

**LONGHORN GRADE FOUR  
SOCIAL STUDIES SCHEMES OF WORK**

**TERM THREE YEAR                      SCHOOL**

<b>Week</b>	<b>Ln</b>	<b>Strand/Theme</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Key inquiry Questions</b>	<b>Learning experiences</b>	<b>Learning Resources</b>	<b>Assessment methods</b>	<b>Re fl</b>
<b>1</b>	<b>1</b>		<b>Peace:</b> national and international events on peace	By the end of the sub-strand, the learner should be able to: a. Name events that are conducted to promote peace b. Explain some of the national and international events on peace c. Be positive about promoting peace	What events can be conducted to promote peace?	Learners are guided to: • Discuss in groups ways of promoting peace in school • Role play a peaceful situation • Use digital devices to create communication messages on peace and display them at strategic points in the school compound • Participate in national and international events on Peace. • Find out from parents and guardians the importance of upholding peace	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 137-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	<b>2</b>		<b>Peace Education project-identifying of peace education project that can be undertaken at school</b>	By the end of the sub-strand, the learner should be able to: a. list some of the peace projects that can be undertaken in school b. state the importance of a peace project in school c. desire to undertake peace project In school	What is a peace project?  How could we plan for peace education project in school?	Learners are guided to: • Brainstorm in groups and identify peace education project that can be undertaken at school. • Search the in Internet to find out examples of peace education projects undertaken in schools (Peace gardens/nature trails, Peace	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

						corners, Peace competition essays)			
	3		<b>Peace Education project-identifying of peace education project that can be undertaken at school</b>	By the end of the sub-strand, the learner should be able to: a. list some of the peace projects that can be undertaken in school b. state the importance of a peace project in school c. desire to undertake peace project In school	What is a peace project?  How could we plan for peace education project in school?	<ul style="list-style-type: none"> <li>Brainstorm in groups and identify peace education project that can be undertaken at school.</li> <li>Search the in Internet to find out examples of peace education projects undertaken in schools (Peace gardens/nature trails, Peace corners, Peace competition essays)</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
2	1		<b>Initiating the peace project at school</b>	By the end of the sub-strand, the learner should be able to: a. Identify the peace project to be undertaken in school b. Formulate the goals for peace project c. Be willing to see the success of the peace project	What is the objective of the peace project?  How can we achieve these objectives?	<ul style="list-style-type: none"> <li>Plan for a viable peace education project at school.</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		<b>Planning a peace project at school</b>	By the end of the sub-strand, the learner should be able to: a. Plan for peace project to be undertaken in school b. Undertake the peace project in school	What is the objective of the peace project?	<ul style="list-style-type: none"> <li>Plan for a viable peace education project at school.</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts,	Oral questions, Teacher made test, observation, project work,	

				c. Participate actively in the activities	How can we achieve these objectives?		newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	checklist, portfolio	
	3		<b>Sharing responsibilities for a peace project at school</b>	By the end of the sub-strand, the learner should be able to: a. Name some of the responsibilities to be undertaken b. Share responsibilities among the group members c. Participate actively in the project	What is the objective of the peace project?  How can we achieve these objectives?	• Share responsibilities on the planned peace education project..	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
3	1		<b>Managing the peace project</b>	By the end of the sub-strand, the learner should be able to: a. Understand the meaning of managing b. Manage a peace project at school c. Demonstrate willingness to see the success of the project	How can we manage the peace project at school?	• Undertake the peace education project at school and evaluate its success	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 145-153	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		<b>Evaluating the success of the peace education project at school</b>	By the end of the sub-strand, the learner should be able to: a. Identify the objectives of the peace project b. Evaluate roles given to the members and how successfully they have been executed	How can we evaluate success of the peace education project at school?	• Undertake the peace education project at school and evaluate its success	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

				c. Derive self-fulfillment in the achievement of the peace projects			Longhorn SST Learners Bk Grd. 4 Pg. 145-153		
	3	GOVERNANCE IN KENYA	Democracy in school-ways in which democracy is practiced in school	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Identify democratic processes in school</p> <p>b. Practise democracy in school</p>	How can we practise democracy in school?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Discuss in groups ways of practicing democracy in school.</li> <li>• Use appropriate media to identify ways of practicing democracy in school.</li> <li>• Discuss in groups benefits of democracy in school.</li> <li>• Find out more about benefits of democracy in school and share with others.</li> <li>• Simulate a real life situation that depicts democracy in school.</li> <li>• Document democratic processes in school and community in a journal</li> </ul>	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p> <p>Longhorn SST Learners Bk Grd. 4 Pg. 154-159</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>	
4	1		ways in which democracy is practiced in school	<p>By the end of the sub-strand, the learner should be able to:</p> <p>c. Identify democratic processes in school</p> <p>d. Practise democracy in school</p>	How can we practise democracy in school?	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Discuss in groups ways of practicing democracy in school.</li> <li>• Use appropriate media to identify ways of practicing democracy in school.</li> <li>• Discuss in groups benefits of democracy in school.</li> <li>• Find out more about benefits of democracy in school and share with others.</li> <li>• Simulate a real life situation that depicts democracy in school.</li> </ul>	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks</p> <p>Longhorn SST Learners Bk Grd. 4 Pg. 154-159</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>	

						<ul style="list-style-type: none"> <li>• Document democratic processes in school and community in a journal</li> </ul>			
	2		<b>Benefits of democracy in school</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>Examine the benefits of democracy in school</li> <li>Practise democracy in school</li> </ol>	What are the benefits of democracy in school?	Learners are guided to: <ul style="list-style-type: none"> <li>• Discuss in groups ways of practicing democracy in school.</li> <li>• Use appropriate media to identify ways of practicing democracy in school.</li> <li>• Discuss in groups benefits of democracy in school.</li> <li>• Find out more about benefits of democracy in school and share with others.</li> <li>• Simulate a real life situation that depicts democracy in school.</li> <li>• Document democratic processes in school and community in a journal</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 154-159	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		<b>Children's Government in school – composition of children's government in school</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>Outline the composition of children's government in school</li> <li>Describe the functions of the children's government in school</li> </ol>	What is the composition of the children's government in school?	Learners are guided to: <ul style="list-style-type: none"> <li>• Discuss in groups the composition of Children's Government in school.</li> <li>• Share experiences in groups on functions of Children's Government in school.</li> <li>• Write an essay on ways of supporting Children's Government in school.</li> <li>• Simulate the Children's Government in session in school.</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 154-159	Oral questions, Teacher made test, observation, project work, checklist, portfolio	

5	1		<b>composition of children's government in school</b>	By the end of the sub-strand, the learner should be able to: c. Outline the composition of children's government in school d. Describe the functions of the children's government in school	What is the composition of the children's government in school?	Learners are guided to: • Discuss in groups the composition of Children's Government in school. • Share experiences in groups on functions of Children's Government in school. • Write an essay on ways of supporting Children's Government in school. • Simulate the Children's Government in session in school.	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 154-159	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		<b>Supporting Children's Government in school</b>	By the end of the sub-strand, the learner should be able to: a. Actively participate in children's government in school	How can we support of the children's government in school?	Learners are guided to: • Discuss in groups the composition of Children's Government in school. • Share experiences in groups on functions of Children's Government in school. • Write an essay on ways of supporting Children's Government in school. • Simulate the Children's Government in session in school.	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 154-159	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		<b>Supporting Children's Government in school</b>	By the end of the sub-strand, the learner should be able to: a. Actively participate in children's government in school	How can we support of the children's government in school?	Learners are guided to: • Discuss in groups the composition of Children's Government in school. • Share experiences in	Local and extended environment, mas, realia, photographs, artefacts, newspapers,	Oral questions, Teacher made test, observation, project work,	

						<p>groups on functions of Children’s Government in school.</p> <ul style="list-style-type: none"> <li>• Write an essay on ways of supporting Children’s Government in school.</li> <li>• Simulate the Children’s Government in session in school.</li> </ul>	<p>approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 154-159</p>	<p>checklist, portfolio</p>	
6	1		<b>The county Government in Kenya- composition of the county government</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Outline the composition of the county government of Kenya</p> <p>b.</p>	<p>What is the composition of County government in Kenya?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Brainstorm in pairs to understand the meaning of a County Government in Kenya</li> <li>• Discuss in groups the composition of a County Government in Kenya <i>(County Executive and County Assembly)</i></li> </ul>	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 163-168</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>	
	2		<b>composition of the county government</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>c. Outline the composition of the county government of Kenya</p>	<p>What is the composition of County government in Kenya?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>• Brainstorm in pairs to understand the meaning of a County Government in Kenya</li> <li>• Discuss in groups the</li> </ul>	<p>Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved Textbooks</p>	<p>Oral questions, Teacher made test, observation, project work, checklist, portfolio</p>	

						composition of a County Government in Kenya <i>(County Executive and County Assembly)</i>	Longhorn SST Learners Bk Grd. 4 Pg. 163-168		
	3		<b>Sources of money for the county government</b>	By the end of the sub strand the learner should be able to: a. Identify sources of money for the county government in Kenya	Where does the county government get money to do its work?	<ul style="list-style-type: none"> <li>• In pairs, identify sources of money for County Government (<i>fines ,Business permits ,licences,parking fees, Cess, landrates, market fee,allocation from national government)</i>)</li> <li>• Find out from parents or guardians or teachers how the County Government uses its money and write a report.</li> <li>• Share the report in class</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 163-168	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
7	1		<b>Sources of money for the county government</b>	By the end of the sub strand the learner should be able to: b. Identify sources of money for the county government in Kenya	Where does the county government get money to do its work?	<ul style="list-style-type: none"> <li>• In pairs, identify sources of money for County Government (<i>fines ,Business permits ,licences,parking fees, Cess, landrates, market fee,allocation from national government)</i>)</li> <li>• Find out from parents</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	



						<p>or guardians</p> <p>or teachers how the County Government uses its money and write a report.</p> <ul style="list-style-type: none"> <li>• Share the report in class</li> </ul>	Longhorn SST Learners Bk Grd. 4 Pg. 163-168		
	2		<b>Duties of the county Governor</b>	<p>By the end of the sub strand the learner should be able to:</p> <p>a. State duties of a county Governor in Kenya</p> <p>b. Appreciate the role played by the county government in kenya</p>	What are the duties of a county Governor in Kenya?	<ul style="list-style-type: none"> <li>• Interact with a resource person to learn more about the duties of a County Governor in Kenya</li> <li>• Write key points on duties of a County Governor in Kenya</li> <li>• Visit the County Government Offices or use appropriate media to learn more about the duties of a County Governor in Kenya</li> <li>• Role-play a county assembly in session.</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 163-168	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		<b>Duties of the county Governor</b>	<p>By the end of the sub strand the learner should be able to:</p> <p>c. State duties of a county Governor in Kenya</p> <p>d. Appreciate the role played by the county government in Kenya</p>	What are the duties of a county Governor in Kenya?	<ul style="list-style-type: none"> <li>• Interact with a resource person to learn more about the duties of a County Governor in Kenya</li> <li>• Write key points on</li> </ul>	Local and extended environment, mas, realia, photographs, artefacts, newspapers,	Oral questions, Teacher made test, observation, project work,	

						duties of a County Governor in Kenya • Visit the County Government Offices or use appropriate media to learn more about the duties of a County Governor in Kenya • Role-play a county assembly in session.	approved textbooks Longhorn SST Learners Bk Grd. 4 Pg. 163-168	checklist, portfolio	
8	ASSESSMENT								