



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	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	1	Natural And Built Environments	Natural Environment Compass Direction	By the end of the sub strand, the learner should be able to: identify the four cardinal points of a compass	How could we tell direction of places?	Learners are guided to: Brainstorm in pairs the four cardinal points. Practice in pairs giving direction of places using the four cardinal points	Textbook Compass Longhorn social studies grade 4 page 1-4		
	2	Natural And Built Environments	Natural Environment Compass Direction	By the end of the sub strand, the learner should be able to: use the four cardinal points to give direction of places	How could we tell direction of places?	Draw and label the four cardinal points Think, pair and share the eight compass points Practice giving direction using the eight compass points	Compass Longhorn social studies grade 4 page 4-8		
	3	Natural And Built Environments	Natural Environment Compass Direction	By the end of the sub strand, the learner should be able to: identify the eight compass points	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 Practice giving direction using the eight compass points	Compass Longhorn social studies grade 4 page 8-10		
2	1	Natural And Built Environments	Natural Environment Compass Direction	By the end of the sub strand, the learner should be able to:	How could we give direction of places using	Practice giving direction using the eight compass points Play computer games	Compass Longhorn social studies grade 4 page 8-10		

				use the eight compass points to show direction on a map	a compass?	on compass direction for enjoyment Draw and label the eight compass points			
	2	Natural And Built Environments	Natural Environment t Compass Direction	By the end of the sub strand, the learner should be able to: use the eight compass points to show direction on a map	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 Draw and label the eight compass points	Compass Longhorn social studies grade 4 page 8-10		
	3	Natural And Built Environments	Natural Environment t Compass Direction	By the end of the sub strand, the learner should be able to: appreciate the use of eight compass rose in everyday life	How could we give direction of places using a compass?		Compass Longhorn social studies grade 4 page 8-10		
3	1	Natural And Built Environments	Location and size of the County	By the end of the sub strand, the learner should be able to: identify sub counties in the county	Which counties neighbor our county?	Learners are guided to: Brainstorm in groups and identify sub-counties in their County	Compass Longhorn social studies grade 4 page 11-12		
	2	Natural And Built Environments	Location and size of the County	By the end of the sub strand, the learner should be able to:	Which counties neighbor our county?	Use relevant map in print or online to identify the location of the County in relation to	Compass Longhorn social studies grade 4 page 11-12		

				locate the county in relation to neighbouring counties		neighbouring counties			
	3	Natural And Built Environments	Location and size of the County	By the end of the sub strand, the learner should be able to: estimate the size of the county in relation to neighbouring counties	Which counties neighbor our county?	Trace out, color and display the map of the County in class.	Compass Longhorn social studies grade 4 page 11-12		
4	1	Natural And Built Environments	Location and size of the County	By the end of the sub strand, the learner should be able to: estimate the size of the county in relation to neighbouring countie appreciate location and size of the county in relation to neighboring counties	Which counties neighbor our county?	Trace out, color and display the map of the County in class.	Compass Longhorn social studies grade 4 page 13-14		
	2	Natural And Built Environments	Physical features in the County	By the end of the sub strand, the learner should be able to: identify the main physical features in the County	What are the main physical features found in our County?	Learners are guided to: Explore the school neighborhood 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>)	Longhorn social studies grade 4 page 14-17		

	3	Natural And Built Environments	Physical features in the County	By the end of the sub strand, the learner should be able to: examine the importance of the main physical features in the County	How important are the physical features in out County?	Model some of the main physical features in the county Display pictures or models of the main physical features in the county in class	Longhorn social studies grade 4 page 18		
5	1	Natural And Built Environments	Physical features in the County	By the end of the sub strand, the learner should be able to: adopt responsible behavior to conserve the physical features	How important are the physical features in out County?	Find out from parents or guardians how to conserve the main physical features in the county and report	Longhorn social studies grade 4 page 18		
	2	Natural And Built Environments	Seasons in the County	By the end of the sub strand, the learner should be able to: recognize seasons experienced in the county	Which seasons are experienced in our County?	Learners are guided to: Use appropriate media and brainstorm in groups about seasons experienced in the County. (<i>Hot , cold, dry and rainy season</i>)	Longhorn social studies grade 4 page 21		
	3	Natural And Built Environments	Seasons in the County	By the end of the sub strand, the learner should be able to: explain how seasons influence human activities in the county	How do different seasons influence human activities in our county?	Sing songs about seasons experienced in the County activities associated with the present season	Longhorn social studies grade 4 page 21-24		

6	1	Natural And Built Environments	Seasons in the County	By the end of the sub strand, the learner should be able to: explain how seasons influence human activities in the county appreciate the different seasons experienced in the county	How do different seasons influence human activities in our county?	Sing songs about seasons experienced in the County activities associated with the present season	Longhorn social studies grade 4 page 21-24		
	2	Natural And Built Environments	Built Environments Historic built environments in the County	By the end of the sub strand, the learner should be able to: identify the main historic built environments in the County	Which are 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	Longhorn social studies grade 4 page 27-28		
	3	Natural And Built Environments	Built Environments Historic built environments in the County	By the end of the sub strand, the learner should be able to: state the importance of the main historic built environments in	Which are the main historic built environments in our County?	Visit some of the historic built environments and record <i>(take photographs, audio tape conversations on the environments or</i>	Longhorn social studies grade 4 page 27-28		

				the County		<i>take notes)</i> Create a picture booklet on the historic built environments			
7	1	Natural And Built Environments	Built Environments Historic built environments in the County	By the end of the sub strand, the learner should be able to: state the importance of the main historic built environments in the County	How could we care for the main historic built environments in our County?	Visit some of the historic built environments and record (<i>take photographs, audio tape conversations on the environments or take notes)</i> Create a picture booklet on the historic built environments	Longhorn social studies grade 4 page 29-		
	2	Natural And Built Environments	Built Environments Historic built environments in the County	By the end of the sub strand, the learner should be able to: state ways of caring for historic built environments in the County	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	Longhorn social studies grade 4 page 30-		
	3	Natural And Built Environments	Built Environments Historic built environments in the County	By the end of the sub strand, the learner should be able to: Participate in caring for the historic built environments in the county.	How could we care for the main historic built environments in our County?	Participate in caring for historic built environments within the locality as service learning. Develop a communication message on the importance of caring for historic built environments	Longhorn social studies grade 4 page 31		
8	1	People And Population	Inter-dependence of	By the end of the sub strand, the learner	How do people in the	Learners are guided to: Use key words to search	Longhorn social studies grade 4		

			people	should be able to: identify ways in which people depend on each other in the County	County depend on each other?	for the meaning of interdependence Use appropriate media to identify ways in which people depend on each other in the county	page 33-34		
	2	People And Population	Inter-dependence of people	By the end of the sub strand, the learner should be able to: investigate the benefits of inter-dependence of people in the County appreciate interdependence of people in the County	Why should we support each other in the County?	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.	Longhorn social studies grade 4 page 35-37		
	3	People And Population	Population distribution	By the end of the sub strand, the learner should be able to: describe population distribution in the County recognize common patterns of population distribution in the county	How is the population spread out in our county?	learners are guided to: Use key words to find out the meaning of population distribution (<i>sparse</i> ly, <i>uneven</i> , <i>densely</i>)	Longhorn social studies grade 4 page 41-46		
9	1	People And Population	Population	By the end of the sub strand, the	How is the population	Use the map of the county to plot patterns	Longhorn social studies grade 4		

			distribution	learner should be able to: describe patterns of population distribution in the county appreciate population distribution in the county	spread out in our county?	of population distribution Display the map in the appropriate learning corner	page 41-46		
14	CONTINUOUS ASSESSMENT TEST								