

# SOCIAL STUDIES SCHEMES OF WORK GRADE 4

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	Population Distribution	Describing patterns of population distribution in the county	By the end of the lesson the learner should be able to a. Define the term population. b. Observe pictures of population distribution across the country, c. appreciate population distribution in the county.	The learner is guided to: ● brainstorm what is population distribution,	1. How is the population spread out in our county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.41-44 Super Minds SST P.B Grd. 4 Pg.76-83	Oral questions, observation, Written tests	
	2		Describing patterns of population distribution in the county	By the end of the lesson the learner should be able to a. Describe how population is spread across the country. b. describe patterns of population distribution in the county, c. appreciate population distribution in the county.	The learner is guided to: ● brainstorm what is population distribution,	1. How is the population spread out in our county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.41-44 Super Minds SST P.B Grd. 4 Pg.76-83	Oral questions, observation, Written tests	
	3		Illustrating the patterns of population distribution in the county	By the end of the lesson the learner should be able to a. describe patterns of population distribution in the county, b. illustrate the patterns of population distribution in the county, c. appreciate population distribution in the county.	The learner is guided to: ● use a print map of the county to identify the patterns of population, distribution in the county, ● explain the patterns of population distribution in the county,	1. How is the population spread out in our county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.44-45 Super Minds SST P.B Grd. 4 Pg.83-87	Oral questions, observation, Written tests	

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2	1		Illustrating the patterns of population distribution in the county	By the end of the lesson the learner should be able to a. explain the meaning of population patterns, b. Analyze the patterns of population distribution in the county, c. appreciate population distribution in the county.	The learner is guided to: ● use a print map of the county to identify the patterns of population, distribution in the county, ● explain the patterns of population distribution in the county,	1. How is the population spread out in our county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.44-45 Super Minds SST P.B Grd. 4 Pg.83-87	Oral questions, observation, Written tests	
	2		Designing patterns of population distribution in the county	By the end of the lesson the learner should be able to a. describe patterns of population distribution in the county, b. Design the patterns of population distribution in the county, c. appreciate population distribution in the county.	The learner is guided to: ● use the map of the county to plot patterns of population distribution, ● draw a map of the county showing population distribution, ● display the map of the county in the appropriate learning corner.	1. How is the population spread out in our county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.45-45 Super Minds SST P.B Grd. 4 Pg.87-90	Oral questions, observation, Written tests	
	3	<b>SOCIAL ORGANIATION S</b>	Culture: Aspects of traditional culture in the county <b>- dressing</b> <b>- food</b> <b>- housing</b>	By the end of the lesson, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County d) appreciate aspects of traditional culture in the County	The learner is guided to: ● brainstorm aspects of traditional culture in the county,	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.47-51 Super Minds SST P.B Grd. 4 Pg.91-1010	Oral questions, observation, Written tests	
3	1		Culture: Aspects of traditional culture in the county <b>- artefacts</b> <b>- sports and games</b> <b>- festivals and ceremonies</b>	By the end of the lesson, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County c) appreciate aspects of traditional culture in the County	The learner is guided to: ● describe aspects of traditional culture in the county, ● collect and record aspects of traditional culture practiced in the community (pictures, songs, artefacts.),	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.47-51 Super Minds SST P.B Grd. 4 Pg.91-1010	Oral questions, observation, Written tests	

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	2		describing aspects of traditional culture in the county	By the end of the lesson, the learner should be able to: a) identify aspects of traditional culture in the County (dress and food) b) Analyze the aspects of traditional culture practiced in the county c) appreciate aspects of traditional culture in the County	The learner is guided to: ● describe aspects of traditional culture in the county, ● collect and record aspects of traditional culture practiced in the community (dress, food),	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.51-52 Super Minds SST P.B Grd. 4 Pg.101-107	Oral questions, observation, Written tests	
	3		describing aspects of traditional culture in the county	By the end of the lesson, the learner should be able to: a. identify aspects of traditional culture in the County (paintings and tools) b. illustrate aspects of traditional culture practiced in the county c. appreciate aspects of traditional culture in the County	The learner is guided to: ● describe aspects of traditional culture in the county, ● collect and record aspects of traditional culture practised in the community (paintings, tools),	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.51-52 Super Minds SST P.B Grd. 4 Pg.101-107	Oral questions, observation, Written tests	
4	1		Importance of traditional culture	By the end of the lesson, the learner should be able to: a) examine the importance of aspects of traditional culture in the County b) Discuss the importance of aspects of traditional culture in the county c) appreciate aspects of traditional culture in the County	The learner is guided to: ● discuss the importance of traditional culture in the county,	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.52-53 Super Minds SST P.B Grd. 4 Pg.108-111	Oral questions, observation, Written tests	
	2		Importance of traditional culture	By the end of the lesson, the learner should be able to: a) Give reasons why culture is important. b) record aspects of traditional culture practiced in the community c) appreciate aspects of traditional culture in the County	The learner is guided to: ● collect and record aspects of traditional culture practiced in the community (pictures, songs, artefacts, dress, food, paintings, tools), ● showcase different aspects of traditional culture practiced in the community.	1. What are the aspects of traditional culture? 2. Why is culture important to us?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.52-53 Super Minds SST P.B Grd. 4 Pg.108-111	Oral questions, observation, Written tests	

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	3	The school	The school – History of the school	By the end of the lesson, the learner should be able to: a) narrate the history of the school b) Create a class journal on the history of the school c) uphold the core values of the school	The learner is guided to: ● gather information on the history of the school from relevant personnel and share in class, ● discuss the history of the school with others in class.	How was our school started?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.54-65 Super Minds SST P.B Grd. 4 Pg.112-125	Oral questions, observation, Written tests	
5	1		School motto and core values	By the end of the lesson, the learner should be able to: a) interpret the school motto and core values of the school b) create posters on the school motto and core values c) uphold the core values of the school	The learner is guided to: ● use digital or print resources to find out the school values, ● develop a poster on the school values	In which ways can we exhibit core values of our school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.54-65 Super Minds SST P.B Grd. 4 Pg.112-125	Oral questions, observation, Written tests	
	2		The school routine	By the end of the lesson, the learner should be able to: a) describe the daily routine of the school b) sing songs about school achievement c) uphold the core values of the school	The learner is guided to: ● develop a poster on the school motto and display it in class, ● make a gallery walk and peer assess.	How is our school daily routine?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.54-65 Super Minds SST P.B Grd. 4 Pg.112-125	Oral questions, observation, Written tests	
	3	RESOURCES AND ECONOMIC ACTIVITIES	Resources in the County-main resources in the county	By the end of the lesson, the learner should be able to: a) Explore the main resources found in the county b) state ways of conserving resources found in the county c) develop desire to conserve resources in the county	The learner is guided to: ● brainstorm on the economic activities in the county, ● make posters on the economic activities carried out in the county.	How could we conserve resources found in the county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.66-68 Super Minds SST P.B Grd. 4 Pg.126-131	Oral questions, observation, Written tests	

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6	1		<b>Importance of economic activities carried out in the county</b>	By the end of the lesson, the learner should be able to: a) identify the main economic activities carried out in the county b) explain the importance of main economic activities carried out in the county c) develop desire to participate in economic activities in the county	The learner is guided to: ● discuss the importance of economic activities in the county.	How important are the economic activities in the county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.68-69 Super Minds SST P.B Grd. 4 Pg.132-135	Oral questions, observation, Written tests	
	2		<b>Participating in Economic activities in the county-</b>	By the end of the lesson, the learner should be able to: a) identify the main economic activities carried out in the county b) Participate in economic activities in the locality. c) develop desire to participate in economic activities in the county	The learner is guided to: ● participate in appropriate economic activities in the locality, ● create and recite poems or songs on the economic activities in their county.	How important are the economic activities in the county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.70 Super Minds SST P.B Grd. 4 Pg.135-136	Oral questions, observation, Written tests	
	3		<b>Conserving resources in the county</b>	By the end of the lesson, the learner should be able to: a) identify the main economic activities carried out in the county b) Participate in economic activities in the locality. c) develop desire to participate in economic activities in the county	The learner is guided to: ● participate in appropriate economic activities in the locality, ● create and recite poems or songs on the economic activities in their county.	How important are the economic activities in the county?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.70-71 Super Minds SST P.B Grd. 4 Pg.136-139	Oral questions, observation, Written tests	
7	1	<b>Industries in the county</b>	<b>Industries in the county</b>	By the end of the lesson, the learner should be able to: a) identify industries in the County b) state products from industries in the county c) explain the benefits of industries in the County	The learner is guided to: ● share the industries in the county, ● discuss the benefits of industries in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.72-77 Super Minds SST P.B Grd. 4 Pg.140-144	Oral questions, observation, Written tests	

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	2		<b>Industries in the county</b>	By the end of the lesson, the learner should be able to: a) Explore the industries in the County b) state products from industries in the county c) explain the benefits of industries in the County	The learner is guided to: ● share the industries in the county. ● discuss the benefits of industries in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.72-77 Super Minds SST P.B Grd. 4 Pg.140-144	Oral questions, observation, Written tests	
	3		<b>Locating industries in the county</b>	By the end of the lesson, the learner should be able to: a) identify the benefits of industries in the county. b) Locate industries in the county. c) explain the benefits of industries in the County	The learner is guided to: ● locate industries in the county, ● visit an industry to learn its benefits in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.77-79 Super Minds SST P.B Grd. 4 Pg.145-147	Oral questions, observation, Written tests	
8	1		<b>Benefits of Industries in the county</b>	By the end of the lesson, the learner should be able to: a) identify the benefits of industries in the county. b) Locate industries in the county. c) explain the benefits of industries in the County	The learner is guided to: ● locate industries in the county, ● visit an industry to learn its benefits in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.80-82 Super Minds SST P.B Grd. 4 Pg.148-151	Oral questions, observation, Written tests	
	2		<b>Industries in the county – products from industries in the county</b>	By the end of the lesson, the learner should be able to: a) explain the benefits of industries in the County b) Make posters of the industries visited and display. c) appreciate products from industries in the county	The learner is guided to: ● create a poster of the industry visited and display in class. ● Compose poems on the benefits of industries in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.80-82 Super Minds SST P.B Grd. 4 Pg.148-151	Oral questions, observation, Written tests	

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	3		<b>Industries in the county – products from industries in the county</b>	By the end of the lesson, the learner should be able to: a) explain the benefits of industries in the County b) Make posters of the industries visited and display. c) appreciate products from industries in the county	The learner is guided to: ● create a poster of the industry visited and display in class. ● Compose poems on the benefits of industries in the county.	How could we benefit from industries in the County?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.80-82 Super Minds SST P.B Grd. 4 Pg.148-151	Oral questions, observation, Written tests	
9	<b>HALF TERM</b>								
10	1	<b>Enterprise Project at School</b>	<b>Enterprise project at school – identifying and enterprise project</b>	By the end of the lesson, the learner should be able to: a. Define the term enterprise project in school. b. actively participate in initiating an enterprise project at school c. appreciate the importance of enterprise projects	Learners are guided to: ▪ Brainstorm in groups and identify enterprise project that can be undertaken at school. ▪ Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools.	How could we start an enterprise project at school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	
	2		<b>Enterprise project at school - identifying and enterprise project</b>	By the end of the lesson, the learner should be able to: a. Discuss the various projects undertaken in school. b. actively participate in an enterprise project at the school c. appreciate the importance of enterprise projects	Learners are guided to: ▪ Brainstorm in groups and identify enterprise project that can be undertaken at school. ▪ Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools.	How could we start an enterprise project at school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	
	3		<b>Planning and enterprise project at school</b>	By the end of the lesson, the learner should be able to: a. Describe the planning phase of an enterprise project. b. actively participate in planning of an enterprise project at the school c. appreciate the importance of enterprise projects	▪ Plan for a viable enterprise project at school.	How could we start an enterprise project at school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	

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11	1		<b>Sharing responsibility for an enterprise project</b>	By the end of the lesson, the learner should be able to: a. Describe the sharing of responsibility phase in enterprise project. b. actively participate in sharing responsibility in enterprise project at the school c. appreciate the importance of enterprise projects	<ul style="list-style-type: none"> <li>Share responsibilities on the planned enterprise project.</li> </ul>	How can we share responsibilities in an enterprise project at school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	
	2		<b>Managing and enterprise projects</b>	By the end of the lesson, the learner should be able to: a. explain ways of managing enterprise projects. b. uphold ethics in managing the enterprise project money at the school. c. appreciate collective efforts in the success of enterprise project at school	<ul style="list-style-type: none"> <li>Discuss in groups ethical practices to be observed in managing the enterprise project money.</li> </ul>	How could we manage an enterprise project in an honest way?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	
	3		<b>Upholding ethics in managing the enterprise project money at school</b>	By the end of the lesson, the learner should be able to: a. explain the ethical practices to be observe in enterprise project money. b. uphold ethics in managing the enterprise project money at the school. c. appreciate collective efforts in the success of enterprise project at school	<ul style="list-style-type: none"> <li>Discuss in groups ethical practices to be observed in managing the enterprise project money.</li> </ul>	How can we manage an enterprise project in an honest way?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	
12	1		<b>Evaluating the success of an enterprise project at school</b>	By the end of the lesson, the learner should be able to: a. explain ways of managing enterprise projects. b. Evaluate the success of the project at school. c. appreciate collective efforts in the success of enterprise project at school	<ul style="list-style-type: none"> <li>Undertake the enterprise project at school and evaluate its success.</li> <li>Participate in the school entrepreneurship week</li> </ul>	How can we evaluate the success of an enterprise project?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.83-94 Super Minds SST P.B Grd. 4 Pg.152-162	Oral questions, observation, Written tests	

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	2	<b>CITIZENSHIP AND GOVERNANCE IN KENYA</b>	<b>Qualities of a Good citizenship in school</b>	By the end of the lesson, the learner should be able to: a. identify qualities of good citizenship in school b. demonstrate qualities of good citizenship in school c. appreciate qualities of good citizenship in school.	The learner is guided to: ● brainstorm qualities of a good citizen in school, ● use digital or print resources to identify qualities of a good citizen in school,	How could you demonstrate good citizenship in school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.95-102 Super Minds SST P.B Grd. 4 Pg.164-169	Oral questions, observation, Written tests	
	3		<b>Qualities of a Good citizenship in school</b>	By the end of the lesson, the learner should be able to: a. identify qualities of good citizenship in school b. Role play qualities of a good citizen in a school. c. appreciate qualities of good citizenship in school.	The learner is guided to: ● role-play qualities of a good citizen in a school,	How could you demonstrate good citizenship in school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.95-102 Super Minds SST P.B Grd. 4 Pg.164-169	Oral questions, observation, Written tests	
13	1		<b>Showing qualities of a Good citizenship in school</b>	By the end of the lesson, the learner should be able to: a. Discuss good citizenship in school. b. demonstrate qualities of good citizenship in school. c. Tell the importance of a good citizen d. appreciate qualities of good citizenship in school.	The learner is guided to: ● engage a role model in the community and discuss good citizenship,	How could you demonstrate good citizenship in school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.102-104 Super Minds SST P.B Grd. 4 Pg.170-171	Oral questions, observation, Written tests	
	2		<b>A good digital citizen</b>	By the end of the lesson, the learner should be able to: a. identify qualities of good citizenship in school b. Design posters of a good citizen in school. c. appreciate qualities of good citizenship in school.	The learner is guided to: ● design a poster with qualities of a good citizen in school, ● write an essay on qualities of a good citizen and share in class.	How could you demonstrate good citizenship in school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.106-110 Super Minds SST P.B Grd. 4 Pg.173-175	Oral questions, observation, Written tests	

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	3	Peace	Peace: FACTORS THAT PROMOTE PEACE IN SCHOOL	By the end of the lesson, the learner should be able to: a) identify factors that promote peace in school b) uphold peace in school c) appreciate living together in peace in the society	The learner is guided to: ● discuss factors that promote peace in school, ● create messages on strategies of living in peace with others in school.	How can we live in peace with others in school?	Locally available materials or resources, Super Minds SST T.G Grd. 4 Pg.111-112 Super Minds SST P.B Grd. 4 Pg.177-179	Oral questions, observation, Written tests	
14	<b>END TERM ASSESSMENT/CLOSING</b>								