

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 SOCIAL STUDIES  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Social Studies Grade 4 Curriculum Design (KICD)
2. Approved Social Studies Grade 4 Learner's Book
3. Approved Teacher's Guide
4. MTP Social Studies Grade 4

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com) · Aligned with KICD Curriculum Designs



## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 4 SOCIAL STUDIES.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **CITIZENSHIP** | Sub-Strand: **Being a Good Citizen**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Social Studies
<b>GRADE</b>	4
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	CITIZENSHIP
<b>SUB-STRAND</b>	Being a Good Citizen
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State qualities b) Apply daily c) Build values
<b>KEY INQUIRY QUESTION(S)</b>	What makes a good citizen?
<b>CORE COMPETENCY</b>	Citizenship; Communication; Critical Thinking
<b>VALUES</b>	Patriotism, Integrity, Responsibility
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Social Cohesion; Governance
<b>LEARNING RESOURCES</b>	Charts

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Being a Good Citizen by writing the key inquiry question on the board: "What makes a good citizen?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to state qualities. Display the resources for the lesson (Charts) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "State qualities". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What makes a good citizen?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Apply daily". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Class chart. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Being a Good Citizen independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build values".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Being a Good Citizen? (2) How would you answer "What makes a good citizen?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Being a Good Citizen in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **CITIZENSHIP** | Sub-Strand: **Rights and Responsibilities**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Social Studies
<b>GRADE</b>	4
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	CITIZENSHIP
<b>SUB-STRAND</b>	Rights and Responsibilities
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify child rights b) Identify responsibilities c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	What rights do children have?
<b>CORE COMPETENCY</b>	Citizenship; Communication; Critical Thinking
<b>VALUES</b>	Patriotism, Integrity, Responsibility
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Social Cohesion; Governance
<b>LEARNING RESOURCES</b>	Charts, learner book

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Rights and Responsibilities by writing the key inquiry question on the board: "What rights do children have?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify child rights. Display the resources for the lesson (Charts, learner book) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Read CRC simply. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify child rights". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair pledge. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What rights do children have?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify responsibilities". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Rights and Responsibilities together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes)

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Rights and Responsibilities independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Rights and Responsibilities? (2) How would you answer "What rights do children have?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Rights and Responsibilities in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

cbcedukenya.com · M-Pesa accepted · Instant download

## SECTION B: SCHEME OF WORK — GRADE 4 SOCIAL STUDIES TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Citizenship	Being a Good Citizen	a) State qualities b) Apply daily c) Build values	What makes a good citizen?	Discuss; pair share; class chart	Charts	Oral, peer
1	2	Citizenship	Rights and Responsibilities	a) Identify child rights b) Identify responsibilities c) Apply	What rights do children have?	Read CRC simply; pair pledge	Charts, learner book	Oral, peer
1	3	Citizenship	National Symbols	a) Identify flag, anthem, coat of arms b) Show respect c) Build patriotism	What do our symbols mean?	Show flag; sing anthem; discuss	Flag, anthem	Oral, observation
2	1	Government	Levels of Government	a) Identify national vs county b) State role of each c) Build civic awareness	Who governs us?	Discuss; pair quiz	Charts	Oral, written
2	2	Government	National Government	a) Identify three arms b) State role of each c) Build understanding	What does parliament do?	Discuss; pair share	Charts, learner book	Oral, written
2	3	Government	County Government	a) Identify county officials b) Identify county services c) Apply	What does our governor do?	Discuss; pair share	Articles, charts	Oral, peer
3	1	Geography	Map Skills	a) Read simple map b) Identify map symbols c) Build geography	What does the map symbol mean?	Show map; pair quiz	Maps, atlas	Written, peer
3	2	Geography	Compass Directions	a) Identify North/South/East/West b) Use compass c) Apply	Which direction is the sun rising?	Show compass; pair use	Compass	Practical, peer
3	3	Geography	Our County	a) Locate own county on map b) Identify features c) Build local awareness	Where is our county?	Map; pair label	Kenya map	Observation, oral
4	1	Geography	Physical Features of Kenya	a) Identify mountains, lakes, rivers b) Locate on map c) Build geography	What major features does Kenya have?	Map; pair label	Kenya map	Observation, written
4	2	Geography	Climate	a) Identify climate zones b) Match to crops c) Apply	Why do different areas grow different crops?	Discuss; pair quiz	Map, charts	Oral, written
4	3	Geography	Vegetation	a) Identify vegetation zones b) Connect to climate c) Apply	Why does Maasai Mara have grasslands?	Discuss; pair share	Pictures, charts	Oral, peer
5	1	History	Pre-Colonial Kenya	a) Identify communities b) State way of life c) Build heritage	How did our ancestors live?	Discuss; resource person if available	Charts, resource person	Oral, peer
5	2	History	Colonial Kenya	a) Identify British colonisation b) State key	What is colonisation?	Discuss simply; pair share	Articles, learner book	Oral, written

				events c) Build awareness				
5	3	History	Independence	a) Identify independence date b) Identify Mzee Kenyatta c) Build patriotism	When did Kenya become free?	Discuss; pair share	Articles, pictures	Oral, peer
6	1	History	National Heroes	a) Identify heroes b) State contributions c) Build inspiration	Who are our national heroes?	List; pair share	Pictures, articles	Oral, peer
6	2	History	Major Events	a) Identify Madaraka, Jamhuri, Mashujaa b) State significance c) Apply	Why do we celebrate these days?	Discuss; pair share	Charts	Oral, peer
6	3	History	Constitution	a) State that we have constitution b) Identify importance c) Build awareness	Why does Kenya need a constitution?	Discuss simply; pair share	Charts	Oral, peer
7	1	Economic Activities	Farming	a) Identify Kenyan farming b) Identify crops c) Apply	What grows in our area?	Discuss local crops; pair share	Pictures	Oral, peer
7	2	Economic Activities	Trade	a) Identify markets b) Identify Kenyan trade c) Apply	Where do people trade?	Discuss markets; pair share	Pictures, articles	Oral, peer
7	3	Economic Activities	Industry	a) Identify Kenyan industries b) Identify products c) Apply	What is made in Kenya?	Discuss; pair list	Pictures, articles	Oral, written
8	1	Economic Activities	Tourism	a) Identify tourism b) Identify Kenyan attractions c) Apply	Why do tourists come to Kenya?	Discuss; pair share	Pictures, atlas	Oral, peer
8	2	Economic Activities	Mining	a) Identify Kenyan minerals b) State location c) Apply	What minerals does Kenya have?	Map; pair label	Map, articles	Written, oral
8	3	Economic Activities	Fishing	a) Identify fishing in Kenya b) Identify communities c) Apply	Where do people fish in Kenya?	Map; discuss; pair share	Map, pictures	Oral, written
9	1	Social Issues	Population	a) Identify Kenya's population b) Discuss growth c) Build awareness	How many people live in Kenya?	Discuss; pair share	Stats, charts	Oral, peer
9	2	Social Issues	Urbanisation	a) Identify rural vs urban b) State migration c) Apply	Why do people move to cities?	Discuss; pair share	Articles	Oral, peer
9	3	Social Issues	Diversity	a) Identify Kenyan tribes b) Celebrate diversity c) Build unity	Why is our diversity strength?	Discuss; pair share	Pictures, charts	Oral, peer
10	1	East Africa	EAC Members	a) Identify EAC countries b) Locate on map c) Build awareness	Who are our neighbours?	Map; pair label	East Africa map	Observation, written

10	2	East Africa	Cooperation	a) Identify cooperation areas b) State benefits c) Apply	How do EAC countries work together?	Discuss; pair share	Charts	Oral, peer
10	3	East Africa	Cultural Exchange	a) Identify shared culture b) Celebrate exchange c) Build unity	What do we share with neighbours?	Discuss; pair share	Pictures	Oral, peer
11	1	Current Affairs	News Awareness	a) Identify current events b) Discuss respectfully c) Build civic awareness	What is happening in Kenya?	Discuss; pair share	Newspapers, articles	Oral, peer
11	2	Current Affairs	Environment	a) Identify environmental issues b) State actions c) Apply	How can we protect our environment?	Discuss; pair plan; commit	Articles, charts	Oral, peer
11	3	Current Affairs	Service to Community	a) Plan service b) Apply learning c) Build values	What service can we do?	Plan; pair commit	Charts	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment

