



SOCIAL STUDIES SCHEME OF WORK GRADE 4 TERM ONE

NAME	
TSC NO.	
SCHOOL	

SOCIAL STUDIES SCHEME OF WORK GRADE 4 TERM ONE

Week	Lesson	Strand/Theme	Sub Strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment Methods	Reflection
1	1	Natural And Built Environments	Natural Environment : Compass Direction	By the end of the sub strand, the learner should be able to: a) identify the four cardinal points of a compass b) use the four cardinal points to give direction of places	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	Learners are guided to: • Brainstorm in pairs the four cardinal points. • Practice in pairs giving direction of places using the four cardinal points	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Natural Environment : Compass Direction	By the end of the sub strand, the learner should be able to: a) identify the four cardinal points of a compass b) use the four cardinal points to give direction of places	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Draw and label the four cardinal points • Think, pair and share the eight compass points	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Natural Environment : Compass Direction	c) identify the eight compass points d) use the eight compass points to show direction on a map	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Practice giving direction using the eight compass points • Play computer games on compass direction for enjoyment	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
2	1		Natural Environment : Compass Direction	c) identify the eight compass points d) use the eight compass points to show direction on a map	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Draw and label the eight compass points • Use the eight compass points to show direction on the worksheets/interactive map to enrich the mapping skill	Local and extended environment, mas, realia, photographs, artefacts,	Oral questions, Teacher made test, observation, project	

							newspapers, approved textbooks	work, checklist, portfolio	
	2		Natural Environment : Compass Direction	e) appreciate the use of eight compass rose in everyday life	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	<ul style="list-style-type: none"> Draw and label the eight compass points Use the eight compass points to show direction on the worksheet/interactive map to enrich the mapping skill 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Natural Environment : Compass Direction	e) appreciate the use of eight compass rose in everyday life	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	<ul style="list-style-type: none"> Draw and label the eight compass points Use the eight compass points to show direction on the worksheet/interactive map to enrich the mapping skill 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
3	1		Location And Size Of County	By the end of the sub strand, the learner should be able to: a) identify sub counties in the county b) locate the county in relation to neighbouring counties	Which counties neighbour our county?	Learners are guided to: <ul style="list-style-type: none"> Brainstorm in groups and identify sub-counties in their County. Use relevant map in print or online to identify the location of the County in relation to neighbouring counties 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Location And Size Of County	By the end of the sub strand, the learner should be able to: a) identify sub counties in the county b) locate the county in relation to neighbouring counties	Which counties neighbour our county?	Learners are guided to: <ul style="list-style-type: none"> Brainstorm in groups and identify sub-counties in their County. Use relevant map in print or online to identify the location of the County in relation to neighbouring counties 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

	3		Location And Size Of County		Which counties neighbour our county?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Brainstorm in groups and identify sub-counties in their County. Use relevant map in print or online to identify the location of the County in relation to neighbouring counties 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
4	1		Location And Size Of County	d) appreciate location and size of the county in relation to neighbouring counties	Which counties neighbour our county?	<ul style="list-style-type: none"> Trace out, colour and display the map of the County in class. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Location And Size Of County	d) appreciate location and size of the county in relation to neighbouring counties	Which counties neighbour our county?	<ul style="list-style-type: none"> Play a game on location of the county in relation to the neighbouring counties. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Physical Features In The County		<ol style="list-style-type: none"> What are the main physical features found in our County? How important are the physical features in our County? 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Explore the school neighbourhood to identify and record (<i>drawing, taking photographs</i>) the main physical features in the county (<i>Vegetation, mountains, hills, rivers, lakes, oceans, valleys and plains</i>) 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

5	1		Physical Features In The County	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main physical features in the County</p>	<ol style="list-style-type: none"> 1. What are the main physical features found in our County? 2. How important are the physical features in our County? 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Explore the school neighbourhood to identify and record (<i>drawing, taking photographs</i>) the main physical features in the county (<i>Vegetation, mountains, hills, rivers, lakes, oceans, valleys and plains</i>) 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Physical Features In The County	<p>b) examine the importance of the main physical features in the County</p> <p>c) adopt responsible behaviour to conserve the physical features</p>	<ol style="list-style-type: none"> 1. What are the main physical features found in our County? 2. How important are the physical features in our County? 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • Explore the school neighbourhood to identify and record (<i>drawing, taking photographs</i>) the main physical features in the county (<i>Vegetation, mountains, hills, rivers, lakes, oceans, valleys and plains</i>) 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Physical Features In The County	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the main physical features in the County</p>	<ol style="list-style-type: none"> 1. What are the main physical features found in our County? 2. How important are the physical features in our County? 	<ul style="list-style-type: none"> • Discuss in groups the importance of the main physical features in the county and share the discussion points in class • Model some of the main physical features in the county 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
6	1		Physical Features In The County	<p>b) examine the importance of the main physical features in the County</p> <p>c) adopt responsible behaviour to conserve the physical features</p>	<ol style="list-style-type: none"> 1. What are the main physical features found in our County? 2. How important are the physical features in our County? 	<ul style="list-style-type: none"> • Display pictures or models of the main physical features in the county in class • Find out from parents or guardians how to conserve the main physical features in the county and report. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

	2		Seasons In The County	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognize seasons experienced in the county</p> <p>b) explain how seasons influence human activities in the county</p> <p>c) appreciate the different seasons experienced in the county</p>	<p>1. Which seasons are experienced in our County?</p> <p>2. How do different seasons influence human activities in our county?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot, cold, dry and rainy season</i>) Sing songs about seasons experienced in the County 	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>
	3		Seasons In The County		<p>1. Which seasons are experienced in our County?</p> <p>2. How do different seasons influence human activities in our county?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot, cold, dry and rainy season</i>) Sing songs about seasons experienced in the County 	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>
7	1		Seasons In The County		<p>1. Which seasons are experienced in our County?</p> <p>2. How do different seasons influence human activities in our county?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot, cold, dry and rainy season</i>) Sing songs about seasons experienced in the County 	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>
	2		Seasons In The County		<p>1. Which seasons are experienced in our County?</p> <p>2. How do different seasons influence human activities in our county?</p>	<p>Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot, cold, dry and rainy season</i>)</p> <p>Sing songs about seasons experienced in the County</p>	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>

	3		Built Environment s: Historic Built Environments In The County	By the end of the sub strand, the learner should be able to: a) identify the main historic built environments in the County	1. Which are the main historic built environments in our County? 2. How could we care for the main historic built environments in our County?	Learners are guided to: • Think, pair and share the main historic built environments in the County (<i>Museums, monuments, Cultural centres</i>) • Use appropriate media to identify historic built environments in the county	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
8	1		Built Environment s: Historic Built Environments In The County	b) state the importance of the main historic built environments in the County c) state ways of caring for historic built environments in the County	1. Which are the main historic built environments in our County? 2. How could we care for the main historic built environments in our County?	• Visit some of the historic built environments and record(<i>fake photographs, audio tape conversations on the environments or take notes</i>) • Create a picture booklet on the historic built environments	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
	2		Built Environment s: Historic Built Environments In The County	b) state the importance of the main historic built environments in the County c) state ways of caring for historic built environments in the County	1. Which are the main historic built environments in our County? 2. How could we care for the main historic built environments in our County?	• Discuss with parents or guardians on the historic built environments in the county. • Participate in caring for historic built environments within the locality as service learning.	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
	3		Built Environment s: Historic Built Environments In The County	d) Participate in caring for the historic built environments in the county.	1. Which are the main historic built environments in our County? 2. How could we care for the main historic built environments in our County?	• Discuss with parents or guardians on the historic built environments in the county. • Participate in caring for historic built environments within the locality as service learning.	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	

9	1		Built Environment s: Historic Built Environments In The County	d) Participate in caring for the historic built environments in the county.	<ol style="list-style-type: none"> Which are the main historic built environments in our County? How could we care for the main historic built environments in our County? 	<ul style="list-style-type: none"> Develop a communication message on the importance of caring for historic built environments. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
	2	People And Population	Inter-Dependence Of People		<ol style="list-style-type: none"> How do people in the County depend on each other? Why should we support each other in the County? 	Learners are guided to: <ul style="list-style-type: none"> Use key words to search for the meaning of interdependence Use appropriate media to identify ways in which people depend on each other in the county. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
	3		Inter-Dependence Of People	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify ways in which people depend on each other in the County investigate the benefits of inter-dependence of people in the County appreciate interdependence of people in the County 	<ol style="list-style-type: none"> How do people in the County depend on each other? Why should we support each other in the County? 	Learners are guided to: <ul style="list-style-type: none"> Use key words to search for the meaning of interdependence Use appropriate media to identify ways in which people depend on each other in the county. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
10	1		Inter-Dependence Of People		<ol style="list-style-type: none"> How do people in the County depend on each other? Why should we support each other in the County? 	<ul style="list-style-type: none"> Work in groups to create a chart on benefits of interdependence among people Role-play inter-dependence of people. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observatio n, project work, checklist, portfolio	
	2		Inter-Dependence Of People		<ol style="list-style-type: none"> How do people in the County depend on each other? Why should we support each other in the County? 	<ul style="list-style-type: none"> Work in groups to create a chart on benefits of interdependence among people Role-play inter-dependence of people. 	Local and extended environment, mas, realia, photographs,	Oral questions, Teacher made test, observatio	

							artefacts, newspapers, approved textbooks	n, project work, checklist, portfolio	
	3		Inter-Dependence Of People	By the end of the sub strand, the learner should be able to: a) identify ways in which people depend on each other in the County b) investigate the benefits of inter-dependence of people in the County	1. How do people in the County depend on each other? 2. Why should we support each other in the County?	<ul style="list-style-type: none"> Recite a poem about the importance of inter-dependence of people Find out from parents and guardians about the importance of inter-dependence of people and report back. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
11	1		Inter-Dependence Of People	c) appreciate interdependence of people in the County	1. How do people in the County depend on each other? 2. Why should we support each other in the County?	<ul style="list-style-type: none"> Recite a poem about the importance of inter-dependence of people Find out from parents and guardians about the importance of inter-dependence of people and report back. 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Population Distribution	By the end of the sub strand, the learner should be able to: a) describe population distribution in the County b) recognize common patterns of population distribution in the county	1. How is the population spread out in our county?	<p>learners are guided to:</p> <ul style="list-style-type: none"> Use key words to find out the meaning of population distribution (<i>sparsely, uneven, densely</i>). Draw a map of the county showing population distribution 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Population Distribution	By the end of the sub strand, the learner should be able to: a) describe population distribution in the County b) recognize common patterns of population distribution in the county	1. How is the population spread out in our county?	<p>learners are guided to:</p> <ul style="list-style-type: none"> Use key words to find out the meaning of population distribution (<i>sparsely, uneven, densely</i>). Draw a map of the county showing population distribution 	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

12	1		Population Distribution	<p>c) describe patterns of population distribution in the county</p> <p>d) appreciate population distribution in the county</p>	<p>1. How is the population spread out in our county?</p>	<ul style="list-style-type: none"> • Use a digital map of the County to identify the patterns of population distribution in the county (<i>linear, scattered, clustered</i>) • Share the identified patterns of population distribution with the class 	Local and extended environment, maps, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Population Distribution	<p>c) describe patterns of population distribution in the county</p> <p>d) appreciate population distribution in the county</p>	<p>1. How is the population spread out in our county?</p>	<ul style="list-style-type: none"> • Use a digital map of the County to identify the patterns of population distribution in the county (<i>linear, scattered, clustered</i>) • Share the identified patterns of population distribution with the class 	Local and extended environment, maps, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Population Distribution	<p>c) describe patterns of population distribution in the county</p> <p>d) appreciate population distribution in the county</p>	<p>1. How is the population spread out in our county?</p>	<ul style="list-style-type: none"> • Use the map of the county to plot patterns of population distribution • Display the map in the appropriate learning corner 	Local and extended environment, maps, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
13-14	END OF TERM ASSESSMENT AND CLOSING								