

Year 5:

GEOGRAPHICAL CONTEXT: Kenya



KEY VOCABULARY:

Africa	The Western Highlands	Nairobi
Landscape	The Rift Valley and Central Highlands	Lake Victoria
Climate	The Northern Lowlands	Kilimanjaro
Equator	The Coastal Region	Latitude
Hemisphere	Tourism	Environmental footprint
Lake Turkana	Maasai	Migration
Mombasa	Maasai Mara	Poverty

WHAT?

Where in the world is Kenya?

What is the climate in Kenya like and how does it compare to the UK?

What impact has tourism had on the Maasai Mara area of Kenya?

How is life changing for Kenyans and how does this compare to your life?

Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.

Human geography, including: types of settlement and land use economic activity including trade links

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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<https://www.rgs.org/schools/teaching-resources/kenya-a-changing-nation/>

Session 1

Where in the world
is Kenya?

Explain to students that Kenya is in Africa, students are likely to know this. Many children do not recognise the constituent countries of Africa and often believe that Africa is actually a country rather than a continent. These misconceptions can be addressed using a world map that shows the outlines of countries within larger continents. Children can be asked to identify

Then explain that Kenya is on the Eastern coast of Africa and lies across the equator. Depending on the age group of children being taught the concepts of north, south, east and west may need to be refreshed. Children may also be unfamiliar with the word 'Equator'. Explain that this is an imaginary line that stretches around the middle of the earth and divides the world into a northern and southern hemisphere (or get a child to explain this if they have an idea of what the equator is). The concept can be demonstrated using a globe and/or a sphere that can be divided into 2 to visually demonstrate 2 hemispheres. the continents of the world and to explain what a continent is.

Using the 14 contemporary images of Kenya, ask children to separate the images into images of Kenya and images not of Kenya at their tables.

Main Activity:

Explain to children that they are going to be detectives for the next hour and are going to put together a fact file on Kenya using 2 fact sheets and a map to help them.

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Session 2

What is the climate in Kenya like and how does it

compare to the climate in the UK?

RECAP: climate work from Year 4

What is climate? Create a mind map of the different climate zones.

Ask children to locate Kenya on a globe/map through 3 specific instructions (Kenya is in Africa, it is on Africa's East Coast and the equator runs through it). Recap of longitude and latitude.

Explain that we will now start to think about the climate in Kenya and the UK and are going to put our thoughts into a Venn diagram. Children may have thoughts about the climate in Kenya and the UK before they even see the images for the next activity, in which case these thoughts can be slotted into the diagram. Working in groups at tables children should be given 1 image of Kenya-What can they tell about the climate/environment in Kenya just by looking at the picture in front of them? Ideas should be jotted down on paper around the image. Children need to give reasons/evidence for their responses. Once children have had 5 minutes looking at the image and discussing it with their group, the whole class should feedback and share their ideas about what the images show about the climate in Kenya and why. Can they make an overall conclusion about the climate in Kenya? The key concept children should grasp is that climatic conditions across the country vary.

Do the same again for the images of the UK.

Continue discussion by focussing on the image of Mount Kenya. Were the group who had this image surprised by it at all? If so, why? The idea of snow capped peaks on the equator is a difficult concept but a very good way of exploring the effect of altitude on climate. This can be started by asking children to identify the mountains they know of and what characterises these environments- RECAP of mountain work in Year 4.

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Session 2– continued

What is the climate in Kenya like and how does it

compare to the climate in the UK?

Main Activity:

Divide children into mixed ability groups of 4-6.

Provide each child with a climate fact sheet and importance of climate fact sheet to share 1 between 2.

Only 1 activity sheet will be required per group. Explain to students that they will be producing a poster in groups. The fact sheets contain detailed information about the climate in Kenya, but there is a lot of information to look at. We will therefore work on a small section each and present what we have found out to each other at the end of the lesson. Guide children through the activity sheet and requirements for layout of the poster. Explain that each group will have one area of Kenya to work on, and will then share their findings with the rest of the class. Each poster will have 4 parts:

- 1) Section 1 – Map (option to annotate this further)
- 2) Section 2 – 5 Basic facts about the Kenyan climate
- 3) Section 3 – Case study of the group's allocated area in Kenya (option to stick annotated picture from the gallery, draw a graph and select key facts from the fact sheet).
- 4) Section 4 – Explanation of why the climate is so important and what sorts of activities it allows to happen in the country and why. For example why are tourists attracted to the country?

Section 3 of the poster will be different for each group. Each group should be provided with an area from the following to focus on:

- The Western Highlands
- The Rift Valley and Central Highlands
- The Northern Lowlands
- The Coastal Region

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Session 3- What impact has tourism had on the Maasai

Mara area of Kenya?

Begin the lesson by showing students the image of the [Maasai warriors](#) in the gallery. Children can be asked to think of 2 questions they would like to ask them or would like answered based on the picture. Explain to students that during their next few geography lessons they will be learning more about where these people come from and what is happening there. Share with students that these people are Maasai.

Lead children through the short [image clip](#) about the Maasai. Encourage children to look closely at the images and maps, what do the images and maps say to them. The 2 maps in the clip show the reduction in the lands of the Maasai. In 1892, the Maasai were spread across much of Eastern Africa, today they are found in a much smaller area across southern Kenya and northern Tanzania. The clip ends with the statement 'But the lives of the Maasai are changing'.

Then provide children with the [Who are the Maasai?](#) Fact sheet.

Ask children to answer 6 key questions about the Maasai based on what they have seen and the fact sheet. Divide children into small groups to complete this task.

Main Activity:

Once children have gained a good understanding of who the Maasai people are and where they live, the idea that life in the Maasai Mara is changing because of tourism can be explored further. Go through the '[Impact of tourism](#)' statements one by one as a class and decide whether the impacts are positive/ negative or both.

The class should be divided into 6 mixed ability groups. Explain that each group will have a different group of Kenyan people to represent in the meeting. They will find the details of their group on their role card and the accompanying photograph. Provide each group with a [role card](#), accompanying image and [activity sheet](#)

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Session 4-How is life changing for Kenyans and how does this compare to your life?

Explain that during this lesson we are going to think about why people live where they live by thinking about our local area and comparing it to a place in Kenya.
Begin the lesson by thinking about the question 'Why do you live where you live?'
Then ask children the question 'Do you think somebody living in Kenya would have the same reasons for living where they live?' Children can explore this question through the activity called 'Side by side but worlds apart'.

Main Activity:

Children will consider why so many people live in cities through analysing the reasons for migration to Nairobi specifically from the Maasai Mara area.
Provide children with 1 fact sheet at a time to read. This can be done in groups. Whilst reading the fact sheet about life in a Maasai village there is the opportunity to engage children in role play activities. Children could take opposing roles of young Maasai who want to move away from the villages and Maasai elders who want to preserve their traditions—use hot seating and conscious alley.