





Term 2: Africa

	Maasai Mara National Park-Kenya	Mountain Gorillas-Congo	Avenue of Baobabs-Madagascar	Lake Retba-Senegal	Timgad Ruins-Algeria	The Sphinx-Egypt
						
Learning Objectives	<ul style="list-style-type: none"> -Locate Kenya on a world map and globe. -Describe what you see in pictures of the Maasai Mara (animals, landscape, weather). -Describe how life in Kenya might be similar or different to life in our town or village. -Name some animals that live in the Maasai Mara. -Describe the weather and what people wear there. -Talk about the Maasai people and how they live. -Compare homes, clothes, and schools in Kenya and the UK. -Recognise why the Maasai Mara is protected as a national park. -Describe the climate and how it affects plants and animals. -Identify features such as rivers, grasslands, and trees on maps and images. -Explain why animals migrate in and out of the Maasai Mara. -Explain how the Maasai people use the land for farming and grazing. -Discuss how tourism affects the Maasai Mara (good and bad). -Identify ways people protect wildlife and nature. -Compare the daily life of a Maasai child with my own. -Use geographical vocabulary to describe land use and human activity. -Explain why the Maasai Mara is important for wildlife and biodiversity. -Describe the challenges facing the Maasai Mara, such as poaching and climate change. -Investigate how people are trying to protect endangered species. -Evaluate how human activity affects the Maasai Mara's environment. -Debate how to balance conservation with community needs. 	<ul style="list-style-type: none"> -Locate Africa and the Congo on a world map and globe. -Name some jungle animals, including the gorilla. -Describe what a rainforest looks and sounds like. -Describe the habitat where mountain gorillas live. -Compare the Congo rainforest to the woods or parks near my home. -Say what gorillas eat and how they move and play. -Explain why rainforests are special and need protection. -Describe the physical features of a rainforest (canopy, understory, forest floor). -Explain how the weather and climate affect plants and animals. -Understand how gorillas survive using their physical adaptations. -Identify dangers to rainforests, such as logging and hunting. -Explain how people in the Congo depend on the rainforest for food and jobs. -Describe how rangers and scientists protect mountain gorillas. -Understand why gorillas are endangered and what threatens them. -Compare life in the Congo with life in the UK. -Discuss how humans and wildlife can live side by side. -Research how groups like WWF help protect gorillas and their habitats. -Use maps, graphs, and images to show where gorillas live and how numbers are changing. -Describe how climate change and deforestation affect the rainforest. -Debate ethical questions, such as "Should tourists visit gorilla habitats?" -Explain how international cooperation helps to protect wildlife. 	<ul style="list-style-type: none"> -Locate Madagascar on a world map and globe -Describe what a baobab tree looks like. -Say what trees need to grow. -Compare trees in Madagascar with trees near our school. -Talk about why trees are important for people and animals. -Describe what the landscape looks like and how it is different from where we live. -Explain how people in Madagascar use baobab trees (for food, shelter, and water). -Describe the climate of Madagascar (hot, dry, tropical). -Identify physical features such as rivers, coasts, and forests. -Explain why baobabs grow well in Madagascar's dry climate. -Compare Madagascar's environment with the UK's. -Describe how baobabs are used by local communities (food, shelter, medicine). -Explain why the Avenue of the Baobabs is protected as a natural landmark. -Discuss what might happen if too many trees are cut down. -Research how deforestation affects Madagascar's environment and people. -Describe the role of conservation projects in protecting the Avenue of the Baobabs. -Evaluate the impact of human activity (e.g. farming, tourism) on the Avenue of the Baobabs. -Debate how to balance conservation, tourism, and local livelihoods 	<ul style="list-style-type: none"> -Locate Africa and Senegal on a map and globe. -Recognise that Lake Retba is pink and describe what it looks like. -Describe the colour and shape of the lake and how it changes. -Explain why the lake is pink in simple terms (because of salt and algae). -Identify how people use the lake to collect salt. -Describe the climate and how it affects the lake. -Explain how people earn a living by collecting salt from Lake Retba. -Describe how salt is harvested and used. -Understand the challenges of working in hot, salty conditions. -Discuss how tourism affects the area positively and negatively. -Describe how the lake changes with the seasons and rainfall. -Investigate how salt collection affects the environment and local communities. -Debate how to balance economic needs (salt industry, tourism) with environmental protection. 	<ul style="list-style-type: none"> -Locate Algeria on a map and globe. -Recognise that Timgad is very old and was built a long time ago. -Describe what ruins look like and what they might have been. -Compare old buildings with new ones near where I live. -Describe what Timgad might have looked like when it was new. -Understand that Romans built Timgad and lived there long ago. -Describe how life then was different from life now. -Identify features of Roman towns, such as baths, roads, and forums. -Describe what daily life was like for people in Timgad. -Explain how Romans planned and organised their cities. -Discuss how the ruins help us learn about the past. -Compare Roman buildings and lifestyles with our own. -Explain how Timgad was built, used, and later abandoned. -Understand how deserts and climate affected the city's survival. -Evaluate how humans and nature have changed the site over time. -Debate how tourism and conservation can work together. -Explain why UNESCO protects sites like Timgad as World Heritage. 	<ul style="list-style-type: none"> -Locate Egypt on a map or globe. -Recognise the Sphinx as a very old statue. -Describe what the Sphinx looks like (a lion's body and a person's head). -Describe how it might have been made from stone. -Explain that the Sphinx guards the pyramids at Giza. -Describe the landscape around the Sphinx (desert, sand, pyramids). -Describe how religion and beliefs influenced Egyptian art and architecture. -Explain what archaeologists have discovered about the Sphinx. -Investigate different ideas about who built the Sphinx and why. -Explain how erosion and time have changed the Sphinx. -Describe how historians and scientists study ancient monuments. -Evaluate why the Sphinx is an important part of world history. -Evaluate how human activity and tourism affect ancient sites. -Debate why it is important to protect world heritage sites like the Sphinx. -Explain how UNESCO helps preserve ancient monuments.
Activities	<ul style="list-style-type: none"> -Locate the park on a map of Kenya. -Identify animals found in the Maasai Mara. 	<ul style="list-style-type: none"> -Locate the Democratic Republic of Congo and Virunga National Park on a map. -Show pictures and discuss body 	<ul style="list-style-type: none"> -Introduce children to the baobab trees and where they grow. -Locate Madagascar on a map. 	<ul style="list-style-type: none"> -Introduce children to Lake Retba 	<ul style="list-style-type: none"> -Identify the location of Timgad and Algeria on a map. -Shade the Sahara Desert region to understand the surrounding 	<ul style="list-style-type: none"> -Introduce pupils to the story and mystery of the Sphinx. -Describe how the Sphinx looks — a lion's body and a human head.

	<ul style="list-style-type: none"> -Sort animals into two groups: "Found in Maasai Mara" and "Not Found in Maasai Mara." -Discuss what these animals eat and where they live. -Discuss Maasai clothing, traditions, and homes (manyattas). -Make simple Maasai-style bead patterns using colored paper or beads. -Explains the Great Migration (wildebeest, zebras crossing rivers). -Draw or paint a scene showing animals migrating. -Discuss why animals need rivers and grasslands. -Understand the importance of protecting animals and nature. -Discuss what happens when people don't take care of wildlife. -Make classroom posters saying "Save Our Wildlife." -Learn about relationships between animals and their environment. -Create simple food chains using Maasai Mara animals (e.g., grass → zebra → lion). -Discuss how all living things depend on each other. 	<ul style="list-style-type: none"> parts (hands, feet, fur, face). -Make a mini "Gorilla Fact Book." -Discuss how gorillas use movement to communicate. -Compare sizes and weights of gorillas vs. humans. -Compare the gorilla family to a human family. -Raise awareness about protecting endangered animals. -Discuss why people must not harm gorillas or cut down forests. -Make "Save the Gorillas" posters. -Understand how gorillas fit into the ecosystem. -Build a simple food chain: <i>leaves</i> → <i>gorilla</i> → <i>leopard (predator)</i>. -Discuss how all living things depend on each other. -Watch a short video about gorillas in Virunga National Park. -Make gorilla face masks. 	<ul style="list-style-type: none"> -Discuss what makes baobabs special (huge trunks, long life, unique shape). -Discuss that baobabs grow in dry, tropical areas. -Compare the size of Madagascar to their own country. -Observe pictures of baobabs. -Discuss how the trunk stores water, and how the tree survives in dry seasons. -Draw and label the parts of a baobab tree (roots, trunk, branches, leaves). -Observe why the baobab is called "The Avenue of the Baobabs." -Compare local trees to baobab trees. -Observe trees around their school or home. -Compare them to baobabs: <i>Which is taller? Thicker? Has bigger roots?</i> -Record similarities and differences. -Discuss how Malagasy people use baobab fruit, bark, and leaves (for food, medicine, or shelter). -Discuss why it's important to protect trees, especially old ones like the baobab. -Draw posters encouraging people to care for trees. (e.g., "Save the Baobabs!" or "Trees Give Us Life!") -Watch a short video or slideshow of the Avenue. -Discuss how trees help keep air clean and prevent soil erosion. -Write or draw how life would change if the baobabs disappeared. 	<ul style="list-style-type: none"> and its unique pink color. -Ask children: "Why do you think the water is pink?" -Explain simply that it's because of special salt-loving bacteria and algae. -Locate Senegal on the map and mark Lake Retba near Dakar. -Discuss that Senegal is in West Africa and has both lakes and beaches. -Compare Senegal's coastline to that of their own country. -Explain how Lake Retba has microorganisms that make it pink and high salt levels like the Dead Sea. -Paint or color a picture of Lake Retba using pink paint. Sprinkle real salt on the "lake" area to create texture. -Learn about the people who work at Lake Retba. -Show how people collect salt by hand from the lake. -Discuss how salt is important for people's jobs and the economy. -Discuss that few animals can live in very salty water. -Explore how salt forms crystals. -Record how salt crystals form as the water evaporates — just like at Lake Retba! -Discuss how pollution or waste could harm lakes. -Create posters saying "Keep Our Lakes Clean" or "Protect Lake Retba." -Watch a short documentary or video clip showing Lake Retba. 	<ul style="list-style-type: none"> environment. -Compare the distance between Timgad and other famous African landmarks (e.g., Pyramids of Egypt or the Sahara). -Learn how Roman cities were designed and built. -Build a mini model of Timgad, including roads, houses, or arches. -Explain that Romans built straight roads and public buildings like theatres, baths, and forums. -Explore ancient Roman art forms. -Show pictures of Roman mosaics found in Timgad. -Create their own mosaics using paper squares to form patterns or pictures. -Understand daily life in ancient times through role-play. -Discuss what jobs and activities people did long ago. -Practice Roman numerals (I, V, X, L, C). -Compare life in ancient Timgad and modern towns. -Discuss and list differences in houses, roads, clothes, food, and transportation. -Discuss how weather, pollution, or neglect can harm ruins. -Brainstorm ways to protect old buildings (e.g., no littering, careful tourism). -Watch a short video or slideshow showing the Timgad Ruins (archways, streets, columns). 	<ul style="list-style-type: none"> -Discuss why ancient Egyptians built such statues (to protect their temples and tombs). -Locate Egypt on the map. -Mark Giza near the River Nile. -Discuss: "Why do you think the Sphinx was built near the pyramids?" -Make a model of the Sphinx using clay or paper. -Discuss how the Sphinx was carved from limestone. -Talk about erosion (wind and sand slowly wearing away the stone). -Understand the Sphinx's place in history. -Discuss what ancient Egypt is famous for. -Draw a simple "timeline of ancient Egypt." -Discuss how the Sphinx has been damaged by wind and pollution. -Brainstorm ways to protect ancient landmarks.
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<p>Success criteria</p>	<p>Children can:-</p> <ul style="list-style-type: none"> -Identify where the Maasai Mara is found on a map of Kenya. -Name at least 3-5 wild animals that live in the Maasai Mara (e.g., lions, elephants, zebras, giraffes, wildebeest). -Describe one or two features of the Maasai Mara environment (e.g., grasslands, rivers, open plains). -Explain that the Maasai Mara is a protected area where animals are kept safe. -State that the Maasai people live near the park and have a special culture. -Ask and answer questions about animals, people, and nature in the Maasai Mara. -Compare life in the Maasai Mara to life in their own area (e.g., homes, animals, weather). -Sort and group animals (e.g., herbivores, carnivores). -Identify why protecting the park and wildlife is important. -Appreciate the beauty and importance of wildlife and nature. -Show respect for the Maasai culture and traditions. -Understand the need to protect animals and the environment. -Explain what the Great Migration is and why it happens. -Describe how the Maasai Mara supports tourism and Kenya's economy. -Suggest ways people can help to conserve wildlife and reduce poaching. 	<p>Children can</p> <ul style="list-style-type: none"> -Identify that mountain gorillas live in the forests and mountains of the Democratic Republic of Congo (especially in Virunga National Park). -Describe what a gorilla looks like (large, furry, walks on knuckles, strong). -Name or describe what gorillas eat (mainly plants, leaves, and fruits). -Explain that gorillas live in family groups with a silverback male leader. -Understand that gorillas are endangered animals that need protection. -Ask and answer questions about gorillas and their habitat. -Compare gorillas to humans or other animals (e.g., how they care for babies, live in families). -Identify why people need to protect gorillas and their forests. -Sort animals into groups (e.g., jungle animals, wild vs. domestic animals). -Describe gorillas clearly using correct words like "silverback," "family," "forest," and "endangered." -Appreciate how special and rare mountain gorillas are. -Show respect for wildlife and the need to keep animals safe. -Understand that protecting forests also protects animals. -Explain how people (such as rangers) protect gorillas from poachers. -Describe how tourism can help protect gorillas and support local communities. -Suggest actions that help protect endangered species (e.g., planting trees, not littering, supporting conservation) 	<p>Children can:</p> <ul style="list-style-type: none"> -Identify where Madagascar is on a map of Africa. -State that the Avenue of the Baobabs is found in western Madagascar, near Morondava. -Describe what baobab trees look like (tall, thick trunks, few leaves, called "the upside-down tree"). -Explain that baobabs are special trees that can store water in their trunks. -Describe how the baobab trees are important to people and animals (for shade, food, and homes). -Ask and answer questions about the baobab trees and their environment. -Observe and describe the shapes and sizes of trees. -Compare baobab trees to local trees in their area. -Identify why people should protect the Avenue of the Baobabs. -Appreciate the beauty and uniqueness of the baobab trees. -Show respect for nature and understand that trees are important for life. -Understand that cutting down trees can harm the environment. -Explain how the climate and environment in Madagascar help baobabs grow. -Describe how the Avenue of the Baobabs attracts tourists and supports local communities. -Suggest ways to protect trees and reduce deforestation in their own communities. 	<p>Children can</p> <ul style="list-style-type: none"> -Identify that Lake Retba (Lac Rose) is found in Senegal, West Africa, near Dakar. -Describe that the lake is pink in color because of special salt-loving bacteria and algae. -Explain that the lake has a lot of salt, similar to the Dead Sea. -Describe how people collect salt from the lake for use and trade. -Understand that Lake Retba is a special natural feature and a tourist attraction in Senegal. -Ask and answer questions about why the lake is pink. -Compare Lake Retba to other lakes they know (e.g., in color, animals, or use). -Observe and describe what they see in pictures of the lake. -Identify how people depend on nature and how they should care for it. -Appreciate the beauty and uniqueness of Lake Retba. -Show respect for people's work (like salt harvesting). -Understand the importance of protecting natural environments. -Explain how salt is formed and collected at the lake. -Describe how tourism around Lake Retba helps Senegal's economy. -Suggest ways to keep the lake clean and protect its natural beauty. 	<p>Children can:</p> <ul style="list-style-type: none"> -Identify that Timgad is in Algeria, North Africa. -Explain that Timgad was an ancient Roman city built a long time ago. -Name or describe some features of the ruins (e.g., arches, streets, theaters, houses, mosaics). -Understand that the city is now preserved as a historical site for people to visit. -Explain why learning about Timgad helps us understand life in Roman times. -Ask and answer questions about how people lived in Timgad. -Compare ancient life in Timgad to life today (e.g., homes, roads, entertainment). -Observe pictures of the ruins and describe what they see. -Identify reasons why it is important to protect historical sites. -Appreciate the importance of preserving history. -Respect and value the achievements of people from the past. -Explain how Timgad's layout shows Roman city planning (e.g., straight streets, public buildings). -Describe how archaeologists and historians study ruins to learn about the past. -Suggest ways to protect other historical sites in their community or country. 	<p>Children can:</p> <ul style="list-style-type: none"> -Identify Egypt on a map of Africa and locate Giza. -Describe what the Great Sphinx looks like (lion's body, human head, large size). -Explain that the Sphinx was built a long time ago by the ancient Egyptians. -Recognise that it is near the pyramids and part of ancient Egyptian culture. -Explain why the Sphinx is considered an important historical monument. -Ask and answer questions about the Sphinx and its history. -Compare the Sphinx to other statues or monuments they know. -Observe pictures of the Sphinx and describe features like its face, paws, and missing nose. -Identify reasons why the Sphinx needs to be protected from erosion and damage. -Appreciate the importance of preserving history and culture. -Understand the need to care for historical landmarks. -Explain how the Sphinx has been damaged by wind, sand, and time and what is being done to protect it. -Compare the Sphinx to other ancient monuments around the world. -Suggest ways to protect monuments in their own communities.
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