

Curriculum Intent:

To equip children with knowledge about places, people, resources and both natural and human environments, together with a deep understanding of



Subject	Term	Unit	Year
Geography	Spring 2	Contrasting Kenya	1

Prior knowledge Building on knowledge and skills	National Curriculum Focus
<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments are different from the one in which they live. 	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • 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 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and

	<p>use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
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What?	To understand geographical similarities and differences through studying the human and physical geography of Dudley and of Nairobi, Kenya.
Why?	To be able to compare human and physical features of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
How?	Using maps, aerial photographs, using photographs, videos and other forms of media.

Key vocabulary			
Human features	Features that have been made by people.	Physical features	Features that are natural and have not been made by people.
Capital City	The main city in a country.	City	A large town.
Country	An area of land led by a group of people.	Town	A built-up area with a name and defined boundaries that is larger than a village and smaller than a city.
Village	A group of houses and associated buildings, smaller than a town, situated in a rural area.	Mountain	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
River	A large natural stream of water flowing in a channel to the sea, a lake, or another river.	Valley	A low area of land between hills or mountains, typically with a river or stream flowing through it:
Local area	A specific geographical area, typically a city or a	Dudley	A town located in the West Midlands of

	town, and the people and businesses within that area.		England, where Hurst Hill is.
Nairobi	The capital city of Kenya.	Equator	A line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres

Key questions – end of unit

1. Can I use geographical vocabulary to sort human and physical features?
2. What are the human and physical features of Dudley?
3. Can you locate Kenya on a map?
4. Can you name key features in Kenya?
5. Can I explore human and physical features of Nairobi, Kenya?
6. How are Dudley and Nairobi different and the same? Use human and physical features.

Key learning: (Specific link to the NC here)

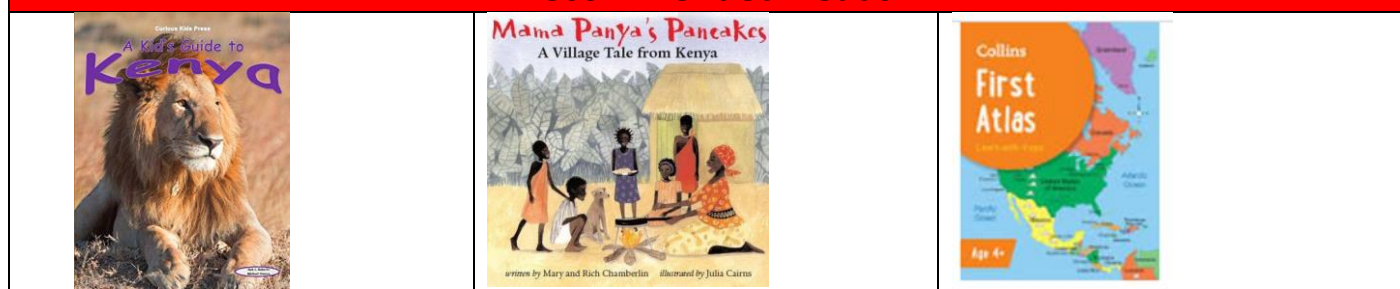
Objective	Learning
Can I identify human and physical geographical features?	Introduce the terms human (man-made features) and physical (natural features). Use power point to explicitly teach children vocabulary and definitions of physical and human features. Children to sort photographs into 'human' and 'physical' geographical features. Class discussion to name and identify physical and human features within the local area.
Can I explore the human and physical geographical features of Dudley?	Revisit map of the UK from last half term and use google maps/atlasses to locate Dudley and specifically Hurst Hill. Children to add this to their maps. Recap last week's learning – physical and human features Group to go on local area walk to identify physical and human features of the Hurst Hill area. Take photographs and recap when back at school.
Can I explore the location and key features of Kenya?	Use google maps to locate the country of Kenya. Briefly discuss the equator and explain how countries that are closer are typically warmer than others.

	<p>BBC Two - Primary Geography, Kenya, Kenya - An Introduction to Kenya, Introduction to Kenya</p> <p>Use powerpoint and video to highlight key features of Kenya – mountains/rivers/valleys/coast/city/village/</p>
Can I explore human and physical features of Nairobi, Kenya?	<p>Recap learning on Kenya, teach children the capital city of Kenya is Nairobi. Recap prior learning on ‘capital cities’ – retrieval – capital cities of the UK.</p> <p>Look at map of Kenya and locate Nairobi, children to use the key to identify human and physical features of Nairobi.</p>
Can I explore geographical similarities and differences between Dudley and Nairobi?	<p>Compare human and physical features of Dudley and Nairobi – what is similar? What is different?</p> <p>Discuss why these similarities and differences may occur.</p>

Websites

BBC Teach
BBC Bitesize

Recommended Reads



Golden Thread

Global Awareness : Save our seas, save our trees and save our planet...

Experience Day (Trip / visitor)

Field work trip – Local area to identify physical and human features
Compare to Kenya

- Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features
- Visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there.
- Visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it.