

## **National curriculum - Geography - A distant locality**

### **Africa and its countries**

This unit introduces a distant locality through aspects of life that will be familiar to children such as housing, cooking and going to school. The main focus of the unit is on knowledge and understanding of places. It is intended as an introduction to looking at a distant locality and therefore uses selected information for the children to work with. The unit offers links to art and design, PSHE and citizenship, dance, music and literacy. The unit's links with other curriculum areas such as art and design give children a more rounded view of a place.

### **You are going to learn...**

- To learn about the continent Africa focussing on a country within it.
- To learn about aspects of life in your chosen country of Africa.
- To compare everyday life to our own, looking at schools, toys, houses etc
- About the animals that live in your country and about conservation efforts to help animals reaching extinction.
- About the culture art and music of your African country.
- What religion is followed in your country, and what kind of religious festivals are celebrated.
- Storytelling
- Weather
- How important tourism and trade is to the area and what we can do to help

## Session 1 - Introduction to Africa

### Learning objective =

- To identify where places are
- To use maps, atlases and globes
  - To find Africa on a world map. Discuss size and position in world. Look at map of Africa. Research the number of countries in it. Find out about landscapes and terrain. Mark key places on map.
  - Africa has many different climates within it. Desert and semi desert, savannah, mountain, tropical rainforest and Mediterranean. Great map to illustrate and definitions of each on this link: [www.bbc.co.uk/schools/gcsebitesize/geography/weather/globalclimaterev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/weather/globalclimaterev2.shtml)

**Key Questions – Where is Africa located in relation to the rest of the world. What is Africa, name some of the countries within it.**

Worksheet of questions available

## Session 2 -

### Learning objective =

- To investigate places
- To use a range of secondary sources to find out information
- To identify physical and human features of a place
- To make comparisons with their own locality.
  - To look at a particular country in Africa. Choose a country in Africa that is visited by the ship! (see the route chart for this). Children then use ICT and information books to research and find out about their country. Children gather facts and present to the rest of the class.
  - Split into sections of research or give the children questions to find out whilst doing the research. Children draw pictures to illustrate findings, print out images and use them for presentation. May be continued as a homework project.
  - Final piece at end of term may consist of this research as well as information gathered during following teaching sessions.
  - Create charts, diagrams or fact sheets that compare and contrast the different cultures, living styles etc.

Key Questions - What is the name of your country in Africa? Where is it located on a map? What is the terrain like? What are the names of the major cities? What animals live in that country? What is the weather like during the year? (to be covered thoroughly in next session) What are the major religions in that country? Are there any issues relating to food, water, war etc?

## Session 3 - Weather

### Learning objective =

- To recognise similarities and differences between two places
- To use secondary sources
  - Compare temperature and rainfall between your country in Africa and your location in the U.K. May use information pre printed or ask the children to search the internet and obtain the information themselves. Talk about the data collected. Point out the equator and discuss our

position to it as well as the position of you country in Africa.

- Construct charts and graphs to show data for the two localities and write about when the best time to visit them would be and why.
- Children may produce a weather report/ weather forecast for a travel show advising to the audience on when the best time to visit their country would be. May ask children to source their own maps and weather symbols to use.

Key Questions How does the weather compare in Africa to the U.K?

When is the best time to visit Africa? Why?

#### Session 4 - Comparing towns to country side

• **Learning objective =**

- To present chl with statistical information about their country
- To make comparisons
- To use photos to inform studies

- Look at the UK and where the greatest proportions of people live, i.e. cities. Discuss why this has happened. Look at the jobs available in the cities compared to the countryside. Now compare to Africa. Where do the greatest proportion of people live? What is it like to live in a city? What is it like to live in the countryside. Why do people move?
- Children look at a picture from the country and one from the city. Pick out the differences and similarities and label them.
- Look at photos of areas in your country, divide them into groups of country life or town life.
- Look at the statements for town and countryside (can be modified for particular country - have provided general statements). In small groups children sort them. Can then cut and paste them onto chart or write them down in topic books.
- Children may draw an illustration of both locations and label the differences.

Key Questions: What are the differences and similarities between life in the country and life in a town? Why do people move to the cities?

#### Session 5 - The role of tourism, export and trade

• **Learning objective =**

- To recognise the positive and negative impact of tourism on life in your African country
- To learn about how Africa supports the west and is supported through trade and commerce.

- Look at photos of tourist attractions in the U.K. Ask the children who visits these places?
- Ask the children to think about tourism in the U.K. What is there to do? What tourist attractions have been specially built and where are they located.
- Discuss how the sites provide jobs for people.
- Discuss the need to maintain sites and respect sites of historical importance and natural beauty. Conservation. Compare this to Africa. What sites are there in the countries being studied by your class? How has this helped people? What are the negative effects it has had on the environment.
- Ask the children to write and present a news report on tourism either in Africa or in the local

environment. Ask them to mention positive and negatives on the local community. E.g. pressure on transport, noise levels versus increased jobs, increased revenue for local shopkeepers and café's, restaurants.

- Or ask the children in small groups to come up with an idea for a tourist development. Children are given a choice of attractions and debate which would be best for the local area and or their country in Africa. Attractions could be: a sealife centre, a theme-park, reconstruction of a historical site, commemorative statue and gardens.

Key Questions: Why is tourism important to a country? What does it bring with it? What are the positive and negative effects tourism may have on the local community.

## Session 6 - Animals and conservation

- **Learning objective =**
- To look at the animals that live in your country in Africa and compare them to the animals that live here.
- To learn that some animals are in danger of becoming extinct and to find out what can be done to help them.
  
- Look at the animals in Africa. See how they are adapted to their environment
- Locate where they live prominently in areas
- Discuss conservation efforts, extinction of species.
- What can we do to help
- Children choose an endangered animal and produce a poster to make people aware of the need to protect it. Children may wish to hold a cake sale or charity event to raise money for a wildlife sanctuary/reserve park for endangered species in the country you are studying. Produce posters for it making the rest of the school aware of why you are raising money. Speak a little about it in assembly, advertise your event. Money raised can then be sent to the people in Africa running the projects.

Key Questions: What animals live in your country in Africa? How have people harmed nature and wildlife? How are people trying to save it?

Resources needed:

1

Maps, globes and Atlases

Question sheet on Africa to fill in.

2

Maps and Atlases

Books on country to be studied

Ideally access to internet  
Note/Scrap book for recording findings

3  
Weather information for last few years for locations around Africa  
Weather charts for your region in the U.K.  
Graph paper  
Continuing weather data from ship?

4  
Photo pack/powerpoint of location in town and countryside both in U.K and Africa.  
Cut and paste questions to sort (general)

5  
Pictures of tourist attractions in the U.K. and in country of choice in Africa.  
Sheet with positive and negative impact written on it.  
List of possible attractions, scrap paper to make notes for debate or to plan news report.

6  
Information books on animals  
Powerpoint on African animals and on hunters with information on nature reserves and conservation (general)  
High profile campaigns such as bodyshop extinct is forever on conservation