



Links to other subject units this term	
This topic will link to our Science projects on animals and other living things as we explore the different types of animals in Kenya; whether they are carnivores or herbivores. We will also link to our Literacy text – ‘Bringing the Rain to Kapiti Plain’ which is a story set in Kenya. Other texts, both fiction and non-fiction have been chosen to relate to Kenya.	
Prior Learning	
All children will have some understanding of African wildlife, animals and habitats from other curriculum or topic areas. (Term 1 research into facts about the 7 continents)	
Key vocabulary for this unit	
Africa, continent, country, capital city, Kenya, Nairobi, Indian Ocean, equator, weather, climate, atlas. Key, label, tourists, population, drought, deserts, culture, volcanoes, National Park, savannah. Endangered, protect, habitat, migrate, extinct. Maasai tribe, culture, tradition, warriors, competitive. Compare, similar, different, rural, urban, farm, countryside, city, culture, maize.	
Learning Sequence	
Where is Kenya?	<ul style="list-style-type: none"> • Describe where Kenya is located in the world using key words. • Following research, identify at least 3 things about the country. • Use an atlas independently to locate Kenya on a world map.
Let’s Explore	<ul style="list-style-type: none"> • Draw a freehand map of Kenya. • Label the map with main cities, oceans, rivers and mountains. • Following research, identify at least 3 things about Kenyan <i>life</i>. • Research facts to show what is known about Kenya.
National Parks and Wonderful Wildlife	<ul style="list-style-type: none"> • Name three (or more) key features of a national park. • Explain how a national park is different to a game reserve. • Explain why people visit Kenya on holiday. • Use N, E, S and W correctly to move around a map.

African Animals	<ul style="list-style-type: none"> • Name animals that live in Kenya. • Explain some of the reasons why animals migrate (move). • Explain why animals are important to Kenya. • Explain what 'endangered' means and why animals in Kenya might be endangered.
Marvellous Maasai	<ul style="list-style-type: none"> • Describe 3 things about the Maasai people and culture. • Identify some similarities and differences between the Maasai culture and our own culture.
My Day, Your Day	<ul style="list-style-type: none"> • Observe photographs of Kenya and the UK and ask questions to find out more about Kenya or the UK. • Describe how life is similar in the UK to a child in Kenya. • Describe how life is different in the UK to a child in Kenya.
Assessment milestones	
<ul style="list-style-type: none"> • To ask and find answers to geographical questions to learn about places. (A / B / C / D) • To compare and contrast aspects of Kenyan life to their own, including tourism, schools and culture. (B / D) • To use world maps, atlases and globes to identify the countries studied at this key stage and where they are located in relation to other places in the world. (A) • To label a map of Kenya (including a key) with some physical and human features and appropriate labels. E.g. national parks and game reserves. (A) 	