

P.4 SOCIAL STUDIES SCHEME OF WORK TERM 2, 2023

WK	PD	TOP IC	S/TOP IC	COMPETENCES		CONTENT	METHOD S/TECHNICS	ACTIVITIES	LIKE SKILLS &VALUES	T/L AIDS	REF	RE M
				SUBJECT COMPTENCES	LANGUAGE COMPETENCE							
2	2	VEGETATION IN OUR DISTRICT		The learner; -Defines vegetation. -Identifies the types of vegetation. -Gives examples of vegetation. -Identifies types of vegetation not found in Kampala.	The learner reads, writes and uses the terms correctly; -Forest -Natural vegetation -Planted vegetation -Environment -Swamp	-Definition of vegetation. -Types of vegetation -Examples of vegetation -Other types of vegetation not found in Kampala.	-Guided discovery - Observation and answer	- Observing the vegetation around the school. -Writing structured notes	-Care - Appreciation	-Text books - Immediate environment -charts showing vegetation .		
2	2	VEGETATION IN OUR DISTRICT		The learner; -Defines a forest. -Identifies types of forests. -Gives examples of natural forests and planted forests. -Identifies trees in each type of forest.	The learner, reads, writes and uses the terms correctly. -Natural forest -Planted forest	Guided discovery Question and answer	-Observing photos in text books. -Observing the collection of trees around the school. -Answering qtns -Writing notes	Caring Appreciation	Text books Photos and pictures Immediate environment.	-Text books - Immediate environment -charts showing vegetation .	Comprehensive SST, BK 4 pp 15-16 Comprehensive SST, Bk 4 pp 14-18 -Mk Standard SST, Bk 4 Pp 12 - 14	
2	1			The learner; Defines terms related to forests. States the importance of forests.	-Common terms used -Importance of forests -The learner reads, writes and uses the	Guided discovery Question and answer	-Answering qtns -Reading text books Writing notes	Caring Appreciation Observation	Text book	-Text books - Immediate environment -charts showing		

					terms correctly -Preserve -Afforestation -Wood -Habitat					vegetation .		
3	2	VEGETATION IN OUR DISTRICT		The learner -Identifies ways forests have been destroyed. -Gives reasons why people destroy forests.	-Ways forests have been destroyed. -Why people clear forests - The learner reads, writes and uses the terms correctly. -Deforestation -Industries -Farming	Guided discovery Question and answer	-Observing the environment -Answering qtns - writing structured notes.	-Caring - Appreciation - Observation	-Text books - Resource person	-Text books - Immediate environment -charts showing vegetation .	Comprehensive SST Bk 4, pp 15-16	
3	2			The learner, -Identifies ways of preserving the forests. -Explains terms related to forests.	Ways of preserving/conserving forests. Terms related to forests -The learner reads, writes and uses the terms correctly; Deforestation NFA Agro-forestry Re-afforestation	Guided discovery Question and answer.	Asking and answering questions Writing structured notes	Caring Appreciation Observation	Text books	-Text books - Immediate environment -charts showing vegetation .		
3	1	VEGETAT		The learner, -Defines a swamp. -Gives examples of swamps in K'la.	-Definition of a swamp -Examples of swamps -Importance of swamps	Guided discovery Class discussion Question and answers	Asking questions Writing structured notes	Caring Appreciation	Text books	-Text books - Immediate environment		

				<ul style="list-style-type: none"> -Gives the importance of swamps. 	<ul style="list-style-type: none"> - The learner reads, writes and uses the terms correctly; -Wetlands -Crafts -Water-logged -Papyrus 					<ul style="list-style-type: none"> -charts showing vegetation . -Text books - Immediate environment -charts showing vegetation . -Text books - Immediate environment -charts showing vegetation . -Text books - Immediate environment -charts showing vegetation . -Text books - Immediate 		
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										environme nt -charts showing vegetation .		
4	2			The learner Identifies the dangers associated with swamps Defines swamp drainage. States reasons why people destroy swamps.	-Dangers of swamps -Swamp drainage -Why people destroy swamps The learner reads writes and uses the terms correctly. -Floods -Reclamation -Drainage Aquatic animals	Group discussion Question and answer	-Answering questions. -Observing the environment	- Observati on -Care - Appreciat ion	Immediat e environm ent Text books		Mk Standard SST BK 4 pp 13	
WEEK FOUR: MID TERM TWO EXAMINATIONS												
4	2	VEGETATION IN OUR DISTRIC		The learner; -Identifies the effects of swamp drainage. -Ways people have destroyed the environment.	Effects of swamp drainage Ways people have destroyed the environment The learner reads, writes and uses the terms correctly. - Industrialization -Drought	Group discussion Question and answer	-Answering questions -Observing the environment	- Observati on - Appreciat ion	Text books		Mk Standard Social Studies BK5,pp46	

4	1	VEGETATION IN OUR DISTRICT		<p>The learner;</p> <ul style="list-style-type: none"> -States ways of conserving the environment -Identifies the ways of caring for the vegetation 	<ul style="list-style-type: none"> -Ways of conserving the environment -Ways of caring for vegetation - The learner reads writes and uses the terms correctly; afforestation Conserve Settlement 	<ul style="list-style-type: none"> -Group discussion -Question and answer 	<ul style="list-style-type: none"> -Answering questions -Observing the environment 	<ul style="list-style-type: none"> - Observati on - Appreciat ion 			Comprehen sive SST, Bk 4 pp 62	
W K	PD	TOPIC	S/TOPI C	COMPETENCES		CONTENT	METHODS /TECHNIC S	ACTIVI TIES	LIKE SKILLS &VALU ES	T/L AIDS	REF	RE M
				SUBJECT COMPTENCES	LANGUAGE COMPETENC E							

6	1&2	PEOPLE IN OUR DISTRICT	Ethnic groups	the learner; -states the meaning of the new words given -mentions the four major tribal groups in Uganda -identifies the cradle land of each tribal group -gives examples of tribes/groups suggests the general causes of tribal migrations -suggests problems of tribal migrations	the learner reads, pronounces and writes correctly -migration -tribe -ethnic/tribal group drought -epidemics diseases -cradle land -population -famine	explaining the meaning of the new words -the tribal groups in Uganda -cradles land of each tribal group -examples of tribes under each tribal group -causes of the tribal migrations -problems faced by early immigrants	-whole class discussion -story telling -guided discovery	answering oral questions -taking structures notes	self awareness - appreciation	-chalk board illustration -chart showing migrations	Primary history for Uganda pp 53-66 Sharing our world bk4, pp 45-46	
6	3&4			the learner draws a map showing early tribal migrations -states the effects of early tribal migrations	the learner reads, pronounces and writes key words correctly -population -culture -language -skills -key -iron smelting -displacement -intermarriages	-map of Uganda showing tribal migrations -effects of tribal migration	-whole class discussion - demonstration -guided discovery	drawing coloring -taking structured notes	drawing -coloring -love - appreciation	a chart showing tribal migrations	primary history for Uganda pp 53-56	
6	5&6			Recent Migrations Of People In Our District	the learner; explains the meaning of the new words -states reasons for migration today	the learner reads, pronounces and writes key words correctly; -rural urban	explaining meaning of the new words given causes for current	-whole class discussion -story telling -guided discovery	answering oral question taking structured	appreciation -love for adventure	the learner changes the sitting position to show migration	Primary history for Uganda pp 53-66

				<ul style="list-style-type: none"> -suggests problems faced by people while migrating today. -mentions causes of rural-urban migration -suggests ways the government can encourage urban-rural migration states results of rural-urban migration 	<ul style="list-style-type: none"> migration -urban0rural migration -urban-urban migration rural-urban migration -highway -unemployment -entertainment 	<ul style="list-style-type: none"> migrations problems faced by people while migrating today causes of rural-urban migration -ways the government can encourage rural-urban migration -results of rural-urban migration -results of rural urban migration 		notes				
6	1&2		populat ion	<ul style="list-style-type: none"> the learner; explains the meaning of the population terms given -states reasons why Kampala is densely populated -mentions the problems faced by people in Kampala 	<ul style="list-style-type: none"> the leaner; pronounces and writes the key words -population -population census -population density population distribution -dense population 	<ul style="list-style-type: none"> explanation of the population terms -reasons for dense population in Kampala -problems faced by people in Kampala 	<ul style="list-style-type: none"> -whole class discussion -guided discovery -observation 	<ul style="list-style-type: none"> answering oral questions -taking structured notes 	<ul style="list-style-type: none"> - appreciat ion responsi bility 	<ul style="list-style-type: none"> chalk board illustration -viewing the school settlement patterns -text books 	<ul style="list-style-type: none"> MK standard social studies. bk 4 pp 37-40 Sharing our world bk4 pp 39-44 	
7	3&4		Econo mic Activiti	<ul style="list-style-type: none"> the learner; explains the meaning of an 	<ul style="list-style-type: none"> the learner reads, pronounces and 	<ul style="list-style-type: none"> meaning of economic activities 	<ul style="list-style-type: none"> -whole class discussion -guided 	<ul style="list-style-type: none"> answering oral questions 	<ul style="list-style-type: none"> - appreciat ion 	<ul style="list-style-type: none"> immediate environme nt 	<ul style="list-style-type: none"> Sharing our world bk 4, pp 54-64 	

			es In Our District	economic activity -gives examples of economic activities -suggests reasons why people work -explains why people fail to meet their needs -suggests problems people face at work	writes key words -economic activities -quarrying -unemployment -commodities -unstable prices -poverty industrialization	-examples of economic activities -reasons why people teach -why people fail to meet their needs -problems people face at work	discovery	-taking structured notes	responsibility	-chalk board illustration		
7	5&6		Social Activities In Our District	the learner; gives examples of social activities in our district -states the importance of social activities -mentions the ways social activities affects our daily life -states factors that make people's lives easy or difficult	the learner reads, pronounces and writes key words correctly -morals -poverty -wedding -circumcision -introduction ceremonies	examples of social activities importance of social activities -ways social activities affect our daily life -factors affecting people's lives	-whole class discussion -guided discovery	answering oral questions, -writing structured notes -children stick pictures of social activities in books	- responsibility - appreciation -sharing	chalkboard illustration photographs	MK standard SST, BK pp 45-50	
7	1&2	Our Leaders In The District	leadership	the learner; -gives the meaning of a leader states types of leaders with examples -mentions qualities of leadership -suggests ways through which	the learner reads, pronounces and writes key words correctly -leader -leadership -volunteer -appointment -inheritance -political leader	meaning of a leader -types of leaders with examples -qualities of a good leader -ways of getting leadership	whole class discussion -group discussion -guided discovery -role play	group leaders work done -taking structured notes	responsibility - appreciation	chalk and illustration, pictures and leaders from learners	MK standard SST, BK pp 53-65 Sharing our world bk 4, pp 49-63	

				leaders one got	-voluntary leader							
7	3&4		Leaders Of Kampala District	the learner names specific leaders in Kampala district -state the duties of the RDC	the learner reads, pronounces and writes key words correctly lord mayor capital city divisions authority KCCA RDC	leaders in Kampala executive director lord mayor municipal mayors RDC duties of the RDC	whole class discussion guided discovery	answering oral questions -taking structured notes	responsibility - appreciation	leaders in news papers chalk board	teacher's collection illustrations MK standard SST, BK pp 53-65	
8	5&6		Other District Leaders And Their Duties	the learner identifies different district leaders suggests duties of each leader	the learner reads, pronounces and writes key words correctly -LCV chairperson -participate administration -veterinary services voters	different district leaders -CAO -DEO/DDE -DVO -DFO -DPO -DAO -DPC duties of each leader above	whole class discussion guided discovery brain storming	answering oral questions -taking structured notes	responsibility appreciation	text books	MK standard SST, BK 4 pp 53-65	
8	1&2		The Police Force	the learner mentions the security organs that keep law and order -gives sections of the polices force mentions the	the learner reads, pronounces and writes key words correctly							

				duties of each security organ								
8	3&4		Local Council Structure In District	the learner; mentions the local council levels in a district names the ten -executive local council members -states the general duties of the LC -executive committee	the learner reads, pronounces and writes key words -local council (LC -parish committee minutes agenda disabilities welfare disputes sanitation decentralization	the local council structure (levels) executive local council members duties of the LC executives committee	brain storming guided discovery whole class discussion	children stick the photocopied council structure in books	responsibility appreciation	text books	MK SST, BK 4 pp 53-65	
9	5&6		Traditional Leaders In Our Community	the learner; gives examples of traditional leaders in our community states the importance of traditional leaders	the learner reads, pronounces and writes key vocabulary -kings -chiefs -Rwot -Emorimor	examples of traditional leaders -importance of traditional leaders	guided discovery -whole class discussion -guided discovery	writing structured notes	responsibilities appreciation	text books	Sharing our world bk 4 pp 47-48	
9	1&2		rights and responsibilities of people in our district (review)	the learner; gives meaning of a child and children's rights -states children's rights -gives meaning and examples of child abuse -identifies causes of child abuse	the learner; reads, pronounces and writes key words; -child -rights -child abuse -citizen -divorce -drunkenness	meaning of the new words given examples of children's rights examples of child abuse children's responsibilities duties of a	guided discovery whole class discussion question and answer	answering topical question	responsibility appreciation	health charts, news papers teacher's collection	MK standard SST, BK 3	

				-states of child abuse -states children responsibilities and duties of a good citizen		good citizen ways of reducing child abuse						
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