

PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 1

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 2	LIVING TOGETHE R	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 2 Fountain s.s.t Mk pps bk 4 pg 2 Monitor 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	- 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.	

					- Cultural historical sites - Markets - Radio stations - Places of work				
				- 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 are South, 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 Chart Sun shadows	s.s.t syllabus pg 2 primary s.s.t bk 4 pg 1 & 2.	
4		LOCATIO N	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  	- Drawing & naming the compass points - Illustrate pictures of maps - Mentioning important features on the map. - Giving	- Charts - Real objects e.g desks, tables, houses etc.	Mk pupils bk 4 pg 2 and 3	

					 Important features of a map - Key - Scale - Compass - Title/ heading.	reasons why symbols are used on a map.			
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[s] 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 text books.	s.s.t syllabus pg 5 Fountain s.s.t pg 10 Monitor 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 attract tourists. ♣ Some mts provide fertile soils for	Identifying dangers	A chart showing relief rainfall	s.s.t syllabus pg 5 Fountain sstpupil's book 4	

					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.	and uses of rainfall		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	- Listening ways of protecting physical features. - Writing NEMA &NFA in full.	- Text books - Charts in the classroom.	s.s.t syllabus pg 5 Teacher's collection.	

					degradation. ♣ Educate the public on the dangers of encroachment.					
		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 degrees. ♣ 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 recorder Rain 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	Types of rainfall ♣ Relief rainfall ♣ Convectional rainfall.	- Identifying types of rainfall. - Describing	Charts Text books	Mk primary sst bk 4 pg 20.	

				rain fall	♣ 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	the formation of rainfall			
	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	- Defining wind - Telling types of wind - Mentioning uses and dangers of wind.	Pictures from text bks	Km bk 4 pg 26	

					♣ Pollutes the atmosphere. ♣ Leads to soil erosion ♣ Blows roofs off our houses.				
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	Giving ways & weather affects people's activities	Text books		

					affected by sunshine and rainfall.				
	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 & preparing land. ♣ Seed storing ♣ Repairing machines. Wet season ♣ Planting ,spraying, weeding, pruning	- Defining seasons - Identifying seasons. - Telling activities done	Text books	Mk bk 4 pg 34 - 35	
				-	♣				

PRIMARY FOUR SOCIAL STUDIES SCHEMES OF WORK TERM 2

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 5	VEGETATION IN OUR DISTRICT	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.	- Explaining the term vegetation. - Stating the kinds of vegetation. - Stating human activities that affect vegetation. - Outlining ways of caring for vegetation.	- Our environment	Fountain primary s.s.t for Uganda bk 4 pg 18	

					- 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				
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	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.	- 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	A amp showing stone age sites in Uganda	Atlas New primary s.s.t P.4 pg 29.	

				sites.	i) Shelter ii) 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 Nyeru 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	observe where Stone Age sites are located.			
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					stems. ♠ honey etc. Stone age sites are places where man is believed to have lived. Examples of stone age sites ♠ Parara ♠ Luzira ♠ Magosi				
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	- Stating factors that influence the settlement patterns. - Stating the major economic activities carried out by different ethnic groups.			

					Major economic activities Bantu - Farming Nilotics - Pastoralism Nilo HAMITES. - Pastoralism Hamites - pastoralism				
		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	- Mention tribes found in different ethnic group[s]. - Tell some legends told by different ethnic groups. - do -	- do -	- do -	

					- Kintu and Nambi - Isaza and Nyamiyonga - Njabala - Mundu and Sera (the first Mugishu) Nilotics - The spear and the bead.				
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. Examples Modern - 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	- 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			

					- 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.	centres.				
						- 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
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).	- 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.	- A chart showing the a map of your district	SST syllabus pg. 2 Fountain s.s.t Mk ppls bk 4 pg. 2 Trs. SST bk. 4 Atlas.	

					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	- 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.			
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					- 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.					
2	1 to			- Give the group that provides security.	Groups that provide security	- Give the security organs				Mk standard SST

5		How law and order is kept in our district	- 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.	♣ 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	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.		book 4 pg. 63.
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					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.				
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.	- 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	Text books social services centres in our environment	Monitor s.s.t pupils bk 4 Pg. 50 – 59 Fountain S.S.T bk 4 Primary s.s.t Uganda bk 4 pg. 58	

					- 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.	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.			
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					- 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.				
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					- Cleaning social service centres.				
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 <u>Uganda</u> <u>Revenue Authority</u>	- 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 messages/ instructions directly from Allah. - Categories. Adam Mohammad Committed Isa. - Great ones Musa Dauda Isa 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 - Reciting hadeeth.	- 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 observe proper	Qualities Dress must be:- - Clean, free from dust.	- Dramatizing - Doing an exercise.	Real dress code e.g. veils, Kanzus	Story telling role play	Mk bk

				dress code.	- Cover all private parts (Man – from navel to knees) - Ladies whole body except palms and face - Importance-protect the attention of the rest.				
		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	- Demonstrate facts. - Doing a given exercise.	Chalkboard illustration.	- Discovery - Group learning	

					Sufferings - Mud and stones thrown to Prophet Muhammad. - Thorns laid in his path. - Beating up / imprisonment / death.				
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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 pg 197-201
	1 to 2	HADITH AND MORAL TEACHIN GS	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	TAWHIID	Sin , kufr and shirk	- Define sin and give examples. - Define paganism (kufr) and	- Definition of sin and examples. - Definition of kufr	- Story telling - Discussion - Question and answer	- Writing notes - Role play	Text book illustration	Mk pupils bk pg

	2	(FAITH)		polytheism (shirk) - 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. - 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.