# PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 1

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

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

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

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| | | | | | agriculture.<br>♠ Some water bodies provide fishing grounds.<br>♠ Some physical features act as hunting grounds.<br>♠ Some are sources of minerals.<br>**Dangers**<br>♠ Mountains causes land slides.<br>♠ Some physical features hide dangerous wild animals.<br>♠ Some mountains erupt cause death. | and uses of rainfall | | pg 10.<br>Mk standard sst ppls bk 4 pg 21 | |
| **5** | **3 & 4** | **PHYSICAL FEATURES IN OUR DISTRICT** | **CARING FOR PHYSICAL FEATURES.** | - Gives ways of caring for physical features.<br>- Names organizations that help to protect the physical features.<br>- Gives the activities of NEMA and NFA. | **Ways of protecting the environment.**<br>♠ Avoid pollution<br>♠ Avoid swamp drainage<br>♠ Laws against environmental degradation should be put in place.<br>♠ Avoid over cultivation on mountain slopes.<br>**Organizations**<br>♠ NEMA<br>♠ NFA<br>**Activities of NEMA &NFA**.<br>♠ Educate the public on the values of environment.<br>♠ Educate the public on the dangers of environmental | - Listening ways of protecting physical features.<br>- Writing NEMA &NFA in full. | - Text books<br>- Charts in the classroom. | s.s.t syllabus<br>pg 5<br>Teacher's collection. | |

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

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

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

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

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| | | | | | affected by sunshine and rainfall. | | | | |
| | **4** | | **Stevenson screen** | - Defines a Stevenson screen.<br>- Draws a Stevenson screen.<br>- Identifies weather instruments kept in a Stevenson screen | ♠ A wooden box / structure for keeping delicate weather instruments<br>♠ Thermometers<br>♠ Barometer<br>♠ Hygrometer | - Drawing<br>- Defining Stevenson screen.<br>- Identifying | Chart pictures from text books | Mk sst bk 4 pg 33. | |
| **9** | **1** | **WEATHER** | **Seasons and corresponding activities** | - Defines seasons<br>- Identifies the period& seasons last.<br>- Tells the number of seasons in a year.<br>- Tells activities done in each season by farmers. | ♠ Seasons are period of time in a year when the conditions are experienced.<br>♠ Seasons usually last for 3-4 months.<br>♠ Two seasons are experienced in our district i.e. wet season and dry season<br><br>**Activities done**<br>♠ Dry season<br>♠ Harvesting ready crops<br>♠ Drying yields<br>♠ Ploughing 9 preparing land.<br>♠ Seed storing<br>♠ Repairing machines.<br><br>**Wet season**<br>♠ Planting ,spraying, weeding, prunning | - Defining seasons<br>- Identifying seasons.<br>- Telling activities done | Text books | Mk bk 4 pg 34 - 35 | |
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# PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2

| WK | PD | THEME | TOPIC | COMPETENCES | CONTENT | ACTIVITIES | T/L AIDS | REF | REM |
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| 1 | 1 & 5 | VEGETATION IN OUR DISRITCT | VEGETATION | ♠ Learners explain the term vegetation.<br>♠ State different kinds of vegetation<br>♠ Mention uses of vegetation.<br>♠ State human activities that affect vegetation.<br>♠ Outline ways of caring for vegetation | Vegetation is the plant cover of an area.<br>**Kinds of vegetation**<br>- Forest<br>- Swamps<br>- Bushes<br>- Crops grass<br>Uses of vegetation<br>- Source of herbs<br>- Sources of fire wood<br>- Sources of food<br>- Helps in rainfall formation.<br>- Improves soil fertility<br>- Helps to control soil erosion<br>- Provides grass for thatching houses.<br>- Provides electric poles etc.<br>**How people affect vegetation.**<br>- Through bush burning<br>- Through over grazing.<br>- Through afforestation. | - Explaining the term vegetation.<br>- Stating the kinds of vegetation.<br>- Stating human activities that affect vegetation.<br>- Outlining was of caring for vegetation. | - Our environment | Fountain primary s.s.t for Uganda bk 4 pg 18 | |

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| | | | | | - Through deforestation.<br>- Through over cultivation.<br>- Through pollution.<br>- Through construction of roads.<br>- Through building houses<br>- Through industrialization<br><br>**Ways of caring for vegetation.**<br><br>- A void pollution<br>- Practice afforestation and re-afforestation<br>- Watering vegetation<br>- Treaming<br>- Fencing<br>- Mulching<br>- A void bush burning | | | | |
| **2** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **The stone age** | ♠ Tell what stone age is<br>♠ Outline the stages of Stone Age.<br>♠ State the important discoveries in each stage.<br>♠ Draw some tools used by early man.<br>♠ Define archeology<br>♠ Tell how archeology is done.<br>♠ How they got their food and the food they ate.<br>♠ Define Stone Age sites.<br>♠ Name the different Stone Age | Stone age is the period when early man used stone tools.<br>Stages.<br><br>♠ Early stone age / old<br>♠ The middle stone age<br>♠ The new Stone Age / late stone age period.<br><br>**Old stone age.**<br>Needs of man in this stage. | - Defining different terms.<br>- Drawing Stone Age period.<br>- Mention the different discoveries in different Stone Age stages.<br>- Give the different Stone Age sites.<br>- Use a map to | A amp showing stone age sites in Uganda | Atlas<br><br>New primary s.s.t P.4 pg 29. | |

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| | | | | sites. | i) Shelter<br>ii) Food<br><br>**Tools used**<br>♠ Hand axe<br>♠ Bolas<br>♠ Pits and holes<br>♠ Sharp pointed sticks.<br><br>**Milled stone age.**<br>♠ Discoveries include.<br>♠ Fire, skins and leaves, pots buried the dead, tools where made better.<br><br>New / late stone age<br>♠ Built huts<br>♠ Tools made better<br>♠ Iron<br>♠ Drawing and painting e.g. in Nyero Rock paintings.<br><br>**The iron age.**<br>♠ Tools<br>♠ To be drawn<br>♠ Archeology is the digging out and study about the remains of early man.<br>♠ Excavation is done in places where early man died.<br>Ways food was got.<br><br>Examples of food eaten by early man e.g.<br>♠ Raw meat<br>♠ Some plant leaves<br>♠ Some insects.<br>♠ Delicious roots and | observe where Stone Age sites are located. | | | |

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| | | | | | stems.<br>♠ honey etc.<br>Stone age sites are places where man is believed to have lived.<br><br>**Examples of stone age sites**<br>♠ Parara<br>♠ Luzira<br>♠ Magosi | | | | |
| **3** | **1 to 5** | | **Ethnic groups** | ♠ Different ethnic groups.<br><br>♠ Tell the major ethnic groups in Uganda.<br><br>♠ Tell their movement patterns of ethnic groups<br><br>♠ Causes of ethnic migrations<br><br>♠ Outline the factors that influence the settlement patterns of ethnic groups<br><br>♠ Name the different ethnic groups<br><br>♠ Legends told by different ethnic groups. | An ethnic group is a group of people with the same origin and speak almost the same language.<br><br>Examples of ethnic groups.<br>- Bantu<br>- Nilotics<br>- NiloHamites<br>- Describe the movement<br>- Patterns of the ethnic groups.<br><br>Causes of ethnic groups migration.<br>- Over population<br>- Shortage of land<br>- Drought<br>- Civil wars.<br>- Epidemic diseases etc.<br><br>**Factors that influence the settlement patterns.**<br>- Soil fertility<br>- Rainfall<br>- Security<br>- Jobs<br>- Vegetation<br>- Climate | - Stating factors that influence the settlement patterns.<br><br>- Stating the major economic activities carried out by different ethnic groups. | | | |

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

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| | | | | | - Kintu and Nambi<br>- Isaza and Nyamiyonga<br>- Njabala<br>- Mundu and Sera (the first Mugishu<br><br>**Nilotics**<br>- The spear and the bead. | | | | |
| **4** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **Economic activities** | ♠ explain what economic activities are<br>♠ outline the different economic activities carried out in our district<br>♠ Define commercial centers. | These are activities done by people to get Money.<br><br>Examples<br>Modern<br>- Trade<br>- Office work<br>- Teaching<br>- Nursing etc. | State the importance of economic activities<br><br>- List the social activities in our district | | | |
| | | **PEOPLE IN OUR DISTRICT** | **Economic activities** | ♠ Problems faced by people in carrying economic activities<br><br>♠ Outline the different social activities in our district.<br><br>♠ Factors contributing to people's way of life.<br><br>♠ Tell the importance of economic activities<br><br>♠ Outline the importance of social activities. | **Traditional**<br>- Pottery<br>- Fishing<br>- Farming<br>- Craft making<br>- Black smithing<br>- Brick making<br><br>Problems faced by people in carrying out economic activities<br>- Thieves<br>- Insecurity<br>- Diseases.<br>- Poor health<br>- Poor transport<br>- Lack of enough skills<br>- Climate / weather changes.<br>- Laziness of people<br>- Poverty<br>- Unstable prices of commodities. | - State the importance of social activities.<br><br>- State the factors contributing to people's way of life. | | | |

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| | | **PEOPLE IN OUR DISTRICT** | **Economic activities** | | Importance of economic activities<br>- Help people to get Money.<br>- Create employment<br>- Promote unity<br>- They break boredom<br>- They impart life skills among people.<br><br>**Social activities in our district.**<br>- Introduction in Marriage.<br>- Wedding<br>- Naming of children<br>- Circumcision<br>- Burial of the dead<br>- Initiation of children.<br>- Entertainment.<br>- Dressing. | - | | | |
| **5** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **Social activities** | ♠ Factors contributing to people's way of life.<br><br>♠ Outline the importance of socialactivities.<br><br>♠ States factors contributing to people's way of life.<br><br>♠ Defining commercial centres.<br><br>♠ States examples of commercial centres. | **Importance of social activities.**<br>- They keep different families together.<br>- They promote culture e.g. feeding, dressing, language.<br>- Unite people.<br>- They promote acceptable behavior.<br>- Promote working together.<br>- Strengthen family, clan norms.<br>Factors contributing to people's way of life.<br>- Work<br>- Availability of food | - Mentioning the importance of social activities.<br><br>- Naming factors contributing to people's way of life.<br><br>- Stating factors contributing to people's way of life.<br><br>- Defining commercial | | | |

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

# PRIMARY FOUR SOCIAL STUDIES SCHEME OF WORK TERM 3

| WK | PD | THEME | TOPIC | COMPETENCES | CONTENT | ACTIVITIES | T/L AIDS | REF | REM |
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| 1 | 1 & 5 | OUR LEADERS IN THE DISTRICT | DISTRICT LEADERSHIP | ♠ Learners defined decentralisation.<br>♠ Define by – laws.<br>♠ Tell who heads a district both civic and political.<br>♠ Give the types of leaders and their examples.<br>♠ State the members that make up the district council.<br>♠ Outline the different heads of departments and their roles.<br>♠ Give the qualities of a good leader.<br>♠ Outline ways people acquire leadership.<br>♠ Mention the people's responsibilities in our district. | - Division of power between the central and local government.<br>- By- laws: These are laws made and passed by the local government.<br>- The political heads is the chairperson LCV.<br>- Civic head – is the chief administrative officer (C.A.O). | - Define terms.<br>- Give types of leaders.<br>- Give the members that make up the district council.<br>- Group leaders in our district.<br>- Describe and draw the political and civic administrative structures. | - A chart showing the a map of your district | SST syllabus pg. 2<br>Fountain s.s.t Mk ppls bk 4 pg. 2<br>Trs. SST bk. 4 Atlas. | |

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

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| | | | | | - By appointment<br>- Through inheritance<br>- By voluntarism<br><br>**People's rights in a district**<br>- Aright to food.<br>- A right to education.<br>- Aright to security<br>- Aright to medical care.<br>- Aright to privacy<br>- Aright to get information<br>- A right to movement<br>- Aright to association<br>- Aright to work<br>- Aright to fair judgment etc.<br><br>**Responsibilities of people in our district.**<br>- Obeying laws.<br>- Participating in community work.<br>- Reporting wrong doers.<br>- Participating in making laws.<br>- Maintaining proper activities.<br>- Involving in proper activities.<br>- Helping and caring for others.<br>- Caring for the sick etc. | | | | |
| **2** | **1 to** | | | - Give the group that provides security. | **Groups that provide security** | - Give the security organs | | | Mk standard SST |

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| | **5** | | **How law and order is kept in our district** | - State the name of Uganda's Army.<br>- Mention departments of the police and their duties.<br>- The head of the police force in Uganda.<br>- Give the ministry in which the police and Army belong.<br>- State functions of the police.<br>- Give the functions of the prisons. | ♠ Police<br>♠ Army<br>♠ Private security guards.<br>♠ Prisons<br>♠ Local council<br>♠ Uganda's army in Uganda.<br>♠ People defence forces.<br>**Departments of the police**<br>♠ CID<br>♠ Anti-Riot police.<br>♠ Radio and signal section.<br>♠ Passport section.<br>♠ Dog section.<br>♠ Fire brigade.<br>♠ General Duty Section.<br>♠ Patrol section.<br>♠ Traffic police<br>♠ Police Anti-terrorism unit.<br>♠ Head of the police is lieutenant general Kale Kayihura.<br>(Inspector General of police)<br>♠ The police is under the ministry of internal affairs.<br>♠ The Army is under the ministry of defence.<br>**Functions of the police**<br>♠ It investigates on crimes.<br>♠ Stops riots.<br>♠ Puts out fire<br>♠ Locates lost and | in our district.<br>- Demonstrate duties of the police departments.<br>- Mention the leaders of police force and prisons.<br>- Give the functions of the police and prisons<br>- Give the ministry that takes the police, prisons and the Army. | | | book 4 pg. 63. |

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| | | | | | crushed planes.<br>♠ Arrest wrong does<br>♠ Protects people and their property.<br><br>**Functions of the prisons.**<br>♠ They transform law breakers in to law abiding citizens.<br>♠ They keep law breakers away from the public.<br>♠ They teach prisoners skills e.g. carpentry.<br>♠ The commissioner of prisons in Uganda is Mr. Johnson Byabashaija.<br>♠ 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.<br>♠ Give examples of social services.<br>♠ Outline problems people faces in trying to satisfy their needs.<br>♠ Mention solutions to the problems.<br>♠ Explain what social services are.<br>♠ State ways of caring for social services. | **Social services.**<br><br>- These are benefits given to people to live a good life.<br><br>**Groups of people who provide social services.**<br><br>- Government<br>- Local leaders<br>- Doctors / medical workers<br>- Teachers.<br>- Veterinary officers.<br>- Farmers.<br>- Bankers.<br>- Carpenters.<br>- Security organs. | - Define social services.<br><br>- Give examples of social services<br><br>- Mention groups of people who provided social services.<br><br>- Draw different social services centres.<br><br>- Visiting some social services | Text books social services centres in our environment | Monitor s.s.t pupils bk 4 Pg. 50 – 59<br><br>Fountain S.S.T bk 4<br><br>Primary s.s.t Uganda bk 4 pg. 58 | |

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

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

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| | | | | | - 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.<br>♠ Outline sources of revenue.<br>♠ Name the body responsible for the collection of revenue in the country.<br>♠ Biggest source of the government revenue.<br>♠ Lasted source of foreign exchange for the country. | **REVENUE**<br><br>Revenue is money for the government.<br><br>**Sources of government revenue**<br><br>- Takes<br>- Loans<br>- Grants<br>- Tourism<br>- Profit from its companies.<br>- Donations.<br>- Court fines.<br><br>The body responsible for collection of revenue in the country is <u>Uganda</u><br><br><u>Revenue Authority</u> | - Define revenue<br>- Give the sources of revenue<br>- Write URA in full<br>- 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:-<br>♠ Describes a prophet/ messenger.<br>♠ Names the twelve messengers of Allah<br>♠ Tells duties of prophets.<br>♠ Identifies the great prophets.<br>♠ Identifies the qualities of a prophet | - A prophet is any body who receives messeges/ instructions directly from Allah.<br>- Categories.<br>Adam<br>Mohammad<br>Committed Isa.<br>- Great ones<br>Musa<br>Dauda<br>Isa<br>mohammad<br>- Duties of prophets.<br>- Preach Islam public<br>- Warn people against doing evil<br>- Bring messages from Allah.<br>- Qualities of a prophet<br>- Trustworthy and of a sound mind.<br>- Good behavior<br>- Protected from evil actions | - Naming prophets..<br>- Dramatizing<br>- Role play<br>- Doing a given exercise<br>- Recitinghadeeth. | - Illustrations | Story telling | |
| | | PRACTICE | **Dress for prayer.** | - Tells the proper dress code.<br>- Identifies the qualities of a good dressing for prayer.<br>- Gives reasons Muslims should observes proper | Qualities<br>Dress must be:-<br>- Clean, free from dust. | - Dramatizing<br>- Doing an exercise. | Real dress code e.g. veils, Kanzus | Story telling role play | Mk bk |

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

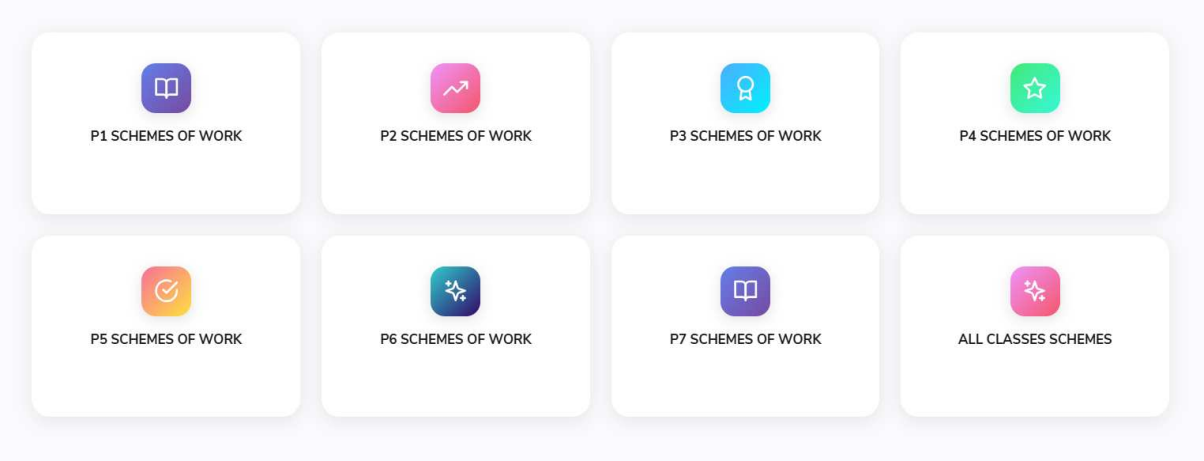
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| | | | | | Sufferings<br>- Mud and stones thrown to Prophet Muhammad.<br>- Thorns laid in his path.<br>- Beating up / imprisonment / death. | | | | |

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

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

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

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