
Key Stage 2

Lesson 1

Learning Objective:

Use maps at a range of scales to find out about a country

National Curriculum links:

Geography (PoS 1a, 1c, 2a, 2c, 3b, 3c, 3d, 6b)
English (speaking and listening)

Resources:

- Globe
- Political world map (from an Atlas)
- Topographic world map (from an Atlas)
- Google Earth (download for free)
- Topographic and political of Kenya or Uganda
- Blank map of Kenya or Uganda
- Tracing paper
- List of features to find
- Statistics table

Starter:

- Provide each table group with a different type of world map, for example: a globe, a political map and a topographic map. Challenge the children to locate **Africa**, **Kenya** and **Uganda**. Emphasise that Africa is a continent made up of many countries.
 - Key Questions: Which group can find the places first? What are the advantages and disadvantages of the different types of maps?
 - Confirm that a political map shows boundaries of countries whereas a topographic map indicates features of physical geography. Key Question: What will the topographic map be useful for when finding out about a place?
- Use Google Earth to 'transport' the class from the UK to Kenya and then Uganda. You could do this as a quick bit of drama with the children pretending they are on a plane whilst you, as the pilot, talk them through where they are flying over and what they can see out of the window. Discuss how technology provides us with another way of viewing maps; discuss the advantages and disadvantages of using this programme.

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Main Activity:

- Provide pairs of children with two maps of either Kenya or Uganda; one political map and one topographic. Key Question: What are the advantages of using a larger scale map when you want to focus on one country?
- Look more closely at the topographic map and discuss the purpose of the key, check that children understand that the colour on the map indicates the height of the terrain. Key Question: Can you show your partner a mountainous area? Can you show your partner a low lying area? Key Question: What other physical features does the topographic map show? Discuss the rivers and lakes and where possible show how to trace a river from source to mouth.
- Look more closely at the political map. Key Question: What do the different outlined areas show? Explain that these are districts. Draw attention to the key and the symbols used to indicate the various human settlements of capital cities, cities and towns. Key Question: Why do you think these settlements are shown differently on a map? Discuss the way they quickly indicate the size and significance of a place.
- Introduce the terms 'urban' and 'rural', showing the rural areas in relation to urban centres such as the nearest city and country capital city.

Independent Work:

LA Enlarge the blank map of the country you are studying for the whole group to see. Work with the group to help them locate features on their political and topographic maps and then ask each child in turn to help mark them on the blank map. Discuss suitable symbols to use to indicate mountainous areas (e.g. zig-zag mountain shapes) and various sizes of settlement.

Core Provide each pair with two pieces of tracing paper. Ask the children to carefully trace the outline of the country from the topographic map and then, using the key on the map to help, mark on:

1. The mountainous areas using a symbol of their choice (e.g. zig-zag mountain shapes)
2. The areas of low lying land by colouring green or yellow
3. The rivers and lakes (coloured blue)

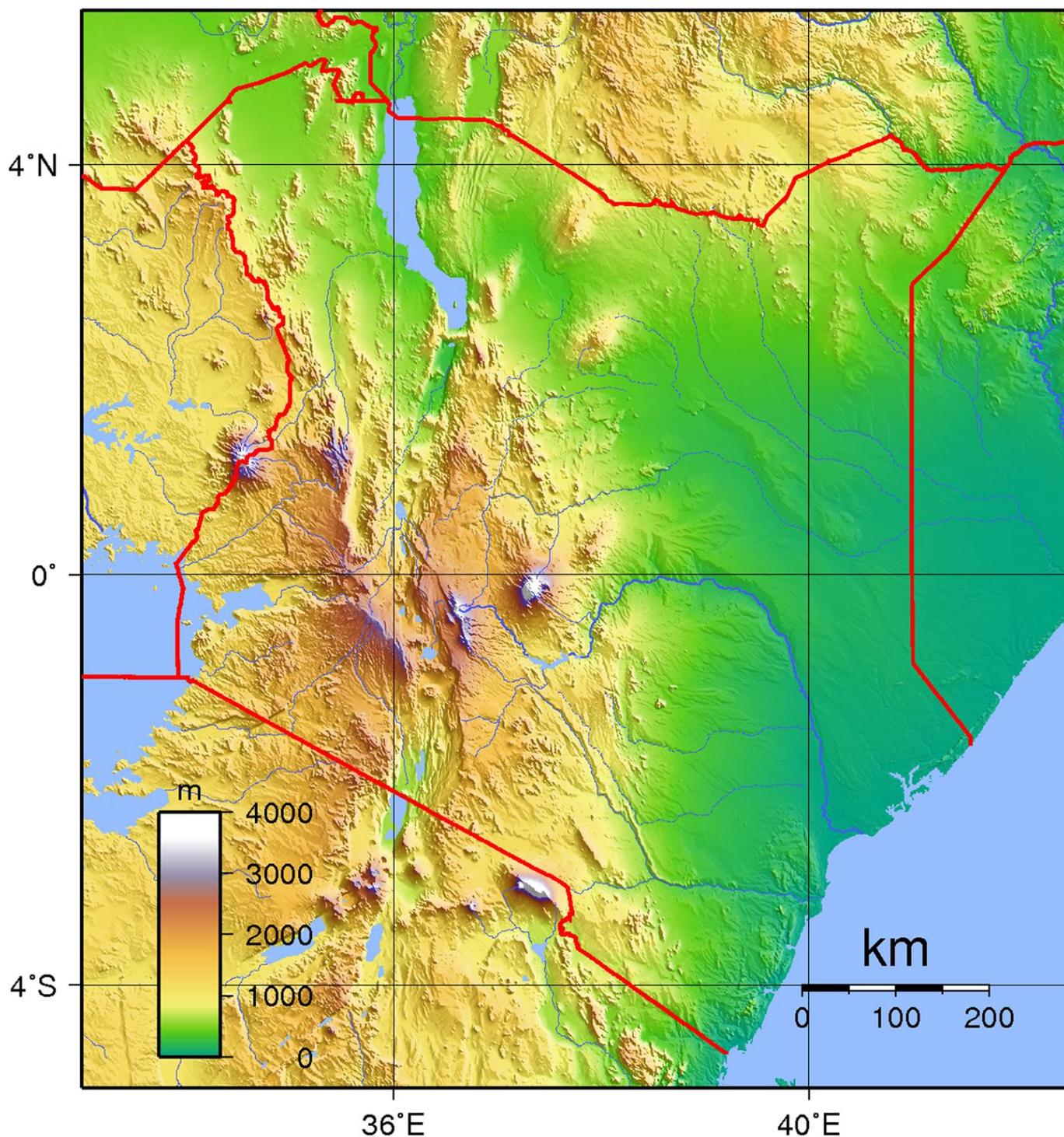
Use the second piece of tracing paper to carefully trace the outline of the political map and then to trace:

1. The boundaries of one of the districts in either Kenya or Uganda
2. The capital city, the provincial capital, any towns within the district

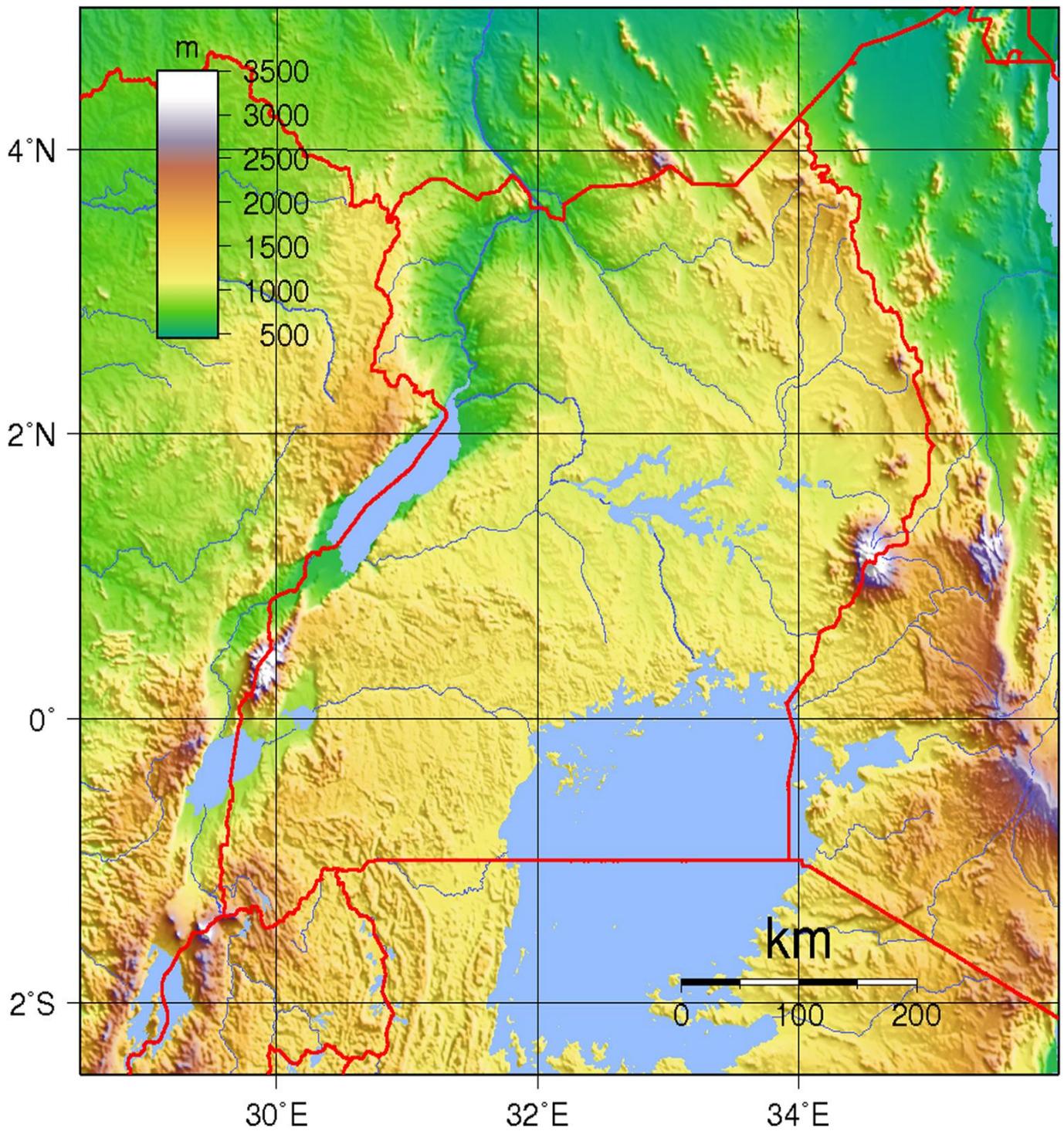
MA Provide each child with a blank map of Kenya or Uganda and a list of features for them to locate on the political and topographic maps and mark on their blank map.

Plenary:

- Show pupils the statistics table and discuss the differences between the two countries. Ask children to work with their partner to raise questions about your partner country based on the statistics e.g. why is the life expectancy so much lower in Kenya than it is in the UK? Because there are fewer people for the land size, does that mean that settlements are spread out?
- Share pupil's questions with the class and record them for future research through the topic.



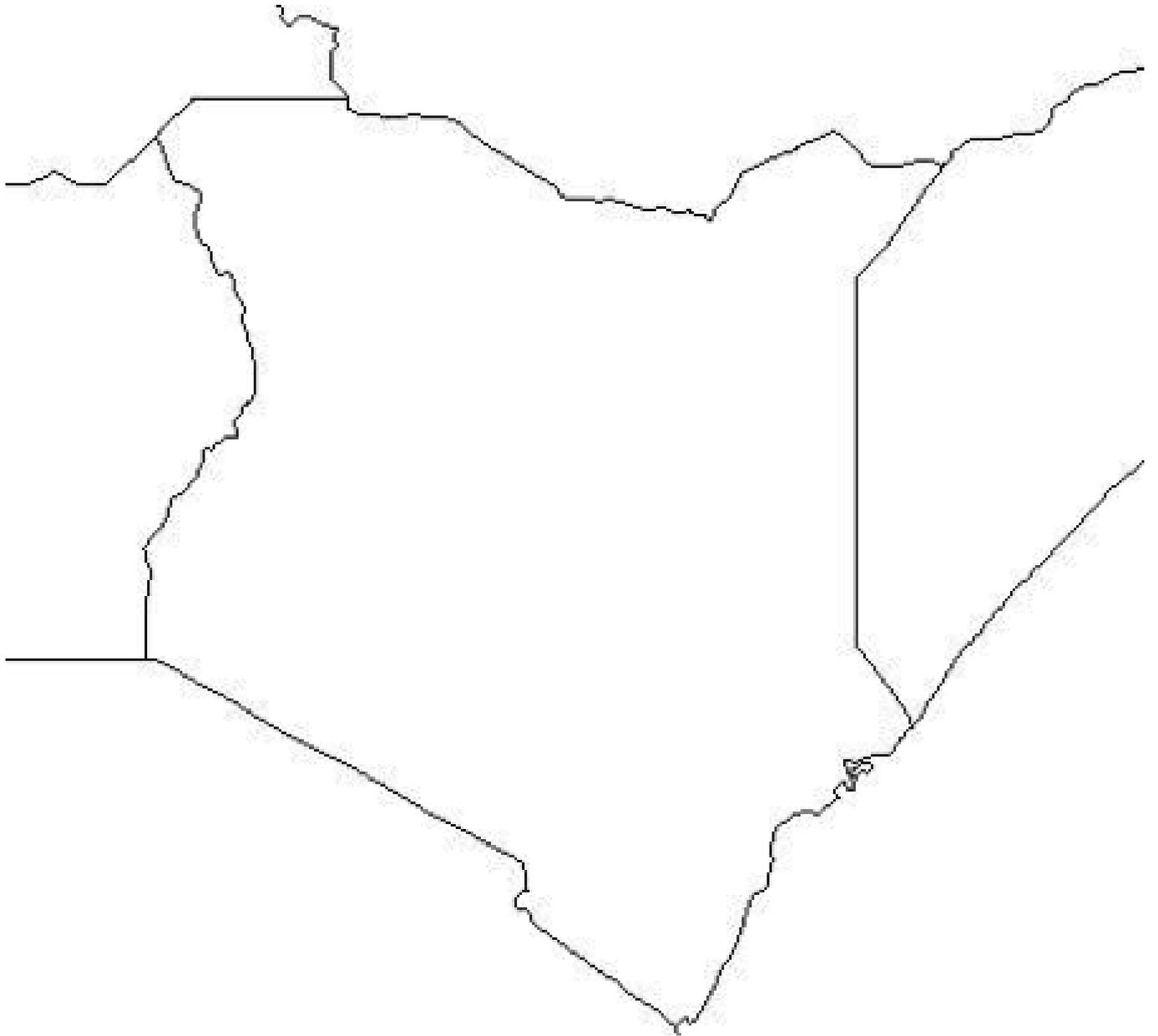
A topographic map of Kenya



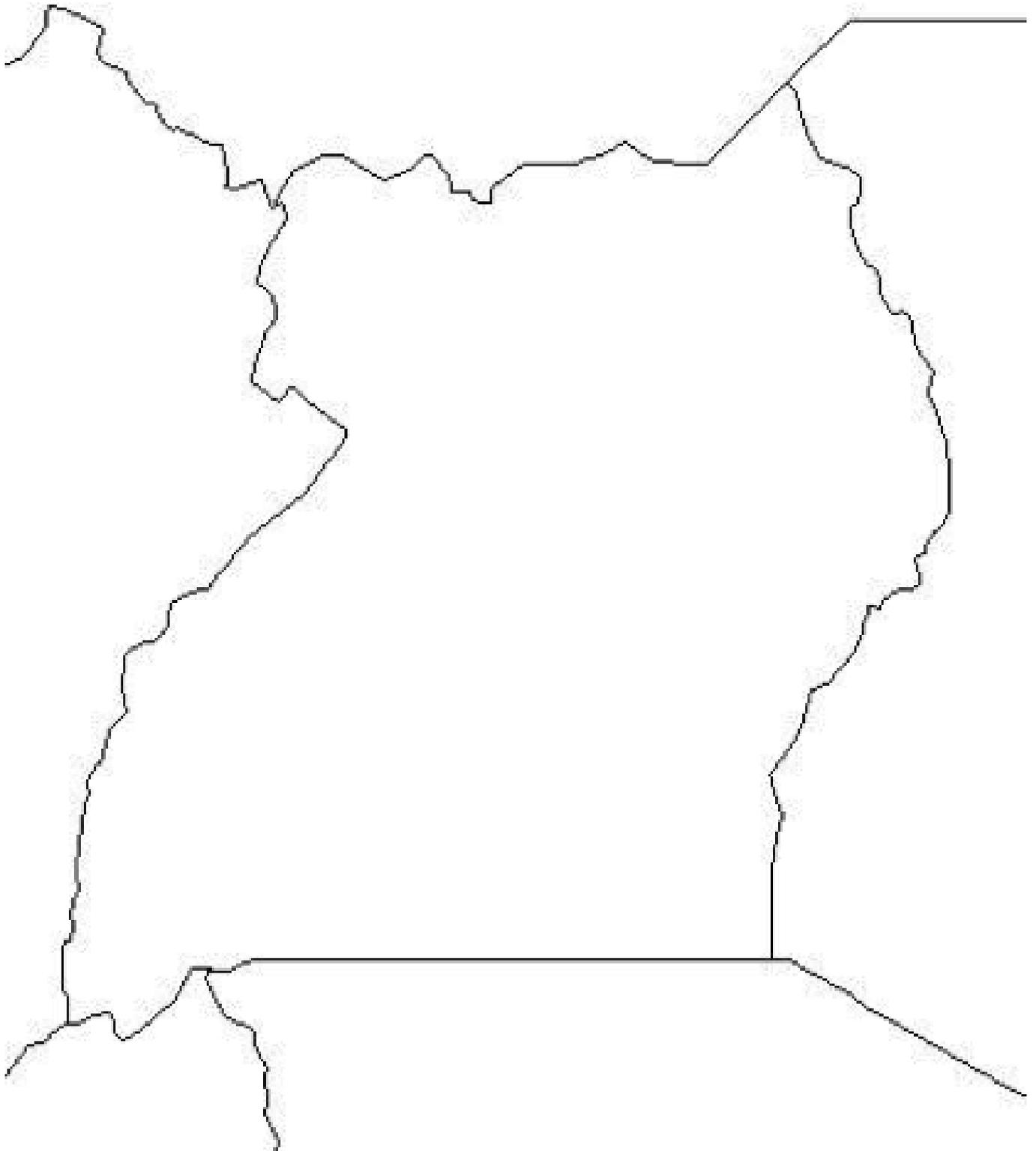
A topographic map of Uganda



A political map of Kenya



Blank map of Kenya



Blank map of Uganda

List of features to find

Use your political map to find and mark onto your blank map:

1. Bordering countries
2. The capital city
3. The boundary of a particular district in either Kenya or Uganda
4. The capital city / town of the district
5. Any other towns or cities within the district

Use your topographic map to find and mark onto your blank map:

1. Mountainous areas
2. Low lying areas
3. Rivers
4. Lakes
5. Sea

A table showing statistics comparing Kenya and the United Kingdom

	Kenya	United Kingdom
Area of Country (km ²)	581,309	243,610
Size of Population (000)	42,749 *	62,417 *
Life Expectancy	57 years **	81 years *

A table showing statistics comparing Uganda and the United Kingdom

	Uganda	United Kingdom
Area of Country (km ²)	241,550	243,610
Size of Population (000)	35,620 *	62,417 *
Life Expectancy	54 years **	81 years *

*UNESCO Institute for Statistics 2012

**World Data Bank 2011