

LESSON PLAN

KS1 GEOGRAPHY



Length of lesson: One hour

Lesson objectives:

To identify the countries that Farm Africa works in on a map.

Establish and compare differences and similarities between the UK and Kenya.

Lesson outcomes:

All pupils will be able to identify Africa and Kenya on a map.

Most pupils will be able to name three differences or similarities between life in Kenya and life in the UK.

Some pupils will be able to suggest the impact of the differences between life in the UK and village life in Kenya.

National curriculum link:

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the UK and its counties, as well as the countries, continents and oceans studied at this key stage.

Preparation:

- Farm Africa's map of Africa per pair or child and one comparison worksheet sheet per child
- Further photographs of Kenya: villages, cities, beaches etc

Starter/warm up:

Ask pupils where they live. Establish the city, country and continent. Explain that they will be looking at what it is like to live in a completely different country and continent. Use a world map to locate Africa and elicit that Africa is a continent like Europe which has lots of countries.

Whole class teaching:

Children to look at Farm Africa's map in pairs and locate the four countries we work in: Ethiopia, Kenya, Uganda and Tanzania. Where in Africa are these countries? Explain that the children are going to look at what it is like to live in Kenya today.

1. What do they think it is like to live in Kenya? (Children to mind map initial ideas in groups/pairs)
2. Challenging stereotypes: provide children with a chance to explore different photos of Kenya: photos of the capital city Nairobi/rural village life/beaches etc.
3. Regroup and discuss what the children noticed. Would they add anything new to their mind map now?
4. Explain that it is important to remember that Kenya has cities, beaches and rural villages. Farm Africa works with the people living in rural areas to help them with farming— but that doesn't mean all of Kenya is like this.
5. Move on to show pictures of villages in Kenya. You could also tell Rose and Kiilu's story at this point.

Independent work:

Ask children to complete their worksheets. Explain that they should look closely at the photos and list three differences and three similarities between the UK and Kenya.

Lower level children could work in pairs, or name only one or two differences.

Higher level children or extension work could be to write full sentences comparing the two countries.

Plenary:

What are the similarities and differences that were found between the UK and Kenya? Were there any surprises? What did children expect to be different?

Name: **Date:**

Learning objectives:



Name: **Date:**

Learning objectives:

Differences

Similarities

COMPARE THESE PHOTOS

What is the same, what is different?

UK



Kenya



A farm



A house



People having fun together

“WHEN MY CHILDREN HAVE TO COME HOME FROM SCHOOL BECAUSE I CANNOT PAY, I FEEL BAD. IT IS NOT MY WISH THAT THEY ARE OUT OF SCHOOL.”

- Alpha's mother

Alpha is seven years old and lives with his mum, dad, two sisters and brother in a village in Trans-Nzoia County, western Kenya. He likes playing football and chapatis are his favourite food!

Alpha's parents have some land that they farm. Here they grow food for the family to eat and also some crops to sell to earn money. They grow maize (sweetcorn) and other vegetables that are popular in this part of Kenya, but they struggle to earn enough money to pay for all the things their family needs, like medicines if they get ill.

Sometimes Alpha's parents don't have enough money to pay for Alpha and his sister Angelina to attend school, so they get sent home and miss out on their lessons. This makes Alpha's mum very worried:

“When my children have to come home from school because I cannot pay, I feel bad. It is not my wish that they are out of school.”

But things are set to change now that Alpha's parents have joined a Farm Africa project in their area. Farm Africa's Growing Futures project helps young farmers in Kenya learn how to increase their incomes by making their farms more successful.

As part of Growing Futures, Alpha's parents will learn about different crops that only take a short time to grow and can be sold for a good price. They will also learn the best ways to look after their crops to make sure their harvests are big and healthy.

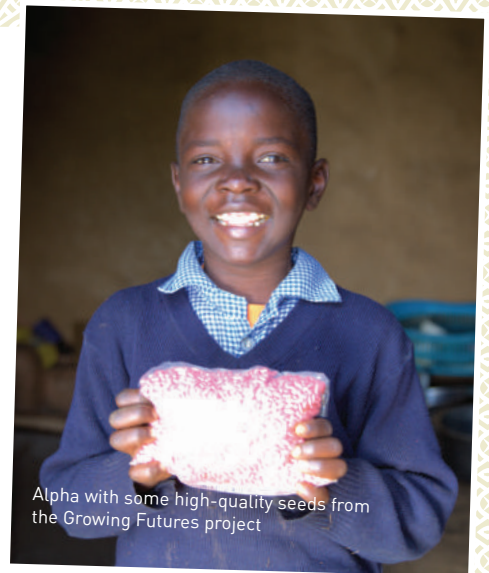
The project will also help Alpha's parents and other farmers to find good buyers for their crops, so they can sell them for the best possible price.

Alpha hopes that by using the skills they have learnt from Farm Africa, his parents will be able to earn more money, so they can afford to send Alpha and his sister to school all year round.

“I like to go to school because I love learning. My favourite subject is social studies.”

YOUR SCHOOL CAN HELP MORE FARMERS LIKE ALPHA'S MUM AND DAD LEARN ALL THE SKILLS THEY NEED TO BUILD A BETTER FUTURE FOR THEIR CHILDREN.

With the right training and support they can learn how to grow more and earn more – and change their families' lives for good.



Alpha with some high-quality seeds from the Growing Futures project

“I LIKE TO HELP OUT ON MY MUM AND DAD'S FARM. I LIKE TO HELP WITH THE WEEDING. WHEN I AM OLDER I WOULD LIKE TO BE A FARMER.” - Alpha



Alpha and his father



Alpha with his family