



Year 1 – Geography Topic – African Savannah

Summer Term 2 2024

Resources - follow PlanBee plans and slides on the topic 'Let's go on Safari'

Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
2	Introduction – what do you want to find out?	To identify key questions about the topic. To establish what the pupils may already know. <i>What do you know? What would you like to find out about the Savannah?</i>	1. What would they like to find out about? Discuss in pairs some things they'd like to find out about the savannah. Who lives there? What animals live there? What is the weather like? What are the schools like? What plants grow there? What sort of homes do people live in? What do people do for jobs? What do people do in their spare time? Share ideas on the carpet, then pupils should complete the sheet in their books, identifying one or more things to find out about. 2. What do I already know about Africa? Talk with a partner about what they think they may already know about Africa (and they could take this as the continent or the Savannah).	Completed key question sheet. Facts we think we know ready for typing up by TA.
	Location of the African Savannah	To locate the savannah and to begin to identify some key features. <i>Where is Africa? Where is the savannah? What is it like?</i>	Show slides (Lesson 1 of PlanBee). Use a globe, videos etc. to find out where Africa is and to locate the savannah. Identify the key features of the landscape and climate. <u>Independent activity</u> Label a partially completed world map, identifying location of Africa and the UK. Extension: use a route map and answer questions about the journey to Kenya.	Completed map
3	The seasons in the Savannah	To identify where the Savannah is and what seasons are experienced there. <i>How many seasons are there? Are the seasons the same as those we have here?</i>	Show slides (Lesson 2 of PlanBee). Look at a map of Africa to identify the continent and to look at the area that is savannah. Try to explain how vast it is by comparing with UK. Look at pictures of the seasons (2) and describe them using own and given words. <u>Independent activity</u> 1. Sort picture cards of objects and decide which would be suitable for a holiday in Kenya. 2. As a class sort sentences comparing and contrasting the climate and weather in Kenya and the UK. Extension: Complete activity 2 independently..	Completed activity sheet.



4	Animals of the Savannah	<p>To identify which animals live in the Savannah and why their characteristics suit the environment.</p> <p><i>What animals live in the savannah? What do you notice about their skin colour?</i></p>	<p>Show slides (Lesson 3 of PlanBee). Discuss animals which live in the savannah. Look at books to identify them as well as the pictures completed last week.</p> <p>Identify that many of the animals that live there have a skin colour that helps to camouflage them and perhaps helps to keep them safe. Refer to the pictures made in art.</p> <p>Use hidden pictures of animals and reveal each one a bit at a time for the pupils to identify. Name the animal. Does it live naturally in the Savannah? How do you know?</p> <p><u>Independent activity</u></p> <p>Complete a sheet cutting out animals which live in the savannah and those which do not.</p> <p>Extension: riddle sheet of 'who am I?' matching animals to their descriptions.</p>	Completed activity sheet.
5	Animals of the Savannah	<p>To research a particular animal using a range of texts.</p> <p><i>What can you find out about your chosen animal? How can you write some key information in your own words?</i></p>	<p>Use a range of research books to find out about a particular animal from the Savannah. Model this, using the idea of Bear cards which contain specific facts and interesting information.</p> <p><u>Independent activity</u></p> <p>Use the template to complete own fact card about a given animal that lives in the Savannah.</p>	Fact cards of chosen animal.
	Mapwork	<p>To use compass points to navigate around a map.</p> <p><i>What animals can you remember?</i></p> <p><i>Can you name the four compass points?</i></p>	<p>Show slides (Lesson 4 of PlanBee). Identify different animals.</p> <p>Work through the slides, showing how to use the compass directions to direct animals around the map. Introduce the map and grid and model how to follow instructions. Pupils to direct each other and challenge each other to follow instructions of their own.</p> <p><u>Independent Activity</u></p> <p>Use the Safari map and jeep activity to answer given questions using compass directions.</p> <p>Extension: write own directions for another pupil to follow.</p>	Completed sheet following compass directions.
6	People of the Savannah	<p>Research the Masai tribe – how they live and their customs etc.</p>	<p>Show slides (Lesson 6 of PlanBee). Research the tribe (PowerPoint and on line). Complete an individual fact file</p>	Completed activity sheet of aspects of life for the people of the tribe.



		<i>What do people eat? What clothes do they wear?</i>	about the Masai tribe – where they live, diet, customs and traditions etc. <u>Independent activity</u> Cut and stick activity about the people of the Masai.	
Comparing similarities and differences between life here with that of people in Kenya	Research a typical day for a Kenyan child and compare with their own. <i>How are they the same? How are they different?</i>		Show slides (Lesson 7 of PlanBee). Use the information sheet to find out about the life of a typical Kenyan child. Discuss how it is the same and different from pupils' own lives. Discuss also the similarities and difference between Kenyan food, clothes, villages, towns and cities. <u>Independent activity</u> Sort given statements into those that are the same as and those that are different from their own daily routine. Extension: Complete the challenge quiz / fact hunt to see what they have learnt about Kenya.	Completed sheet of sorted statements.