

SOCIAL STUDIES SCHEME OF WORK FOR P.4 TERM TWO 2024

*Learning outcomes: The learner promotes and practices desirable values in the society and shows respect for his//her own culture and for others.
Understands the importance of independence among people with in the district and other districts*

W K	P D	THE ME	TOPI C	SUBTO PIC	COMPETENCES		CONTENT	INDICATORS OF LIFE SKILLS & VALUES	METHOD S/TECHNI QUES	ACTIVITIE S	L/AID S	REF	R E M
					SUBJECT	LANGUAGE							
1	1	VEG ETA TION IN OUR DIST RICT			The learner; - defines the term vegetation. - mentions two types of vegetation. - mentions examples of vegetation.	The learner; - pronounces, reads and writes words & structures related to types of vegetation.	Definition of vegetation. Types of vegetation Meaning of natural and planted vegetation. Examples of natural and planted vegetation. Examples of vegetation.	Appreciation Interpretation	questio n & answer guided discove ry brain stormin g	Comparin g the natural & planted forests Chalk board illustr ation	Local enviro nment Chalk board illustr ation	Curricul um book 4 page 8	
	2			Uses of vegetati on	The learner; - identifies different uses of different types of vegetation to people and living things.	The learner; - pronounces, reads and writes words and structures related to the usage of vegetation.	Uses of vegetation Source of herbs for medicine Source of firewood Source of food Supports in rain formation Controls soil and wind erosion Improves soil fertility Makes the environment naturally beautiful.	Sharing Creative thinking	brain stormin g explana tion questio n & answer	Identifyin g the uses of different		Curricul um book 4 page 8	
	3			How people affect vegetati on	The learner; - identifies different activities that people do which affect vegetation.	The learner; - pronounces, reads and writes words and structures related to peoples activities that affect	How people affect vegetation (negativity) Deforestation Over cultivation Over grazing Construction of roads Building houses for settlement and industries. Burning bushes	effective communication sharing observation	brain stormin g explana tion	Planting trees and grass in the compoun d and at home.	chalk board illustr ation pupils text books	Curricul um book 4 page 8	

						vegetation	Making bricks Clearing bushes and forest for crop growing.		question & answer				
4				Caring for the vegetation	The learner; - identifies ways of caring for the vegetation.	the learner; - pronounces, reads, writes and spells words and structures connected to caring for vegetation.	How man cares for vegetation. Watering them Add manure Trimming them	Brain storming Explanation Question & answer	effective communication observation sharing	Watering vegetation trimming fences, flowers and trees slashing school compound	slasher watering can		
5 & 6	LIVING TOGETHER IN OUR DISTRICT	PEOPLE IN OUR DISTRICT	Early migration of people in our district	*A learner defines migration *A learner tells reasons for migration of people.	A learner spells reads writes and pronounces words related to the topic correctly	-migration means movement of people from one place to another -Factors/ reasons for migration -Types of migration	Effective communication Self awareness Values Co-operation Appreciation Respect and love	guided discussion discovery story telling	Asking questions Reading	Class rooms environment Textbooks	SST syllabus P.4 pg 10-11 Comprehensive SST Bk 4 pages 73		
7		-do-	History of people in our district.	A learner tells the meaning of origin Names Sources of origin of people in our district -identifies main legends	A learner spells, reads, writes and pronounces words related to the topic correctly.	Origin of people in our district -Legends of some tribes *the spear and the bead *The three sons of Ruhanga *The legend of Kundu and Masaba *myths and definition	Effective communication -appreciation -respect	guided discussion discovery story telling	Asking questions	Class room environment	Mk SST Bk 4 page 44 45 and 46. comprehensive SST Bk 4 page 67-93		
2	1 & 2	-do-	The spear and the bead	*A learner mentions main characters of the	A learner spells, reads, writes, use pronounce words related	-Gipir and Labongo's origin/cradle land -parents of Gipiir and Labongo -Gipiir uses his brothers	Effective communication -self awareness values -love	guided discussion discove	Asking oral and written question	Class room environment	MK SST Bk SST pg 44-45 Compreh		

				<i>legend</i>	<i>to the topic rightly.</i>	<i>spear</i> <i>-Labongo's reaction and recovery of spear</i> <i>Labongo's daughter swallows one of Gipir's beads</i> <i>-lessons learnt from the legend</i>	<i>-appreciation</i> <i>-co-operation</i>	<i>ry</i> <i>story telling</i>		<i>Textbooks</i>	<i>enive</i> <i>SST Bk 4</i> <i>pg 71-72</i>
3			<i>The three sons of Ruhanga</i>	<i>A learner explains the word Ruhanga</i> <i>-Identifies regions that uses the word Ruhanga to mean creator</i> <i>-names the three sons of Ruhanga</i>	<i>A learner reads, writes, pronounces, spells words related to the theme correctly</i>	<i>-sons of Ruhanga</i> <i>-Naming the three sons each with a task.</i> <i>-Eldest son – Kairu</i> <i>-second- Kahima</i> <i>-youngest-Kakama</i>	<i>Effective communication</i> <i>Self awareness</i> <i>Values</i> <i>-appreciation</i> <i>-co-operation</i>	<i>guided discussion</i> <i>discovery</i> <i>story telling</i>	<i>Asking questions</i>	<i>Class room environment</i> <i>Textbooks</i>	<i>Stories from Uganda history by HWR Hawes page 13-14</i>
4		ORIGIN OF PEOPLE IN OUR DISTRICT	<i>Kundu and Masaba</i>	<i>*A learner explains origin of the Bagishu.</i> <i>*A learner identifies mt. Elgon and traditional name Masaba</i>	<i>A learner spells, reads writes, pronounces words and sentences related to the topic</i>	<i>-The first Bagisu were Mundu and his wife Sera, Bamasaba</i> <i>-How they appeared on the mountain(hole)</i> <i>-Kundu and Masaba</i> <i>-Kundu marries Namboza</i> <i>-Masaba remained on mr. Elgon</i> <i>-The name Mugisu and origin</i>	<i>Effective communication</i> <i>-co-operation</i> <i>-self awareness</i> <i>-Respect</i>	<i>discovery</i> <i>guided discussion</i> <i>story telling</i>	<i>Asking questions</i>	<i>Chalk board</i> <i>Textbooks</i> <i>Wall maps</i> <i>Illustrations</i>	<i>Stories from Uganda history By Hawes pg 14-15</i>
5 & 6			<i>The legend of Kintu</i>	<i>A learner explains the Baganda's origin.</i> <i>-Names the first Muganda</i>	<i>A learner spells, writes, reads, pronounces and uses words like earth, heaven</i>	<i>1st Muganda Kintu and Nambi his wife.</i> <i>-Kintu and his cow & how it was useful</i> <i>-Daughters and sons of Gulu the king of heaven.</i> <i>-Nambi and his brothers</i>	<i>-Effective communication</i> <i>-self awareness</i> <i>Values</i> <i>*co-operation</i> <i>-Respect</i> <i>-love</i>	<i>discovery</i> <i>guided discussion</i> <i>story</i>	<i>Asking oral and written questions</i>	<i>Chalk board illustrations</i> <i>Textbooks</i>	<i>-do-</i> <i>Page11-12</i>

Downloaded from www.mutoonline.com

					<i>-Identifies where 1st Muganda lived</i>	<i>and rainbow very well</i>	<i>visit the earth -Tests given to Kintu and how he overcame them</i>		<i>telling</i>			
	7		ORIGIN OF PEOPLE IN OUR DISTRICT	<i>Major ethnic groups</i>	<i>A learner defines the term "Ethnic groups" -Identifies major ethnic groups</i>	<i>A learner spells, pronounces, reads, writes uses words and sentences related to the topic correctly</i>	<i>-Ethnic groups (meaning) -main ethnic groups in our district -Bantu, Nilotics, Hamites, Nilo hamates, Asians and Europeans -Their origin and occupation</i>	<i>Effective communication -self awareness Values -co-operation -love -respect</i>	<i>guided discussion - discovery</i>	<i>Asking oral and written questions</i>	<i>Chalk board illustrations Text books</i>	<i>-do-</i>
3	1 & 2		ORIGIN OF ETHNIC GROUPS IN OUR DISTRICT	<i>The Bantu, Nilotics - Hamites -Nilo Hamites</i>	<i>A learner tells the origin of the words Bantu, Nilotics, Hamites and Nilo-Hamites</i>	<i>A learner spells, reads, writes and pronounces words correctly</i>	<i>Bantu – Cameroon in West Africa Nilotics- Bah-el-Gazal – S. Sudan -Nilo Hamites- Ethiopia -Hamites – Ethiopian highlands -causes for the migration of each ethnic group *examples of each ethnic group</i>	<i>Effective communication -Self awareness Values Co-operation -appreciation</i>	<i>discovery guided discussion story telling</i>	<i>Aking questions</i>	<i>Chalk board illustration Text books</i>	<i>Teacher's collection</i>
	3		SETTLEMENT OF PEOPLE IN OUR DISTRICT	<i>Tribes in our district</i>	<i>A learner defines the word tribe -Gives examples of tribes in our district</i>	<i>A learner spells, reads, writes and pronounces words related to the topic</i>	<i>-Tribes in our district -A tribe is a group of people who speak the same language with same customs and food -Examples of tribes -People belong to different tribes and use different languages -Baganda, banyankole, Bagisu, Basoga, Iteso, Acholi, Karimojong -Languages spoken</i>	<i>Effective communication -self awareness Values -Appreciation -co-operation -respect</i>	<i>discovery guided discussion story telling</i>	<i>Answering oral and written questions</i>	<i>Chalk board illustration Text books</i>	<i>Comprehensive SST BK.4 pg 67</i>
	4		<i>-do-</i>	<i>Social set up of</i>	<i>A learner -explains the term clan</i>	<i>A learner pronounces, reads writes</i>	<i>-A clan is a group of people with a common ancestor</i>	<i>Effective communication -Self awareness</i>	<i>discovery</i>	<i>Answering oral and written</i>	<i>Chalk board illustr</i>	<i>Mk Standard SST</i>

				people in our district -The clans	-Names symbols of different clans -mentions roles of clan heads.	the word totem.	-Symbols e.g. totems, names, drumming -Responsibilities of clan heads.	Values -co-operation -Respect -love	guided discussion brain storming	questions	ation Text books	Bk.4 pg 40 Comprehensive SST Bk. 4 pg 67
5		-do-	Causes of early migration	A learner -outlines various causes of early migration	A learner reads, writes, spells, pronounces words related to the topic correctly	-climatic conditions -search for fertile soils -Diseases -Employment opportunities -conflicts *Problems faced by early migrants	Effective communication -Self awareness Values Love, Respect Co-operation	discover guided discussion	Answering oral and written questions	Chalk board illustrations -Text books	Comprehensive SST Bk.4 pg 73-75	
6 & 7		SETTLEMENT OF PEOPLE IN OUR DISTRICT	Types Recent Migration	A learner: -defines each of the types of recent migration	A learner spells, reads, writes, pronounces words related to the topic	Definition -Rural-urban migration -causes of Rural-urban migration *Search for food *search for jobs *epidemics -drought e.t.c -problems caused by Rural-urban migration -Problems faced by people living in towns.	-Effective communication -self awareness Values -love -Respect -co-operation	discover guided discussion story telling	Asking and answering questions	Chalk board illustration Text books	SST Syllabus BK.4 page 11	
4	1			A learner defines urban-rural migration	A learner spells, writes, reads, pronounces the words related to the topic	Urban-rural migration -Definition -Ways in which urban-rural migration can be encouraged -Ways in which urban people depend on village people.	-Effective communication -self awareness Values -love -Respect -co-operation	discover guided discussion story telling	Asking and answering questions	Chalk board illustration Text books		
	2					Rural- rural migration -definition -causes of rural-rural						

						migration						
	3					Urban-urban migration -Definition -causes of urban-urban migration - causes of immigration Causes of Emigration						SST syllabus bk 4 page 11
	4	-do-	Factors influencing settlement patterns in our district	A learner identifies various factors influencing settlement patterns	A learner spells, reads writes and pronounces words related to the topic correctly	Factors -Trade -Jobs/ employment -good security /peace -good social services -soil fertility -Enough and reliable rainfall -Presence of economic activities -Availability of enough food.	Effective communication -self awareness Values -Respect -co-operation -love - appreciation	guided discovery discussion	Asking and answering questions	Chalk board illustration Text books		SST Syllabus BK. 4 pg 11
	5	-do-	Terms related to population	A learner -defines major terms related to population	A learner reads, pronounces, writes forms sentences related to topic	-population -population density -sparse population -population distribution -moderate population -emigrates -population density -immigrants -migrants	Effective communication -self awareness Values -Respect -Love -Appreciation -co-operation	discovery guided discussion explanation	Asking and answering oral questions	Chalk board illustration		Comprehensive SST Bk.4 pg 73-75
	6	-do-	Population density in our district	A learner: Tells why there are many people in our district	A learner spells, writes, reads and pronounces words related to the topic	Causes of population density in our district *Many job opportunities *many industries *many offices *trade opportunities *good security *Presence of L. Victoria *good social amenities *presence of power energy	Effective communication -self awareness Values Co-operation -respect	discovery guided discussion	Asking oral and written questions	Chalk board illustration		Teacher's collection

	7		POPULATION IN OUR DISTRICT	Advantages of high population density in our district.	A learner: -lists at least six advantages of a high population	A learner spells, writes reads pronounces words related to the topic	Advantages of a high population *Market for goods *cheap labour *easy communication and transport *Tight security	Effective communication Self awareness	discovery guided discussion brain storming	Answering oral and written questions	Chalk illustration Textbooks	Teacher's collection	
5	1		-do-	Disadvantages of population density	A learner -mentions at least six disadvantages of a high population density in our district	A learner reads, writes, pronounces words related to the topic correctly	Disadvantage (problems) -lack of enough jobs -lack of land -High crime rate -poor social service delivery -poor sanitation -easy spread of communicable diseases -pollution -deforestation	Effective communication -self awareness Values -Co-operation -love -respect -appreciation	discovery guided discussion	Answering oral questions	Chalk board illustrations Textbooks	Teacher's collection	
	2		POPULATION IN OUR DISTRICT	Solutions to the problems of population density	A learner identifies solutions to the problems faced by population density	A learner spells, reads, writes, pronounces words related to the topic correctly	-provide rural based industries -provide tight security to all rural areas. -market centers be created in rural areas. -Encourage modern agriculture -improve infrastructure in rural areas –Banks, power, water supply e.t.c	Effective communication -self awareness Values -appreciation -problem solving	discovery guided discussion	Answering oral and written question	Chalk board illustration Textbooks	Teacher's collection	
	3		-do-	POPULATION CENSUS	A learner; -defines population census -tells the reasons for carrying out census	A learner spells, writes, reads, pronounces the words	Population census and its definition -reasons why census is carried out	-co-operation -Effective communication -self awareness	- discussion - explanation	Answering questions	Chalk board illustration	Teacher's collection	
	4			POPULATION	A learner;	A learner	Population distribution	-self awareness	question	Listing	-do-		

			ATION DISTRIB UTION	-defines population distribution -states the factors influencing population distribution	reads, writes, spells the words	and its definition -Factors that influence population distribution	-effective communication -co-operation	n and answer discussion	the factors influencing population distribution			
5		WORK	Types of work done by people in our district	-A learner defines work. -Discusses various types of work done in our district.	A learner Spells, reads, writes, pronounces words related to topic correctly	-Activity as a means of earning income -Examples of work include *Farming *fishing *trading *office work *pottery *brick laying	Effective communication -self awareness Values -appreciation -respect	discover guided discussion	Answering oral and written questions	Chalk board illustration Textbooks	Comprehensive SST Bk.4 pg 81 Syllabus P.4 pg 12 Mk SST BK.4 pg 74-77	
6		TYPE S OF WORK DONE IN OUR DISTRICT	Farming in our district	A learner identifies various types of farming done in our district	A learner reads, writes, pronounces and spells words related to the topic correctly	Types of Farming -subsistence farming -market gardening -mixed farming -plantation farming -livestock farming -Fish farming -definition –subsistence farming -advantages and disadvantages.	Effective communication -self awareness Values -respect -appreciation -love	discover guided discussion observation	Answering oral questions	Chalk board illustration Text books	Mk SST Bk.4 pg 74-75	
7		-do-	Mixed farming	A learner defines mixed farming -identifies reasons for mixed farming	A learner reads, writes, spells, pronounces words related to mixed farming	-Growing crops and keeping of animals on same piece of land -To get enough food -To earn income -Advantages *Balanced diet *double income from both animals and plants -Disadvantages of mixed farming	Effective communication -self awareness Values -Respect -appreciation -Love	discover guided discussion explanation	Answering oral and written questions	-do-	Mk SST Bk. 4 pg 74-75	

6	1		-do-	Plantation farming	A learner defines -plantation farming -identifies crops grown on large plantation	A learner spells, reads, writes, pronounces words related to plantation farming	Plantation farming -Definition -Examples of plantation crops, coffee, tea, sugarcane, cocoa, rubber, sisal, bananas -Advantages -promotes trade -employment Raw materials	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST Bk.4 pg 76
	2		-do-	Problems faced by plantation farming	A learner -Identifies problems faced by plantation farmers	A learner reads, writes, spells, pronounces words related to plantation farming problems	-Requires a lot of capital -requires enough land -requires specialist farmers -requires ready market -requires a lot of labour -pests and diseases -good climate -relief -water supply	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Teacher's collection
	3			TYPE S OF WORK DONE BY PEOPLE IN OUR DISTRICT Horticulture & Floriculture	A learner -defines the two terms -Horticulture and Floriculture	A learner spells, reads writes, and pronounces words correctly	-Floriculture- Growing of flowers for sale -Horticulture-Growing of Vegetables -Advantages -creation of employment -provides income to people -provides raw materials for industries -provide food -Decoration purposes	Effective communication -self awareness Values -Respect -appreciation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST Bk. 4 pg 75
	4		-do-	Livestock farming	A learner -Defines livestock farming -Identifies animals and birds under live stock	A learner spells, writes, reads, pronounces all words related to livestock farming correctly	Livestock farming -Definition -Types of livestock farming *Pastoralism *Nomadic pastoralism *Diary farming *Ranching	Effective communication -self awareness Values -Respect -co-operation -Love	discovery guided discussion	Answering oral and written questions	-do-	Mk SST BK. 4 pg 76-77

				farming		*Poultry farming Animals kept-cattle, sheep, donkey, pigs, poultry camels						
5			Pastoralism	A learner -defines the term pastoralism -Identifies reasons for pastoralism	A learner spells, reads, pronounces writes words related to pastoralism	Pastoralism -definition-A traditional way of keeping cattle as a way of life or living -Reasons for pastoralism -for milk -for blood -for income -for meat/beef -for hides and skins -for wealth -for prestige -for cultural reasons -Examples of pastoralists iteso , Bahima (Banyankole)	Effective communication -self awareness	discover y guided discuss ion explana tion brain stormin g	Answerin g oral and written questions	-do-	MK SST Bk.4 pg 77	
6			Nomadic pastoralism	A learner defines Nomadic pastoralism -mentions examples of Nomads in Uganda	A learner reads, writes, pronounces spells words related to Nomadic pastoralism	-Nomadic pastoralism Definition : Keeping of cattle traditionally by moving from to place in search for water and pasture. Examples: Karimojong, Bahima, Jei, Suk -problems faced by nomads	Effective communication -self awareness Values -Respect -co-operation -Love	discover y guided discuss ion	Answerin g oral and written questions	-do-	Mk SST Bk.4 pg 77	
7		TYPE S OF WOR K IN OUR DISTR ICT	Dairy Farmin g	A learner -defines dairy farming -tells reasons for dairying	A learner spells, reads, writes, pronounces words correctly	-Definition -Rearing of cattle for milk and milk products -Milk products butter, cheese ghee yoghurt, ice cream Reasons: * For milk *for income	Effective communication -self awareness	inquiry guided discuss ion	Answerin g oral questions	Chalk board Text books	Teacher' s collectio n	

							<i>*occupation *problems</i> -lack of land -Expensive cattle breeds e.t.c						
7	1		-do-	Requirements and problems of dairy farming	A learner -suggests requirements of a dairy farm. -Identifies problems faced by dairy farmers.	A learner spells, reads, and pronounces words related to dairy farming	Requirements for setting up of a farm -good cattle breeds -Farm land -pasture -dip tanks -enough water -capital Problems -lack of enough land for extension -lack of Vet. Services -Expensive drugs -lack of cooling facilities -poor transport	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussion	Answering oral and written questions	Chalk board Text books	Teacher's collection Mk SST Standard Bk.4 pg 77	
	2		-do-	Cattle Ranching	A learner -defines Ranching -tells requirements for starting a ranch -tells products of a Ranch	A learner reads the work ranch and puts it in a sentence	-Ranching means keeping cattle on a large scale for beef production <i>*Requirement</i> Products of a ranch -Beef, hides -buttons from horns -glue from hooves -ornaments <i>*Examples of Ranches</i>	Effective communication -self awareness Values -Respect -co-operation	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk 4 pg 77	
	3		TYPE S OF WORK IN OUR DISTRICT	Factors influencing farming in our district	A learner -Identifies factors influencing farming in our district	A learner spells, reads, writes, pronounces words related to the topic	<i>*positive factors</i> -market -use of a crop -climate -soil fertility -Industrialization (Raw materials) <i>*Negative factors</i> -Pests and diseases -soil erosion -poor government policies -poor climate -civil wars	Effective communication -self awareness Values -Respect -co-operation -Love	inquiry guided discussion explanation	Answering oral and written questions	Chalk board Text books	Teacher's collection	
	4		-do-	Fishing	A learner	A learner	<i>*Definition</i>	Effective	inquiry	Answering	Chalk	Mk	

				<i>in our district</i>	<i>-defines fishing -Names sources or fishing grounds in our districts</i>	<i>spells, pronounces reads, writes terms related to fishing</i>	<i>-Fishing is catching of fish from a water body *fishing ground, streams, swamps, lakes, rivers</i>	<i>communication -self awareness Values -Respect -co-operation -Love</i>	<i>guided discussion</i>	<i>g oral and written questions</i>	<i>board Text books</i>	<i>Standard SST Bk.4 pg 72-73</i>
5		-do-	<i>Fishing methods</i>	<i>A learner -Identifies various methods for catching fish. -tells ways of preserving fish</i>	<i>A learner spells, reads, writes, pronounces terms relate to fishing</i>	<i>*Methods Fishing baskets -nets -Baited hooks -spears *Ways of preserving fish -smoking -sun drying -slating -tinning -Refrigeration</i>	<i>Effective communication -self awareness Values -Respect -co-operation -Love</i>	<i>discovery guided discussion</i>	<i>Answering oral and written questions</i>	<i>Chalk board Text books</i>	<i>MK Standard SST Bk.4 pg 72-73</i>	
6		-do-	<i>Importance of fishing in our district</i>	<i>A learner -Identifies importance of fishing in our district</i>	<i>A learner spells, reads, pronounces, writes words related to fishing correctly</i>	<i>*Fishing is a source of extra food. *Employment *source of income *source of revenue *raw materials for industries Problems -water weeds -poor fishing methods -poor transport</i>	<i>Effective communication -self awareness Values -Respect -co-operation -Love</i>	<i>discovery guided discussion</i>	<i>Answering oral and written questions</i>	<i>Chalk board Text books</i>	<i>Mk Standard SST Bk.4 72-73</i>	
7		TYPE S OF WORK IN OUR DISTRICT	<i>Farmin g food crops</i>	<i>A learner -defines the terms farmer and farming -Tells the two type of crops</i>	<i>A learner spells, reads, writes, and pronounces all terms related to crops</i>	<i>-A farmer is one who grows crops and keeps animals (livestock) -Types of crops *food crops and cash crops Definition of cash and food crops *needs of a farmer</i>	<i>Effective communication -self awareness</i>	<i>inquiry guided discussion</i>	<i>Answering oral and written questions</i>	<i>Chalk board Text books</i>	<i>Teacher's collection</i>	
8	1	-do-	<i>Cash crops</i>	<i>A learner -defines</i>	<i>A learner spells, reads</i>	<i>Cash crops-crops grown for selling.</i>	<i>Effective communication</i>	<i>inquiry</i>	<i>Answering oral and</i>	<i>Chalk board</i>	<i>MK standard</i>	

					cash crops -Gives examples of cash crops in our district	writes, pronounces words related to cash crops	*examples: coffee, tea, sugarcane *Types of cash crops -traditional and non-traditional and their definitions -Three types of coffee	-self awareness Values -Respect -co-operation -Love	guided discussion explanation	written questions	Text books	SST Bk.4 pg 74
2			Food crops	A learner -defines food crops -Identifies food crops in his district	A learner reads, writes, pronounces food crops correctly	*Food crops –crops grown for consumption *Examples –bananas, rice, potatoes, maize, beans, G'nuts e.t.c *Why grow different types of crops (importance)	Effective communication -self awareness Values -Respect -co-operation -Love	discovery guided discussion brain storming	Answering oral and written questions	Chalk board Text books	Mk SST Bk.4 pg 74	
3 & 4		-do-	Advantages of farming and problems faced by farmers	A learner -suggests advantage of farming -mentions problems faced by farmers in our district	A learner spells, reads, writes, terms related to advantages and disadvantages of farming in our district	Advantages -for food -for income -for trade -for raw-materials -for employment -for cultural practices -for research and study *Problems -pests and diseases -lack of market -lack of fertile land -lack of good transport means -insecurity -poor storage facilities -poor preservation methods	Effective communication -self awareness Values -Respect -co-operation -Love	discovery guided discussion	Answering oral and written questions	Chalk board Text books	Teacher's collection	
5		TYPE S OF WORK IN OUR DISTRICT	Other types of work in our district	A learner mentions other types of work done in our district	A learner spells, reads, writes, and pronounces words related to the topic	-Trading -What is trade? -Why do people trade? -pottery- what is pottery? -brick making -crafts work -teaching and office work -plumbing	Effective communication -self awareness Values -Respect -co-operation -Love	discovery guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 page 82-84	

							-nursing						
	6			Problems people face while working	A learner mentions various problems faced by people while working.	A learner reads, writes, pronounces words related to the topic.	-civil wars -demonstrations -riots -diseases -poor transport -ignorance -Bad weather -laziness -poverty -changes in price of goods	Effective communication -self awareness Values -Respect -co-operation -Love	discover guided discussion brain storming	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 85-88 SST Syllabus Bk.4 page 12	
9	7 & 1			People and technology	A learner -defines the term technology -state the advantage of modern technology	A learner spells, reads, writes, and pronounces all terms related to technology	Technology is a practical way of solving problems Examples -means of transport -modern tractors for farming -Building using pulley, cranes -processing of building materials -Entertainment: TVs, radios, films, videos	Effective communication -self awareness Values -Respect -co-operation	discover guided discussion explanation	Answering oral and written questions	Chalk board Text books	Mk Standard SST Bk.4 pg78-83	
	2		IMPORTANCE OF SOCIAL ACTIVITIES	Types of social activities	A learner -defines social activities -identifies social activities in our district	A learner pronounces, spells, reads, writes words related to the topic	-social activities are activities that bring people together. Examples -introduction in marriages -weddings -naming of children -circumcision -burial ceremonies	Effective communication -self awareness Values -Respect -co-operation	discover guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 89 SST syllabus Bk.4 pg 13	
	3			Marriage introduction ceremonies	A learner -explains the term marriage ceremonies -tells why introduction	A learner spells, reads or writes words related to marriage ceremonies	-marriage introduction -It can be done by either a boy or girl depending on a tribe -bride price paying -kwanjula ceremonies -feasting (Dancing, eating)	Effective communication -self awareness	inquiry guided discussion guided	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk.4 pg 89 and 90	

					ceremonies are done		-Kwanjula is accompanied with exchange of gifts -importance of Kwanjula -importance of paying bride price		discovery story telling				
4			Marriage and Wedding	A learner -defines the term wedding -identifies types of weddings	A learner spells, reads, writes and pronounces words related to the topic	Marriage is a union between husband and wife. -witnesses of wedding *Relatives and friends Terms : Bride-woman Groom-man -place- in church, marriage shrine, home	Effective communication -self evaluation	inquiry guided discussion	Answering oral and written questions	Chalk board Text books	Comprehensive SST Bk. 4 pg		
5 & 6			Types of marriage	A learner -identifies various types of marriages -mentions qualities of a good marriage partner.	A learner spells reads, writes, pronounces words related to the topic correctly	-Traditional marriage -christian marriage -civil marriage -islamic Qualities -kind-faith patience, hard working, appearance, good habits ,tribe, race, language, Health, character, educational level, religion	Effective communication -self awareness Values -love -co-operation	inquiry guided discussion discovery	Answering oral and written questions Doing a written exercise	Chalk board Illustration	Christians and the holy spirits Bk.7 trs copy pg 52		
7			Reasons for marriage	A learner -tells at least six reasons why people marry	A learner spells, reads, writes, pronounces words related to the topic	*Reasons for marriage -To help one another -To live together in companion. -To produce children -To accumulate wealth -To live happily. -to enjoy life.	Effective communication -self awareness Values -Respect -co-operation -love	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations	Teacher's collection		
10	1		SOCIAL ACTIVITIES IN	Naming of children A learner -states names and their importance	A learner spells reads, pronounces, writes words related to	Child naming ceremony -Brings together relatives and friends of a family. -It includes singing, dancing & eating of food	Effective communication -self awareness Values -Respect	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations	Comprehensive SST Bk.4 pg 91		

			OUR DISTR ICT		Sites names and their meaning	naming of children	-who names a child? Grandparents, relatives and parents -child's name is based on seasons, famine drought or harvest, Day of the week or often ancestor and religious beliefs.	-co-operation -love	discove ry		Text books		
	2		-do-	Circum cision	A learner -defines the term circumcision -tells why some people carry out circumcision	A learner Spells, reads, writes, pronounces words related to circumcision	-circumcision- Removal of the fore skin of a male's sexual organ -Reasons -cultural and health and religious Examples Bagisu and Bakonjo -Traditional: A boy has matured	Effective communication	inquiry guided discuss ion discove ry	Answerin g oral and written questions	Chalk board Illustr ations Text books	Compreh ensive SST Bk.4 pg 91 and 92	
	3			Importa nce of social activitie s	A learner -suggests importance of social activities	A learner spells, reads, writes, pronounces words related to the topic	Importance -It brings people together -to share food -to eat together -to sing and dance together, merry making -to work together -to exchange gifts -to promote cooperation and friends -to promote entertainment -to promote hard work -to promote good behaviour -to promote culture and peoples unity. --to strengthen family , clan ties and norms	Effective communication -self awareness Values -Respect -co-operation -love -problem solving	inquiry guided discuss ion discove ry	Answerin g oral and written questions	Chalk board Illustr ations	Compreh ensive SST Bk. 4 pg 92- 93	
	4		FACT ORS CONT	Factors	A learner -mentions vari factors	A learner spells, reads writes	The type of work -presence of enough food -security – unemployment	Effective communication -self awareness	inquiry guided	Answerin g oral and written	Chalk board Illustr	Compreh ensive SST Bk.4	

			RIBU TING TO PEOP LES		<i>contributing to peoples quality of life</i>	<i>pronounces words related to the topic</i>	<i>-Education –diseases -poverty-trade -communication -transport -explain each factor</i>	<i>Values -Respect -co-operation -love</i>	<i>discuss ion discove ry</i>	<i>questions</i>	<i>ations Text books</i>	<i>pg 93-97</i>	
	5		QUAL ITY OF LIFE	<i>Disease s and their effects on peoples quality of life</i>	<i>A learner -Identifies various diseases -mentions effects of diseases</i>	<i>A learner spells, reads, writes, pronounces word related to the topic</i>	<i>-malaria fever -polio -HIV/AIDS -T.B effects -makes people sick -weakens people -makes a country poor -prevent people from work -prevent people from earning -make people fail heir family roles -Decreases family income -they cause death and misery -Reduction of labour force</i>	<i>Effective communication -self awareness Values -Respect -co-operation -love</i>	<i>inquiry guided discuss ion discove ry explana tion</i>	<i>Answerin g oral and written questions</i>	<i>Chalk board Illustr ations Text books</i>	<i>Compreh ensive SST Bk.4 pg 94</i>	
	6 & 7			<i>Ways of improvi ng peoples quality of life in our district</i>	<i>A learner -mentions various ways of improving peoples quality of life.</i>	<i>A learner spells, reads, write and pronounces all terms used in this topic</i>	<i>The government should -improve peoples security -improve on health and medical services -improve on education -improve industries -improve sanitation and fight against diseases. -address unemployment -promote trade in district -create market -improve on transport and communication</i>	<i>Effective communication -self awareness Values -Respect -co-operation -love -appreciation -problem solving</i>	<i>inquiry guided discuss ion discove ry</i>	<i>Answerin g oral and written questions</i>	<i>Chalk board Illustr ations Text books</i>	<i>Teacher' s collectio n</i>	
1 1	1		SOCI AL SET UP OF PEOP LE	<i>Family</i>	<i>A learner -defines a family -identifies two types of family -mentions</i>	<i>A learner spells, reads, writes, pronounces words related to the topic</i>	<i>Definition Family is a group of people related by blood marriage or adoption. Types of family -Nuclear and extended family</i>	<i>Effective communication -self awareness Values -Respect -co-operation -love</i>	<i>inquiry guided discuss ion discove</i>	<i>Answerin g oral and written questions</i>	<i>Chalk board Illustr ations</i>	<i>Mk standard SST Bk.4 pg 42</i>	

				family heads		Definition of each type of family		ry				
2			Advantages of Nuclear family	A learner -states advantage of a nuclear family	A learner spells, reads, writes, pronounces words related to the topic	Advantages -Easy to provide basic needs e.g. food shelter, water -It is cheaper to provide services e.g. Education, medical entertainment and accommodation Members in a nuclear family	Effective communication -self awareness Values -Respect	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Textbooks	MK Standard SST page 43	
3			Disadvantages of a nuclear family	A learner -mentions disadvantages of a nuclear family		-lack of large labour force -lack of specialization -loneliness -underutilization of home resources -lack of social security -No division of labour	Effective communication -self awareness Values -Respect -Love	inquiry guided discussion discovery	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk BK. 4 pg 43	
4			Extended family and advantages	A learner -defines and extended family -tells advantages of a nuclear family	A learner pronounces spells, reads, writes words related to the topic correctly	-Division of labour -specialisation -There is social security -proper utilization of family resources -members in an extended family	Effective communication -self awareness	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk standard Bk. 4 pg 43	
5			Disadvantages of an extended family	A learner -mentions disadvantages of an extended family	A learner spells, reads, writes pronounces words correctly	-It is expensive -has many members -has many demands -puts pressure on resources -many conflicts and quarrels	Effective communication	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations Textbooks	Mk SST Bk.4 pg 43,44	
6 & 7			Roles of a father and	A learner -Identifies roles of a father at	A learner spells, reads, writes pronounces	A father -educates children -feeds children -trains good morals	Effective communication -self awareness Values	inquiry guided discussion	Answering oral and written questions	Chalk board Illustrations	Mk Standard SST Bk. 4 pg 43	

				<i>children</i>	<i>home. -mentions duties of a good child at home.</i>	<i>words related to the topic correctly</i>	<i>-builds shelter -defends a family Roles of a child -fetches water -cooks food -participates in cleaning of a home e.t.c.</i>	<i>-Respect -love -co-operation</i>	<i>ion discove ry</i>				
<i>1 2</i>	<i>1</i>			<i>The role of a mother at home</i>	<i>A learner outlines at least six roles of a mother at home</i>	<i>A learner spells, reads, writes, pronounces words related to the topic correctly</i>	<i>Duties of a mother at home -produce children -breast feed the baby -Ensures cleanliness of a home -prepares food for children -provides food by working. -Trains good morals</i>	<i>Effective communication -self awareness Values -Respect -love -co-operation -problem solving</i>	<i>inquiry guided discuss ion discove ry</i>	<i>Answerin g oral and written questions</i>	<i>Chalk board Illustr ations Textb ooks</i>	<i>Mk Standard SST Bk.4 pg 43</i>	