

# LESSON PLAN

## KS2 GEOGRAPHY - PLACES



**Length of lesson:** One hour

### Lesson objectives:

To be able to identify African countries and their capital cities.

To identify and compare different types of settlement and land use in Kenya.

### Lesson outcomes:

**All** pupils will be able to identify different land uses in Kenya using the pictures provided.

**Most** pupils will be able to compare the differences in land use between rural areas and cities in Kenya.

**Some** pupils will be able to identify how the different land uses result in different economic activity.

### National curriculum link:

#### Locational knowledge

To locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics and major cities.

#### Human geography

Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.

### Preparation:

- Photographs of Kenya slideshow
- Farm Africa's illustrated map
- One comparison worksheet per child/per pair

### Starter/warm up:

Ask students where they live. Establish the city, country and continent. Explain that they will be looking at what it is like to live in a completely different country and continent. Use a world map to locate Africa and elicit that Africa is a continent like Europe and has lots of countries. Use Farm Africa's world map to allow the children time to explore the different countries, capital cities and physical features (eg lakes, mountains etc.). Can they locate the countries where Farm Africa works? (Kenya, Uganda, Ethiopia, Tanzania). Can they find their capital cities? Where in Africa are these countries? (eastern Africa).

### Whole class teaching:

Play 'guess the location'. Show children the slideshow of pictures from Kenya. Ask the children in groups/pairs, to decide where in the world each picture is located. Encourage children to provide reasons for their answers. At the end, reveal that all the pictures were from Kenya. Did anything surprise them? Why?

What type of area in these countries might Farm Africa work? Explain that Farm Africa works in rural areas to support communities with farming by helping them to produce more crops or rear livestock for food. Explain that today the children are going to think about the differences in land use between Kenya's capital cities and villages like the ones Farm Africa works in. What different types of land use did they spot in the picture slide show?

### **Independent work:**

Children to use pictures and Farm Africa's map to identify features and land uses, then complete comparison sheet to compare land use and settlements in cities and tourist areas such as Nairobi with rural villages Farm Africa works in. They may think about use of land for retail, hotels, beaches, schools, farms, city housing or rural homes.

### **Plenary:**

Use the identified differences between Nairobi and rural villages to think about economic activity. How do you think people in the different areas might make their money? Look at the Farm Africa map to identify some of the produce that farmers grow in eastern Africa. Explain that Farm Africa supports smallholder farmers to help them grow enough produce to sell at local markets but there would also be farms that sell produce on a global scale.

Name: ..... Date: .....

Learning objectives: .....



**Name:** ..... **Date:** .....

**Learning objectives:** .....

**Cities and  
tourist areas**

**Rural villages**

# COMPARE THESE PHOTOS

**Cities and tourist areas**



**Rural villages**



# ROSE AND KIILU'S STORY

## Part 1

Kiilu is 12 years old and lives with Rose, his grandmother, in Kitui, Kenya. Rose has been a farmer all her life, and still carries out the hard work of planting, weeding and farming her land so that she can earn enough to feed her grandchildren and send them to school.

But in the drought-prone area of Kitui, the crops that she grows such as maize often wither and die when the rains fail.

**“I have to feed my grandchildren and often we go hungry. Because the rains are unreliable – sometimes they are good and then the next season they are not – I am not always able to harvest enough food for my family.” – Rose**

Rose not only needs a good harvest to feed her growing grandchildren, she also needs to sell some of her crop to pay for school costs, such as books and uniforms. When there is no harvest, Kiilu cannot go to school.

**“I feel sad when I have to miss class because we cannot afford the costs. When you return to school it is not easy to catch up with the other students.” – Kiilu**

## Part 2

Farm Africa is a charity that helps farmers like Rose learn how to use their land to grow crops that will grow well even when the rains fail.

Farm Africa taught Rose about nutritious crops such as sorghum and green grams (mung beans). These crops are drought-tolerant – they grow even when there is only a small amount of rain. Rose also took part in training programmes, learning techniques such as using animal manure as fertiliser, and digging trenches to retain water. Rose is now able to reap a good harvest, even when the rains fail.

**“The green grams are doing especially well, I love eating them in the stew my grandmother cooks because they are nice and sweet.” – Kiilu**

Rose is also part of a Farmers' Group. Together with her fellow farmers, they have learnt business skills, and now sell their crops in bulk to fetch a better price.

With the money she earns, she is able to pay school costs for Kiilu, meaning he doesn't have to miss out on his lessons. Just like his grandmother, Kiilu likes to learn new things. He's also learning how to farm from his grandmother.

**“She always tells us what she has learnt from Farm Africa, she takes us out to the farm to show us how to take care of the crops and how to use certified seeds. It is important for my grandmother to get advice on farming because then she can guide us on how to do it well.” – Kiilu**

