITH) | | polytheism (shirk) - State the origin of shirk and it's types. | and polytheism (shirk) | illustration. | | | 221-230 |
|--------------|---|----------------------------|---|---|--|---------------------------------|--------------|---|
| 1 to 2 | PRACTIC E | Recipients of zakat | Categories of zakat recipients. Tell importance of this classification | Categorization (the rightful recipients of zakat) | - Do - | - Do- | - Do- | Mk pupils book pg 231- 236. |
| | HADITH AND MORAL TEACHIN GS | Hygiene charity and wealth | 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 |
| 1 to 2 | HISTORY OF ISLAM | Spread of Islam in | 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. |