
Key Stage 1

Lesson 2

Learning Objective:

Find similarities and differences between the life of a child in an African primary school and my life in the United Kingdom

National Curriculum links:

Geography (PoS 1c)

Maths (Ma2 Number 5a)

English (speaking and listening 1b, writing 1a, 1c)

PSHE (1b, 4c)

Resources:

- Inside the hut photocards
- Children photocards
- Speech bubbles (cut up into piles of 12 cards per set; prepare 1 set between 2)

Starter:

- Look again at the photocard showing a mud and thatched house (used for the activity in the previous lesson). If appropriate refer back to the questions pupils wrote about it and see if any can be answered. Stick the photocard on a large sheet of paper and with the children's help write a caption and descriptive labels to parts of it e.g. to show the 'thatched grass roof' and the 'mud brick walls'. Discuss how the materials compare with what their own houses are made from.
- Now ask the children to imagine walking into the house, point out the slight step they have to tread over (so that the house doesn't get flooded in the rains). Ask them to pretend they are standing inside and looking around.
 - Key Question: What shape is the room you are standing in? Discuss how you can tell from looking at the outside of the building that it is round inside. Key Question: What shape is your house? You could use some 3D shapes and link this concept with a maths lesson. Write the words children suggest on further labels around the picture.
 - Key Question: Is it light or dark? Why is it dark? (no windows) What is the effect of it being so dark? (hard to see anything). Why might there be no windows? (easier to construct; way of keeping out the elements and mosquitoes). Write any descriptive words the children suggest around the picture.

Key Stage 1 Lesson 2

- Tell them to imagine stepping into the middle of the room and looking up. Key Question: What do you think you might see? Show the photo of the inside of the roof and discuss the sticks you can see meeting in the centre point and covered in the grass thatch. How is this different to our ceilings / roofs? Add a further label to the picture.
- Key Question: What else might you see around you in the room? Show the photo of the reed sleeping mats. Key Question: what would it be like to sleep on a mat like this instead of in your bed? Ask the children to think about their own bedroom and all the toys and clothes they have in there. Point out the difference in the quantity of things children in the UK have compared to what children in parts of Kenya and Uganda have. Make any other relevant labels.

Main Activity:

- Use the 'photocards of children' to introduce the children who live in a house like the one they have been describing and read through some of their speech bubbles which explain things about their daily life.

Independent Work:

- LA Work as a group to read through the speech bubbles and sort the facts out into two piles to show things that are similar to their own daily life and things that are different. For each fact they have sorted as being different, ask children to tell the group why it is different.
- Core Read through the speech bubbles with a partner and sort the facts out into two piles to show things that are similar to their own daily life and things that are different. For each fact they have sorted as being different, ask children to tell their partner why it is different.
- MA As for Core but the activity could be extended by the children drawing a table and writing the comparisons in note form in the two columns. They can also write in the ways that their life is different for example:

Similar	Different	
	Life for child in rural Kenya or Uganda	My life in the UK
<i>Both like playing football</i>	<i>Fetch water from river</i>	<i>Turn on a tap</i>

Alternatively this activity could be extended as a Maths lesson by introducing a Venn diagram using sorting hoops. One hoop labelled 'Daily life in the UK' and the other 'Daily life in rural Kenya and Uganda'. Use the speech bubbles to create your own facts that could go in each part of the diagram.

Plenary:

As a class discuss what similarities and differences the children found.

Key Question: Are you surprised by any of these similarities and differences? Why?



Mud and thatch huts



Mud and thatch hut



Reed sleeping mats



Looking up inside the hut



Edinance



Irine



Joshua



Clapton



I have three
brothers and two
sisters



I like playing
football



I feed our goats
and chickens



My favourite
football team is
Liverpool



I fetch water
from the river
before school



I walk to school.
It takes me 30
minutes



I help my mum
with the cooking



My house has
just one room



My favourite
lesson at school
is maths



I like netball



My favourite
food is cassava



I have two sisters
and one brother