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| NAME |  |
| TSC NO. |  |
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**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 And  Built Environmen ts | Natural  Environmen t 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  Environmen t 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  Environmen t 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  Environmen t 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 |  |  |

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|  |  |  |  | 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  Environmen 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  Environmen 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 |  |  |

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|  |  |  |  | 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*(drawing, taking photographs)* the main physical features  in 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 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 experienc ed in our County? | Learners are guided to:  Use appropriate media  and brainstorm in groups about seasons experienced in the County*. (Hot*  *, cold, dry and rainy season*) | 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 |  |  |

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| **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 environme nts in our County? | Learners are guided to:  Think, pair and share  the main historic  built environments in the County *(Museums,*  *monuments, Cultural centres)*  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 environme nts in our County? | Visit some of the  historic 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 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 *(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 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 |  |  |

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|  |  |  | 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  *(sparsely, uneven,*  *densely* | 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 |  |  |

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|  |  |  | 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** | **CONTINOUS ASSESSMENT TEST** | | | | | | | | |