THE REPUBLIC OF UGANDA

Ministry of Education and Sports

SOCIAL STUDIES SYLLABUS

Primary Four

National Curriculum Development Centre,
P.O. Box 7002,
Kampala - Uganda

2010



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NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2010

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ACKNOWLEDGEMENT

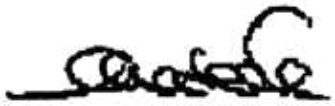
The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this P.4 Curriculum.

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug .



Connie Kateeba
Director
National Curriculum Development Centre.

FOREWORD

The Curriculum for Primary Four

The Curriculum for lower primary (P1-3) which the learner in primary four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most children was the local language. English was taught as a subject.

In this curriculum for primary four, children are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce children's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.



Dr. Y. K. Nsubuga

DIRECTOR OF BASIC EDUCATION

INTRODUCTION

Rationale of Teaching SST in P.4

Social Studies is the study of people and their environment. The environment in which people live and work has two components i.e. the physical and social environment. The environment enables people to survive. The physical environment includes plants, animals, air, water, soils and other natural resources. The social environment involves the need for acceptable social conduct, which is enforced through customs, beliefs, laws and social practices such as funerals, marriages and other ceremonies.

As people work with one another, they establish systems to facilitate this relationship. Such systems include laws, education and others which are facilitated by the government institutions set up by people. They give government the legislative, executive and judicial powers. All these, including religious institutions are set up to regulate people's ways of life. Social studies aims at equipping the youth with knowledge, skills, values and desirable attitudes, all of which are necessary in preparing them for living in the physical and social environment as informed; knowledgeable and participating citizens of the society.

The Primary School Curriculum has been undergoing Reform since 2005 due to identified societal concerns of low levels of Literacy, Numeracy, Vocational and Life skills among primary school learners.

Primary one to primary three curriculum handled the learners' immediate environment that is the family, home, school, the neighbourhood and the sub county/Division through the oral literature strand. The Primary four curriculum, which is for a transitional class has been prepared to consolidate what was covered from P.1 – P.3; relating it to the district which is the learners' next immediate environment. It also prepares learners for a smooth transition to the next level, maintaining the spiral arrangement of themes and topics. The content, methods, instructions and skills have been carefully selected to cater for all learners including those with special learning needs.

The curriculum targets the development of various subject and language competences, life skills and values through the following learning outcomes:

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

(a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
(b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
(c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
(d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
(e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
(f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

METHODOLOGY OF TEACHING S.S.T

Teaching Social Studies calls for the application of various methods which support the development of literacy, numeracy, behaviour, attitudes, values and application of life skills. Therefore, the following generic methods are recommended for use: group discussion, project method, dramatisation, exhibition, construction, inquiry, discovery method and problem solving.

Method	Techniques
Discussion	• Brain storming, question and answer, debate, resource person, story telling, arguments, experiment, observation, illustration, interview and field visits.
Projection method	• Audio - Visual, video recording, slides, films, trips and audio-recording.
Dramatisation	• Role play, drama, conversations, dialogue or monologue, simulation.
Exhibition	• Display, interest corner/centre, picture essays, demonstration, use of ground and wall maps and real objects.
Representation	• Drawing, painting, sculpture, modeling, use of diagrams, charts photographs, posters.
Group method	• Grouping, reporting, brainstorming and display.
Problem solving	• Sorting, competitions, initiations, note making, puzzles and quizzes.
Inquiry or Discovery	• Project assignment, research, field visits, excursion, questions, resource persons, observations, recording and interviews.

Learning outcomes

1. Explore and know one's immediate and distant environment and interactions of human and physical factors.
2. Promote and practice desirable values in society and show respect for own and other cultures.
3. Understand the structures and functions of government and demonstrate willingness to participate in democratic and civic process of one's country.
4. Demonstrate knowledge of and appreciate the rights of the individual and one's responsibilities in maintaining social justice.
5. Understand the importance of interdependence of people and nations.
6. Show loyalty, love and support for all leadership institutions to promote peace, harmony and unity.
7. Demonstrate an understanding of and use map-reading skills to interpret information.
8. Demonstrate the application of appropriate life skills to support and promote positive behavior towards HIV and AIDS related issues and other social challenges.

SKILLS DEVELOPED IN TEACHING SST

A: LIFE SKILLS

A life skill is the ability to cope with any emerging situation both in happiness and difficulty.

These skills are grouped in three categories.

1. **Life skills for living and knowing oneself:**
   a) Self awareness: Knowing one's strength and weakness.
   b) Self esteem: Having confidence in oneself.
   c) Coping with emotions: One's ability to manage or deal effectively with situations or problems such as fear love, anger, shyness, disgust and the desire to be accepted by others.
   d) Coping with stress: Overcoming of physical, psychological and emotional tension arising out of difficult situations.
   e) Assertiveness: Expressing one's feelings, needs or desires openly and specifically in a respectful manner.
2. **Skills of knowing and living with others.**
   a) Interpersonal relationship: Ability to relate freely with others.
   b) Friendship formation: The ability to build/make meaningful and healthy associations with people.
   c) Empathy: The ability to understand and address other people's circumstances/problems and finding ways of helping them make the right decisions.
   d) Peer pressure resistance: Overcoming misleading influence from friends.
   e) Negotiation: Ability to come up with agreed positions.

f) Non-violence conflict resolution: Ability to handle hostile situations or friction calmly and peacefully.
g) Effective communication: Ability to express oneself clearly and appropriately.

3. **Skills of making effective decisions:**
   a) Critical thinking: Ability to explore possibilities of solving problems.
   b) Creative thinking: Ability of coming up with new ways of doing things, ideas, arrangements or organizations.
   c) Decision making: Ability to make the right choice from alternatives.
   d) Problem solving: Ability to identify, cope with and find solutions to difficult or challenging situations.

B: STUDY SKILLS

A study skill is the ability to collect, analyze and use information during the teaching learning process. Some examples of study skills are: listening, observation, investigating, reading, writing, grouping/classifying, analyzing, experimenting, collecting and recording information.

C: MANIPULATIVE SKILLS

A manipulative skill is the ability to express knowledge by the use of hands and other body parts. Some of these skills are; displaying, drawing, painting, modeling, making cut-outs and all activities done using hands.

VALUES AND ATTITUDES

Values are things we believe in and support openly, i.e. orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness.

Attitudes are inner feelings manifested by actions like appreciation, cooperation, patience, tolerance, empathy and sympathy.

TEACHING/LEARNING AIDS (INSTRUCTIONAL MATERIALS)

In the teaching and learning of social studies, the following instructional materials may be used (help only to impart knowledge): Reference books, Textbooks, Maps, charts, globes, flash cards, models, radios, televisions and other Audio visual Aids.

Above all, the teacher is encouraged to use the surrounding environment. This is a major source of teaching and learning aids. Among the things provided by the environment as teaching learning aids and real objects. They include: plants, animals, physical features,

houses, factories, household property, Social service centres, such as schools, Health Centres, hospitals, police stations and roads.

Teaching / learning Aids are very important in the teaching learning process because they make teaching and learning real and enjoyable. They reinforce learning and also attract learners' attention and motivate them.

Instructional materials can make the teaching and learning effective if they are clear, bold, representative and attractive. Learners must be involved in the making or collecting of Instructional Materials.

As a teacher selects instructional materials he/ she is encouraged to consider the special needs learners as well.

EVALUATION/ASSESSMENT OF PUPILS' LEARNING

Evaluation or assessment of learning is a very important aspect of education. Educators agree that of all aspects of school education, evaluation or assessment has the greatest impact on learners. Learning in social studies should be evaluated in terms of the stated outcomes and competences.

The following categories of learning outcomes must be evaluated or assessed for the achievement of the learners:

1. Knowledge and understanding (for example, of cultural heritage of the country, religion and so on)

2. Skills:
    a) Social skills such as co-operation, respect for law, order, recognition of civil responsibility and others.

    b) Performance skills such as gathering information from field survey, recording and drawing sketch maps.

3. Attitude and value development, for example valuing, the natural environment and public utilities.

The above areas represent the cognitive, Psychomotor and affective domains of the learning process. These domains will be evaluated or assessed through simple text, observations, checklists, oral tests, simple texts, objective texts, group projects, records of behaviours and classroom discussion.

The assessment and recording of both findings and results should be a continuous process. Value scale is a measure of person's preference for people, places, things or aspects of them. It should be noted that very little work has been done on values, yet, its knowledge is important to a full understanding of the behaviour of people.

Proposed Period Allocation per Subject

Subject	Periods			
	P4	**P5**	**P6**	**P7**
1. English	7	7	7	7
2. Social Studies	5	5	5	5
3. RE	3	3	3	3
4. Maths	7	7	7	7
5. Integrated Science (with Agriculture)	7	7	7	7
6. Local Language	3	3	3	3
7. Creative Arts & PE (CAPE)	7	6	6	6
Library	1	2	2	2
Total Periods	**40**	**40**	**40**	**40**

Proposed Sample timetable for P.4

Day											
Mon	*Eng*	*MTC*	*CAPE*	**BREAK**	*SCE*		*SST*	**LUNCH BREAK**	*RE*	*LIB*	**GAMES**
Tue	*MTC*	*ENG*	*ENG*		*SST*	*MTC*	*CAPE*		*SCE*		
Wed	*SCE*	*SST*	*CAPE*		*MTC*	*LL*	*ENG*		*ENG*	*LL*	
Thur	*RE*	*ENG*	*SCE*		*SST*	*MTC*	*SCE*		*CAPE*	*CAPE*	
Fri	*MTC*		*CAPE*		*ENG*	*RE*	*LL*		*CAPE*	*SST*	

CAPE	*Creative Performing Arts*	***LIB***	*Library*	***MTC***	*Maths*
SCE	*Integrated Science with Agriculture*	***ENG***	*English*	***LL***	*Local Language*
RE	*Religious Education*	***SST***	*Social Studies*		

SCOPE AND SEQUENCE SCHEME

TERM I

THEME: LIVING TOGETHER IN OUR DISTRICT

TOPIC 1: OUR DISTRICT

(i) Revision of compass directions
(ii) Location of out district.
(iii) Size of out district (Sub-counties, Divisions and Municipalities)
(iv) History of out district and its importance (New input)g
(v) Important places in our district features (New input)

TOPIC 2: PHYSICAL FEATURES IN OUT DISTRICT

(i) Location of main physical features in out district.
(ii) Uses and dangers of different physical features
(iii) Caring for physical features (New input)

TERM II

TOPIC 3: VEGETATION IN OUT DISTRICT

(i) Types of vegetation in our district and their uses.
(ii) How people affect the vegetation.
(iii) Caring for the vegetation (New input)

TOPIC 4: PEOPLE IN OUR DISTRICT

(i) History of the people in out district (New input)
(ii) Settlement of people in our district (New input)
(iii) Types of work done by people in our district (New input)
(iv) Importance of social activities in our district.
(v) Factors contributing to people's way of life in our district (New input)

TERM III

TOPIC 5: OUR LEADERS IN THE DISTRICT

(i) Titles of leaders in our district
(ii) Electing leaders in out district
(iii) Roles of different leaders in our district.
(iv) Rights and responsibilities of people in our district (New input)

TOPIC 6: HOW TO MEET PEOPLE'S NEEDS IN OUR DISTRICT

(i) Types of social services used to meet people' needs in our district.
(ii) People who provide social services in our district
(iii) Problems in meeting people's needs in our district
(iv) Caring for social service centres in our district (New input).

TERM I

THEME: LIVING TOGETHER IN OUR DISTRICT

TOPIC 1: LOCATION OF OUR DISTRICT IN UGANDA (PERIODS 16)

General Background to the Topic

Learners need to know the name of their district, its location and size in relation to number of sub-counties, counties, divisions/municipalities. Learners are not expected to memorize all the sub-counties, counties and divisions, but perhaps they should know the neighbouring sub-counties and counties. Learners can find out this information through research and readings from atlases. This topic will enable learners to relate what they studied in P.3 (the sub-county) to the district which is a more distant environment. Teacher should bear in mind that counties are not part of the main administrative structure of the District. They are only integral structures in some localities. Use of resource persons is very important in this topic.

Learning Outcomes:

- Demonstrates an understanding and use of map making and map reading skills to interpret information
- Explores and knows one's immediate and distant environment and the interactions of human and other factors.

Skills and values /attitudes to be developed

Skills	Values/attitudes
• Effective communication	• Appreciation
• Creative thinking	• Cooperation
• Recording	• Sharing
• Observation	
• Interpretation	

Subject Competence	Language Competence	Content	Suggested Activities
The learner; • Revises compass points	• The learner pronounces, reads and spells words related to the four cardinal points (North, East, South and West) and the four semi-cardinal points North East (NE), South East (SE), North West (NW), South West (SW)	Revision of compass points. **Cardinal:** • North (N), East (E), South (S) and West (W) **Semi cardinal** • North East (NE), South East (SE), South West (SW) North West (NW)	• Drawing and naming the compass points (cardinal and semi cardinal) • Using body parts to locate different places in the school compound. • Using the sun and shadows to tell the direction.
• Locates his/her district on the map of Uganda		• Location of our district, sub-counties and counties municipality.	• Locating his/her district on the map of Uganda. • Naming the sub-counties, counties, and municipalities in the district. • Drawing a map of the district.
• Compares the size of his/her district with the neighbouring districts.		• Size of our district • Sub-counties • Divisions/counties • Municipalities	• Naming the sub-counties and counties that make up our district • Comparing the size of the district with its neighbours. • Measuring distance from different points of the district with a ruler. • Compare those distances • with the distances of neighbouring districts.

Subject Competence	Language Competence	Content	Suggested Activities
• Describes the history of his/her district	• The learner reads and writes simple sentences related to the history of the district e.g. Name, when created, meaning of the name, why it was formed, etc.	• History of our district. • The importance/purpose of out district. • Big population • Size of the mother district • Request by the people.	• Asking elders and resource personas about the history of the district. • Giving reports about the history of their district to the class.
• Locates important places in his/her district	• The learner reads and writes simple sentences related to important places in our district, markets, police station, post office, district headquarters, mosques, towns, churches and roads. • Location of headquarters of the district.	- Important places in our district - towns, district headquarters, hospitals, health centres markets, churches/mosques and roads.	• Visiting some important places • Observing and recording down what is happening in these important places. • Giving reports on what they have observed. • Model some of these important places.

Suggested competences for assessment

- Drawing the map of the district and writing the names of the main towns and other important places
- Naming the neighbouring districts.
- Naming the cardinal and semi-cardinal (ordinal) points of the compass and indicating their direction.
- Describing how to get to the main towns in the districts (Direction from school means of transport, main features on the way (direction from school) main features on the way.

TOPIC 2: PHYSICAL FEATURES IN OUR DISTRICT (PERIODS 20)

General Background to the Topic

The learners should explain what physical features are, locate them on the map of the district. Describe their importance and how they affect people and other living things. Learners should explain and discuss the relationship the physical features, people and other living things. This topic will also lead the learners to develop skills of using and caring for the physical features. It is important that learners are given opportunity to examine any local feature and talking to people living around it. Learners should realize that physical features are natural resources which people in the district use to earn a living.

Learning Outcome:

- Explores, understands and appreciates the value of his/her immediate and distant environment for better health and harmonious living.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Describing	• Caring
• Inquiry	• Appreciation
• Drawing	• Sharing
• Observation	• Cooperation
• Creativity	
• Critical thinking	
• Effective Communication	

Subject Competence	Language Competence	Content	Suggested Activities
The learner; Locates main physical features in our district	The learner: • Pronounces words related to the physical features in the district. • Writes and reads simple sentences related to the physical features	Location of physical features in our district - rivers - lakes and dams - hills - mountains - valleys - rift valleys - plains	• Locating main physical features on the map of the district. • Drawing the map of the district and showing main physical features. • Visiting some of these physical features in the neighbourhood and observe them.
• Explains the uses and dangers of different physical features	• Reads and writes sentences related to uses and dangers caused by different physical features e.g. growing food, growing cash crops, homes of many living things, landslides. etc.	• Uses of physical features • Dangers of different physical features. **Usage** • Fishing, stones, source of water, minerals. **Dangers** • Landslides, harbor bad people, floods • Caring for physical features - Avoid pouring dirty things, into lakes and rivers. - Using physical features carefully. Covering with soil areas	• Visiting different physical features. • Listening to the resource person and retelling stories about physical features. • Composing songs and rhymes about the uses and dangers of physical features. • Discussing the uses of these physical features in groups. • Identifying solutions for dangers caused by physical features. • Clearing areas leading to the water source and around the water sources. • Discussing better methods of quarrying stones and sand.
• Suggests ways of caring for physical features	Writes and reads guided compositions on ways of caring for the physical features e.g. protecting water sources such as lakes, rivers, ponds and wells.		

Subject Competence	Language Competence	Content	Suggested Activities
		where bricks have been made and where sand has been dug out. - - Plant crops that keep water within the features.	• Discussing with parents on how to care for physical features. • Practicing ways of caring for physical features in their mmunity.

Suggested competences for assessment

- Discussing the importance of physical features.
- Identifying and practicing ways of caring for the physical features.
- Identifying dangers caused by physical features.
- Suggesting solutions to dangers caused by physical features.

TERM II

TOPIC 3: VEGETATION IN OUR DISTRICT (25 PERIODS)

General Background to the topic

This topic introduces learners to the land cover called vegetation. In the process of learning about vegetation around their school and district, learners will be given an opportunity to visit, study and identify different types of vegetation, their importance to people and other living things. In addition, learners should be helped and supported to develop skills of caring and preserving vegetation to benefit people and animals.

Learning Outcomes

The learner;

- Understands and appreciates the value of vegetation for better living.
- Plants, cares and uses of different types of vegetation correctly.

Skills and values/attitudes to be developed.

Skills	Values/Attitudes
• Description	• Caring
• Inquiry	• Appreciating
• Drawing	• Sharing
• Observation	• Cooperating
• Creativity	
• Critical thinking	
• Effective Communication	

Subject competence	Language competence	Content	Suggested activities
The learner: • Identifies natural and planted vegetation.	• Pronounces, reads and writes words and structures related to types of vegetation.	• Each group different kinds of vegetation. • Examples of vegetation: - Forests - Swamps - Shrubs - Grass - Crops.	• Visiting different vegetation areas near the school. • Comparing the natural and planted forests.
• Demonstrates correct usage of vegetation.	• Pronounces, reads and writes words and structure related to the usage of vegetation	• Uses of vegetation: - Source of herbs for medicine - Source of firewood - Source of food - Provides oxygen - Supports in rain formation - Controls soil erosion and wind - Improves soil fertility - For beauty.	• Identifying the uses of different types of vegetation to people and other living things • Making crafts like mats, carpets • Printing designs • Making an experiment on how plants support in the formation of rainfall.
• Identifies activities that people do which affect vegetation.	• Pronounces, reads and writes words and structures related to people's activities that affect vegetation	• How people affect vegetation: - Burning bushes - Over cultivation - Over grazing - Deforestation - Making bricks - Construction of roads - Building houses for settlement and industries	• Identifying areas at school and at home where vegetation has been destroyed by peoples activities. • Planting trees and grass in school compound and at home

Subject competence	Language competence	Content	Suggested activities
		- Clearing bushes and forests for crop growing.	• Making nursery beds for tree seedlings.
• Identifies ways of caring for the vegetation.	• Pronounces, reads, spells and writes words and structures connected to caring for vegetation.	• Caring for the vegetation: - Watering them. - Add manure - Trimming them	• Trimming fences, flowers and trees. • Slashing compound at school and home.

Suggested competences for assessment:

- Naming three uses of vegetation.
- Identifying three ways of caring for vegetation in the school compound.
- Giving two reasons as to why vegetation should be cared for.
- Practicing ways of caring for the vegetation. (Planting trees, flowers, shrubs sand hedges).
- Identifying three plants which provide medicine, plant them at home and care for them.
- Identifying dangerous plants which harm people and other living things.
- Naming three different animals which stay in;
  (i) forests
  (ii) swamps
  (iii) grass.

- Reading and writing words and sentences related to:
  (i) types of vegetation
  (ii) importance and uses of vegetation
  (iii) caring for vegetation.

TOPIC 4: PEOPLE IN OUR DISTRICT (15 PERIODS)

General Background to the Topic

The environment is made up of two components that is the physical and social environments. People and what they make constitute the social environment. The learners should know the major tribes in the district and the number of people found there. This topic is meant to help learners study about the people found in their districts, their activities as well as social and political organization. Learners should also know how their district develops and what social activities are carried out in the district.

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 within the district and other districts.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Effective communication	• Cooperation
• Self awareness	• Respect for him/her self and others
	• Appreciation
	• Love

Subject Competence	Language Competence	Content	Suggested Activities
• The learner explains the origin of the people in our district	• Pronounces, reads and writes words and sentences related to the origin of the people in our district.	• Origin of the people in our district. - Legends of some tribes. - Tribes found in our district - Clans that form tribes of people • Causes of immigration - search of water, food and pasture - looking for jobs. - epidemics - draughts - running away from conflicts search for fertile soils for crop growing.	• Inquiring about the origin of clans in the district. • Telling the common legends e.g. the story of Mundu and Sera in Bugisu. The story of Labong and Gipir in Luo speaking areas. The story of Kintu and Nambi in Buganda. • Discussing the causes of immigration into and out of our district.
• Identifies factors that determine settlement patterns in the district today.	• Pronounces, reads and writes words, structures and sentences related to the factors that determine settlement patterns in the district.	• Factors influencing settlement patterns in our district include: - soil fertility - enough and reliable rainfall - trade - jobs - enough food - good security/peace - availability of social services like education, water, trade, good roads,roads, health care and others.	• Discussing with parents why some places have more people than others (Report the findings to class). • Writing down factors contributing to people's settlement patterns. (Children display their work in class).

Subject Competence	Language Competence	Content	Suggested Activities
• Discusses various types of work done by people in our district.	• Pronounces, reads and writes words and sentences related to the types of work done by people in our district.	• Types of work : - fishing - farming - pottery - brick laying - craft working - trading - teaching - office work	• Modeling and weaving different things made by people in their locality, e.g. pots, mats, baskets. • Displaying craft work in SST corner. • Preparing gardens and planting crops in the school garden.
• Identifies problems faced by people as they carry on their work.	• Reads and writes words and sentences related to problems people face as they carry out their work.	• Problems faced: - insecurity/wars - diseases of animals and birds - poor people's health - poor transport - poor roads - lack of knowledge and technical skills. - weather changes - laziness of the people - poverty - unstable prices of commodities - thieves	• Discussing problems faced by people when carrying out their work. • Inquiring from community members problems faced by people doing various types of work.

Subject Competence	Language Competence	Content	Suggested Activities
• Identifies social activities people engage in.	• Spells, reads and writes words and sentences related o social activities.	• Types of social activities: in our district • Introduction in marriages • Weddings • Naming of children • Circumcision	• Demonstrating some of the social activities. • Discussing the importance of social activities to the people • Reciting rhymes on some social activities. • Singing songs on some social activities (according to the locality). • Participating during any social activity in the community.
• Discusses the importance of social activities.	• Reads and writes words and sentences related to importance of social activities.	• Importance of social activities. - They keep different families together. - They promote, culture, e.g. language, feeding, dressing. - Unite people. - They promote acceptable behaviour. - Promoting working together - Strengthen family clan ties and norms.	• Singing cultural songs connected to work and social activities. • Cultural fashion show.
• Explains factors contributing to people's way of life	• Reads and writes words and sentences related to factors contributing to people's way of life.	- Factors contributing to peoples way of life. - work - availability of food - security - education - diseases - unemployment - poverty	• Listing down ways of how their parents/guardians get money to meet family needs. Identifying ways of how learners contribute to family income. • Participating in cleaning old people's homes in their community.

Subject Competence	Language Competence	Content	Suggested Activities
		- trade - transport - communication	

Suggested competences for assessment:

- Matching tribes and languages spoken in the district
- Describing the social and economic set up of the people in the district
- Identifying main factors that contribute to people's quality of life.
- Explaining the effect of diseases on people's quality of life in the district
- Suggesting ways of improving quality life among the people.

TERM III

TOPIC 5: OUR LEADERS IN THE DISTRICT (25 PERIODS)

General Background to the topic

This topic introduces learners to different groups of leaders in the district. It also shows the administrative structure of different leaders which include political, civic, cultural religious and voluntary leaders. Some leaders are elected by people, appointed by government some inherit leadership from their ancestral leaders and yet others volunteer to lead.

These leaders help to plan and organize people as they work.

Learning Outcomes

The learner;

- Understands the different groups of leaders in the district.
- Appreciates the roles of different leaders in the district.
- Demonstrates interest and willingness to participate in the democratic and civic processes in the district.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Inquiry	• Cooperation
• Classifying	• Respect
• Drawing	• Honesty
• Displaying	• Tolerance
	• Responsibility

Subject Competence	Language Competence	Content	Suggested Activities
The Learner; • Identifies different groups of leaders in the district	• Pronounces, reads, writes and practices structures related to different groups of leaders in the district.	Types of leaders in our district. Political leaders: LC1 – LC 5, RDC, District Internal Security Officer (DISO) • Civic leaders: CAO, District Health Officer, District Agricultural Officer, Magistrates, District Police Commander. • Religious Leaders: Bishops, Priests, Reverends, Sheiks, Pastors and Khadis. • Voluntary leaders: Scouts, Guides, All leaders of NGOs., UWESO, TASO, The Red Cross etc	• Grouping leaders in our district. Describing and drawing the political and civic administrative structures. • Role playing an L.C I meeting • Identifying names of leaders in our district. • Role playing election procedures. • Singing patriotic songs. • Drawing election posters. • Modeling a ballot paper. • Demonstrating campaigning to be prefects.
• Describes how leaders are chosen in the district.		How leaders are chosen n Our district - By election - By appointment - Through inheritance.	

Subject Competence	Language Competence	Content	Suggested Activities
		- By volunteering	
• Identifies qualities of a good leader and roles of different leaders in the district.	• Pronounces, reads, writes and practices structures related to qualities of a good leader	**Qualities of a good leader** - Ability/able - Kindness - Respectful - Knowledgeable - Approachable - Responsible - Tolerant - Obedient - Careful - Hardworking - Cooperative - Exemplary - Confident	• Brainstorming on qualities of a good leader. • Telling a story on how she helped someone in a problem. • Discussing the roles of different leaders. • Role – play an L.C V Council meeting. • Listening to a resource person on roles of cultural leaders, Civic and political • Listing down roles of different leaders in the district. • Matching the leaders with their correct roles.
• Identifies the rights and responsibilities of the people in our district	• Pronounces, reads, writes and practices structures related to peoples rights and responsibilities.	• **Rights and responsibilities of people in our district:** Rights of the people in our District. - Life, food, Education, security - Right to medical care. **(ii) Responsibilities of people in our district:** Obeying laws Participating in community work, Doing Productive activities, Caring for the sick,, going to school.	• Listing children's rights. • Identifying people who provide services related to these rights. • Singing songs of appreciation to the people who provide these rights. • Making posters of people who abuse their rights and display their work in class and compound • Making campaign against people who abuse peoples' rights in the school and neighborhood. • Discussing in groups the responsibilities people do in their localities to provide the basic needs. • Reporting the discussed responsibilities to class • Writing class rules for them to follow.

Subject Competence	Language Competence	Content	Suggested Activities
		- Participating in making laws. - Maintaining proper sanitation. - Helping and caring for others.	

Suggested competences for assessment

- Encouraging class – leaders to observe how the class members are following the class rules.
- Class leaders guiding some class members who have not followed the class rules.
- Class leaders appreciating some class members who have followed the class rules.

TOPIC 6: HOW TO MEET PEOPLE'S NEEDS IN OUR DISTRICT (25 PERIODS)

General Background to the topic

In Primary Three,, the learner was briefly introduced to different types of social services, problems met in providing the services and the suggested solutions to those problems at the sub – county.

The topic is intended to expand the learners' knowledge on social services provided by the government. Government has the responsibility of providing social services to the people for example Education, medical care, security, transport, road maintenance, water supply, electricity, housing, and banking.

There are some people who are allowed by the government to provide social services on its behalf. Such people are religious groups, private medical practitioners and business people.

Learning Outcomes

The learner;

- Identifies people who provide social services in the district.
- Appreciates the value of different social services in the district.
- Suggests the solutions to the problems met in providing the social services.

Skills and values /attitudes to be developed

Skills	Values/Attitudes
• Effective communication	• Appreciation
• Inquiry	• Care
• Creativity	• Love
• Observation	• Cooperation
	• Sharing

Subject Competence	Language Competence	Content	Suggested Activities
Learner; • Identifies the different social services provided to meet people's needs in our district.	• Pronounces, reads, writes and practices structures related to social services provided to meet people's needs.	• **Explain what social services are.** • **Types of social services used to meet people's needs in our district.** - Education service - Medical service - Security service - Transport service - Water service - Electricity service - Housing service - Road maintenance - Banking - Postal and communication like telephones, faxes, E-mail and the websites.	• Practicing safe ways of crossing roads. • Cleaning roads leading to their schools and homes • Explaining different ways how government provides safe and clean water. • Visiting the markets to observe how people solve their needs in the market. • Drawing different social service centres. • Listening to a resource person from police on their roles.
• Classifies different groups of people who provide social services to meet people's needs	• Pronounces reads writes and practices words and structures related to the people who provide social services in the district.	• **People who provide social services in our district.** - Local leaders - Teachers - Doctors - Veterinary Officers - Nurses - Police officers - Farmers - Drivers - Carpenters - Bankers - Chiefs - Parents	• Listing people who provide services to people in the district. Role playing in groups: different social service providers for example: police, doctors, farmers, shopkeepers, bankers, Teachers. • - Matching the social service providers with the services they provide.

Subject Competence	Language Competence	Content	Suggested Activities
		- Shopkeepers - Army officers	
• Identifies problems the district meets when providing social services.	• Pronounces, reads, writes and practices structures related to problems met in providing social services	• **Problems in meeting people's needs in our district.** - Poverty - Bad weather - Shortage of food - Theft - Corruption - Irresponsibility/not caring - Laziness - Idleness. - High population - Poor attitude to work	• Identifying problems service providers meet. • Discussing and suggesting solutions for problems. • Composing songs, rhymes, poems and talk shows against these bad practices that affect service provision to the people.
• Suggests solutions to problems identified	• Pronounces, reads writes and practices words and structures related to solutions of the problems identified.	• **Suggested solutions to problems identified.** - Creating employment opportunities especially for young people. Providing education on methods of producing more quality food. - Providing medical services - Controlling population growing. - Introducing group farming.	• Identifying solutions to the problems. • Discussing ways and means of reducing poverty • Planting and caring for short term crops. • Drawing posters on how to increase food production.
• Identifies the social services centres in	• Pronounces, reads, writes words and	• **Caring for social service centres.**	• Identifying ways of caring for the social service centres.

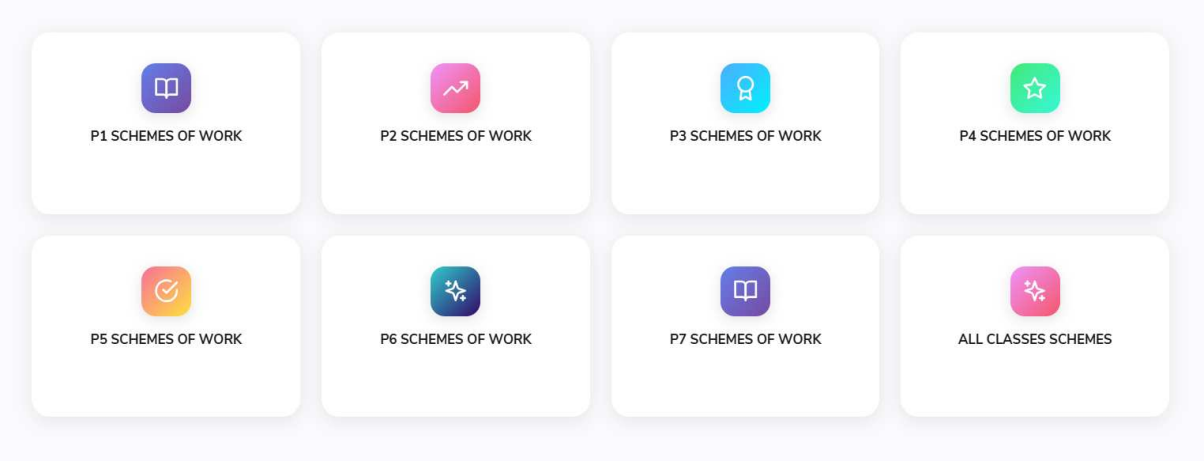
Subject Competence	Language Competence	Content	Suggested Activities
the district	structures related to social service centres.	- Respecting people who care for social service centres. - Cleaning social service centres. - Mobilizing communities on proper use of social service centres. - Showing love for social service centres.	• Suggesting things which destroy our social service centres. • Discussing ways of controlling things which destroy our social service centres. • Arranging for a speech day for the parents and the community on how to care for the social service centres.

Suggested competences for assessment

- Participating in caring for their school environment, classroom, latrines, compound.
- Organizing class members to clean some elderly people's homes
- Maintaining a spring well in their community.

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