

LESSON PLAN

LEARNING TARGET: Identify geographical facts about Nigeria and use them to compare similarities and differences with the U.K.

LEARNING OUTCOMES: Think of two or more geographical questions. Identify differences or similarities between Nigeria and the U.K.



GEOGRAPHY KS1

GLOBAL DIMENSION CONCEPT/S INCLUDED: CONFLICT RESOLUTION / SOCIAL JUSTICE / VALUES & PERCEPTIONS / SUSTAINABLE DEVELOPMENT / INTERDEPENDENCE / HUMAN RIGHTS / DIVERSITY / GLOBAL CITIZENSHIP

CURRICULUM

Geographical enquiry and skills

2 a) to use appropriate geographical vocabulary

2 c) use globes, maps and plans at a range of scales

2 d) use secondary sources of information

3 d) recognise how places compare with other places

RESOURCES

The following file can be downloaded from www.worldleprosymission.org under Lessons / Geography.

Geography_KS1.ppt

World Atlas

Outline of Nigeria

Table of similarities and differences

Fact sheets

Photos

KEY WORDS

Landscape

Perception

Climate

Population

Export

Urban

Similarity

Difference

LESSON ACTIVITIES

Teacher notes

You will need to have a hard copy of the similarities and differences table ready and cut out the words for the children to choose which column they go under in activity two.

You may want to have maps printed (on PowerPoint) rather than atlases and the fact sheets.

Introduction

Share with the children that it is World Leprosy Week (26 – 30 January). This year The Leprosy Mission is focusing on a project in Chanchaga, a rural village in Nigeria. In geography we will be exploring our perceptions of Nigeria. In particular we will be looking to answer geographical questions.

What could these geographical questions be? You could show two questions – one that is geographical and one that is not. For example: 'How are you feeling today?' Is the country hot?

Once the children are clear about geographical questions ask them to think of some geography questions they would like answered about the UK and Nigeria.

Write their suggestions on the board.

Here are some other suggestions.

Where is Nigeria/UK? What countries surround them? Are they next to the ocean?

What are their populations?

What is their climate like? Is it generally hotter or colder? Why?

How many people live in the towns and cities compared to those who live in the countryside?

Do they export anything?

Now ask them to work in pairs to find out how many answers they already know without using any books / resources.

As a class answer as many questions as possible. As they share their thoughts write the answers up on the board under the respective questions (we will come back to this at the end of the lesson and add what they have learnt in the lesson).

Share how this is our perception of Nigeria as a class.
(Perception = our understanding through sight, touch, smell and feeling)

How do we have this perception? Newspaper / word of mouth from family or friends / Internet / Atlas

Would children in Nigeria have a different perception? Why? Which one is true?

Activity one

Explain to the children that they are now going to research the answers to their geographical questions for Nigeria and the UK using facts sheets and photos.

There are a series of photos available on the PowerPoint that can be used in addition to atlases and other geographical resources in the school.

Once the children have had some time to research, they can come together as a class to share their findings. Record on the board.

Activity two

Show the children the similarities and differences table.

Ask them what similar means. For example the boys all have a similar uniform.

Do the same for difference.

Ask them to move the words under similar or different (or complete as a class).

Plenary

Go back to the list of geographical questions and answers and add the new information.

Ask the children to identify one similarity that surprised them and one that did not.

Show the children the rest of the PowerPoint slides about The Leprosy Mission work.

