

KEY STAGE 2

Lesson Two: Introduction to Uganda and Jinja



Lesson 2 and the Curriculum

The varied activities within this lesson have been designed to develop cross-curricula knowledge, understanding, skills and values. The lessons engage with learning objectives from subjects including Citizenship, PSHE, English, Geography and Art and Design.

English

En1 Speaking and listening: Group discussion to stimulate interaction (learning to speak confidently and listen to what others have to say) and give pupils the chance to organise and express thoughts and feelings.

Geography

Knowledge and understanding: This lesson helps build pupils' geographical enquiry and skills in a range of ways. It helps develop an increased sense of the wider world and similarities and differences between countries as well as starting to let children engage with human and social features of other countries. It encourages them to ask geographical questions about people, places and environments and use geographical skills and resources, such as maps and photographs

Skills: This lessons helps children develop and use geographical vocabulary, teaches them to use and make maps at a range of scales and identify and describe where places are through the use of secondary sources of information.

Art and Design

Knowledge and understanding: Activity 4 allows space for pupils to begin to understand colour, shape, space, pattern and texture and to use them to represent their ideas and feelings.

Skills: Activity 4 also gives pupils the chance to develop their creativity and imagination.

Global Citizenship & PSHE

Knowledge and Understanding: Lesson as a whole raises awareness of rich and poor, similarities and differences between people, and a sense of the wider world.

Skills: Encourages the development of an enquiring mind, gives opportunity to begin to state opinion, facilitates empathising and responding to others and making links between our lives and the lives of others.

Values and Attitudes: Develops interest in and concern for others, stimulates engagement with social justice and what is right and wrong.

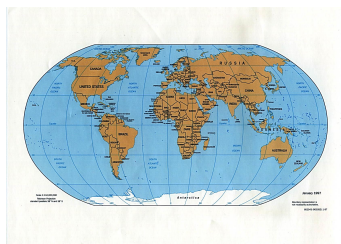
Lesson Two: Introduction to Uganda and Jinja

Activity 1 / (5 minutes)

Start by using the PowerPoint (KS2 Lesson 2 PowerPoint) to recap what was learnt in Lesson 1, including: Child Rights + Children on the streets around the world.

Activity 2 (15 minutes)

Hand out the map sheets (below). The maps are also included in the PowerPoint.



Map 1: Use map 1 to get the children to locate England, Europe and Africa. Ask pupils where they have been on holiday and help them locate those places. Do any of the pupils families come from other countries? If so, where? You can take this opportunity to remind children about the difference between countries and continents.



Map 2: Use this map to locate Uganda in Africa.

Discuss: Uganda has a lot of countries around it, which countries are Uganda's closest neighbours? Who are the closest neighbours to England?



Map 3: Use map 3 to get pupils to locate Kampala, the capital city of Uganda. Then locate Jinja, a town in Uganda that we will be focussing on. You can talk about the different colours on the map and what they represent (Blue: lakes and rivers. Green: National Parks. Pink: Neighbouring countries) and any other geographical discussions (e.g. how would you describe the location of Jinja? What is a capital city? Name some other rivers, lakes and capital cities. Compare a landlocked country like Uganda and an island nation like the UK.)

Activity 3 (10 minutes)

Use the PowerPoint to introduce pupils to Uganda and Jinja. Feel free to edit the information with the slides to include as much or as little information as you feel is suitable for your class.

Activity 4 (30 minutes)

Split the class into small groups or pairs. Ask pupils to draw a map of their local area, including places that are important to their lives. Each member of the group must draw at least one place e.g. library, home, school.

Then ask pupils to imagine they are living on the streets, marking the below on their maps.
For each one, ask pupils to consider 'Why did you pick that place?'

- Where you go to sleep
- Where you go to wash
- Where you go to get food
- Where you go to have fun

Once complete, ask each group to display their map and feedback to the rest of the class.

Accreditation:

The Maps were sourced from the following places:

Map 1: <http://earth-info.nga.mil/GandG/coordsys/onlinedatum/indexmap.html>

Map 2: <http://www.africaguide.com/afmap.htm>

Map 3: <http://www.uganda-visit-and-travel-guide.com/map-of-uganda.html>

Photo Credits for teaching pack:

Picture 1: Esther Dobson

Photo credits for PowerPoint presentation:

Slide 1: (Clockwise from top left): 1. Jonathan McIntosh 2. Tanvirul Islam 3. Zirland 4. Peter Rimar 5. Biswarup Ganguly 6. Esther Dobson 7. Predrag Bubalo 8. Esther Dobson 9. Biswarup Ganguly 10. Sumanth Garakarajula

Slide 3: 1. Biswarup Ganguly (photo taken in Kalkuta) 2. Chitrapa (photo taken in Kabul) 3. Esther Dobson, Salve International

Slide 4: Nicola Sansom, Salve International

Slide 5: (Clockwise from top left): 1. Jonathan McIntosh 2. Tanvirul Islam 3. Zirland 4. Peter Rimar 5. Biswarup Ganguly 6. Esther Dobson 7. Predrag Bubalo 8. Esther Dobson 9. Biswarup Ganguly 10. Sumanth Garakarajula

Slide 6: <http://earth-info.nga.mil/GandG/coordsys/onlinedatum/indexmap.html>

Slide 7: <http://www.africaguide.com/afmap.htm>

Slide 8: <http://www.uganda-visit-and-travel-guide.com/map-of-uganda.html>

Slide 9: (Clockwise from top left): 1. Jonathan McIntosh 2. Tanvirul Islam 3. Zirland 4. Peter Rimar 5. Biswarup Ganguly 6. Esther Dobson 7. Predrag Bubalo 8. Esther Dobson 9. Biswarup Ganguly 10. Sumanth Garakarajula

Slide 10: Map: <http://www.worldatlas.com/webimage/countrys/africa/ug.htm>

Slide 11: Photos by Nicola Sansom, Salve International. Map: <http://www.vidiani.com/?p=10312>

Slide 12: Photos by Esther Dobson and Nicola Sansom, Salve International

Slide 13: Photos by Esther Dobson, Salve International

Slide 15: Photos by Esther Dobson, Salve International

Slide 16: Esther Dobson, Salve International

Sources of information:

Slide 4: Estimated 100 million children on the streets: UNICEF (2002), State of the World's Children 2003, pg.37

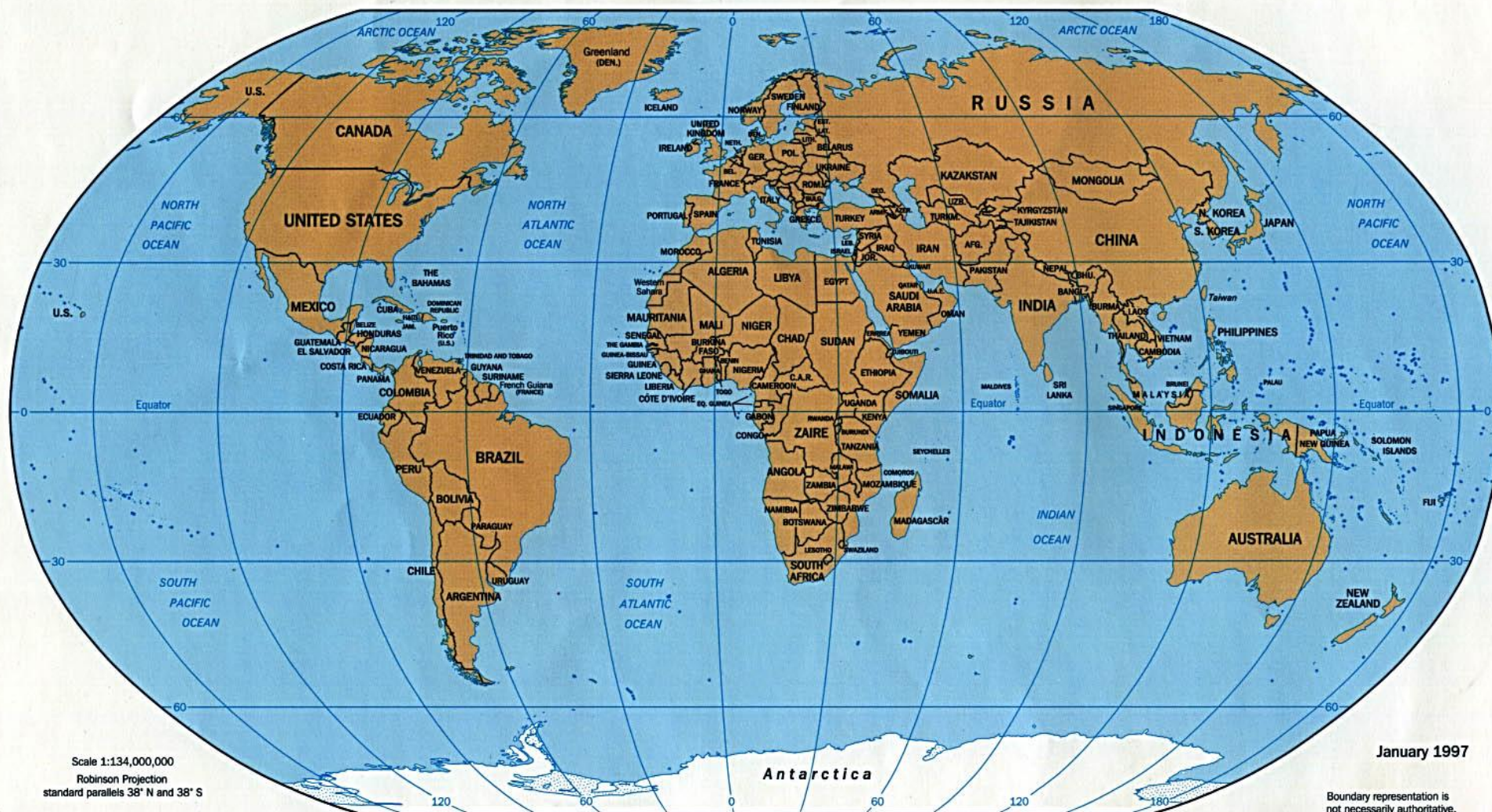
Slide 10: Population 35 million: www.unicef.org/infobycountry/uganda_statistics.html

Slide 12: Family size average of 5 children:

http://www.ubos.org/UNHS0910/chapter2_householdcharacteristics.html

Slide 14: 8.5 million people live in less than 66p per day:

<http://data.un.org/Data.aspx?d=MDG&f=seriesRowID%3A581>



Map 3: Uganda

