

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Let's Go on Safari. -Kenya	2	Summer 2	14 hours

What knowledge and skills will children have gained by the end of this unit?

- Be able to name the seven continents and five oceans.
- Use an atlas to locate Kenya on World Map.
- Describe landscapes in Kenya.
- Identify seasonal changes in Kenya, comparing climate.
- Identify compass points: North, South, East and West.
- List animals that live in Kenya and describe where they live.
- Compare landscapes and describe why each is more suitable to certain animals.
- Understand how people live in Africa and compare this to how we live in the UK.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	2 hours	<p><i>Where is Africa and Kenya?</i></p> <p><i>By the end of this lesson children will be able to:</i></p> <ul style="list-style-type: none"> • <i>Explain what a Safari is.</i> 	Introduce children to the characters on the slides and tell them that they are going to go on a safari holiday. Do you know what a safari is? Invite children to share their ideas, then go through the explanation on the slides. Explain that they are going to be going to a country called Kenya to see some of the wildlife there. Do you know where Kenya is? Show	Slides Worksheet IA/IB/IC/ID Route to Kenya Map	Safari Kenya Africa Continent Continents

		<ul style="list-style-type: none"> • Name the seven continents and five Oceans. • Plot the continents and oceans on a map. • Locate Kenya on a World Map. 	<p>children the world map on the slides and explain that the world is split into seven continents and five oceans. Can you spot where the continent of Africa is? Which oceans surround Africa? Explain that each continent is split into different countries. Show children the characters on the slides explaining that they live in England which is in the continent of Europe and that they will be travelling to a country called Kenya in Africa. Show children the map of Africa on the slides and point out where Kenya is located. How do you think we could get to Kenya? Invite children to share their ideas.</p> <p>On worksheet IC, children to use the words in the word box to label each of the continents and oceans on the world map, then colour Africa in one colour and the UK in another colour.</p> <p>Extra: Provide children with the Route to Kenya Map and worksheet ID. Children to work with a partner to use the map to answer each of the questions on the worksheet.</p> <p>Plenary: Do you know what Africa is like? Do you know any other countries in Africa? How do you think we could find out about Africa? Discuss ideas as a class.</p> <p>Questions to ask: Can children identify the seven continents and five oceans of the world? Can children identify the continent of Africa on a world map? Can children identify the country of Kenya on a world map?</p>		<p>Oceans</p> <p>Country</p> <p>England</p> <p>Europe</p> <p>Location</p>
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Lesson 2	2 hour	<p>What is the climate in Kenya?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Discuss what the climate is like in Kenya. • Describe the changes in weather through the seasons in Kenya. 	<p>Show children the world map on the slides. Can you remember the names of any of the continents? Can you remember where Africa is? Children to share their ideas, then check on the slides. Next, show children the map of Africa on the slides. Can you remember which country is Kenya? Again, children to share their ideas, then check on the slides. Remind children that the characters are going on a safari holiday to Kenya. Today they are planning what they need to take with them and to do that they need to know what the weather in Kenya is like. Show children the photos of Kenya on the slides. Can you spot any clues about what the weather in Kenya is like? Is it a hot or a cold place? Is it a wet or a dry place? Discuss each photo as a class. Go through the information on the slides about the climate in Kenya in relation on the equator and how the climate changes through the seasons.</p> <p>Task: On worksheet 2B, children to list six items they would take and six items they wouldn't and explain their choices. Middle ability: Provide children with a set of the Picture Cards in pairs and ask children to decide which of these items they would take with them on a safari to Kenya. On worksheet 2B, children to list six items they would take and six items they wouldn't and explain their choices. Higher ability: On worksheet 2C, children to complete the list started by the character to show what they should pack on a safari to Kenya. Children to answer the questions when finished.</p>	<p>Slides Worksheet 2A/2B/2C/2D Picture Cards Sentence Cards A/B Information Sheet</p>	<p>Continent Africa Kenya Safari Weather Climate Hot/Cold Equator</p>
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			<p>Extra: Provide children with a set of Sentence Cards A or B (depending on ability) in pairs or small groups. Challenge children to sort the sentences into two piles to show the climate and weather in Kenya and in the UK. If necessary, provide children with the Information Sheet, books and any other sources of information to help them. Once children think they have sorted the sentences correctly, stick them in the correct column on worksheet 2D. Children can then get together with another group to check if they have the sentences in the same columns. If not, encourage children to discuss why they put the sentences where they did.</p> <p>Plenary: Show children the items on the slides and tell them that these are what the characters have in their suitcases for the safari trip to Kenya. Do you think they will need all of these items? Which do you think they will not need? Is there anything they have forgotten to pack? Discuss ideas as a class.</p> <p>Questions to ask: Do children know that countries near the equator are hotter than those nearer the North and South Poles? Can children describe what the climate in Kenya is like? Can children describe some of the differences between the climate in Kenya and the UK?</p>		
Lesson 3	2 hour	<p>Which animals live in Kenya?</p> <p>By the end of this lesson children will be able to:</p>	Tell children that the characters have arrived in Kenya and that they are about to go out with a ranger to see if they can see some of the amazing animals that live in Kenya. What animals do you think we might see? Invite children to share their	Slides Worksheet 3A/3B/3C Safari Map Riddle Cards Picture Cards Word Cards	Kenya Africa Physical features

		<ul style="list-style-type: none"> • Name animals that live in Kenya. • Name the physical and human features found in Kenya. • Explain why animals live in different environments in Kenya. 	<p>ideas. Go through the pictures on the slides showing some different African animals and read the information about each animal as a class. Explain that animals all need different things. Some need to live near trees so they can eat the leaves. Some need to live in or near water. Some like living in grassland so they can graze or hunt animals that graze. Where do you think these animals would like to live? Go through the animals on the slides and discuss ideas as a class. Encourage children to think about what the animal needs and how this affects where they like to live. Task: Provide children with a copy of worksheet 3C and the Safari Map. Children to read the description of the animals and who they do/not like to live near, then cut out the pictures and stick the animals onto the location they think they would live (e.g. near the waterhole, away from the lion).</p> <p>Extra: Provide children with a copy of worksheet 3C and the Safari Map. Children to read the description of the animals and who they do/not like to live near, then cut out the pictures and stick the animals onto the location they think they would live (e.g. near the waterhole, away from the lion).</p> <p>Plenary: Have you ever seen any of these animals in real life? Where did you see them? What were they like? How are they different to the wild animals we have in this country? Invite children to share their ideas.</p> <p>Questions to ask: Can children identify some animals that live in Kenya? Can children use directional language to describe where things are on a map? Can</p>		<p>Human features</p> <p>Grassland</p> <p>Graze</p>
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			children use the four compass points to describe where things are on a map?		
Lesson 4	2 hour	<p>How can you navigate a map with a compass?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify compass points. • Describe movements using compass points. 	<p>How many Kenyan animals can you remember? Children to think, pair, share their ideas. Show children the safari map on the slides. Which animals can you spot? Introduce the information on the slides about using the compass points to describe directions. Go through the questions on the slides asking children to use the compass points to direct animals around the map. Introduce the map with grid and show the children how to follow instructions, e.g. If you start at the lioness and travel three squares north, what do you get to?</p> <p>Task: Provide children with the Safari Map and one of the Safari Jeeps cut out and laminated. Children to move the jeep around the map to help them answer the 3-part questions on worksheet 4C.</p> <p>Extra: Provide children with the Blank Safari Map and the Clue Sheet. Children to use the clues on the sheet to identify where each of the animals is on the map. Children to then stick the Animal Cards in the correct square according to the directions. When finished, children to check their map with a partner. Are all the animals in the same squares?</p> <p>Plenary: Use a compass to find which direction north is. Children to stand up and face north. Which way do you need to turn if you were to face south? Children turn to face south. Repeat this with the other compass points several times until children are confident.</p>	<p>Slides Worksheet 4A/4B/4C Safari Map Safari Jeeps Blank Safari Map Clue Sheet Animal Cards Compass - Plenary</p>	<p>Compass North South East West Atlas</p>

			<p>Questions to ask: Do children know what the four points of a compass are? Can children describe how to get from one place to another using compass points? Can children locate features on a map using compass points?</p>		
Lesson 5	2 hour	<p>What is the landscape of Kenya?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Describe different locations in Kenya. Use a wide range of vocabulary to describe the physical and human features in Kenya. 	<p>Show children the characters on the slides. We are on holiday in Kenya! We have just been on a safari and seen some amazing animals. Can you remember which animals we saw? Invite children to share their ideas. Explain that after the safari, they wanted to find out more about Kenya so they went exploring. They saw lots of different types of landscapes and many different people. Show children the pictures on the slides. For each one, ask children to discuss what they can see, then go through the information about each one.</p> <p>Task: Challenge children to create a travel journal for a trip around Kenya on worksheet 5C. Children to describe what kind of landscapes they saw and draw some pictures, using the words in the word box to help.</p> <p>Extra: Provide children with a set of the Picture Cards and Word Cards in small groups. Give children some time to look at the photos to see what they can see. Children to then choose Word Cards to describe each picture. Children to match up the pictures with the words, e.g. 'mountain', 'valley', etc. Children can then add in the adjectives to their labels, e.g. 'tall mountain' and 'deep valley'. Not all the words will fit the pictures. Children will need to</p>	<p>Slides Worksheet 5A/5B/5C Picture Cards</p> <p>Word Cards</p>	<p>Continent</p> <p>Africa</p> <p>Kenya</p> <p>Safari</p> <p>Landscape</p> <p>Mountain</p> <p>Valley</p>

			<p>decide which are most appropriate. Children could stick the pictures with their labels on a large sheet of paper to create a display on Kenyan landscapes.</p> <p>Plenary: Ask one child to come and sit in the 'hot seat' and imagine they have been on holiday in Kenya. Invite the rest of the class to ask them questions about what the landscape in Kenya is like and what they saw on their travels.</p> <p>Questions to ask: Can children use appropriate vocabulary to describe the physical geography of Kenya? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities? Can children use adjectives to describe various features?</p>		
Lesson 6	2 hour	<p>What is the culture of Kenya?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Describe what it is like to live in Kenya. 	<p>Show children the characters on the slides. We are on holiday in Kenya. So far, we have seen some amazing animals and explored the different landscapes of Kenya. How would you describe what Kenya is like from what we have found out so far? Children to think, pair, share their ideas. Go through the slides explaining about the people they met in Kenya and what their lives are like, including the Maasai tribe.</p> <p>Task: Before the lesson, stick the Fact Cards up around the classroom. Provide children with worksheet 6C. Children to walk around the classroom finding the facts they need to answer the questions on the worksheet.</p> <p>Extra: Provide children with the Help Sheet showing how to make traditional African necklaces using</p>	<p>Slides Fact Cards Worksheet 6A/6B/6C Help Sheet Paper plates</p>	<p>Continent Africa Kenya Tribe Culture Traditional</p>

			<p>paper plates and giving some examples of necklaces and patterns. Children to create their own traditional African necklace using whichever patterns and colours they like. If possible, show children a video of a Maasai tribe performing their traditional jumping dance, then get children to put on their necklaces and do a jumping dance of their own!</p> <p>Plenary: What do you think would be different about the life of a child of the Maasai tribe in Kenya and your life? Ask each child to think of one fact that might be different, then go around the class asking children to contribute their ideas.</p> <p>Questions to ask: Do children know that there are different lifestyles and cultures within Kenya? Can children describe the lifestyle and culture of some Kenyan people? Can children identify similarities and differences between life in the Maasai tribe and life in the UK?</p>		
Lesson 7	2 hour	<p>What are the similarities and differences between Kenya and the UK?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • identify similarities and differences 	<p>Show children the characters on the slides and explain that they are back home now after their safari trip to Kenya. Can you remember some of the things we saw and did? Children to think, pair, share their ideas. Explain that since they have got home, they have been thinking about how different Kenya is to the UK. What do you think some of the things that are different might be? Invite children to share their ideas, then go through some of the pictures on the slides.</p> <p>Task: Children to read the Information Sheet about a day in the life of a Kenyan child. On worksheet 7B,</p>	<p>Slides Worksheet 7a/7A/7B/7C/7D/7E Information Sheet Sequence Cards Challenge Sheets End of Unit Quiz</p>	<p>Kenya UK Difference Similar</p>

		<p>between Kenya and the UK.</p>	<p>children to list five things that are different about the Kenyan child's life and their own life and five things that are the same.</p> <p>Extra: Split the class into groups and provide each group with one of the Challenge Sheets. Children to look at the photos for the area they are comparing (e.g. homes, food, clothes, farming, etc.) and ask them to find as many things that are similar and different as they can and list on worksheet 7E. When all groups have finished, invite a child from each group to present what they have found out to the rest of the class. What do you think the biggest difference between life in the UK and life in Kenya is? Why? Discuss ideas as a class.</p> <p>Assessment: Can children identify differences between Kenya and the UK? Can children identify similarities between Kenya and the UK? Can children identify ways in which their life is similar to and different from the life of a Kenyan child?</p>		
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Links to the National Curriculum:

Locational knowledge

- name and locate the world's seven continents and five oceans

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ use basic geographical vocabulary to refer to:

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| <ul style="list-style-type: none">▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | |
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Geographical skills and fieldwork

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| <ul style="list-style-type: none">▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | |
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