

Subject: Geography	Title of unit: Kenya	Year group/term: Y4 – Summer2
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Unit 'intent' statement:

This unit aims to give children an in-depth understanding of a changing nation. Kenya encompasses a hugely broad spectrum of lived experiences amongst its population. Therefore, a key aim of this unit is to give a holistic impression of this nation and its people in terms of its natural/man-made features, its culture and its economic picture. Children will learn about Massai people, and how they interact with their local landscape, but they will also develop a clear understanding of how its urbanised areas - such as the capital city of Nairobi – support a developing economy and way of life that is much more modernised and dependent on manmade features and modern technology. Children will also develop a rich view of Kenya's diverse landscape and varied climate, with some understanding of the impact climate change is having on nature and the Massai people.

Links to previous learning

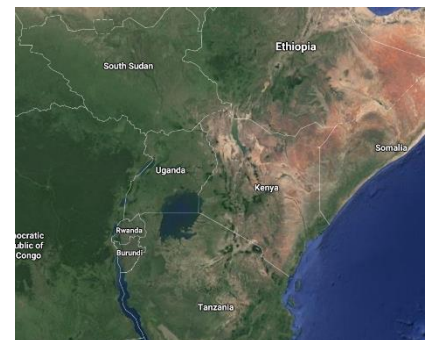
This unit will be the first time children 'visit' the continent of Africa in their learning journey at Willowbrook School, so teachers will need to ensure the language of continents and countries is recapped and consolidated. In Year 3, they studied a term-long unit about Italy and understood that it was on the continent of Europe. In Year 3, they recapped their knowledge of the equator and the Tropics of Cancer and Capricorn, knowing that Italy was north of the Tropic of Cancer. The children studied the physical geography of Italy in great depth, and used maps and atlases extensively during this unit.

Knowledge pupils will acquire (NC statements in bold):

- *Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*
- *Physical geography, including: climate zones & rivers.*
- *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*
- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world*
- *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)*

Map-work/physical descriptions of Kenya (1 lesson): (Fieldwork)

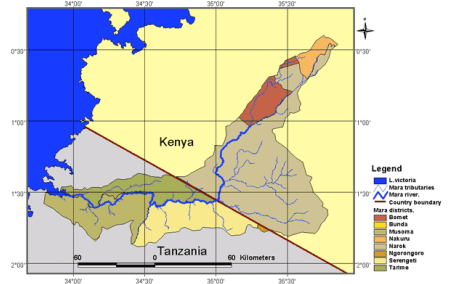
- Know that Kenya is a large **country** in the **continent** of **Africa**.
- Know that Kenya has a **coastline** that borders with the **Indian Ocean**.
- Know that Kenya's capital city is **Nairobi**, and be able to identify this on a map or atlas and refer to it using grid references.
- Know that Kenya borders with five other African nations: Uganda, Tanzania, Ethiopia, South Sudan and Somalia. This is a good opportunity to discuss the eight compass points to describe where these countries are in physical relation to Kenya.
- Know that Kenya has a hugely varied natural **landscape** (topographic maps can support this understanding and children will be familiar with these from their Y3 Italy unit). It has low **plains** near to the coast, which rise inland to the **highlands**, which are extremely good for **agriculture** (growing crops).



Wildlife, river, mountain, tourism (1 lesson):

- Know that the second highest mountain in the whole continent of Africa is in Kenya and is called **Mount Kenya**.

- Know that Kenya has considerable land area devoted to **wildlife habitats**, including the **Masai Mara**, where blue wildebeest and other bovids participate in a large-scale annual migration. More than 1 million wildebeest and 200,000 zebras participate in the migration across the **Mara River**.
- Know that the Mara River runs between the south-west of Kenya and neighbouring Tanzania. It begins in the highlands of Kenya but runs through Tanzania and into **Lake Victoria**, Africa's largest lake. *A map – such as the one featured here, could be used to get children to describe specific locations along the river using grid references.*
- Know that Kenya's wildlife is a huge **tourist attraction**. One particular attraction is the annual animal migration that occurs between June and September, during which two million wildebeest migrate a distance of 2,900 kilometres from the Serengeti (in neighbouring Tanzania) to the Masai Mara in Kenya, searching for food and water supplies.
- Know that tourism is a huge part of Kenya's economy – meaning that many jobs are linked to tourism and it brings a lot of money into the country.
- Know that the "Big Five" game animals of Africa (the lion, leopard, buffalo, rhinoceros, and elephant) can be found in Kenya and in the Masai Mara in particular. A significant population of other wild animals, reptiles, and birds can be found in the **national parks** and **game reserves** in the country.



Climate (1 lesson) (analysing charts and data)

- Know that Kenya's **climate** is hugely varied. The **equator** passes through Kenya, meaning it receives a lot of the Sun's energy throughout the year. It is **tropical** (hot and wet) along the coast, **temperate** inland (more varied – can be warmer or cooler) and **arid** (very dry) in the north and northeast parts of the country.
- Know that the "long rains" season occurs from March/April to May/June. The "short rains" season occurs from October to November/December. The **rainfall** is sometimes heavy and often falls in the afternoons and evenings.
- Know that the temperature remains high throughout the months of tropical rain. The hottest period is February and March, leading into the season of the long rains, and the coldest is in July, until mid-August.
- Know that **climate change** in Kenya is increasingly impacting the lives of Kenya's citizens and the environment. Climate change has led to more frequent extreme weather events like **droughts**, which last longer than usual, irregular and unpredictable rainfall, **flooding** and increasing temperatures. **(This is a good chance to look at some geographical data about Kenya's rainfall/temperatures and potentially do a mini enquiry question such as "What is the evidence that Kenya's climate is changing?")**
- Know that the effects of these climate changes are: issues with water security, food security and economic growth. Harvests and agricultural production, which is a huge part of the Kenyan economy, are also affected.

The Maasai people (2 lessons) (Organising and communicating and geographical enquiry)

- Know that there are lots of different types of **settlement** in Kenya (a settlement is just where people live).
- Know that the Maasai people are an ethnic group who live in various parts of Kenya (population of over a million). They are known as tall and fierce warriors and can be recognised by the special red cloth they wear which is called a Shuka.
- Know that the Maasai people live a semi-**nomadic** life, which means they often move from place to place with their animals.
- Know that they rely on their animals for food (including milk, meat and animal blood) and walk for many miles with their animals to find fresh food and water. They get all the other foods they need by **trading** (swapping) with other Maasai people. **(Trade is a key strand in our Geography curriculum – worth asking children when they've heard about other forms of trade in Geography. E.g. when studying Italy they learnt about the Mediterranean being a key shipping route for the import/export of goods.)**
- Know that Maasai men herd cattle and carry spears to protect their cattle from wild animals such as lions. The Maasai women are responsible for cooking, collecting sticks for the fire and building the home.
- Know that the Maasai people have their own language (Maa) and are known for their distinctive customs and dress. The official languages of Kenya are English and Swahili.
- Know that a Maasai village is called an **enkaang**.

- Know that the Maasai people have traditionally relied on local, readily available materials and indigenous technology to construct their housing.
- Know that the traditional Maasai house is designed for people on the move and is therefore a 'temporary' home. The houses are either rectangular shaped with extensions or circular, and are constructed by women. The structure is formed of timber poles fixed directly into the ground and interwoven with branches, which is then plastered with a mix of mud, sticks, grass, cow dung, human urine, and ash. The cow dung ensures that the roof is waterproof. Within this space, the family cooks, eats, sleeps, socialises, and stores food, fuel, and other household possessions. Inside the home it is dark and smoky from the fire. There are usually animal skins on the floor to sleep on.
- Know that a thick, thorny hedge is usually built around the enkang to keep out dangerous animals such as lions and leopards.
- Know that the Maasai bring their animals into the centre of their villages at night, through narrow alleyways. These alleyways are blocked up at night to protect the people and cattle from dangerous animals.
- Know that the women of the village collect sticks for the fire and water for drinking and cooking. They also make beautiful jewellery to sell. The men look after and guard the animals.
- Know that many Maasai people are choosing to leave their villages to go to cities (children will learn about Nairobi in greater depth in the next session). There are many reasons for this, including:
 - More amenities, like hospitals, shops and cinemas.
 - Climate change is making it harder to keep animals.
 - You're able to buy anything you need in the city.
 - They do not own the land they live on, and it can be taken to make national parks or to build houses on.
 - There are other jobs in the villages they live in.



Life in Nairobi (1 lesson) (Comparative write in English)

- Know that life in a Kenyan **city** is completely different from life in a Masai village. Cities are built-up, manmade places with lots of buildings and roads. This is a stark contrast to Kenya's natural landscape.
- Know that the capital city, Nairobi, has changed dramatically in the past hundred years as the **economy** has developed and more money has been spent on building roads and skyscrapers.
- Know that Kenya used to be part of the British Empire – which was when Britain ruled over Kenya and made decisions about the country and how its resources would be used. The British built Nairobi in 1899 when building a railway line from Mombasa to Kisumu. They wanted Kenya's capital city to be in the middle of the country. Kenya became an independent country in 1963 – meaning it could then be self-ruled and make its own decisions.
- Know that the people who live in Nairobi are often either extremely **rich** or very **poor**.
- Know that *most* people who live in Nairobi are poor and live in **shanty towns** (these are areas of poor housing that are on land that nobody else wants to use). The houses in shanty towns don't usually have running water or electricity.
- Know that there are also very wealthy areas in the city with skyscrapers, beautiful hotels and expensive houses. Several of Africa's largest companies are headquartered in Nairobi.
- Know that some of the **goods** manufactured in Nairobi include: clothing, textiles, building materials, processed foods and beverages. Several foreign companies have factories based in and around the city. These include Toyota Motors and Coca-Cola.
- Know that nearly 3 million people live in Nairobi and the population is growing all the time as many people from villages migrate there.
- Know that education is free in Kenya and is very much valued. All children, including Masai children, can go to school - however, nomadic children are less likely to stay in education due to their lifestyle and their involvement in the physical work of the family. There are more schools in cities than in **rural** areas, and these are often of a higher quality than the schools you would find in arid areas such as the northeast of Kenya (*children could compare images of a school in an arid area, and a school in Nairobi*). Because cities often have 'informal' settlements (not proper housing on land they own), there are many children based in cities who do not attend school. Over a million children in Kenya are thought not to be in school.



These photographs show Nairobi in 1900 and then in 1991.

Any spare time/final lesson(s):

Children could apply their learning by following an enquiry question based on a scenario, such as a Masai person considering swapping their life in the village for a life in the capital city of Nairobi. Possible question: ***“Should a young Masai adult choose to stay in their home village or switch to a life in the city?”*** Children could then use the factual information about factors such as education, amenities, manmade/natural features to evaluate where someone might have the most fulfilling life experiences.

This unit will start with a brief retrieval quiz on the following past unit studied by the children:

North & South Poles

This unit will end with the following retrieval quiz:

Questions:	Option A	Option B	Option C	Subject-specific disciplines/skills opportunities:
Kenya is in which continent?	Africa	Asia	Antarctica	<ul style="list-style-type: none"> • Lots of map work – and varied maps (topographic, those with grid references, atlases) • Enquiry questions (which include the use of geographical data) • Organising and communicating information • Comparing features of different places
What is the capital city of Kenya?	London	Nairobi	Rome	
The Masai people are semi-nomadic. This means...?	They stay in one place	They live in the city	They don't stay in one place.	
The Mara river flows from Kenya into which neighbouring country?	Sudan	Ethiopia	Tanzania	
Parts of Kenya are very arid. What does this mean?	Extremely wet	Very dry	Temperate	
The equator passes through Kenya. This means that Kenya receives a lot of what?	Money	Sunlight	Snow	
Kenya's east coast borders which ocean?	Atlantic	Mediterranean	Indian	
What is the name for the informal settlements that can be found in and around the city?	Shanty towns	Temporary towns	Nomadic towns	