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| NAME |  |
| TSC NO. |  |
| SCHOOL |  |

**SOCIAL STUDIES SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | Natural AndBuilt Environmen ts | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to:identify the four cardinal points of a compass | How couldwe tell direction of places? | Learners are guided to:Brainstorm inpairs 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 | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to:use the four cardinalpoints to give direction of places | How couldwe tell direction of places? | Draw and label thefour cardinal points Think, pair and share the eight compass points Practice giving direction using theeight compass points | Compass Longhorn social studies grade 4page 4-8 |  |  |
|  | **3** | Natural AndBuiltEnvironments | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to:identify the eight compass points | How couldwe give direction of places using a compass? | Draw and label thefour cardinal points Think, pair and share the eight compass points Practice giving direction using theeight compass points | CompassLonghorn social studies grade 4 page 8-10 |  |  |
| **2** | **1** | Natural AndBuiltEnvironments | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to: | How could we give direction ofplaces using | Practice giving direction using the eight compass points Play computer games | Compass Longhorn social studies grade 4page 8-10 |  |  |

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|  |  |  |  | use the eightcompass points to show direction on a map | a compass? | on compass direction for enjoymentDraw and label the eight compass points |  |  |  |
|  | **2** | Natural AndBuiltEnvironments | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to:use the eightcompass points to show direction on a map | How could we give direction ofplaces usinga compass? | Practice giving direction using the eight compass points Play computer games on compass direction for enjoymentDraw and label the eight compass points | Compass Longhorn social studies grade 4page 8-10 |  |  |
|  | **3** | Natural AndBuiltEnvironments | NaturalEnvironmen t Compass Direction | By the end of thesub strand, the learner should be able to:appreciate the use of eight compass rose ineveryday life | How could we give direction ofplaces using a compass? |  | Compass Longhorn social studies grade 4page 8-10 |  |  |
| **3** | **1** | Natural AndBuiltEnvironments | Locationand size of the County | By the end of thesub strand, the learner should be able to:identify sub countiesin the county | Which counties neighbor ourcounty? | Learners are guided to:Brainstorm in groupsand identify sub- counties in their County | Compass Longhorn social studies grade 4page 11-12 |  |  |
|  | **2** | Natural AndBuiltEnvironments | Locationand size of the County | By the end of thesub strand, the learner should be able to: | Whichcounties neighbor our county? | Use relevant map inprint or online to identify the location of the County in relation to | CompassLonghorn social studies grade 4 page 11-12 |  |  |

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|  |  |  |  | locate the county in relation toneighbouring counties |  | neighbouring counties |  |  |  |
|  | **3** | Natural AndBuiltEnvironments | Locationand size of the County | By the end of thesub strand, the learner should be able to:estimate the size of the county in relation to neighbouring counties | Which counties neighbor ourcounty? | Trace out, color anddisplay the map of theCounty in class. | Compass Longhorn social studies grade 4page 11-12 |  |  |
| **4** | **1** | Natural AndBuiltEnvironments | Locationand size of the County | By the end of thesub strand, the learner should be able to:estimate the size of the county in relation to neighbouring countieappreciate locationand size of the county in relation to neighboring counties | Whichcountiesneighbor our county? | Trace out, color anddisplay the map of theCounty in class. | CompassLonghorn socialstudies grade 4 page 13-14 |  |  |
|  | **2** | Natural AndBuiltEnvironments | Physical features in the County | By the end of thesub strand, the learner should be able to:identify the main physical features in the County | What are themain physical featuresfound in ourCounty? | Learners are guided to:Explore the schoolneighborhood to identify and record*(drawing, taking photographs)* the main physical featuresin the county(*Vegetation*, *mountains, hills, rivers, lakes, oceans, valleys and plains)* | Longhorn social studies grade 4 page 14-17 |  |  |

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|  | **3** | Natural AndBuiltEnvironments | Physicalfeatures in theCounty | By the end of thesub strand, the learner should be able to:examine the importance of the main physical features in the County | How important are the physicalfeatures in out County? | Model some of the main physicalfeatures in the countyDisplay pictures or models of the main physical features in the county in class | Longhorn social studies grade 4 page 18 |  |  |
| **5** | **1** | Natural AndBuiltEnvironments | Physicalfeatures in theCounty | By the end of thesub strand, the learner should be able to:adopt responsible behavior to conservethe physical features | Howimportant arethe physical features in out County? | Find out from parents orguardians how toconserve the main physical features in the county and report | Longhorn socialstudies grade 4page 18 |  |  |
|  | **2** | Natural AndBuiltEnvironments | Seasons in theCounty | By the end of thesub strand, the learner should be able to:recognize seasons experienced in the county | Whichseasons are experienc ed in our County? | Learners are guided to:Use appropriate mediaand brainstorm in groups about seasons experienced in the County*. (Hot**, cold, dry and rainy season*) | Longhorn socialstudies grade 4 page 21 |  |  |
|  | **3** | Natural AndBuiltEnvironments | Seasons in theCounty | By the end of thesub strand, the learner should be able to:explain how seasons influence human activities in the county | How dodifferent seasons influence human activities in our county? | Sing songsabout seasons experienced in the County activities associatedwith the present season | Longhorn socialstudies grade 4 page 21-24 |  |  |

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| **6** | **1** | Natural AndBuiltEnvironments | Seasons in theCounty | By the end of thesub strand, the learner should be able to:explain how seasonsinfluence human activities in the countyappreciate thedifferent seasons experienced in the county | How dodifferent seasonsinfluence human activities in our county? | Sing songsabout seasons experienced inthe Countyactivities associatedwith the present season | Longhorn socialstudies grade 4 page 21-24 |  |  |
|  | **2** | Natural AndBuiltEnvironments | **Built****Environments** Historic built environmentsin the County | By the end of thesub strand, the learner should be able to: identify the main historic built environments in the County | Which arethe main historic built environme nts in our County? | Learners are guided to:Think, pair and sharethe main historicbuilt environments in the County *(Museums,**monuments, Cultural centres)*Use appropriate media to identify historic built environments in the county | Longhorn socialstudies grade 4 page 27-28 |  |  |
|  | **3** | Natural AndBuiltEnvironments | Built Environments Historic builtenvironments in the County | By the end of thesub strand, the learner should be able to:state the importanceof the main historic built environments in | Which are the main historicbuilt environme nts in our County? | Visit some of thehistoric built environments and record *(take photographs, audio tape conversations on the environments or* | Longhorn social studies grade 4 page 27-28 |  |  |

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|  |  |  |  | the County |  | *take notes)*Create a picture booklet on the historic built environments |  |  |  |
| **7** | **1** | Natural AndBuiltEnvironments | Built Environments Historic builtenvironments in the County | By the end of thesub strand, the learner should be able to:state the importanceof the main historic built environments in the County | How could we care for the mainhistoric built environments in our County? | Visit some of thehistoric built environments and record *(take photographs, audio tape conversations on the environments or take notes)*Create a picture booklet on the historic built environments | Longhorn social studies grade 4 page 29- |  |  |
|  | **2** | Natural AndBuiltEnvironments | BuiltEnvironmentsHistoric builtenvironments in the County | By the end of thesub strand, the learner should be able to:state ways of caringfor historic built environments in the County | How could we care forthe mainhistoric built environments in our County? | Discuss with parents or guardians on the historicbuilt environments inthe county | Longhorn social studies grade 4page 30- |  |  |
|  | **3** | Natural AndBuiltEnvironments | Built Environments Historic builtenvironments in the County | By the end of thesub strand, the learner should be able to:Participate in caring for the historic builtenvironments in the county. | How could we care for the mainhistoric built environments in our County? | Participate in caring for historic built environments within the locality as service learning. Develop acommunication messageon the importance of caring for historic built environments | Longhorn social studies grade 4 page 31 |  |  |
| **8** | **1** | People AndPopulation | 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 |  |  |

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|  |  |  | people | should be able to:identify ways in which people depend on each other in the County | Countydepend on each other? | for the meaning of interdependenceUse appropriate media to identify ways inwhich people depend oneach other in the county | page 33-34 |  |  |
|  | **2** | People AndPopulation | Inter-dependence of people | By the end of thesub strand, the learner should be able to: investigate the benefits of inter- dependence ofpeople in the County appreciate interdependence of people in the County | Why should we support each other inthe County? | Recite a poem about the importance of inter-dependence ofpeopleFind out from parents and guardians about the importance of inter-dependence ofpeople and report back. | Longhorn social studies grade 4 page 35-37 |  |  |
|  | **3** | People AndPopulation | Populationdistribution | By the end of the substrand, the learner should be able to:describe population distribution in the Countyrecognize common patterns ofpopulation distribution in the county | How is the population spread out inour county? | learners are guided to:Use key words to findout the meaning of population distribution*(sparsely, uneven,**densely* | Longhorn social studies grade 4 page 41-46 |  |  |
| **9** | **1** | People AndPopulation | Population | By the end of thesub strand, the | How is thepopulation | Use the map of thecounty to plot patterns | Longhorn socialstudies grade 4 |  |  |

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|  |  |  | distribution | learner should beable to:describe patterns ofpopulation distribution in the countyappreciate population distribution in the county | spread out in our county? | of population distributionDisplay the map in the appropriate learning corner | page 41-46 |  |  |
| **14** | **CONTINOUS ASSESSMENT TEST** |