

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

**Nicky Nook Class
Summer 2
Year B**

Etymology – tourism- 1811, "travelling for pleasure," from tour (n.) + -ism.



**Our Planet
The One Place We Call home
By David attenborough**

Key Concept: Sensational Safari

Key Questions:

Where is Kenya on the world map?

What is life like in Kenya?

What is the significance of the Maasai tribe?

N.C. LINKS: Place knowledge

Pupils should be taught to:

- 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

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Unit Overview:

explain where Kenya is and identify it on a map.

To

Vocabulary:

Geographical Enquiry

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<p>To describe the weather and climate in Kenya.</p> <p>To explore the national parks and reserves in Kenya.</p> <p>To understand who the Maasai tribe are.</p> <p>To explain what school life is like in Kenya.</p> <p>To describe the Big Five – African Animals.</p>	<p>Endangered National Park Game Habitat Savannah Migration Tourists Reserve Rural</p>	<p>Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • To know where Kenya is in the world. • To locate Kenya on a world map. • To understand what it is like to live in Kenya. • To understand what a National park is. • To understand elements the Maasai culture. • To use photos to ask question about a place. • To compare life in Kenya to life in the UK. 	<p>Building on Prior learning from EYFS: Communication – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p> <p>Mapping – know about features of different places, recognise and talk about the features in familiar/other places.</p> <p>Fieldwork – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p>Enquiry – comment and ask questions about familiar places/other places and about familiar/other people.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • There are seven continents and five oceans. • To name and locate the seven continents and five oceans. • To name and locate the North Pole and the South Pole in relation to the equator. • To be able to find china on a map in relation to the UK. • To understand what the main cities and land marks are in China. • To compare life in China and the UK. • To compare the difference in food and culture in China. • To Compare a day in school.

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Use of Technology – use technology and IT equipment, (e.g. cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.

Key Skills (Disciplinary)

- Name and locate some places in their locality, the UK and wider world.
- Describe places and features using simple geographical vocabulary.
- Make observations about features that give places their character.
- Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
- Observe and describe daily weather patterns.
- Use a range of sources such as simple maps, globes, atlases and images.
- Draw, speak or write about simple geographical concepts such as what they can see where.
- Express views about the environment and can recognise how people sometimes affect the environment.

Sequence of Lessons:

1. **Where is Kenya?** L.O. to know where Kenya is in the World. To locate Kenya on a map.
2. **Let's Explore.** L.O. to draw a map. L.O. to understand what it is like to live in Kenya.
3. **National Parks and Wonderful Wildlife.** L.O. to understand what a national park is. L.O. to use compass directions to locate place on a map.
4. **African Animals.** L.O. to know the main animals that live in Kenya.
5. **Marvellous Maasai.** L.O. to understand parts of the Maasai culture and talk about it.
6. **My Day, Your Day.** L.O. to use photos to ask good questions about a place. L.O. to understand the differences and similarities between a child's life in UK and in Kenya.

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Enhancements:

Google Earth

Letter writing/ pen pal

End of Unit Outcome:

To create an information booklet about Kenya.

Oral Assessment:

Where is Kenya on the world map?

What is life like in Kenya?

What is the significance of the Maasai tribe?

What it is like to live in Kenya?

What is a national park is?

What are the main animals that live in Kenya?

What do you know about the Maasai culture and talk about it?

What are the differences and similarities between a child's life in UK and in Kenya?