

**MORDA CE PRIMARY SCHOOL: Knowledge Organiser: Year R/Y1 Autumn term 2022 An African Adventure (Kenya)**

To talk about their local environment. Using maps to locate key features and buildings in Morda.

A comparison of their own local area and Kenya: What are the differences and similarities? Using the book Handa's surprise as a starting point, looking at the journey Handa takes and the environment and then comparing it to our own.

Key Skills Geography Areas of study: YR/Y1	Key enquiry questions
<p><b>Geographical Enquiry</b>  <b>Year R - Draw information from a simple map</b>  <b>Year 1</b>                      Identify and describe features in the local environment, e.g. house, farm, church.                      Use photos and pictures to locate places in the local environment.                      Talk about the local environment.                      Use resources provide and their own observations to respond the questions about places.</p>	<p>Are there any buildings you recognise? Where does this road lead us? What is on the corner? What do the fields look like? What do you notice around the school?</p> <p>How does it compare to the Morda map? What looked different in rural Kenya? What colours do you notice? What else was different?</p>
<p><b>Geographical Skills &amp; Fieldwork</b>  <b>Year R - Draw information from simple maps</b>                      Understand that some places are special to members of their community                      Recognise similarities and differences between life in their country and life in other countries  <b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities</li> <li>• Use aerial images to recognise landmarks and basic physical features</li> <li>• Use simple fieldwork to observe, measure and record the human and physical features in the local area Use a simple key to recognise physical or human features on a map</li> <li>• Create a simple map of my local environment</li> </ul>	<p>What special places do we have to go to? Where can you see on the pictures in Kenya? Is this different? Are the buildings different? Where do they get food from? Are the schools and houses different?                      What jobs do people do? How is that different?</p> <p>How does the landscape look different?</p>
<p><b>Location &amp; Place Knowledge</b>  <b>Year R - Draw information from simple maps</b>                      Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.                      Recognise some similarities and difference between life in this country and life in other countries.                      Recognise some environments are different to the one in which they live.  <b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK and name the bodies of water that surround the UK</li> <li>• Identify some of the human and physical characteristics of the four countries of the UK.</li> </ul> <p><i>England, Ireland, Scotland, Wales,                      North Sea, Irish Sea, English Channel and Atlantic Ocean.                      Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania).</i></p>	<p>What do we admire about Kenya?                      Landscapes, artwork, animals, music and dancing, climate, clothing, and food                      What differences are the differences between Morda and Kenya?                      What are the similarities between Kenya and Morda?                      Can you locate Morda on the map? What buildings can we find in Morda?                      Can you locate Kenya on the map?                      How would we travel to Kenya from Morda?                      What does the national flag of Kenya look like?</p>

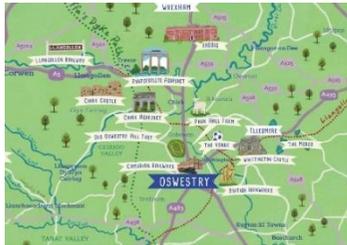
<p><i>Know features of hot and cold places in the world. Understand location in relation to the Equator, South and North Pole.</i></p>	
<p><b>Human and Physical</b>  <b>Year R</b> Recognise some similarities and difference between life in this country and life in other countries. Recognise some environments are different to the one in which they live.  <b>Year 1</b>  Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</li> <li>• Compare and contrast a location such as a farm with the seaside.</li> <li>• Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</li> <li>• Identify land use around the school and my local area in Morda.</li> <li>• use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied</li> </ul>	<p>What are the main differences?  Mountains, vast open spaces, dry land, wild animals  Buildings, roads, hills and mountains, sea and rives, small towns  What are the buildings like? Language? Roads? Clothes? Food?</p>
<p><b>Sustainability</b>  <b>Year R</b> – understand that some places are special to members of their community  <b>Year1</b>  Talk about the things I like and don't like about the local environment.  Talk about what people do in the local environment.</p>	<p>What special places do you visit in Morda and Oswestry?  The church, the library the swimming pool. The park and the shops.  What do you love? What do you dislike?  What jobs are in our locality? What are the jobs like in Kenya?</p>
<p><b>Mantle of the Expert:</b>  Using AIR as a project manager who has been approached to build a school in Handa’s village. To gain children’s concern - She is extremely distressed, head in hand and looking anxious. We begin to hear her thoughts.....”This job is way too big for me....how will I be able to do this on my own.....”  Teacher stops AIR “I wonder what help she needs? Shall we find out?”  AIR continues. “I’ve never done anything on this scale before, I am going to need some help....I am going to need a team of expert builders”  Teacher stops AIR “Did you hear that? We can do that; we’ve built houses before...can you remember in our challenge last week when we built the different houses? We can do this. We can help her”  Change space. Everyone stands up, and children then can ask the adult questions to find out about the project. Which is building a school for 150 children in Handa’s village.  Finish session with AIR – I’ve not got enough equipment. Can you help with that?  <b>Context:</b>  <b>Commission :</b> To build a new school in Africa <b>Client :</b> Project manager <b>Responsible Team :</b> Expert builders</p>	
<p><b>Key Vocabulary:</b> city, town, village, factory, farm, house, office, shop, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather, address, location, map, globe, direction. Use simple compass directions (North, South, East, and West)</p>	

Reading list: Handa's surprise, Lion Hunt

## GEOGRAPHICAL LOCAL CONTEXT - MORDA

### Me and my wonderful world

Morda is located on the outskirts of Oswestry and in the county of Shropshire. The village is named after the [River Morda](#), a branch off the [River Vyrnwy](#). It has a shop, primary school and Hope House children's hospice. Environmental features are mainly farmland and rural. We need an address to locate where we live. Houses in Morda differ and can be found on a map. Routes to a particular place can be plotted on a map and can be measured in metres, kilometres, and miles.



## GEOGRAPHICAL NATIONAL CONTEXT - AFRICA - KENYA

### An African Adventure

Africa is the second largest continent and it is made up of 54 countries. The official name is the Republic of Kenya and is on the continent of Africa. The capital and largest city is Nairobi. School is free in Kenya, but many children are too busy to go to classes. They help their families by working the land, tending cattle, cooking, or fetching water. Music and storytelling are important parts of Kenyan culture. For centuries, tribes throughout the country have used songs, stories and poems to pass on their beliefs, history, and customs.

Millions of people visit Kenya each year to see its endless savannah and the animals that inhabit it: elephants, [lions](#), cheetahs, giraffes, zebras, hippos, rhinos and more. The Kenyan government has set up more than 50 reserves and parks to protect these animals. How does this tourism affect the animals?

People hoping to spot some amazing African wildlife usually focus on Kenya's lowland savannah. But Kenya's ecosystems also include deserts, swamps, mountain and forests.

