

GRADE FOUR
SOCIAL STUDIES SCHEMES OF WORK
TERM TWO YEAR SCHOOL

Week	Lesson	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	CULTURE AND SOCIAL ORGANIZATIONS	Culture: Aspects of traditional culture in the county	By the end of the sub-strand, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Learners are guided to: • Brainstorm in pairs to identify aspects of traditional culture in the County. (<i>clothing, food, housing, artefacts, sports and games, festivals and ceremonies</i>) • Work in groups to describe aspects of traditional culture in the County.	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Culture: Aspects of traditional culture in the county	By the end of the sub-strand, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County	1. What are the aspects of traditional culture? 2. Why is culture important to us?	• Discuss in groups the importance of aspects of traditional culture in the County. • Collect and record aspects of traditional culture in the community. (<i>pictures, songs, artefacts, dress, food, paintings</i>)	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Culture: Aspects of traditional culture in the county	c) examine the importance of aspects of traditional culture in the County d) appreciate aspects of traditional culture in the County	1. What are the aspects of traditional culture? 2. Why is culture important to us?	• Discuss in groups the importance of aspects of traditional culture in the County. • Collect and record aspects of traditional culture in the community. (<i>pictures, songs, artefacts, dress, food, paintings</i>)	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
2	1		Culture: Aspects of traditional culture in the county	c) examine the importance of aspects of traditional culture in the County d) appreciate aspects of traditional culture in the County	1. What are the aspects of traditional culture? 2. Why is culture important to us?	• Display different aspects of traditional culture in class • Conduct peer assessment of the displays.	Local and extended environment, mas, realia, photographs, artefacts,	Oral questions, Teacher made test, observation, project	

							newspapers, approved textbooks	work, checklist, portfolio	
	2		The school	By the end of the sub-strand, the learner should be able to: a) narrate the history of the school	<ol style="list-style-type: none"> 1. How was our school started? 2. In which ways can we exhibit core values of our school? 3. How is our school daily 	Learners are guided to: <ul style="list-style-type: none"> • Carry out a research on “The history of the school” • Share the history of the school with others in class 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		The school	b) interpret the school motto and core values of the school	<ol style="list-style-type: none"> 1. How was our school started? 2. In which ways can we exhibit core values of our school? 3. How is our school daily 	<ul style="list-style-type: none"> • Use digital devices to develop a poster on the school motto and core values and display it in class • Peer assess the best poster 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
3	1		The school	c) describe the daily routine of the school d) uphold the core values of the school	<ol style="list-style-type: none"> 1. How was our school started? 2. In which ways can we exhibit core values of our school? 3. How is our school daily 	<ul style="list-style-type: none"> • Create a school daily routine chart • Sing songs on the school achievements 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2	RESOURCES AND ECONOMIC ACTIVITIES	Resources in the County	By the end of the sub-strand, the learner should be able to: a) identify the main resources found in the county b) develop desire to conserve resources in the county	<hr/> How could we conserve the resources found in the county?	Learners are guided to: <ul style="list-style-type: none"> • Use appropriate media to identify the main resources found in the county • Write a report on the identified main resources found in the county 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	