

ACET Junior Academies'

Scheme of Work for Year Two Geography

Unit 2: Let's Go On Safari!

A Study of Kenya: Contrasting Non-European Location



About this unit:

This unit builds on pupils' understanding of their place in the world and the wider world in general learned in Year One, and compares their knowledge and understanding of their local area and lifestyle with that of a contrasting non-European country. It takes the pupils on safari to Africa where they visit Kenya and meet the people, wildlife and landscapes. They will learn where Kenya is on a map, learn about Kenya's climate, wildlife, landscape, people and culture, and compare it to the UK.

Unit structure

This unit is structured around six sequential geographical enquiries:

1. Where is Kenya?
2. Kenya's Weather and Climate
3. Kenya's Wildlife
4. Finding Our Way Around On Safari
5. Kenya's Landscape
6. People and Culture
7. Comparing Kenya and the UK

National Curriculum unit:

- name and locate the world's seven continents and five oceans
- 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
- 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
- key physical features and human features

Links to previous and future National Curriculum units

- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Enquiry 1. Where is Kenya?

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have learned about the different continents and have a basic understanding of global features from Y1	Substantive knowledge: <i>(What the pupils should know.)</i> To locate Africa on a world map and identify the country of Kenya. Second order concepts: <i>(What students should understand)</i> That Kenya is another country and is located on the continent of Africa.	Map reading skills	Can your pupils: identify the seven continents and five oceans of the world? identify the continent of Africa on a world map? identify the country of Kenya on a world map?	Horizontal: Vertical:
		Locational Knowledge:		
		Where is Europe/UK?		
		Where is Africa/Kenya?		
		Place Knowledge:		
	Where each location is on a map. UK is in Europe, Kenya is in Africa.			
Suggested activities:		Resources:	Useful links:	
<p>Introduce pupils to the characters on resource slides and tell them that they are going to go on a safari holiday. Do they know what a safari is? Invite pupils to share their ideas, then guide them through the explanation on the slides.</p> <p>Explain that they are going to be going to a country called Kenya to see some of the wildlife there. Do they know where Kenya is? Show pupils the world map on the slides, along with academy atlases and reinforce that the world is split into seven continents and five oceans. Can they find Africa? Which oceans surround Africa? Europe? UK?</p> <p>Discuss how each continent is split into different countries. Use slides/atlas to 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 pupils the map of Africa and point out where Kenya is located. How do you think we could get to Kenya? Invite pupils to share their ideas.</p> <p>Watch the BBC Bitesize video (see Useful Links).</p> <p>Pupils to record the location of UK, the location of Kenya, and adjacent countries, either using resources provided or devising their own simple ‘map’.</p>		‘Let’s Go On Safari’ resources	Build Africa website https://www.bbc.co.uk/bitesize/clips/zrsgkqt	
			Vocabulary:	
			Continent Countries Ocean Africa Europe UK (United Kingdom) Kenya Map Locate	

Pupils can also look at simple ‘crow flies’ route from UK to Kenya and devise/answer simple location questions (eg: How would we travel there? First country we would fly over? Which ocean borders Kenya? etc.)		
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Enquiry 2. Weather and Climate in Kenya				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have learned what and where Kenya is, and compared its physical global position to the UK	Substantive knowledge: <i>(What the pupils should know.)</i> Pupils will learn about the weather and climate of Kenya Second order concepts: <i>(What students should understand)</i> Weather and climate in different parts of the globe differ	Map reading Deducing information and making links from evidence of secondary materials	Can your pupils: say that countries near the equator are hotter than those nearer the North and South Poles? describe what the climate in Kenya is like? describe some of the differences between the climate in Kenya and the UK?	Horizontal: Vertical:
		Locational Knowledge:		
		Where is Kenya? Where is the equator?		
		Place Knowledge:		
		What the climate is like in Eastern Africa and Kenya in particular? What’s weather like near Equator?		
Suggested activities:		Resources:	Useful links:	
Pupils are going on a virtual safari holiday to Kenya. They are planning what they need to take with them and to do that they will need to know what the weather in Kenya is like. Through resource materials and information text/internet show pupils a range of photos of Kenya. Can they 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. Use atlases and the resource materials provided to examine the climate in Kenya in relation on the equator and how the climate changes through the seasons. Pupils to create packing lists, either written, pictorial or a mixture of both, to say what they would and would not take on holiday and why. Pupils can also sort and record sets of statements into ‘applicable to Uk/applicable to Kenya’.		‘Let’s Go On Safari’ resources	Build Africa website	
			Vocabulary:	
			Weather Climate Equator Hot/cold – wet/dry seasons	

Enquiry 3. Kenya's Wildlife

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:		
Pupils will have learned about Kenya’s location and climate, and compared it to their own.	Substantive knowledge: <i>(What the pupils should know.)</i> Pupils will identify a variety of animals that live in Kenya. They will identify their features and find out facts about them, including where some of the geographical features the animals need, such bodies of water or trees for shade. Second order concepts: <i>(What students should understand)</i> Types of wildlife vary according to location and climate	Interpret a range of sources of geographical information including: maps, diagrams, globes and photographs.	Can your pupils: identify some animals that live in Kenya? Discuss why they aren’t found in the wild in the UK?	Horizontal: Vertical:		
		Locational Knowledge: Kenya’s wildlife and climate rely on location and features.				
		Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region.	Use directional language/cardinal points to describe where things are on a map?			
		Suggested activities:			Resources:	Useful links:
		Tell pupils that the characters in the resource materials 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 pupils to share their ideas. Go through the pictures on the slides and in secondary source materials showing some different African animals and model reading 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? Discuss the variety of animals in the pictures and decide what they might eat and where it would be found. Encourage pupils to think about what the animal needs and how this affects where they like to live.			‘Let’s Go On Safari’ resources	Build Africa website https://www.bbc.co.uk/bitesize/articles/zfnbmd https://greenglobaltravel.com/animals-in-kenya/ Vocabulary: Wildlife Animal names – eg: lion, giraffe, zebra, etc Grasslands Savannah Watering hole Mountains Habitat

<p>Pupils to identify animals from pictures and description and place them onto the map location they think they would live (e.g. near the waterhole or by the trees). Write name labels for each animal. See resources.</p> <p>Identify the animal from the riddle and picture cards. Create a 'Follow me' card game based on animal descriptions – eg: "I live on plains. I have spots and black marks on my face. I am the fastest land mammal. What am I?" "You are a cheetah. I live in a clan. I have brown fur and dark spots. I am famous for my 'laugh'. What am I?"</p>		
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Enquiry 4. Finding Our Way Around On Safari				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have learned about the location, climate and wildlife of Kenya.	Substantive knowledge: <i>(What the pupils should know.)</i> Pupils will use the four points of a compass to navigate around a map. They will describe how a variety of safari animals can get from one place to another and use grids on a map to travel a given number of places in different directions. Second order concepts: <i>(What students should understand)</i> That maps are divided into square or rectangular sections which can be used to help with map reading.	Interpret a range of sources of geographical information including: maps, diagrams, globes and photographs.	Can your pupils: identify the four points of a compass?	Horizontal: Vertical:
		Locational Knowledge:		
		Use of four cardinal points in context of map work	locate features on a map using compass points and a simple grid?	
		Place Knowledge:		
		Knowledge of relative positions between objects/features		
Suggested activities:		Resources:	Useful links:	
Ask pupils how many Kenyan animals can they remember? Think, pair, share their ideas. Show pupils the safari map on the resource slides. Which animals can they spot? Introduce the information on the slides about using the compass points learned in Y1 to describe directions. Go through a range of questions asking pupils 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? Consider modifying the grids to include letters and numbers along the edges to create simple grid references. Introduce ‘Along the corridor and up the stairs’ to		‘Let’s Go On Safari’ resources Grid-references-Europe pdf to reinforce as an extension	Build Africa website	
			Digimap website https://www.bbc.co.uk/bitesize/articles/zfnbmdm	
			Vocabulary: Map Compass/cardinal points N, S, E, W	

read them correctly and create associated questions to check understanding. Eg 'Which animals are found at grid reference D4?'		Grid (reference) Locate/location
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Enquiry 5. Kenya’s Landscape				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have learned about the location, climate and wildlife of Kenya.	Substantive knowledge: <i>(What the pupils should know.)</i> Pupils will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya. Second order concepts: <i>(What students should understand)</i> Kenya has a varied and contrasting landscape to the UK.	Interpret a range of sources of geographical information including: maps, diagrams, globes and photographs.	Can your pupils: use appropriate vocabulary to describe the physical geography of Kenya? identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities? use a range of adjectives to describe various features?	Horizontal: Vertical: literacy learning
		Locational Knowledge:		
		Understand key aspects of physical geography, including the range of landscapes and habitats within a given area.		
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region.		
Suggested activities:		Resources:	Useful links:	
Suggest to the pupils that after the safari, they want to find out more about Kenya so they are going exploring. They will see lots of different types of landscapes and many different people. Show children a selection of images of Kenya, including pictures from the resource slides and secondary source material. For each one, ask children to discuss what they can see, then go through the information about each		‘Let’s Go On Safari’ resources	https://www.bbc.co.uk/bitesize/clips/zrsgkqt	
		BBC Bitesize video link	Vocabulary:	

<p>one. Can the pupils identify key features from each picture? Is it what they expected? Can they think of words to describe?</p> <p>Re-watch the BBC Bitesize video (see Useful Links) from Enquiry 1, focussing them on the landscape element of the video.</p> <p>Pupils can create a travel journal to describe the range of landscapes they have seen, either using the differentiated resources or developing their own format, eg: a simple tourist leaflet/poster/'Dorling Kindersley' style information page.</p> <p>Pupils could also work on and develop the picture/word association materials in resources to create a photo montage with written information for classroom wall display.</p>		<p>Savannah</p> <p>Grasslands</p> <p>Beaches</p> <p>Mountains</p> <p>Volcano (es)</p> <p>Cities, towns, villages</p> <p>Valley</p> <p>Landscape</p> <p>Mount Kenya</p>
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Enquiry 6. People and Culture				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will know the location of Kenya and have understanding of its physical landscape and wildlife	Substantive knowledge: <i>(What the pupils should know.)</i> Pupils will learn that there are many different groups of people who live in Kenya. They will compare people who live in large cities with those who live in more rural areas. They will also find out about the Maasai tribe and start to consider the differences between Maasai life and like in the UK. Second order concepts: <i>(What students should understand)</i> Humans, like animals, adapt to where they live.	Interpret a range of sources of geographical information including: maps, diagrams, globes and photographs.	Can your pupils: state that there are different lifestyles and cultures within Kenya?	Horizontal: Vertical:
		Locational Knowledge:	describe the lifestyle and culture of some Kenyan people?	
		key human features, including: city, town, village, factory, farm, house		
		Place Knowledge:	identify similarities and differences between life in the Maasai tribe and life in the UK?	
Suggested activities:		Resources:	Useful links:	
Show the pupils a range of photographs, some from the resource materials, some from secondary sources. Ensure they show a wide range of Kenyan habitation and Kenyan people – towns, villages, cityscapes, skyscrapers, mud huts, shopkeepers, farmers, office workers, etc. Ask pupils to sort them into two groups – those which they consider are ‘Kenyan’ and those which are not. Discuss choices and reasons. Explain that all the photos are in fact ‘Kenyan’, and that it has a wide range of		‘Let’s Go On Safari’ resources	https://unsplash.com/s/photos/kenya	
			Google ‘modern Kenyan life’ images https://www.bbc.co.uk/bitesize/clips/zgfr87h - Life of the Maasai	
			Vocabulary:	

<p>people, wealth, facilities and ways of life. Address any misconceptions or presumptions that may arise from the discussion.</p> <p>Use the slide presentation in the resources to inform the pupils of the focus of the lesson. Take questions and discuss. Ensure pupils understand the Maasai way of life is a cultural choice, not borne out of poverty or necessity. Watch the BBC video (Useful Links).</p> <p>Set up the information and fact treasure hunt around the classroom and challenge the pupils to find as many answers and facts regarding the Kenyan way of life as possible. Supplement with further questions if you wish. Alternatively, an extension would be to challenge the pupils to add their questions and answers for others following further research.</p> <p>A further extension would be to research further info regarding the culture, beliefs and dress of the Maasai, linking to art with the creation of Maasai neck-wear.</p>		<p>Culture</p> <p>customs</p> <p>City</p> <p>Lifestyle</p> <p>Ancestors</p> <p>Tradition (al)</p> <p>People</p> <p>Maasai</p> <p>Tribe</p> <p>Nairobi</p> <p>Mombasa</p>
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Enquiry 7. Comparing Kenya and the UK				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Pupils will have a range of understanding regarding Kenya’s physical and human geography	Substantive knowledge: <i>(What the pupils should know.)</i> Children will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from the UK. They will compare areas such as landscapes, towns, villages, food, clothing and lifestyles. Second order concepts: <i>(What students should understand)</i> No location or people are superior or inferior, only different, which should be celebrated	Interpret a range of sources of geographical information including: maps, diagrams, globes and photographs.	Can your pupils: identify differences between Kenya and the UK? identify similarities between Kenya and the UK? identify ways in which their life is similar to and different from the life of a Kenyan child?	Horizontal: Vertical:
		Locational Knowledge:		
		key human features, including: city, town, village, factory, farm, house		
		Place Knowledge:		
		That people and their lifestyles differ from place to place, but are not necessarily inferior or superior.		
Suggested activities:		Resources:	Useful links:	

<p>Discuss the Safari study as a whole. What have the pupils learned? What have they enjoyed? What have they changed their minds about? How do they think it compares to the UK?</p> <p>Guide the pupils through the resource slides and discuss each of the comparisons in turn. Tell them these relate to the study done over the past few weeks but has not yet looked at one particular key comparison. What is daily life like for a Kenyan child compared to them? Watch the Bitesize video clip of life (see Useful Links). Draw their attention to the information sheets. Can they record and discuss key similarities and differences they notice? Can they inform a friend? Alternatively, they can create their own visual timetable compared with a Kenyan peer, supported by explanatory text.</p> <p>Split class into small groups with photographs, each focusing on a different element – clothing, food, farming, homes. Challenge the pupils to create lists of similarities and difference and then present to rest of class – either as a poster, a photographic montage, or similar. Ensure the focus on difference is non-judgemental, and celebratory.</p> <p>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>‘Let’s Go On Safari’ resources</p>	<p>Build Africa website https://www.bbc.co.uk/bitesize/clips/zmqtf8 - a day in the life of a Kenyan urban child</p> <p>Vocabulary:</p> <p>Similar Different/differences Compare</p>
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