GRADE 4 SOCIAL STUDIES - SCHEME OF WORK TERM 1

Curriculum Philosophy

The Grade 4 Social Studies curriculum adopts a **Competence-Based Learning** approach that emphasizes the development of practical life skills, critical thinking, and active citizenship. The curriculum integrates knowledge, skills, values, and attitudes to prepare learners for meaningful participation in their families, communities, and the nation at large.

Curriculum Goals

- Develop learners who demonstrate analytical and critical thinking skills in understanding social phenomena
- Foster responsible citizenship through understanding of rights, duties, and patriotic values
- Build effective communication and collaboration skills for productive social interactions
- Promote environmental stewardship and sustainable resource management practices
- Cultivate entrepreneurial mindset and financial literacy for economic empowerment
- Enhance emotional intelligence and empathy in interpersonal relationships
- Develop digital literacy and responsible use of technology
- Instill respect for cultural diversity, historical heritage, and human rights

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WK	TOPIC/ SUB-TOPICs	PRESCRIBED COMPETENCES	SPECIFIC COMPETENCES	CONTENT/ CONCEPT	LEARNING ACTIVITIES	EXPECTED STANDARD	STRATEGIES/ METHODS	ASSESSMENTS	MATERIAL/ RESOURCES	REFERENCES
	4.1 FAMILY **4.1.1** Members of the Family	**Analytical Thinking Citizenship Collaboration Emotional Intelligence**	**4.1.1.1** Demonstrate understanding of relationships in families **4.1.1.2** Express sympathy and empathy to others	**Family relationships:** Father, mother, brothers, sisters, uncles, aunties, cousins **Family types:** nuclear, extended, single-parent, child-headed, guardian-headed	• Identifying members of the family • Describing different types of families • Role playing ways of developing strong relationshi	• Understanding of relationships in families demonstrated accordingly • Sympathy and empathy to others expressed	• Discussion and brainstorming • Role-play and dramatization • Group work • Storytelling • Case studies	• Observation checklist for family relationship understanding • Role-play assessment rubric • Peer assessment of empathy expression	• Family tree charts • Picture cards of different family structures • Role-play scenario cards • Story books about families • Chart paper and markers	Social Studies Syllabus Grade 4-6 Pages 3-4

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					ps with family members (love, kindness, support...)	correctly		• Oral questioning		
	4.1 FAMILY **4.1.2** Roles of Family Members	**Collaboration Emotional Intelligence Citizenship**	**4.1.1.3** Show understanding of family values **4.1.2.1** Perform one's roles in a family	**Family values:** respect, honesty, responsibility, loyalty, hard work, fairness, selflessness **Family roles:** feeding for family, cooking, watering, washing, sweeping, raking, picking litter, slashing	• Identifying family values • Practising family values • Identifying roles of each family member • Performing one's roles in a family	• Understanding of family values shown accordingly • One's role in a family performed accordingly	• Demonstration and practice • Group discussions • Practical activities • Value clarification exercises • Modeling	• Performance assessment of family roles • Observation of value practice • Checklist for role completion • Self-assessment of responsibilities	• Family values poster • Role cards for different family members • Cleaning materials for demonstrations • Charts showing family responsibilities	Social Studies Syllabus Grade 4-6 Pages 3-4
	4.1 FAMILY **4.1.3** Family in Different Religions	**Analytical Thinking Critical Thinking Emotional Intelligence**	**4.1.3.1** Examine teachings about family in different religions	**Religious teachings about family:** Christianity, Islam, Hinduism, and Zambian	• Examining teachings about family in different religions	• Teachings about family in different religions examined	• Research and presentation • Comparative analysis • Guest speakers from different faiths	• Presentation assessment on religious teachings	• Religious texts (age-appropriate excerpts) • Guest speakers • Comparison charts • Reference	Social Studies Syllabus Grade 4-6 Pages 3-4

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				Traditional Traditions	• Comparing religious perspectives on family	accordingly	• Reading and discussion • Respectful dialogue	• Comparison chart evaluation • Oral questioning on understanding • Written reflections	books on world religions • Visual aids showing religious practices	
	4.2 MAPS AND DIRECTION **4.2.1** Location of Places in the Community	**Creativity and Innovation Problem Solving Critical Thinking**	**4.2.1.1** Draw simple maps of the community **4.2.1.2** Use knowledge of cardinal and inter cardinal points to locate places in the community	**Map concepts:** Simple community maps **Cardinal points:** North, South, East, West **Inter-cardinal points:** NE, NW, SE, SW	• Drawing a simple map of the local community • Identifying cardinal points on the map (North, South, East, West) • Identifying the inter cardinal points on	• Simple maps of the local community drawn skillfully • Knowledge of cardinal and inter cardinal points to locate places in the community used correctly	• Guided practice • Hands-on map making • Field trips/community walks • Treasure hunt activities • Use of compass • Peer teaching	• Map drawing assessment using rubric • Practical test on direction identification • Location exercise evaluation • Peer review of maps	• Large blank paper • Colored pencils/markers • Compass • Sample community maps • Cardinal point markers • Photographs of local landmarks	Social Studies Syllabus Grade 4-6 Page 4

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					the map (NE, NW, SE, SW) • Locating places using cardinal and inter-cardinal points in the community					
	4.3 GOVERNANCE **4.3.1** Human Rights	**Citizenship** **Critical Thinking** **Communication**	**4.3.1.1** Recognise one's Rights	**Human rights:** Right to life, food, education, shelter **Rights practice:** Responsible exercise of rights	• Identifying one's rights (Right to life, food, education, shelter) • Practising one's rights responsibly • Reporting human rights	• One's rights recognised correctly • Rights practiced responsibly	• Discussion and debate • Case study analysis • Role-play scenarios • Rights awareness campaigns • Group work	• Quiz on rights identification • Observation of responsible practice • Role-play assessment • Written responses to scenarios	• Human Rights posters • Rights flashcards • Case study materials • Video clips on children's rights • Chart showing rights and responsibilities	Social Studies Syllabus Grade 4-6 Page 4

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					abuses to relevant authorities (parents, responsible adults, teachers)					
	4.3 GOVERNANCE **4.3.2** Obligations and Duties of Citizens	**Citizenship Emotional Intelligence Collaboration**	**4.3.2.1** Demonstrate Patriotism for one's country	**Citizenship duties:** Caring, environmental protection, voting, cultural appreciation, participating in simple activities **Patriotism:** Love for country, respect for national symbols	• Carrying out obligations and duties of a citizen (Caring, environmental protection, voting, cultural appreciation, participating in simple activities...) • Demonstrating patriotism for one's country	• Patriotism for one's country demonstrated accordingly	• Participatory activities • Community service projects • National symbols study • Patriotic songs and poems • Flag ceremonies	• Observation of patriotic behaviors • Community service participation records • Project-based assessment • Reflection journals	• National flag and symbols • Patriotic songs • Community service project materials • Posters of national heroes • Zambian cultural materials	Social Studies Syllabus Grade 4-6 Page 4

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	4.3 GOVERNANCE **4.3.3** Child Abuse	**Citizenship** **Emotional Intelligence** **Communication**	**4.3.3.2** Report child abuse	**Child abuse forms:** Child sexual abuse, child defilement, child corporeal punishment, child battering **Reporting:** To parents, responsible adults, teachers	• Identifying forms of child abuse (Child sexual abuse, child defilement, child corporeal punishment, child battering...) • Reporting child abuse to relevant authorities (parents, responsible adults, teachers)	• Child abuse reported accordingly	• Safe discussions • Guest speakers (counselors, child protection officers) • Anonymous reporting practice • Trust-building activities • Protection awareness	• Identification quiz (age-appropriate) • Role-play on reporting procedures • Understanding checks through scenarios • Confidential assessments	• Child protection posters • Reporting flowcharts • Contact information cards • Age-appropriate educational materials • Counselor support	Social Studies Syllabus Grade 4-6 Page 4

Note: Week numbers should be filled in based on the school's academic calendar and term structure. Each topic may span multiple weeks depending on the depth of coverage required and the learning pace of students.