




WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 2	LIVING TOGETHER	LOCATION OF OUR DISTRICT	<p>By the end of the lesson, the learner: -</p> <ul style="list-style-type: none"> ♣ Names his /her district. ♣ States the neighbouring ♣ Draws the map of his/her district showing divisions/ municipalities/counties. 	<ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> - Children answer oral questions. - Children draw a map of their district showing divisions/ counties. 	<ul style="list-style-type: none"> - A chart showing the map of your district 	<p>s.s.t syllabus pg 2</p> <p>Fountain s.s.t Mk ppsbk 4 pg 2</p> <p>Monitor s.s.t bk 4 Atlas.</p>	
2				<ul style="list-style-type: none"> ♣ Give the functions of the district. ♣ Mention requests of people in the district. ♣ Give a brief history of the district. 	<p>Functions of the district</p> <ul style="list-style-type: none"> ♣ Administrative unit. ♣ Creates employment. ♣ Commercial centre. ♣ Easy delivery of social services. <p>Requests of people</p> <ul style="list-style-type: none"> ♣ Medical care ♣ Education ♣ Security ♣ Transport ♣ Communication 	<ul style="list-style-type: none"> - Answer oral and written questions about the given content. 			
3			LOCATION OF OUR DISTRICTS.	<ul style="list-style-type: none"> ♣ Identify places e.g. ♣ Compares rural and urban districts. 	<ul style="list-style-type: none"> ♣ Important places - District headquarters - Schools - Police stations - Health centres - Cultural centres - Cultural historical sites - Markets - Radio stations 	<ul style="list-style-type: none"> - Monitoring important places and where they are located. - Visiting those places. 	<ul style="list-style-type: none"> - Pictures from text books - Charts. - Our environment 	<p>s.s.t syllabus page 2</p> <p>mk primary s.s.t bk 4 pg 1 and 2.</p>	

				<ul style="list-style-type: none"> - 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. 	<p>- Places of work</p> <ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> - Drawing and naming the compass points. - Using bodily parts to locate directions. - Using the sun and shadow to tell directions. 	<p>Body parts</p> <p>Chart</p> <p>Sun</p> <p>shadows</p>	<p>s.s.t syllabus pg 2</p> <p>primary s.s.t bk 4</p> <p>pg 1 & 2.</p>	
4		LOCATIO N	Maps and pictures.	<ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> ♣ 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. <p>PicturesMap</p>    <p>Important features of a map</p> <ul style="list-style-type: none"> - Key 	<ul style="list-style-type: none"> - Drawing & naming the compass points - Illustration pictures of maps - Mentioning important features on the map. - Giving reasons why symbols are used on a map. 	<ul style="list-style-type: none"> - Charts - Real objects e.g desks, tables, houses etc. 	<p>Mk pupils bk 4 pg 2 and 3</p>	

					<ul style="list-style-type: none"> - Scale - Compass - Title/ heading. 				
5	1	PHYSICAL FEATURES.	Physical features	<ul style="list-style-type: none"> - Defines physical - Gives examples of physical features. - Draw map symbols for physical features. - States categories of physical features. 	<ul style="list-style-type: none"> ♣ Physical features are natural land forms of an area. <p>Example [les Drainage features</p> <ul style="list-style-type: none"> ♣ Rivers ♣ Lakes ♣ Oceans ♣ Seas <p>Relief features</p> <ul style="list-style-type: none"> ♣ Hills ♣ Mountains ♣ Plateau ♣ Valleys ♣ plains 	<ul style="list-style-type: none"> - Defining physical features. - Drawing and naming map symbols - Visiting some of the physical features in the neighbourhood. 	Pictures from text books.	<p>s.s.t syllabus pg 5</p> <p>Fountain s.s.t pg 10</p> <p>Monitor</p> <p>s.s.t pg 5.</p>	
			Influence of physical features on climate of animals	<ul style="list-style-type: none"> - Tells how physical features influence climate. - Tells how physical features affect animal life 	<ul style="list-style-type: none"> ♣ A diagram showing the formation of relief rainfall. <p>How physical features affect animal life.</p> <ul style="list-style-type: none"> ♣ Some provide water to animals. ♣ Some provide shelter ♣ Some provide food. 	<ul style="list-style-type: none"> - Telling how physical features affect climate 	<p>Charts</p> <p>Text books</p>	Mk bk 4 pg 21.	
			Dangers of physical features / Uses of physical features.	<ul style="list-style-type: none"> - Give s dangers of physical features. - Tells uses of physical features. 	<p>Uses of physical affect animal life.</p> <ul style="list-style-type: none"> ♣ They attract tourists. ♣ 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. <p>Dangers</p>	<p>Identifying dangers and uses of rainfall</p>	<p>A chart showing relief rainfall</p>	<p>s.s.t syllabus pg 5</p> <p>Fountain sst pupil's book 4 pg 10.</p> <p>Mk standard sst ppls bk 4 pg 21</p>	

					<ul style="list-style-type: none"> ♣ Mountains causes landslides. ♣ Some physical features hide dangerous wild animals. ♣ Some mountains erupt cause death. 				
5	3 & 4	PHYSICAL FEATURES IN OUR DISTRICT	CARING FOR PHYSICAL FEATURES.	<ul style="list-style-type: none"> - Gives ways of caring for physical features. - Names organizations that help to protect the physical features. - Gives the activities of NEMA and NFA. 	<p>Ways of protecting the environment.</p> <ul style="list-style-type: none"> ♣ Avoid pollution ♣ Avoid swamp drainage ♣ Laws against environmental degradation should be put in place. ♣ Avoid over cultivation on mountain slopes. <p>Organizations</p> <ul style="list-style-type: none"> ♣ NEMA ♣ NFA <p>Activities of NEMA &NFA.</p> <ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> - Listening ways of protecting physical features. - Writing NEMA &NFA in full. 	<ul style="list-style-type: none"> - Text books - Charts in the classroom. 	s.s.t syllabus pg 5 Teacher's collection.	
		WEATHER	Elements of weather	<ul style="list-style-type: none"> - Defines weather. - Tells elements of weather. - Describes people who study about weather conditions. - Names the main meteorological centre. 	<p>Weather is the condition of the atmosphere at a given time place</p> <p>Elements / factors/ weather makers.</p> <ul style="list-style-type: none"> - Rainfall - Temperature - Wind 	<p>Defining weather</p> <ul style="list-style-type: none"> - Telling the elements of weather 	<p>A weather</p> <p>Chart</p> <p>Environment.</p>		

					<ul style="list-style-type: none"> - Sunshine - Air pressure - Cloud cover - Humidity - Meteorologists slidy - Entebbe – main meteorological centre. 				
6	1	Weather	Temperature	<ul style="list-style-type: none"> - Defines temperature. - Tells how temperature is measured - Names types of thermometers. - Identifies liquids used in thermometers. 	<ul style="list-style-type: none"> ♣ 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. <p>Types of thermometers</p> <ul style="list-style-type: none"> ♣ Six's thermometer minimum & maximum thermometer. ♣ Clinical thermometer liquid used ion thermometers ♣ Mercury ♣ Alcohol 	<ul style="list-style-type: none"> - Defining temperature - Naming the instruments that measure - Identifying liquids used in thermometer - Naming types of thermometers. 	<ul style="list-style-type: none"> - Pictures from text bks - Environment - Charts 	Mk bk 4 Pg 27	
	2 & 3 & 4		Sun shine & rain fall	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ♣ 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 <p>Weather instruments Sun shine – sunshine recorder Rain fall – Rain gauge</p> <p>Uses of sunshine</p> <ul style="list-style-type: none"> ♣ Dries clothes & 	<ul style="list-style-type: none"> - Defining sunshine and rainfall. - Drawing - Observing 	Charts Text books	Mk sstbk 4 pg 29 and 22.	

					<ul style="list-style-type: none"> ♣ crops ♣ Solar energy production etc <p>Uses of rainfall</p> <ul style="list-style-type: none"> ♣ Softens the ground for easy cultivation. ♣ Main source of water etc. <p>Dangers of sun shine</p> <ul style="list-style-type: none"> ♣ Too much sun shine spoils our crops etc <p>Dangers of rainfall</p> <ul style="list-style-type: none"> ♣ Land slides ♣ Floods ♣ Death etc. <p>Processes</p> <ul style="list-style-type: none"> ♣ Evaporation ♣ Transpiration ♣ Condensation 			
7	1		Types of rainfall and their formation.	<ul style="list-style-type: none"> - Identifies the types of rainfall. - Describes the formation of rain fall 	<p>Types of rainfall</p> <ul style="list-style-type: none"> ♣ Relief rainfall ♣ Convectional rainfall. ♣ Cyclonic rainfall <p>Formation</p> <ul style="list-style-type: none"> ♣ Relief formed and received in highlands. ♣ Convectional round water bodies and forests. ♣ Cyclonic – formed and received in plains 	<ul style="list-style-type: none"> - Identifying types of rainfall. - Describing the formation of rainfall 	<p>Charts</p> <p>Text books</p>	Mk primary sstbk 4 pg 20.
	2		Measuring rainfall	<ul style="list-style-type: none"> - Tells units for measuring rainfall. - Identify draws a rain gauge 	<ul style="list-style-type: none"> ♣ Rainfall is measured in millimeters. ♣ Rain gauge is used to measure rainfall ♣ 	<ul style="list-style-type: none"> - Telling units for measuring rain fall. - drawing 	<p>Charts</p> <p>Text books</p>	Mk primary sstbk 4 pg 22.

3 & 4	WEATHER	WIND	<ul style="list-style-type: none"> - Defines wind - Tells types of wind - Uses of wind - Dangers of wind 	<p>Wind is moving air.</p> <p>Types of wind</p> <ul style="list-style-type: none"> ♣ Galley wind ♣ Hurricane wind ♣ Land and sea breezes. <p>Uses of wind</p> <ul style="list-style-type: none"> ♣ For winnowing ♣ Formation of rainfall ♣ Moves boats ♣ Pollinates flowers ♣ Dries away bad smell <p>Dangers of wind</p> <p>Too much wind;</p> <ul style="list-style-type: none"> ♣ Force boats to capsize ♣ Speeds up spread of diseases ♣ Pollutes the atmosphere. ♣ Leads to soil erosion ♣ Blows roofs off our houses. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Identifies weather instruments for measuring wind - Draws and names weather instruments for wind 	<ul style="list-style-type: none"> ♣ Wind vane –wind direction ♣ Wind sock- strength of wind/ direction ♣ Anemometer – wind speed 	<ul style="list-style-type: none"> Identifying instruments for measuring wind Visiting a weather station drawing 	Charts	Mk bk 4 pg 25	
	2	WEATHER	Clouds	<ul style="list-style-type: none"> - Defines clouds - Tells types of clouds. - Tells importance and dangers of clouds. 	<p>Clouds are droplets of water vapour which keep floating in the atmosphere</p> <p>Types of clouds</p> <ul style="list-style-type: none"> ♣ Nimbus ♣ Cirrus ♣ Stratus ♣ Cumulus ♣ Cumulo- nimbus 	<ul style="list-style-type: none"> - 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	

					Importance of clouds. <ul style="list-style-type: none"> ♣ Keep earth warm etc Dangers <ul style="list-style-type: none"> ♣ Cause rushing of aero planes ♣ Heavy storms etc 				
	3	WEATHER	Influence of weather on people's activities	<ul style="list-style-type: none"> - Gives ways how weather affects people's activities 	<ul style="list-style-type: none"> ♣ 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	<ul style="list-style-type: none"> - Defines a Stevenson screen. - Draws a Stevenson screen. - Identifies weather instruments kept in a Stevenson screen 	<ul style="list-style-type: none"> ♣ A wooden box / structure for keeping delicate weather instruments ♣ Thermometers ♣ Barometer ♣ Hygrometer 	<ul style="list-style-type: none"> - Drawing - Defining Stevenson screen. - Identifying 	Chart pictures from text books	Mk sst bk 4 pg 33.	
9	1	WEATHER	Seasons and corresponding activities	<ul style="list-style-type: none"> - Defines seasons - Identifies the period season last. - Tells the number of seasons in a year. - Tells activities done in each season by farmers. 	<ul style="list-style-type: none"> ♣ 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 <ul style="list-style-type: none"> ♣ Dry season ♣ Harvesting ready crops ♣ Drying yields ♣ Ploughing 9 	<ul style="list-style-type: none"> - Defining seasons - Identifying seasons. - Telling activities done 	Text books	Mk bk 4 pg 34 - 35	

					preparing land. ♣ Seed storing ♣ Repairing machines. Wet season ♣ Planting, spraying, weeding, pruning				
				-	♣				

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 5	VEGETATION IN OUR DISRITCT	VEGETATION	<ul style="list-style-type: none"> ♣ 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 	<p>Vegetation is the plant cover of an area.</p> <p>Kinds of vegetation</p> <ul style="list-style-type: none"> - Forest - Swamps - Bushes - Crops grass <p>Uses of vegetation</p> <ul style="list-style-type: none"> - 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. <p>How people affect vegetation.</p> <ul style="list-style-type: none"> - Through bush burning - Through over grazing. - Through afforestation. - Through deforestation. 	<ul style="list-style-type: none"> - 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	

					<ul style="list-style-type: none"> - Through over cultivation. - Through pollution. - Through construction of roads. - Through building houses - Through industrialization <p>Ways of caring for vegetation.</p> <ul style="list-style-type: none"> - A void pollution - Practice afforestation and re-afforestation - Watering vegetation - Fencing - Mulching - A void bush burning 			
2	1 to 5	PEOPLE IN OUR DISTRICT	The stone age	<ul style="list-style-type: none"> ♣ 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. 	<p>Stone age is the period when early man used stone tools.</p> <p>Stages.</p> <ul style="list-style-type: none"> ♣ Early stone age / old ♣ The middle stone age ♣ The new Stone Age / late stone age period. <p>Old stone age. Needs of man in this stage.</p> <ol style="list-style-type: none"> i) Shelter ii) Food <p>Tools used</p> <ul style="list-style-type: none"> ♣ Hand axe 	<ul style="list-style-type: none"> - 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.

				<ul style="list-style-type: none">♣ Bolas♣ Pits and holes♣ Sharp pointed sticks. <p>Milled stone age.</p> <ul style="list-style-type: none">♣ Discoveries include.♣ Fire, skins and leaves, pots buried the dead, tools were made better. <p>New / late stone age</p> <ul style="list-style-type: none">♣ Built huts♣ Tools made better♣ Iron♣ Drawing and painting e.g. in Nyero Rock paintings. <p>The iron age.</p> <ul style="list-style-type: none">♣ 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. <p>Ways food was got.</p> <p>Examples of food eaten by early man e.g.</p> <ul style="list-style-type: none">♣ Raw meat♣ Some plant leaves♣ Some insects.♣ Delicious roots and stems. <p>stone age sites are places where man is believed to have lived.</p> <p>Examples of stone age sites</p> <ul style="list-style-type: none">♣ Parara♣ Luzira♣ Magosi				
--	--	--	--	---	--	--	--	--

3	1 to 5		Ethnic groups	<ul style="list-style-type: none"> ♣ 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. 	<p>An ethnic group is a group of people with the same origin and speak almost the same language.</p> <p>Examples of ethnic groups.</p> <ul style="list-style-type: none"> - Bantu - Nilotics - Nil Hamites - Describe the movement - Patterns of the ethnic groups. <p>Causes of ethnic groups migration.</p> <ul style="list-style-type: none"> - Over population - Shortage of land - Drought - Civil wars. - Epidemic diseases etc. <p>Factors that influence the settlement patterns.</p> <ul style="list-style-type: none"> - Soil fertility - Rainfall - Security - Jobs - Vegetation - Climate <p>Major economic activities</p> <p>Bantu</p> <ul style="list-style-type: none"> - Farming <p>Nilotics</p> <ul style="list-style-type: none"> - Pastoralism <p>Nilo HAMITES.</p> <ul style="list-style-type: none"> - Pastoralism <p>Hamites</p> <ul style="list-style-type: none"> - pastoralism 	<ul style="list-style-type: none"> - Stating factors that influence the settlement patterns. - Stating the major economic activities carried out by different ethnic groups. 			
---	--------------	--	---------------	--	--	--	--	--	--

		PEOPLE IN OUR DISTRICT	Ethnic groups.		<ul style="list-style-type: none"> - Tribes found in different ethnic groups. <p>Bantu</p> <ul style="list-style-type: none"> - Baganda - Bakiga - Basoga - Banyankole etc. <p>Nilotics</p> <ul style="list-style-type: none"> - Acholi - Alur - Lugbar - Japadholas <p>Nilohamites.</p> <ul style="list-style-type: none"> - Karimojong - Sebei - Kumam <p>Hamites</p> <ul style="list-style-type: none"> - Bahima - Batutsi <p>Legends told by different ethnic groups.</p> <p>Bantu</p> <ul style="list-style-type: none"> - Kintu and Nambi - Isaza and Nyamiyonga - Njabala - Mundu and Sera (the first Mugishu) <p>Nilotics</p> <ul style="list-style-type: none"> - The spear and the bead. 	<ul style="list-style-type: none"> - Mention tribes found in different ethnic group [s. - do - - Tell some legends told by different ethnic groups. - do - 			
4	1 to 5	PEOPLE IN OUR DISTRICT	Economic activities	<ul style="list-style-type: none"> ♣ explain what economic activities are ♣ outline the different economic activities carried out in our district ♣ Define commercial centers. 	<p>These are activities done by people to get Money.</p> <p>Examples</p> <p>Modern</p> <ul style="list-style-type: none"> - Trade - Office work - Teaching - Nursing etc 	<p>State the importance of economic activities</p> <ul style="list-style-type: none"> - List the social activities in our district 			

		PEOPLE IN OUR DISTRICT	Economic activities	<ul style="list-style-type: none"> ♣ 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. 	<p>Traditional</p> <ul style="list-style-type: none"> - Pottery - Fishing - Farming - Craft making - Black smithing - Brick making <p>Problems faced by people in carrying out economic activities</p> <ul style="list-style-type: none"> - Thieves - Insecurity - Diseases. - Poor health - Poor transport - Lack of enough skills - Climate / weather changes. - Laziness of people - Poverty - Un stable prices of commodities. 	<ul style="list-style-type: none"> - State the importance of social activities. - State the factors contributing to people's way of life. 			
		PEOPLE IN OUR DISTRICT	Economic activities		<p>Importance of economic activities</p> <ul style="list-style-type: none"> - Help people to get Money. - Create employment - Promote unity - They break boredom - They impart life skills among people. <p>Social activities in our district.</p> <ul style="list-style-type: none"> - Introduction in Marriage. - Wedding - Naming of children - Circumcision - Burial of the dead - Initiation of children. 	-			

					<ul style="list-style-type: none"> - Entertainment. - Dressing. - 				
5	1 to 5	PEOPLE IN OUR DISTRICT	Social activities	<ul style="list-style-type: none"> ♣ Factors contributing to people's way of life. ♣ Outline the importance of social activities. ♣ States factors contributing to people's way of life. ♣ Defining commercial centres. ♣ States examples of commercial centres. 	<p>Importance of social activities.</p> <ul style="list-style-type: none"> - 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. <p>Factors contributing to people's way of life.</p> <ul style="list-style-type: none"> - Work - Availability of food - Security - Education - Diseases - Un employment - Poverty - Trade - Transport - Communication - Commercial centres. <p>These are places where most economic activities take places.</p> <p>Examples of commercial centres.</p> <ul style="list-style-type: none"> - Big markets - Banks - Hospital schools - Industries etc. 	<ul style="list-style-type: none"> - 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. 			

WK	PD	THEME	TOPIC	COMPETENCES	CONTENT	ACTIVITIES	T/L AIDS	REF	REM
1	1 & 5	OUR LEADERS IN THE DISTRICT	DISTRICT LEADERSHIP	<ul style="list-style-type: none"> ♣ Learners defined decentralization. ♣ 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. 	<ul style="list-style-type: none"> - 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). <p>TYPES OF LEADERS.</p> <ul style="list-style-type: none"> - Appointed leaders. - Elected leaders. - Cultural leaders. - Religious leaders. - Voluntary leaders (appointed by the district service commission) <p>Members that make up the district local council</p> <ul style="list-style-type: none"> - Chair person. - Sub-country councilors. - 2 youth councilors - 2 councilors for the disabled. <p>Different departments and their roles.</p> <ul style="list-style-type: none"> - District chairperson (LCV) 	<ul style="list-style-type: none"> - 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 	<p>- A chart showing the a map of your district</p>	<p>s.s.t syllabus pg 2</p> <p>Fountain s.s.t Mk ppsbk 4 pg 2</p> <p>rs.s.tbk 4 Atlas.</p>	

				<ul style="list-style-type: none"> - District speaker. - CEO - DDE - DVO - DPC - RDC - DFO <p>Qualities of a good leader.</p> <ul style="list-style-type: none"> - Ability - Kindness. - Approachable - Tolerant - Understanding - Operative - Confident - Responsible - Careful <p>How people acquire leadership</p> <ul style="list-style-type: none"> - By appointment - Through inheritance - By voluntarism <p>People's rights in a district</p> <ul style="list-style-type: none"> - 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. <p>Responsibilities of people in our district.</p>	<p>rights in a district</p> <ul style="list-style-type: none"> - Suggesting people's responsibilities in the district. 			
--	--	--	--	---	---	--	--	--

					<ul style="list-style-type: none"> - 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 5		How law and order is kept in our district	<ul style="list-style-type: none"> - 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. 	<p>Groups that provide security</p> <ul style="list-style-type: none"> ♣ Police ♣ Army ♣ Private security guards. ♣ Prisons ♣ Local council ♣ Uganda's army in Uganda. ♣ People defence forces. <p>Departments of the police</p> <ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> - 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 standared s.s.t book 4 pg 63.

					<p>police)</p> <ul style="list-style-type: none"> ♣ The police is under the ministry of internal affairs. ♣ The Army is under the ministry of defence. <p>Functions of the police</p> <ul style="list-style-type: none"> ♣ It investigates on crimes. ♣ Stops riots. ♣ Puts out fire ♣ Locates lost and crushed planes. ♣ Arrest wrong does ♣ Protects people and their property. <p>Functions of the prisons.</p> <ul style="list-style-type: none"> ♣ 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	<ul style="list-style-type: none"> ♣ 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 	<p>Social services.</p> <ul style="list-style-type: none"> - These are benefits given to people to live a good life. <p>Groups of people who provide social services.</p>	<ul style="list-style-type: none"> - Define social services. - Give examples of social services - Mention groups of people who 	Text books social services centres in our environment	Monitor s.s.t pupils bk 4 pg 50 – 59	Fountain S.S.T bk 4

				<p>are.</p> <p>♣ State ways of caring for social services.</p>	<ul style="list-style-type: none"> - Government - Local leaders - Doctors / medical workers - Teachers. - Veterinary officers. - Farmers. - Bankers. - Carpenters. - Security organs. - Parents. - Shop keepers. <p>Examples of social services.</p> <ul style="list-style-type: none"> - Education services. - Medical services. - Security services - Transport services. - Water services. - Banking services - Road maintenance - Postal and communication services. <p>Problems faced by people in meeting their needs.</p> <ul style="list-style-type: none"> - Embezzlement - Poverty - bad weather - Shortage of food. - Theft - Corruption - Irresponsibility - Laziness - Over population - Accidents - Diseases 	<p>provided social services.</p> <ul style="list-style-type: none"> - Draw different social services centres. - Visiting some social services centres. - Matching social service. - Discussing ways and means of reducing poverty - Visiting any nearby services centre observes and record services. - Suggesting things that destroy our social services centres. 		<p>Primary s.s.t Uganda bk 4 pg 58</p>	
--	--	--	--	--	--	---	--	--	--

					<ul style="list-style-type: none"> - Insecurity. <p>Solutions</p> <ul style="list-style-type: none"> - 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. <p>Social services centres.</p> <p>These are places where social services can be got.</p> <p>Examples</p> <ul style="list-style-type: none"> - Schools - Health centres - Banks - Markets - Places of worship. - Police stations - Post offices - Public offices. <p>Ways of caring for social service centres.</p> <ul style="list-style-type: none"> - Respecting people who care for social 				
--	--	--	--	--	---	--	--	--	--

					<ul style="list-style-type: none"> - services. - Avoid misuse of public office. - Mobilizing communities. - Cleaning social service centres. 				
4	1 to 5	How to meet people's needs in our district	Sources of revenue in providing social services.	<ul style="list-style-type: none"> ♣ 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. 	<p>REVENUE</p> <p>Revenue is money for the government.</p> <p>Sources of government revenue</p> <ul style="list-style-type: none"> - Takes - Loans - Grants - Tourism - Profit from its companies. - Donations. - Court fines. <p>The body responsible for collection of revenue in the country is <u>Uganda Revenue Authority</u></p>	<ul style="list-style-type: none"> - Define revenue - Give the sources of revenue - Write URA in full - Give Uganda's major export 	Our environment	Teacher's collection	