**PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 1**

|  |  |  |  |  |  |  |  |  |  |
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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES**  | **T/L AIDS** | **REF** | **REM** |
| **1** | **1****&****2** | **LIVING TOGETHER** | **LOCATION OF OUR DISTRICT** | By the end of the lesson, the learner:-* Names his /her district.
* States the neighbouring districts
* Draws the map of his/her district showing divisions/ municipalities/counties.
 | * My district is Kampala /Wakiso.
* Found near the shores of Lake Victoria.
* Neighbouring districts are:-

Wakiso, Mukono, Mpigi,Luwero etc.* A map of our district to be drawn.
 | * Children answer oral questions.
* Children draw a map of their district showing divisions/ counties.
 | * A chart showing the map of your district
 | s.s.t syllabus pg 2Fountain s.s.t Mk pps bk 4 pg 2Monitor s.s.t bk 4 Atlas. |  |
| **2** |  |  |  | * Give the functions of the district.
* Mention requests of people in the district.
* Give a brief history of the district.
 | **Functions of the district*** Administrative unit.
* Creates employment.
* Commercial centre.
* Easy delivery of social services.

**Requests of people*** Medical care
* Education
* Security
* Transport
* Communication
* Piped water
 | * Answer oral and written questions about the given content.
 |  |  |  |
| **3** |  |  | **LOCATION OF OUR DISTRICTS.** | * Identify places e.g.
* Compares rural and urban districts.
 | * Important places
* District headquarters
* Schools
* Police stations
* Health centres
* Cultural centres
* Cultural historical sites
* Markets
* Radio stations
* Places of work
 | * Monitoring important places and where they are located.
* Visiting those places.
 | * Pictures from text books
* Charts.
* Our environment
 | s.s.t syllabus page 2 mk primary s.s.t bk 4 pg 1 and 2. |  |
|  |  |  |  | * Names the instrument used to find direction.
* Names the cardinal and semi- cardinal points.
* Draws a compass and names directions.
* States other ways of finding direction.
 | * A compass is used to show direction.
* Cardinal points are main points of a compass.
* Semi- cardinal points lie between cardinal points.

Cardinal points areSouth, North, West, East, * Semi cardinal points are SE,SW,NE,NW
 | * + Drawing and naming the compass points.
	+ Using bodily parts to locate directions.
	+ Using the sun and shadow to tell directions.
 | Body parts ChartSunshadows | s.s.t syllabus pg 2 primary s.s.t bk 4 pg 1 & 2. |  |
| **4** |  | **LOCATION** | **Maps and pictures.** | * Define s a map
* Defines pictures
* Draws pictures of maps.
* Explains why signs &symbols are used on the map
* State the important feature of the map.
 | * A map is a representation / drawing of an object as seen and drawn from above.
* A picture is a drawing of an object as seen from all sides.

PicturesMap Important features of a map* + Key
	+ Scale
	+ Compass
	+ Title/ heading.
 | * + Drawing & naming the compass points
	+ Illustrate pictures of maps
	+ Mentioning important features on the map.
	+ Giving reasons why symbols are used on a map.
 | * + Charts
	+ Real objects e.g desks, tables, houses etc.
 | Mk pupils bk 4 pg 2 and 3 |  |
| **5** | **1** | **PHYSICAL FEATURES.** | **Physical features** | * + Defines physical
	+ Gives examples of physical features.
	+ Draw map symbols for physical features.
	+ States categories of physical features.
 | * Physical features are natural land forms of an area.

**Example[les** **Drainage features*** Rivers
* Lakes
* Oceans
* Seas

**Relief features*** Hills
* Mountains
* Plateau
* Valleys
* plains
 | * + Defining physical features.
	+ Drawing and naming map symbols
	+ Visiting some of the physical features in the neighbourhood.
 | Pictures from tect books. | s.s.t syllabus pg 5 Fountain s.s.t pg 10Monitor SSTpg 5. |  |
|  |  |  | **Influence of physical features on climate and animals** | * + Tells how physical features influence climate.
	+ Tells how physical features affect animal life
 | * A diagram showing the formation of relief rainfall.

**How physical features affect animal life.*** Some provide water to animals.
* Some provide shelter
* Some provide food.
 | * + Telling how physical features affect climate
 | Charts Text books | Mk bk 4 pg 21. |  |
|  |  |  | **Dangers of physical features / Uses of physical features.** | * + Give s dangers of physical features.
	+ Tells uses of physical features.
 | **Uses of physical affect animal life.*** They attracttourists.
* Some mts provide fertile soils for agriculture.
* Some water bodies provide fishing grounds.
* Some physical features act as hunting grounds.
* Some are sources of minerals.

**Dangers** * Mountains causes land slides.
* Some physical features hide dangerous wild animals.
* Some mountains erupt cause death.
 | Identifying dangers and uses of rainfall | A chart showing relief rainfall | s.s.t syllabus pg 5 Fountain sstpupil’s book 4 pg 10.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.
	+ Names organizations that help to protect the physical features.
	+ Gives the activities of NEMA and NFA.
 | **Ways of protecting the environment.*** Avoid pollution
* Avoid swamp drainage
* Laws against environmental degradation should be put in place.
* Avoid over cultivation on mountain slopes.

**Organizations** * NEMA
* NFA

**Activities of NEMA &NFA**.* Educate the public on the values of environment.
* Educate the public on the dangers of environmental degradation.
* Educate the public on the dangers of encroachment.
 | * + Listening ways of protecting physical features.
	+ Writing NEMA &NFA in full.
 | * + Text books
	+ Charts in the classroom.
 | s.s.t syllabuspg 5Teacher’s collection. |  |
|  |  | **WEATHER** | **Elements of weather** | * + Defines weather.
	+ Tells elements of weather.
	+ Describes people who study about weather conditions.
	+ Names the main meteorological centre.
 | Weather is the condition of the atmosphere at a given time in a given place.Elements / factors/ weather makers.* + Rainfall
	+ Temperature
	+ Wind
	+ Sunshine
	+ Air pressure
	+ Cloud cover
	+ Humidity
	+ Entebbe – main meteorological centre.
 | Defining weather* + Telling the elements of weather
 |  A weather Chart Environment. |  |  |
| **6** | **1** | **Weather**  | **Temperature**  | * + Defines temperature.
	+ Tells how temperature is measured
	+ Names types of thermometers.
	+ Identifies liquids used in thermometers.
 | * Temperature is the hotness or coldness of a place or an object.
* Temperature is measured in degress.
* Thermometer is an instrument that is used to measure temp.

**Types of thermometer*** Six’s thermometer minimum & maximum thermometer.
* Clinical thermometer liquid is used in thermometers
* Mercury
* Alcohol
 | * + Defining temperature
	+ Naming the instruments that measure
	+ Identifying liquids used in thermometer.
	+ Naming types of thermometer.
 | * + Pictures from text bks
	+ Environment
	+ Charts
 | Mk bk 4 Pg 27 |  |
|  | **2****&****3****&****4** |  | **Sun shine & rain fall** | * + Defines sunshine rainfall.
	+ Tells how sunshine& rainfall are measured.
	+ States the uses of sunshine & rainfall.
	+ Gives dangers of sunshine and rainfall.
	+ Draws sunshine recorder and rain gauge.
	+ Identifying processes that help in the formation of rainfall.
 | * Suns shine is the sun’s heat energy received on the earth’s surface.
* Rainfall is the amount of rain that falls in a certain area at a given time

**Weather instruments**Sun shine – sunshine recorderRain fall – Rain gauge**Uses of sunshine*** Dries clothes & crops
* Solar energy productionetc

**Uses of rainfall*** Softens the ground for easy cultivation.
* Main source of water etc.

**Dangers of sun shine*** Too much sun shine spoils our crops etc

**Dangers of rainfall*** Land slides
* Floods
* Death etc.

**Processes** * Evaporation
* Transpiration
* Condensation
 | * + Defining sunshine and rainfall.
	+ Drawing
	+ Observing
 | Charts Text books | Mk sst bk 4 pg 29 and 22. |  |
| **7** | **1** |  | **Types of rainfall and their formation.** | * + Identifies the types of rainfall.
	+ Describes the formation of rain fall
 | **Types of rainfall*** Relief rainfall
* Convectional rainfall.
* Cyclonic rainfall

**Formation** * Relief rainfall is formed and received in highlands.
* Convectional rain fall is received around water bodies and forests.
* Cyclonic – formed and received in plains
 | * + Identifying types of rainfall.
	+ Describing the formation of rainfall
 |  Charts Text books  |  Mk primary sst bk 4 pg 20. |  |
|  | **2** |  | **Measuring rainfall** | * + Tells units for measuring rainfall.
	+ Draws a rain gauge
 | * Rainfall is measured in millimeters.
* Rain gauge is used to measure rainfall
 | * + Telling units for measuring rain fall.
	+ Drawing a rain gauge
 |  Charts Text books  | Mk primary sst bk 4 pg 22. |  |
|  | **3 &****4** | **WEATHER**  | **WIND**  | * + Defines wind
	+ Tells types of wind
	+ Uses of wind
	+ Dangers of wind
 | Wind is moving air.**Types of wind** * Galley wind
* Hurricane wind
* Land and sea breezes.

**Uses of wind** * For winnowing
* Formation of rainfall
* Moves boats
* Pollinates flowers
* Dries away bad smell

**Dangers of wind** Too much wind;* Force boats to capsize
* Speeds up spread of diseases
* Pollutes the atmosphere.
* Leads to soil erosion
* Blows roofs off our houses.
 | * + Defining wind
	+ Telling types of wind
	+ Mentioning uses and dangers of wind.
 | Pictures from text bks  | Km bk 4 pg 26 |  |
| **8** | **1** | **WEATHER**  | **Instruments for measuring wind** | * + Identifies weather instruments for measuring wind
	+ Draws and names weather instruments for wind
 | * Wind vane –wind direction
* Wind sock- strength of wind/ direction
* Anemometer – wind speed
 | Identifying instruments for measuring wind Visiting a weather station drawing | Charts  | Mk bk 4 pg 25 |  |
|  | **2** | **WEATHER**  | **Clouds**  | * + Defines clouds
	+ Tells types of clouds.
	+ Tells importance and dangers of clouds.
 | Clouds are droplets of water vapour which keep floating in the atmosphere**Types of clouds*** Nimbus
* Cirrus
* Stratus
* Cumulus
* Cumulo- nimbus

**Importance of clouds.*** Keep earth warm etc.

**Dangers** * Cause rushing of aero planes
* Heavy storms etc.
 | * + Defining clouds
	+ Telling types of clouds
	+ Telling importance and dangers of clouds.
 | Pictures from text bks | Mk primary s.s.t ppls bk 4 pg. 17 |  |
|  | **3** | **WEATHER**  | **Influence of weather on people’s activities** | * + Gives ways how weather affects people’s activities
 | * Farming
* Too much rainfall can destroy crops
* Dressing \* People in hot areas put on light clothes while those in cold areas put on heavy clothes.
* People who work in open areas are affected by sunshine and rainfall.
 | Giving ways & weather affects people’s activities |  Text books  |  |  |
|  | **4** |  | **Stevenson screen**  | * + Defines a Stevenson screen.
	+ Draws a Stevenson screen.
	+ Identifies weather instruments kept in a Stevenson screen
 | * A wooden box / structure for keeping delicate weather instruments
* Thermometers
* Barometer
* Hygrometer
 | * + Drawing
	+ Defining Stevenson screen.
	+ Identifying
 |  Chart pictures from text books |  Mk sst bk 4 pg 33. |  |
| **9** | **1** | **WEATHER**  | **Seasons and corresponding activities**  | * + Defines seasons
	+ Identifies the period& seasons last.
	+ Tells the number of seasons in a year.
	+ Tells activities done in each season by farmers.
 | * Seasons are period of time in a year when the conditions are experienced.
* Seasons usually last for 3-4 months.
* Two seasons are experienced in our district i.e. wet season and dry season

**Activities done*** Dry season
* Harvesting ready crops
* Drying yields
* Ploughing 9 preparing land.
* Seed storing
* Repairing machines.

**Wet season*** Planting ,spraying, weeding, prunning
 | * + Defining seasons
	+ Identifying seasons.
	+ Telling activities done
 | Text books | Mk bk 4 pg 34 - 35 |  |
|  |  |  |  |  |  |  |  |  |  |

**PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES**  | **T/L AIDS** | **REF** | **REM** |
| **1** | **1****&****5** | **VEGETATION IN OUR DISRITCT** | **VEGETATION** | * Learners explain the term vegetation.
* State different kinds of vegetation
* Mention uses of vegetation.
* State human activities that affect vegetation.
* Outline ways of caring for vegetation
 | Vegetation is the plant cover of an area.**Kinds of vegetation*** Forest
* Swamps
* Bushes
* Crops grass

Uses of vegetation* Source of herbs
* Sources of fire wood
* Sources of food
* Helps in rainfall formation.
* Improves soil fertility
* Helps to control soil erosion
* Provides grass for thatching houses.
* Provides electric poles etc.

**How people affect vegetation.*** Through bush burning
* Through over grazing.
* Through afforestation.
* Through deforestation.
* Through over cultivation.
* Through pollution.
* Through construction of roads.
* Through building houses
* Through industrialization

**Ways of caring for vegetation.*** A void pollution
* Practice afforestation and re-afforestation
* Watering vegetation
* Treaming
* Fencing
* Mulching
* A void bush burning
 | * Explaining the term vegetation.
* Stating the kinds of vegetation.
* Stating human activities that affect vegetation.
* Outlining was of caring for vegetation.
 | * Our environment
 | Fountain primary s.s.t for Uganda bk 4 pg 18 |  |
| **2** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **The stone age**  | * Tell what stone age is
* Outline the stages of Stone Age.
* State the important discoveries in each stage.
* Draw some tools used by early man.
* Define archeology
* Tell how archeology is done.
* How they got their food and the food they ate.
* Define Stone Age sites.
* Name the different Stone Age sites.
 | Stone age is the period when early man used stone tools.Stages.* Early stone age / old
* The middle stone age
* The new Stone Age / late stone age period.

**Old stone age.** Needs of man in this stage. 1. Shelter
2. Food

**Tools used** * Hand axe
* Bolas
* Pits and holes
* Sharp pointed sticks.

**Milled stone age.*** Discoveries include.
* Fire, skins and leaves, pots buried the dead, tools where made better.

New / late stone age * Built huts
* Tools made better
* Iron
* Drawing and painting e.g. in Nyero Rock paintings.

**The iron age.*** Tools
* To be drawn
* Archeology is the digging out and study about the remains of early man.
* Excavation is done in places where early man died.

Ways food was got.Examples of food eaten by early man e.g.* Raw meat
* Some plant leaves
* Some insects.
* Delicious roots and stems.
* honey etc.

Stone age sites are places where man is believed to have lived.**Examples of stone age sites*** Parara
* Luzira
* Magosi
 | * Defining different terms.
* Drawing Stone Age period.
* Mention the different discoveries in different Stone Age stages.
* Give the different Stone Age sites.
* Use a map to observe where Stone Age sites are located.
 | A amp showing stone age sites in Uganda  | Atlas New primary s.s.t P.4 pg 29. |  |
| **3** | **1 to 5** |  | **Ethnic groups**  | * Different ethnic groups.
* Tell the major ethnic groups in Uganda.
* Tell their movement patterns of ethnic groups
* Causes of ethnic migrations
* Outline the factors that influence the settlement patterns of ethnic groups
* Name the different ethnic groups
* Legends told by different ethnic groups.
 | An ethnic group is a group of people with the same origin and speak almost the same language.Examples of ethnic groups.* Bantu
* Nilotics
* NiloHamites
* Describe the movement
* Patterns of the ethnic groups.

Causes of ethnic groups migration.* Over population
* Shortage of land
* Drought
* Civil wars.
* Epidemic diseases etc.

**Factors that influence the settlement patterns.*** Soil fertility
* Rainfall
* Security
* Jobs
* Vegetation
* Climate

**Major economic activities** **Bantu** * Farming

**Nilotics*** Pastoralism

Nilo HAMITES.* Pastoralism

**Hamites*** pastoralism
 | * Stating factors that influence the settlement patterns.
* Stating the major economic activities carried out by different ethnic groups.
 |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT**  | **Ethnic groups.** |  | * Tribes found in different ethnic groups.

**Bantu** * Baganda
* Bakiga
* Basoga
* Banyankole etc.

Nilotics* Acholi
* Alur
* Lugbar
* Japadholas

**NiloHamites.*** Karimojong
* Sebei
* Kumam

**Hamites*** Bahima
* Batutsi

Legends told by different ethnic groups.Bantu * Kintu and Nambi
* Isaza and Nyamiyonga
* Njabala
* Mundu and Sera (the first Mugishu

**Nilotics*** The spear and the bead.
 | * Mention tribes found in different ethnic group[s.
* Tell some legends told by different ethnic groups.
 | * do -
 | * do -
 |  |
| **4** | **1 to 5** | **PEOPLE IN OUR DISTRICT**  | **Economic activities**  | * explain what economic activities are
* outline the different economic activities carried out in our district
* Define commercial centers.
 | These are activities done by people to get Money.ExamplesModern* Trade
* Office work
* Teaching
* Nursing etc.
 | State the importance of economic activities* List the social activities in our district
 |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT**  | **Economic activities**  | * Problems faced by people in carrying economic activities
* Outline the different social activities in our district.
* Factors contributing to people’s way of life.
* Tell the importance of economic activities
* Outline the importance of social activities.
 | **Traditional** * Pottery
* Fishing
* Farming
* Craft making
* Black smithing
* Brick making

Problems faced by people in carrying out economic activities* Thieves
* Insecurity
* Diseases.
* Poor health
* Poor transport
* Lack of enough skills
* Climate / weather changes.
* Laziness of people
* Poverty
* Unstable prices of commodities.
 | * State the importance of social activities.
* State the factors contributing to people’s way of life.
 |  |  |  |
|  |  | **PEOPLE IN OUR DISTRICT**  | **Economic** **activities**  |  | Importance of economic activities * Help people to get Money.
* Create employment
* Promote unity
* They break boredom
* They impart life skills among people.

**Social activities in our district.*** Introduction in Marriage.
* Wedding
* Naming of children
* Circumcision
* Burial of the dead
* Initiation of children.
* Entertainment.
* Dressing.
 |  |  |  |  |
| **5** | **1 to 5** | **PEOPLE IN OUR DISTRICT** | **Social activities** | * Factors contributing to people’s way of life.
* Outline the importance of socialactivities.
* States factors contributing to people’s way of life.
* Defining commercial centres.
* States examples of commercial centres.
 | **Importance of social activities.*** They keep different families together.
* They promote culture e.g. feeding, dressing, language.
* Unite people.
* They promote acceptable behavior.
* Promote working together.
* Strengthen family, clan norms.

Factors contributing to people’s way of life.* Work
* Availability of food
* Security
* Education
* Diseases
* Un employment
* Poverty
* Trade
* Transport
* Communication
* Commercial centres.

These are places where most economic activities take places.**Examples of commercial centres.*** Big markets
* Banks
* Hospital schools
* Industries etc.
 | * Mentioning the importance of social activities.
* Naming factors contributing to people’s way of life.
* Stating factors contributing to people’s way of life.
* Defining commercial centres.
* Giving different examples of commercial centres.
 |  |  |  |

**PRIMARY FOUR SOCIAL STUDIES SCHEME OF WORK TERM 3**

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| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES**  | **T/L AIDS** | **REF** | **REM** |
| **1** | **1****&****5** | **OUR LEADERS IN THE DISTRICT** | **DISTRICT LEADERSHIP** | * Learners defined decentralisation.
* Define by – laws.
* Tell who heads a district both civic and political.
* Give the types of leaders and their examples.
* State the members that make up the district council.
* Outline the different heads of departments and their roles.
* Give the qualities of a good leader.
* Outline ways people acquire leadership.
* Mention the people’s responsibilities in our district.
 | * Division of power between the central and local government.
* By- laws: These are laws made and passed by the local government.
* The political heads is the chairperson LCV.
* Civic head – is the chief administrative officer (C.A.O).

**TYPES OF LEADERS.*** Appointed leaders.
* Elected leaders.
* Cultural leaders.
* Religious leaders.
* Voluntary leaders (appointed by the district service commission)

Members that make up the district local council* Chair person.
* Sub-country councilors.
* 2 youth councilors
* 2 councilors for the disabled.

**Different departments and their roles.*** District chairperson (LCV)
* District speaker.
* CEO
* DDE
* DVO
* DPC
* RDC
* DFO

**Qualities of a good leader.*** Ability
* Kindness.
* Approachable
* Tolerant
* Understanding
* Operative
* Confident
* Responsible
* Careful

**How people acquire leadership*** By appointment
* Through inheritance
* By voluntarism

**People’s rights in a district** * Aright to food.
* A right to education.
* Aright to security
* Aright to medical care.
* Aright to privacy
* Aright to get information
* A right to movement
* Aright to association
* Aright to work
* Aright to fair judgment etc.

**Responsibilities of people in our district.*** Obeying laws.
* Participating in community work.
* Reporting wrong doers.
* Participating in making laws.
* Maintaining proper activities.
* Involving in proper activities.
* Helping and caring for others.
* Caring for the sick etc.
 | * Define terms.
* Give types of leaders.
* Give the members that make up the district council.
* Group leaders in our district.
* Describe and draw the political and civic administrative structures.
* Role play L.C.I meeting.
* Identify names of leaders in the district.
* Role playing election
* Singing patriotic songs.
* Drawing election
* Modeling of ballot papers.
* Demonstrate campaigning by prefects.
* Give qualities of a good leader.
* Give people’s rights in a district
* Suggesting people’s responsibilities in the district.
 | * A chart showing the a map of your district
 | SST syllabus pg. 2Fountain s.s.t Mk ppls bk 4 pg. 2Trs. SST bk. 4 Atlas. |  |
| **2** | **1 to 5** |  | **How law and order is kept in our district**  | * Give the group that provides security.
* State the name of Uganda’s Army.
* Mention departments of the police and their duties.
* The head of the police force in Uganda.
* Give the ministry in which the police and Army belong.
* State functions of the police.
* Give the functions of the prisons.
 | **Groups that provide security** * Police
* Army
* Private security guards.
* Prisons
* Local council
* Uganda’s army in Uganda.
* People defence forces.

**Departments of the police** * CID
* Anti-Riot police.
* Radio and signal section.
* Passport section.
* Dog section.
* Fire brigade.
* General Duty Section.
* Patrol section.
* Traffic police
* Police Anti-terrorism unit.
* Head of the police is lieutenant general Kale Kayihura.

(Inspector General of police)* The police is under the ministry of internal affairs.
* The Army is under the ministry of defence.

**Functions of the police** * It investigates on crimes.
* Stops riots.
* Puts out fire
* Locates lost and crushed planes.
* Arrest wrong does
* Protects people and their property.

**Functions of the prisons.*** They transform law breakers in to law abiding citizens.
* They keep law breakers away from the public.
* They teach prisoners skills e.g. carpentry.
* The commissioner of prisons in Uganda is Mr. Johnson Byabashaija.
* The prisons are under the ministry of internal affairs.
 | * Give the security organs in our district.
* Demonstrate duties of the police departments.
* Mention the leaders of police force and prisons.
* Give the functions of the police and prisons
* Give the ministry that takes the police, prisons and the Army.
 |  |  | Mk standard SST book 4 pg. 63. |
| **3** | **1 to 5** | **How to meet people’s needs**  |  **Social services**  | * Explain what social services are.
* Give examples of social services.
* Outline problems people faces in trying to satisfy their needs.
* Mention solutions to the problems.
* Explain what social services are.
* State ways of caring for social services.
 | **Social services.*** These are benefits given to people to live a good life.

**Groups of people who provide social services.*** Government
* Local leaders
* Doctors / medical workers
* Teachers.
* Veterinary officers.
* Farmers.
* Bankers.
* Carpenters.
* Security organs.
* Parents.
* Shop keepers.

**Examples of social services.*** Education services.
* Medical services.
* Security services
* Transport services.
* Water services.
* Banking services
* Road maintenance
* Postal and communication services.

**Problems faced by people in meeting their needs.*** Embezzlement
* Poverty
* bad weather
* Shortage of food.
* Theft
* Corruption
* Irresponsibility
* Laziness
* Over population
* Accidents
* Diseases
* Insecurity.

**Solutions** * Creating employment opportunities for young people.
* Providing education on methods of producing more quality food.
* Providing medical services.
* Controlling population growth.
* Introducing group farming
* Fight against corruption.

**Social services centres.**These are places where social services can be got.**Examples** * Schools
* Health centres
* Banks
* Markets
* Places of worship.
* Police stations
* Post offices
* Public offices.

**Ways of caring for social service centres.*** Respecting people who care for social services.
* Avoid misuse of public office.
* Mobilizing communities.
* Cleaning social service cenres.
 | * Define social services.
* Give examples of social services
* Mention groups of people who provided social services.
* Draw different social services centres.
* Visiting some social services centres.
* Matching social service.
* Discussing ways and means of reducing poverty
* Visiting any nearly services centre observe and record services.
* Suggesting things that destroy our social services centres.
 | Text books social services centres in our environment  |  Monitor s.s.t pupils bk 4 Pg. 50 – 59Fountain S.S.T bk 4Primary s.s.t Uganda bk 4 pg. 58 |  |
| **4** | **1 to 5**  | **How to meet people’s needs in our district** | **Sources of revenue in providing social services.** | * Explain what revenue is.
* Outline sources of revenue.
* Name the body responsible for the collection of revenue in the country.
* Biggest source of the government revenue.
* Lasted source of foreign exchange for the country.
 | **REVENUE**Revenue is money for the government.**Sources of government revenue*** Takes
* Loans
* Grants
* Tourism
* Profit from its companies.
* Donations.
* Court fines.

The body responsible for collection of revenue in the country is UgandaRevenue Authority | * Define revenue
* Give the sources of revenue
* Write URA in full
* Give Uganda’s major export
 | Our environment  | Teacher’s collection |  |

**PRIMARY FOUR I.R.E SCHEMES OF WORK TERM 1**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **TOPIC** | **COMPETENCES** | **CONTENT** | **ACTIVITIES**  | **T/L AIDS** | **METHODS** | **REM** |
| **1** | **1****&****3** | **TAWHID** | **Prophet / messenger**  | By the end of the lesson, the learner:-* Describes a prophet/ messenger.
* Names the twelve messengers of Allah
* Tells duties of prophets.
* Identifies the great prophets.
* Identifies the qualities of a prophet
 | * A prophet is any body who receives messeges/ instructions directly from Allah.
* Categories.

Adam MohammadCommitted Isa.* Great ones

Musa DaudaIsa mohammad* Duties of prophets.
* Preach Islam public
* Warn people against doing evil
* Bring messages from Allah.
* Qualities of a prophet
* Trustworthy and of a sound mind.
* Good behavior
* Protected from evil actions
 | * Naming prophets..
* Dramatizing
* Role play
* Doing a given exercise
* Recitinghadeeth.
 | * Illustrations
 | Story telling  |  |
|  |  | **PRACTICE** | **Dress for prayer.** | * Tells the proper dress code.
* Identifies the qualities of a good dressing for prayer.
* Gives reasons Muslims should observes proper dress code.
 | QualitiesDress must be:-* Clean, free from dust.
* Cover all private parts (Man – from navel to knees)
* Ladies whole body except palms and face
* Importance-protect the attention of the rest.
 | * Dramatizing
* Doing an exercise.
 | Real dress code e.g. veils, Kanzus | Story telling role play | Mk bk  |
|  |  | **HIDITH**  | **Impurities in Islam** | * Defines impurities.
* Names the impurities.
 | Impurities are unclean things which should not be eaten or which should be cleared from bodies and dress.* Faces – Nose of a dog
* Pork – Blood
* Vomits
* Urine
* Alcohol

Hadith , prophet forbid Muslims from taking alcohol of be involved in any activity involving alcohol, | * Naming impurities through answering oral questions.
* Doing a given exercise.
* dramatizing
 | Illustration  | * story telling
* discovery
* group learning
 |  |
|  |  | **HISTORY OF ISLAM** |  **Early converts in Islam**  | * Defines a convert.
* Narrates the suffering of the prophet and early converts.
* Gives reasons why meccans rejected Islam.
 | A convert is a person who has changed to another religion**Early converts.*** Khadijah
* Abubaker
* Ali
* Zaidi

Sufferings * Mud and stones thrown to Prophet Muhammad.
* Thorns laid in his path.
* Beating up / imprisonment / death.
 | * Demonstrate facts.
* Doing a given exercise.
 | Chalkboard illustration. | * Discovery
* Group learning
 |  |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **TAWHID****(FAITH )** | **Worship**  | * Describe the acts of worship in Islam.
* Identify acts of worship in other religions.
 | * Acts of worship in Islam.
* Acts of worship in other religions i.e. Christianity Bahism, Hinhusm, Judaism,sikhism
 | * Story telling
* Illustration
 | * Role play
* Reciting
* Written exercise
 | Illustration  | Mk pupils book pg 186-196 |
|  | **2** | **FIGH****(practice)** | **Ratio of zakat** | * Mention the Nisaab (ratio) of zakat payable on different items.
 | * Nisaab (ration) on different items
 | * Do -
 | * Do -
 | * Do -
 | Mk upils bk pg197-201 |
|  | **1 to2** | **HADITH AND MORAL TEACHINGS**  | **Uprightness and adolescence** | * Mention 2 traditions regarding importance of up rightness in Islam.
* Tell the meaning contained in the traditions.
* Tell the meaning of adolescence.
 | Two traditions of the Holy prophet (PRUH) regarding importance of uprightness in Islam.* Meaning of uprightness.
* A adolescence body and emotional changes for boys and girls.
 | * Story telling
* Illustration
 | * Doing a given exercise.
* Reciting Hadith
 | * Do -
 | Mk pupils book pg 201-206 |
|  | **1 to 2** | **HISTORY OF ISLAM** | **Islam in Uganda**  | * Describe Islam under Mutesa I
* Narrate religious wars of 1888-1893.
 | * Islam under Mutesa I.C The Golden Age)
* Religious wars in Buganda.
 | * Story telling
* Illustration
 | Doing a given exercise  | Illustration. | Mk pupils bk pg 207-216 |
|  | **1 to 2** | **TAWHIID** **(FAITH )** | **Sin , kufr and shirk** | * Define sin and give examples.
* Define paganism (kufr) and polytheism (shirk)
* State the origin of shirk and it’s types.
 | * Definition of sin and examples.
* Definition of kufr and polytheism (shirk)
 | * Story telling
* Discussion
* Question and answer illustration.
 | * Writing notes
* Role play
 | Text book illustration  | Mk pupils bk pg 221-230 |
|  | **1 to 2**  | **PRACTICE**  | **Recipients of zakat**  | * Categories of zakat recipients.
* Tell importance of this classification
 | Categorization ( the rightful recipients of zakat) | * Do -
 | * Do -
 | * Do -
 | Mk pupils book pg 231- 236. |
|  |  | **HADITH AND MORAL TEACHINGS**  | **Hygiene charity and wealth**  | * Mention one tradition regarding hygiene.
* Mention two traditions regarding zakat and charity (sadaqa)
* Tell the meaning of hygiene and how it should be observed.
* Mention two traditions regarding hard work and wealth.
* Tell the meaning of the above tradition.
 | * One tradition of the Holy prophet (PBUH) regarding hygiene.
* Two traditions of the prophet (PBUH) regarding zakat and charity. (sadaqa)
* Two traditions regarding hardworking and wealth.
* Meaning of the above traditions
* Hygiene and how adolescents should observe hygiene.
 | * Story telling
* Discussion
* Questions and answer
* illustration
 | Doing  | Illustration  | Mk pupils book pg 237-245 |
|  | **1 to 2** | **HISTORY OF** **ISLAM**  | **Spread of Islam in** | * Explain the spread of Islam outside Buganda.
* Describe the colonial policy towards Islam
* Describe in Uganda.
 | * Spread of Islam outside Buganda.
* Colonial policy
* Colonial policy towards Islam.
* Impact of Islam in Uganda.
 | * Story telling
* Illustration
 | * Illustration
* Writing notes.
 | * Do -
 | Mk pupils book pg 246-257. |