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# Key Stage 3

## Lesson 1

### Learning Objective:

To identify similarities and differences between the United Kingdom and Africa

National Curriculum links:  
Geography (1.1, 1.2b, 2.3a)

### Resources:

- Outline of Africa
- African flags
- True or false statements about Kenya and Uganda
- Kenya and Uganda country profiles
- A typical school day

### Starter:

- Ask students to tell you what they know about Africa. On the whiteboard, draw a spider diagram with their ideas.
- Give each student a map of Africa. Ask them to try and name as many countries as they can and find their positions on the map.
- Now show some flags of African countries and ask the students to name the country.
- Talk about the misconception that Africa is one country and discuss the diversity of the continent. (10 minutes)

### Main Activity:

- Focus on Kenya and Uganda. Do a true or false quiz about the countries. Now show a country profile of both African countries. Ask the students to compare both to the United Kingdom (e.g. population, language spoken, life expectancy, main industries, income per capita). Discuss the differences. (15 minutes)
- Now ask the students to write about a typical school day for themselves (include the time they wake up, what they do in morning, how they travel to school, what they eat for lunch, what they do after school). Compare this to the example of a Kenyan or Ugandan child. Talk about the differences between the daily routines, but also focus on and emphasise the similarities. (10 minutes)

# Key Stage 3 Lesson 1

- Introduce the students to Build Africa. Discuss the work that Build Africa does. Show students these videos which give a brief introduction to Build Africa - <https://youtu.be/BuAmmCGl0WY> (3minutes) and <https://youtu.be/a5mlw8Oeraq> (3 minutes)

## Plenary:

- Ask each student to say one new thing they learnt today. (5 minutes)



Blank outline of Africa



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South Africa



Côte d'Ivoire



Libya



Egypt



Uganda



Morocco



Nigeria



Sudan



Botswana



Republic of the Congo



Kenya



Angola

## Kenya and Uganda

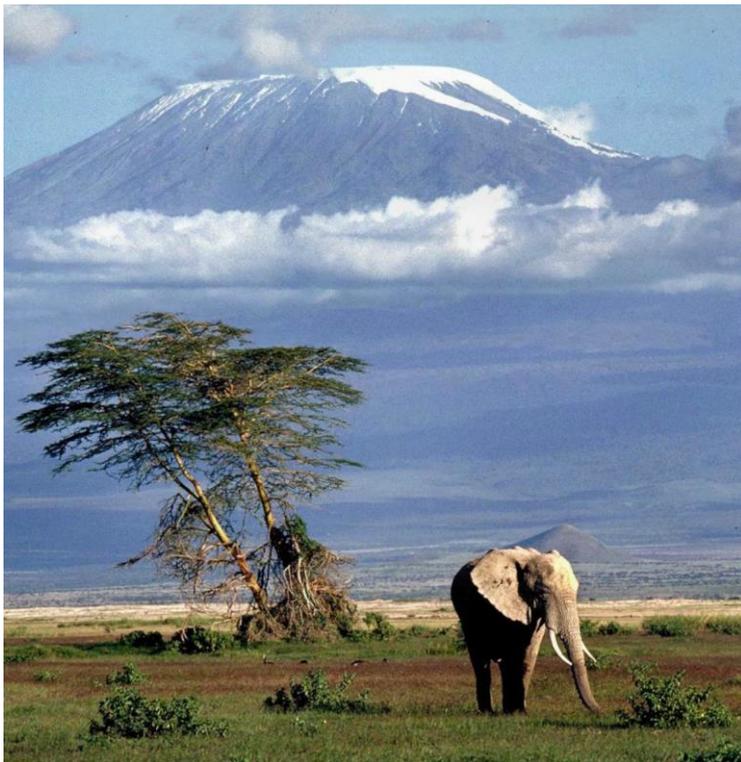
### True and false statements

- The capital city of Kenya is Nairobi.
- Uganda has a population of 20 million people.
- Kenya gained independence from the British in 1990.
- Uganda is a landlocked country.
- French and is the official language of Kenya.
- 80% of the population over age 15 can read and write in Uganda.
- There are more than 40 ethnic groups in Kenya.
- The currency of Uganda is called the Ugandan shilling.
- 20% of people in Kenya live on less than US\$2 / day.
- Lake Victoria is in Kenya and Uganda.

## Kenya and Uganda

### True and false statements

- The capital city of Kenya is Nairobi. **TRUE**
- Uganda has a population of 20 million people. **FALSE**
  - Their population is 35.6 million
- Kenya gained independence from the British in 1990. **FALSE**
  - They gained independence in 1963
- Uganda is a landlocked country. **TRUE**
- French and is the official language of Kenya. **FALSE**
  - English and Swahili are their official languages
- 80% of the population over age 15 can read and write in Uganda. **FALSE**
  - 73.21% of the population can read and write
- There are more than 40 ethnic groups in Kenya. **TRUE**
- The currency of Uganda is called the Ugandan shilling. **TRUE**
- 20% of people in Kenya live on less than US\$2 / day. **FALSE**
  - 67% live below the poverty line
- Lake Victoria is in Kenya and Uganda. **TRUE**



*L-R: MOUNT KEYNA, FARMERS PLOUGHING, LANDSCAPE, NAIROBI – THE CAPITAL CITY*

# Republic of Kenya

## Country Profile

Kenya lies on the equator with the Indian Ocean to the south-east, Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east.

The country is named after Mount Kenya, the second highest mountain in Africa.

Lake Victoria, the world's

second largest fresh-water lake and the world's largest tropical lake, is situated to the southwest and is shared with Uganda and Tanzania.

People have lived in Kenya for over 3 million years. Some of the oldest human remains in the world have been found here. Kenya became independent from the British in December 1963.

More than 60 languages are spoken in Kenya and there are more than 40 different ethnic groups.

There are usually 4 – 6 children per family. Maize is the staple crop for most communities in Kenya.

Education starts with 2 years in pre-school, 8 years in primary school and then 4 years in



**PUPILS IN A TEMPORARY CLASSROOM  
ECHARIRIA SCHOOL  
UGANDA**

secondary school. Classes are taught in Kiswahili and English, although pre-school are normally only taught in their mother tongue. Students have to pass an exam at the end of primary school before they can go to secondary school.

Many Kenyan children cannot afford to go to school. Students



**MAIZE IS A STAPLE FOOD OF THE KENYAN DIET. THE  
AVERAGE KENYAN CONSUMERS 98KGS OF MAIZE  
EACH YEAR**

must pay for books and uniforms and often schools are built by the community through donations. Homework is difficult for rural children who have many chores like fetching water and farming.

The majority of Kenyans live in rural areas but many move to the cities to find work. They



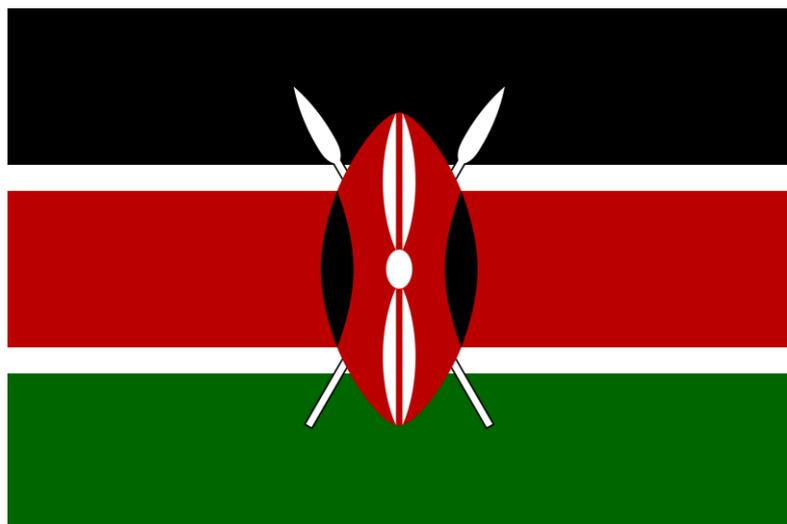
**STREET VENDORS  
KENYA**

send money home to help look after their families and return for weekends and holidays.

Kenya is mainly an agricultural country producing tea, coffee, maize, cattle, horticulture and sugarcane. Other economic activities revolve around tourism as well as limited mining.



**THE SUNFLOWER IS A MAJOR CASH CROP IN EAST AND NORTH UGANDA**

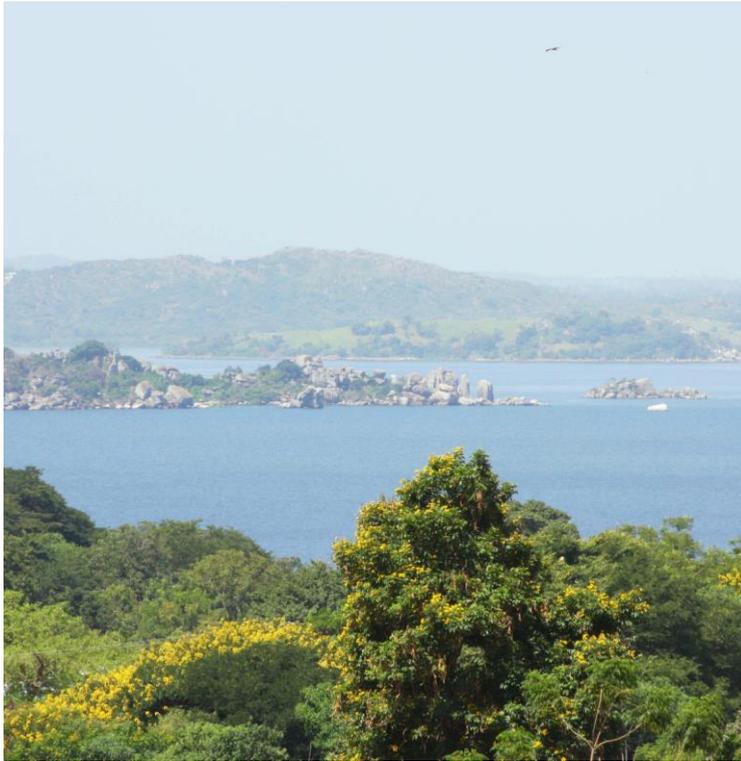


COAT OF ARMS OF KENYA

REPUBLIC OF KENYA	FACTS & FIGURES
Capital:	Nairobi
Population:	42,749,418*
Life expectancy:	Male 55.96 years *** Female 58.26 years***
Languages:	Swahili, English
Literacy (% population over 15 able to read / write):	Male: 90.62%**** Female 84.18%****
Poverty (% population living on less than \$2/day):	67.21%**
Currency:	Kenyan Shilling (KES)
Independence:	12 December 1963
Nationality:	Kenya
Area:	581,309 square km
Coordinates:	1 00 N, 38 00 E
Lowest Point:	Indian Ocean 0 m
Highest Point:	Mount Kenya 5,199 m

\* UNESCO Institute for Statistics 2012;  
\*\*\* World Data Bank 2011;

\*\* UNESCO Institute for Statistics 2005  
\*\*\*\* World Data Bank 2010



L-R: LAKE VICTORIA, A FARMER, BUDONGO FOREST, KAMPALA – THE CAPITAL CITY

## Republic of Uganda

### Country Profile

Uganda is a landlocked country in East Africa. It is bordered on the east by Kenya, on the north by South Sudan, on the west by the Democratic Republic of the Congo, on the southwest by Rwanda and on the south by Tanzania.

The southern part of the country includes a large portion of Lake Victoria which is the world's second largest fresh-

water lake and the world's largest tropical lake. Lake Victoria is also the source of the Nile, the second largest river in the world.

Uganda is home to many different ethnic groups, none of whom forms a majority of the population. There are 33 different indigenous languages spoken in the country.

People in rural areas of Uganda depend on farming as the main source of income and 90% of all rural women work in the agricultural sector.

In addition to agricultural work, rural women also take care of their families doing domestic tasks, such as preparing food, fetching water and firewood. The average family has 6 – 7 children.

# Secondary Key Stage 3 Lesson 1: Uganda profile



**PUPILS STUDY UNDER TREES  
KAYELA SCHOOL  
UGANDA**



**MATOKE (A VARIETY OF BANANA) IS CONSIDERED A  
NATIONAL DISH OF UGANDA WHEN COOKED AND  
EATEN MASHED**



**STREET VENDORS  
KAMPALA  
UGANDA**

Although primary education is compulsory under law, in many rural communities many families cannot afford costs such as uniforms and equipment. In most cases, girls drop out of school to find work or get married.

Students have to pass year end exams to progress to the next

class or secondary school. Upon completing P7 (the final year of primary education), many children from poorer rural communities will return to their families to help with subsistence farming.

Only 13% of the population live in towns of any size, (of these 40% are in Kampala). Kampala

has a population of 4.2million people. Other major towns include Gulu, Lira and Jinja.

Over 70% of the working population is employed in the agricultural sector. Coffee (55%), fish (7.5%), tea (5%) and tobacco (4%) are the main exports that bring in foreign currency.



**THE SUNFLOWER IS A MAJOR CASH CROP IN EAST AND NORTH UGANDA**

# Secondary Key Stage 3 Lesson 1: Uganda profile



COAT OF ARMS OF UGANDA

FACTS & FIGURES	
Capital:	Kampala
Population:	35,620,977*
Life expectancy:	Male 53.38 years *** Female 54.79 years***
Languages:	Swahili, English
Literacy (% population over 15 able to read / write):	Male: 82.63%**** Female 64.59%****
Poverty (% population living on less than \$2/day):	64.74%**
Currency:	Uganda Shilling (UGX)
Independence:	9 October 1962
Nationality:	Ugandan
Area:	241,550 square km
Coordinates:	1 00 N, 32 00 E
Lowest Point:	Lake Albert 621 m
Highest Point:	Margherita Peak on Mount Stanley 5,110m

\* UNESCO Institute for Statistics 2012;  
\*\*\* World Data Bank 2011;

\*\* UNESCO Institute for Statistics 2005  
\*\*\*\* World Data Bank 2010



My name is Irine and I am 9 years old.

I love going to school because I want to be a nurse when I grow up so it will be very important for me to get a good education. But getting a good education is not always very easy. I feel very lucky to be able to go to school because some families cannot afford to send girls to school and only the boys are allowed to go. Even then a lot of families in my village are very poor and so they can't afford to buy the school uniform and books that you need!

I'm often tired by the time I get to school because I have been up early doing my chores as well as walking a long way to school. My job in the morning is to collect water. I have to walk for 20 minutes with a large container which I fill up from the borehole (a deep hole in the ground). It is very heavy as I carry it home. I also have to help my Mum to cook the breakfast over a fire for all the family; we eat porridge made out of a grain called millet. We all enjoy eating breakfast because we know we won't get any more food until the evening. Families around here are too poor to give children a packed lunch for school and schools cannot afford to provide school dinners. Sometimes children fall asleep in lessons because they are tired and hungry. Our school also doesn't have any water so cooking food would be very difficult. It's also not very hygienic because we can't wash our hands after the toilet. The toilets are my worst thing about school because we have to share them with the boys and there are only 4 of them for the whole school!

When I get to school I meet my friends in our classroom. It has a grass thatched roof supported by wooden poles but there are no walls. This means that when it is raining or windy our lessons get disrupted. The floor gets muddy very quickly. I would like to be in a proper classroom because then the rain cannot enter and it is warm. I have very bad handwriting because we are very cramped together in our classroom. It can be very hard to concentrate on lessons sometimes having so many people close together, feeling squashed and having the sun or rain beating down on us but I feel lucky to have the opportunity to learn and be at school.



My name is Clapton and I am 10 years old.

I am the eldest child in my family so my parents send me to school. My younger brothers and sisters are not so lucky because my family cannot afford to buy the uniforms and books for us all so they must stay at home. Sometimes though my family needs me to stay at home too, especially during harvest time when we need to cut the grain quickly. A lot of children miss school at harvest time. Families in my village are known as subsistence farmers, we need to grow and harvest grain in order that we have the food to survive. If it is a good harvest we sell some grain at the market, my parents can then use this money to pay for me to go to school.

I get up very early each morning to do my chores before school. My jobs are to tie up and feed the goats and chickens and then I have to walk to fetch water from the river which is far away. We eat porridge made out of maize for breakfast; I make the most of every mouthful because I know I'll feel hungry at school later because we don't have any dinner at school.

I walk to school and go to meet my friends in our classroom. We have a classroom without walls and if it rains we get wet or if it is windy the earth is blown up from the floor and covers our books. When I was in one of the younger classes we used to have our classroom outside under a tree because the school does not have enough classrooms for everyone, so at least this is better than that!

I enjoy coming to school but I don't always think that I learn very much. My teacher is very kind but she doesn't always know how to explain things. She told us that she loves being a teacher but she hasn't been able to get any training how to do her job. She only completed primary school herself as her family could not afford the fees for her to go to secondary school. I think this is a problem because if she can't get any training then how can she teach us properly? We don't even have textbooks to learn from because they are too expensive for the school to buy.