

Teacher's Notes – Section 1

Please refer to the Curriculum Map for learning objectives for the 'African' theme. The resources have been designed for students at Key Stage 2 and cover the requirements for the study of a locality in a developing country within the geography curriculum. Resources are divided into 4 key areas as listed below:

Resource Section	Key Question being explored
Section 1:	Where in the world is Kenya?
Section 2:	What is the climate in Kenya like and how does it compare to the climate in the UK?
Section 3:	What impact has tourism had on the Maasai Mara area of Kenya?
Section 4:	How is life changing for Kenyans and how does this compare to your life?

Guidance concerning how to deliver the resources is provided within this document and is subdivided according to the 4 sections above. Each of the four sections of resources contain fact sheets to be used by pupils in lessons and activity sheets containing details of the tasks students should complete. Within each of the four learning areas listed above, teachers have been provided with a sequence of learning activities to deliver to a class of students, including starter activities, a main activity and a plenary activity. Please note that the ideas provided in these notes can and should be adapted to suit the ability and age of the children in question.

The following symbols have also been used in the resources to make practitioners aware of preparation required before delivery and items to keep for future lessons.



Retain for future use



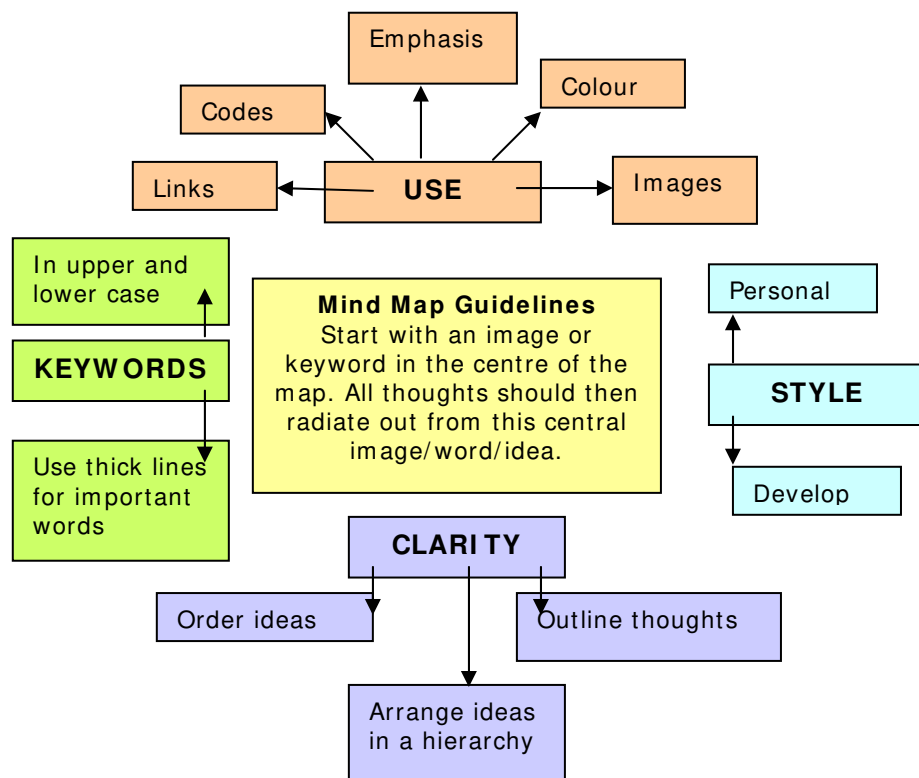
Preparation of materials required

Starting the topic:

Before teachers begin to deliver the material provided within the fact sheets and associated activity sheets it is recommended that a simple baseline assessment is first conducted with students. This should be completed before the actual lesson begins and will allow teachers to assess the progress made by the end of the topic. Some ideas for baseline/introductory activities are provided below:

Mind Mapping:

Start the topic by mind mapping Kenya. As a whole class activity tell children that they will be studying Kenya over the next few weeks in their geography lessons. Explain that before we begin to learn about Kenya you would like to find out what they already know by producing a mind map.



Guidelines for effective mind mapping (©Danny Stevens)

How to mind map effectively:

A mind map is used to generate, structure and visualise ideas. The key word should be written in the centre of a piece of paper and lines should radiate out from this central idea. Each word or new idea needs to have its own line and must be integrated into the rest of the map to show any associations between ideas (i.e., similar themes should be grouped together). Images, symbols, drawings and codes can be used to make the map more visual and engaging. Colour is also another good way of drawing in visual learners.

Divide children into small groups (3-4) and ask them on their whiteboards or on pieces of paper to mind map everything they know about Kenya (including Kenyan people, Kenyan homes, the Kenyan landscape). Once they have had time to do this, write the word 'Kenya' in the centre of a large piece of paper or on an IWB. Ask children to contribute their ideas and create a class mind map. Depending on the amount of time available and the age of the children, teachers may want to select a child from each group to help construct the mind map. This will enable children to actively structure their ideas through discussion rather than the teacher completing this process.

If children find it difficult to come up with ideas, quick fire word association can be used to generate ideas. Children should be reminded that they need to think of Kenya when they hear the following words and should try to respond with the word that comes immediately to mind. This will enable easier mind mapping.

Words to use for Quick Fire word association to generate children's ideas of Kenya:

Animals, Weather, Climate, Landscape, Homes, People, Religions, Location.

Encouraging enquiry activity:

Ask children to think of anything they would like to know about Kenya. Create a list of questions they would like the answers to. Use prompts such as 'How, why, who, what, where, when?' Encourage them to ask geographical questions (about the landscape, weather, plants, animals). Put these questions up on the wall and explain to children that the answers will be discovered over the coming lessons.

Refer to these questions throughout the topic to ensure the children's questions are answered.

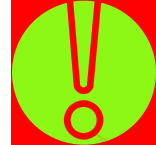


Put this question sheet up on the wall and make it accessible to students (they can add more questions to it as they go along).

The two activities listed above form the introduction to the unit of work. Once they have been completed, teachers can begin guiding children through section 1 of the resources as detailed below. Please note only a selection of the ideas for starter activities below may want to be chosen depending on the time available and the prior knowledge of the students being taught. For younger children it may be a good idea to invest the time in consolidating their basic geography (using the world map) and gaining an understanding of their preconceived ideas, as this will provide the basis for scaffolding their subsequent learning.

Section 1:**Resources needed:**

- World map (on IWB or copies 1 between 2).
- Globes for children to handle (optional).
- A sphere that can be divided into 2 hemispheres (optional)
- 14 images of Kenya (print out 1 set per table)
- 1 set of the above images printed out in large.
- A range of images of the local area (optional).
- Stick it notes in 2 different colours (enough for 2 notes per child).
- Copy of Student activity sheet (1 between 2)
- Map challenge sheet (1 per child)
- Brochures and magazines featuring Kenya – to cut up (optional)
- Print out of fact sheets (these can be shared 1 between 2 and can be printed in multi-page format to add interest and conserve paper).
- 1-2 sheets of card per child for their fact file.



Key Question: Where in the world is Kenya?

Resources to print from site: [Blank World Map](#)
[Country Fact Sheet](#)
[Environment Fact Sheet](#)
[The Map Challenge Sheet](#)
[Student Activity Sheet](#)
[Images for Starter Activity](#)

Starter Activities:

- After the mind mapping activity continue the lesson by explaining to students that Kenya is in Africa, students are likely to know this. Many children do not recognise the constituent countries of Africa and often believe that Africa is actually a country rather than a continent. These misconceptions can be addressed using a world map that shows the outlines of countries within larger continents. Children can be asked to identify the continents of the world and to explain what a continent is. Teachers can print out copies of an outline world map for children to share 1 between 2 and send children to their table to do this activity and the next activity below. For older children a map on the IWB may be more appropriate. A [map](#) is available in the downloadable activities area of these resources.

- Then explain that Kenya is on the Eastern coast of Africa and lies across the equator. Depending on the age group of children being taught the concepts of north, south, east and west may need to be refreshed. Children may also be unfamiliar with the word 'Equator'. Explain that this is an imaginary line that stretches around the middle of the earth and divides the world into a northern and southern hemisphere (or get a child to explain this if they have an idea of what the equator is). The concept can be demonstrated using a globe and/or a sphere that can be divided into 2 to visually demonstrate 2 hemispheres. Using the world map ask children to try to identify the approximate location of Kenya. Guide children by encouraging them to find Africa and identifying any countries they know within it, then finding Africa's East coast and the equator. If globes are available children should be encouraged to use these as many children have no experience of 3D representations of the world. Then ask children to find the country they live in. Question them about which continent it is a part of, whether it has borders with other countries, whether it is an island, whether it is north or south of the equator, how far it is from Kenya, how big it is compared to Kenya (if smaller, how many times could it fit into Kenya?).
- Ask children to think for a few moments about what they think Africa/Kenya is like. Has anybody been to Africa? Identify which country. What do you remember about your trip to Africa? What did you like/dislike? Has anybody seen any programmes about Africa or read any books/newspaper articles about it? If so what do they remember? Scribe children's responses onto the board. Children often believe that all people in Africa are starving and living in huts and the landscape is all the same. The misconceptions unearthed will be addressed in the next exercise.
- Using the 14 contemporary images of Kenya, ask children to separate the images into images of Kenya and images not of Kenya at their tables. Note that these images can be found in the [gallery](#) (labelled for use in section 1) and in the [starter activity document](#). If teachers decide to print images from the gallery, please note that contextual information is provided with each image. This information will therefore have to be separated from images after printing for completion of this activity.

- Ask the class to feedback, children should provide explanations for their answers. Explain that all the images are of Kenya. Spread the same 14 images over the carpet and give each child 2 stick it notes (One colour to represent like and another colour to represent dislike). Ask each child to stick their note next to a picture that they like/dislike. Then ask children to sit in a big circle. Have a class discussion about the response trends and why the children feel the way they do. The aim of this exercise is to analyse the images and draw conclusions from them. You do not have to go through each child in turn but rather look at the images that provoked the strongest responses and why. Teachers can make the local area link by pulling together images of their own locality and asking children to respond to these.
Explain that people naturally have stereotypes about places and people that make them feel a certain way, but we are going to try to discover for ourselves what Kenya is really like. The images should be used to move children away from the stereotype of everyone in Africa being poor.

Main Activity:

Explain to children that they are going to be detectives for the next hour and are going to put together a fact file on Kenya using 2 fact sheets and a map to help them.

- However there is too much information on these fact sheets and it is their job as detectives to read through it and to pick out the most interesting parts.
- Fact sheets should be discussed with students before they are sent to their tables as terminology may need to be explained. Alternatively children can be encouraged to find the meaning of words they don't understand using a dictionary (or even a geography dictionary if these are available). The first fact sheet contains an image of the Kenyan flag and asks children to think about what the colours within it represent. Children can be asked to think about the flag of their country and what the colours within that represent. Images of Kenyan money are also shown, these coins and notes can be compared to British money (numeracy links can be made here, please see the cross curricular links section at the end of this document for details).
- Once the fact sheets have been discussed, share the 'Map Challenge' activity with children. Using the archive map supplied students should compare this old map to the new map in the fact sheet. The maps date from different years and children should come to understand that the old map shows Africa when it was still being explored so some features are

missing. Children should complete the tasks below using the archive map. Questions can be scribed onto the whiteboard. Answers are provided beneath each question for teachers.

1) Describe the location of Nairobi on the map.

Children should be encouraged to describe the location of Nairobi using words such as North, South, East, West and should use the equator and the geographical features of the landscape as points of reference in their descriptions.

2) There is a lake called Lake Rudolph in the north of the country. What is this lake called today?

Lake Turkana

3) What is the distance from Mombasa to Nairobi? Use the scale to help you.

275 miles (accept answers between 250 and 300 miles).

4) Shade in the coastline and the Port of Mombasa.

5) Find the railway from Mombasa to Lake Victoria and shade it in.

- Children can also add additional features from the contemporary map to the archive map. They should be encouraged to use colour, symbols and keys to show the different features (particularly rivers, lakes, mountains, coastline, capital city). Atlases should be provided for this purpose, to enable children to see the common features of all maps (e.g., compass, key, scale). They can then stick their annotated map onto the front page of their fact book.
- Children can then work in pairs at their tables to support one another in analysing the information in the fact sheets. Instructions for completion of the main part of the activity are provided within the activity sheet
- Remind children that there will be 4 sections to their fact file on Kenya. They need to use 1 page for each of the 4 sections (Title page with map, facts about the country page, facts about the environment page and a quiz/word search page).

The title page should be colourful and creative and can feature the colours of the Kenyan flag. A supply of travel brochures featuring Kenya can be given to children and they can cut and stick images from these brochures onto the front cover of their books or alternatively to avoid cutting and sticking (and messy glue), children can illustrate each page appropriately themselves. The final

page of the booklet involves the children producing a quiz or word search, atlases and other books about Kenya can be provided for this purpose.

The activity can be differentiated for the less able by encouraging them to focus on the mapping element of the work (they can identify and add more features) and can also search on the internet for information about Kenya instead of using the fact files. It is estimated that 2-3 lessons separated throughout the week would be needed for this activity.

Environment Fact Sheet Challenge answers:

- The highest mountain in Africa is Kilimanjaro,
- It is in Tanzania and stands at a height of 5,895m.
- Making it 696 metres higher than Mount Kenya.

Extension Activity:

This activity can be extended by encouraging children to develop a list of fast facts for the UK under headings including: Country name, location, population and most important city. These facts can be listed in a table as shown below:

Fast Facts

Kenya	UK
Country Name: The Republic of Kenya	Country Name: The United Kingdom of Great Britain and Northern Ireland
Location	
Population	
Most important city	

Plenary Activity:

- Think, pair and share activity. Once seated on the carpet children can be asked to jot down 1 thing they learnt during the lesson. They can then form a pair and share what they learnt with each other. 2 pairs can then join to share the 4 things they have learnt. Groups can then feedback to the rest of the class.
- As a conclusion to the lesson a story from Kenya can be read to the class. A listing of a selection of appropriate stories is provided below.

Ideas for Cross Curricular Links:

- **Literacy** – Traditional African folk stories.
- **RE** – Look at the faiths of people in Kenya and how this mix is also present in Britain's multicultural Society.
- **PSHE** – Democracy and independence. Kenya's fight for independence can be used to explore issues surrounded the importance of democracy and free speech.
- **Art** - Create a collage to represent the different landscapes found in Kenya.
- **Art** - Make a representation of the Rift Valley in Kenya using collage.
- **Numeracy** – Compare Kenyan currency to British currency. Children can convert between the two and work out the costs of key items in Kenyan shillings and British pounds.

Stories to share with students:

- The Warrior and the Moon – Spirit of the Maasai (By Nick Would & Evie Safarewicz, Frances Lincoln, 2002). Five original stories exploring the beliefs of the Maasai people.
- Mary, Juma and Simba the Dog (By H Day, Action Aid, 2000). A tale of urban life in Kenya.
- Warrior Son of a Warrior son: A Maasai legend (By NJ Mahwah and retold by Melinda Lilly, Troll Associates, 1999). An exploration of Maasai legends and riddles.
- The village that vanished (By Ann Grifalconi, Penguin, 2002). Explores slavery.
- Only passing through (By Anne Rockwell, Knopf, 2000). Explores slavery.
- The Secret to Freedom (By Marcia Vaughan, Lee and Low books, 2001). Explores slavery.