



SOCIAL STUDIES SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

School	Grade	Learning Area	Term	Year
	4	Science Technology	2	

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Culture And Social Organizations	Culture Aspects of Traditional Culture in the County	By the end of the sub-strand, the learner should be able to: identify aspects of traditional culture in the County	What are the aspects of traditional culture?	Brainstorm in pairs to identify aspects of traditional culture in the County. (<i>dressings, food, housing, artefacts, sports and games, festivals and ceremonies</i>)	Longhorn social studies grade 4 page 52-56	Asking and answering question	
	2	Culture And Social Organizations	Culture Aspects of Traditional Culture in the County	By the end of the sub-strand, the learner should be able to: describe aspects of traditional culture in the County	What are the aspects of traditional culture?	Work in groups to describe aspects of traditional culture in the County	Longhorn social studies grade 4 page 52-56	Asking and answering question	
	3	Culture And Social Organizations	Culture Aspects of Traditional Culture in the County	By the end of the sub-strand, the learner should be able to: examine the importance of aspects of traditional culture in the County	Why is culture important to us?	Discuss in groups the importance of aspects of traditional culture in the County.	Longhorn social studies grade 4 page 57-59	Asking and answering question	
2	1	Culture And Social Organizations	Culture Aspects of Traditional Culture in the	By the end of the sub-strand, the learner should be able to: appreciate aspects of	Why is culture important to us?	Collect and record aspects of traditional culture in the community. (<i>pictures</i>	Longhorn social studies grade 4 page 57-59		

			County	traditional culture in the County		,songs, artefacts, dress, food, paintings) Display different aspects of traditional culture in class Conduct peer assessment of the displays.			
	2	Culture And Social Organizations	The school	By the end of the sub-strand, the learner should be able to: narrate the history of the school	How was our school started?	Carry out a research on “The history of the school” Share the history of the school with others in class	Longhorn social studies grade 4 page 57-59	Asking and answering question	
	3	Culture And Social Organizations	The school	By the end of the sub-strand, the learner should be able to: interpret the school motto and core values of the school	In which ways can we exhibit core values of our school?	Create a journal on the history of the school Use digital devices to develop a poster on the school motto and core values and display it in class	Longhorn social studies grade 4 page 62-64	Asking and answering question	
3	1	Culture And Social Organizations	The school	By the end of the sub-strand, the learner should be able to: describe the daily routine of the school uphold the core values of the school	How is our school daily routine?	Peer assess the best poster Create a school daily routine chart Sing songs on the school achievements	Longhorn social studies grade 4 page 64-68	Asking and answering question	
	2	Resources And Economic Activities	Resources in the County	By the end of the sub-strand, the learner should be able to: identify the main resources found in the	How could we conserve the resources found in the county?	Use appropriate media to identify the main resources found in the county Write a report on the	Longhorn social studies grade 4 page 69-70	Asking and answering question	

				county		identified main resources found in the county			
	3	Resources And Economic Activities	Resources in the County	By the end of the sub-strand, the learner should be able to: develop desire to conserve resources in the county	How could we conserve the resources found in the county?	Collect and display samples of resources in learning corners. (<i>observe safety</i>) Brainstorm in groups on how to conserve the resources found in the county	Longhorn social studies grade 4 page 69-70	Asking and answering question	
4	1	Resources And Economic Activities	Economic activities in the County	By the end of the sub-strand, the learner should be able to: identify the main economic activities carried out in the county	How important are the economic activities in the county?	Use appropriate media to identify the main economic activities in the county	Longhorn social studies grade 4 page 69-70	Asking and answering question	
	2	Resources And Economic Activities	Economic activities in the County	By the end of the sub-strand, the learner should be able to: explain the importance of main economic activities carried out in the county	How important are the economic activities in the county?	Explore the local environment and use other sources to identify the main economic activities carried out Write a report on the identified main economic activities	Longhorn social studies grade 4 page 75-77	Asking and answering question	
	3	Resources And Economic Activities	Economic activities in the County	By the end of the sub-strand, the learner should be able to: develop desire to participate in	How important are the economic activities in the county?	Play relevant educational computer games on economic activities carried out in the county	Longhorn social studies grade 4 page 75-77	Asking and answering question	

				economic activities in the county		Discuss in groups the importance of main economic activities in the county.			
5	1	Resources And Economic Activities	Trade in the County	By the end of the sub-strand the learner should be able to: identify methods of trade in the county	What are the benefits of trade in the County?	Brainstorm in groups on methods of trade in the County (<i>Barter & Currency</i>)	Longhorn social studies grade 4 page 75-77	Asking and answering question	
	2	Resources And Economic Activities	Trade in the County	By the end of the sub-strand, the learner should be able to: explore the benefits of trade in the County	What are the benefits of trade in the County?	Discuss in pairs the benefits of trade in the County	Longhorn social studies grade 4 page 81-82	Asking and answering question	
	3	Resources And Economic Activities	Trade in the County	By the end of the sub-strand, the learner should be able to: appreciate lawful trading activities in the County	What are the benefits of trade in the County?	Visit a trading centre to learn more about trading activities and report back Role-play trading activities	Longhorn social studies grade 4 page 82-87	Asking and answering question	
6	1	Resources And Economic Activities	Industries in the County	By the end of the sub-strand, the learner should be able to: identify industries in the County	How could we benefit from industries in the County?	Brainstorm in pairs and identify industries in the County.	Longhorn social studies grade 4 page 88-91	Asking and answering question	
	2	Resources And Economic Activities	Industries in the County	By the end of the sub-strand, the learner should be able to:	How could we benefit from industries in	Discuss in groups the benefits of industries in the County.	Longhorn social studies grade 4 page 88-91	Asking and	

				explain the benefits of industries in the County	the County?	Visit and take photos or video clips of industries found in the County		answering question	
	3	Resources And Economic Activities	Industries in the County	By the end of the sub-strand, the learner should be able to: appreciate products from industries in the county	How could we benefit from industries in the County?	Create a journal of industries visited and share with others in class and school. Collect and display sample products from industries in the classroom	Longhorn social studies grade 4 page 92-93	Asking and answering question	
7	1	Resources And Economic Activities	Enterprise Project at school	By the end of the sub-strand, the learner should be able to: actively participate in initiating an enterprise project at school	How could we start an enterprise project at school?	Brainstorm in groups and identify enterprise project that can be undertaken at school	Longhorn social studies grade 4 page 95-96	Asking and answering question	
	2	Resources And Economic Activities	Enterprise Project at school	By the end of the sub-strand, the learner should be able to: actively participate in initiating an enterprise project at school	How could we start an enterprise project at school?	Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools. Plan for a viable enterprise project at school	Longhorn social studies grade 4 page 96-99	Asking and answering question	
	3	Resources And Economic Activities	Enterprise Project at school	By the end of the sub-strand, the learner should be able to: actively participate in an enterprise project at the school	How could we start an enterprise project at school?	Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools. Plan for a viable enterprise project at school	Longhorn social studies grade 4 page 96-99	Asking and answering question	

8	1	Resources And Economic Activities	Enterprise Project at school	By the end of the sub strand, the learner should be able to actively participate in an enterprise project at the school	How could we start an enterprise project at school?	Share responsibilities on the planned enterprise project. Discuss in groups ethical practices to be observed in managing the enterprise project money	Longhorn social studies grade 4 page 96-99	Asking and answering question	
	2	Resources And Economic Activities	Enterprise Project at school	By the end of the sub-strand, the learner should be able to: uphold ethics in managing the enterprise project money at the school	How could we manage the enterprise project i an honest way?	Share responsibilities on the planned enterprise project. Discuss in groups ethical practices to be observed in managing the enterprise project money	Longhorn social studies grade 4 page 101-102	Asking and answering question	
	3	Resources And Economic Activities	Enterprise Project at school	By the end of the sub-strand, the learner should be able to: appreciate collective efforts in the success of enterprise project at school	How could we manage the enterprise project i an honest way?	Undertake the enterprise project at school and evaluate its success. Participate in the school entrepreneurship week	Longhorn social studies grade 4 page 103-104	Asking and answering question	
9	1	Political Systems And Change	Community leaders	By the end of the sub-strand, the learner should be able to identify community leaders in the County	Who is a community leader?	Brainstorm in groups and identify leaders in the community (<i>Council of Elders, Religious and Cultural Leaders</i>)	Longhorn social studies grade 4 page 107-112	Asking and answering question	
	2	Political Systems And Change	Community leaders	By the end of the sub-strand, the learner should be able to: state the duties of community leaders in the County	Who is a community leader?	Discuss in groups duties of community leaders and do class presentation Find out qualities of a	Longhorn social studies grade 4 page 113-118	Asking and answering question	

						good leader from the community and other sources			
	3	Political Systems And Change	Community leaders	By the end of the sub-strand, the learner should be able to: state qualities of a good leader in the community desire to support good community leadership in the County.	What are the qualities of a good leader in the community	Discuss in groups and identify qualities of a good leader in the community Role - play good leadership in the community	Longhorn social studies grade 4 page 113-118	Asking and answering question	
10-11	END OF TERM ASSESSMENT AND CLOSING								