

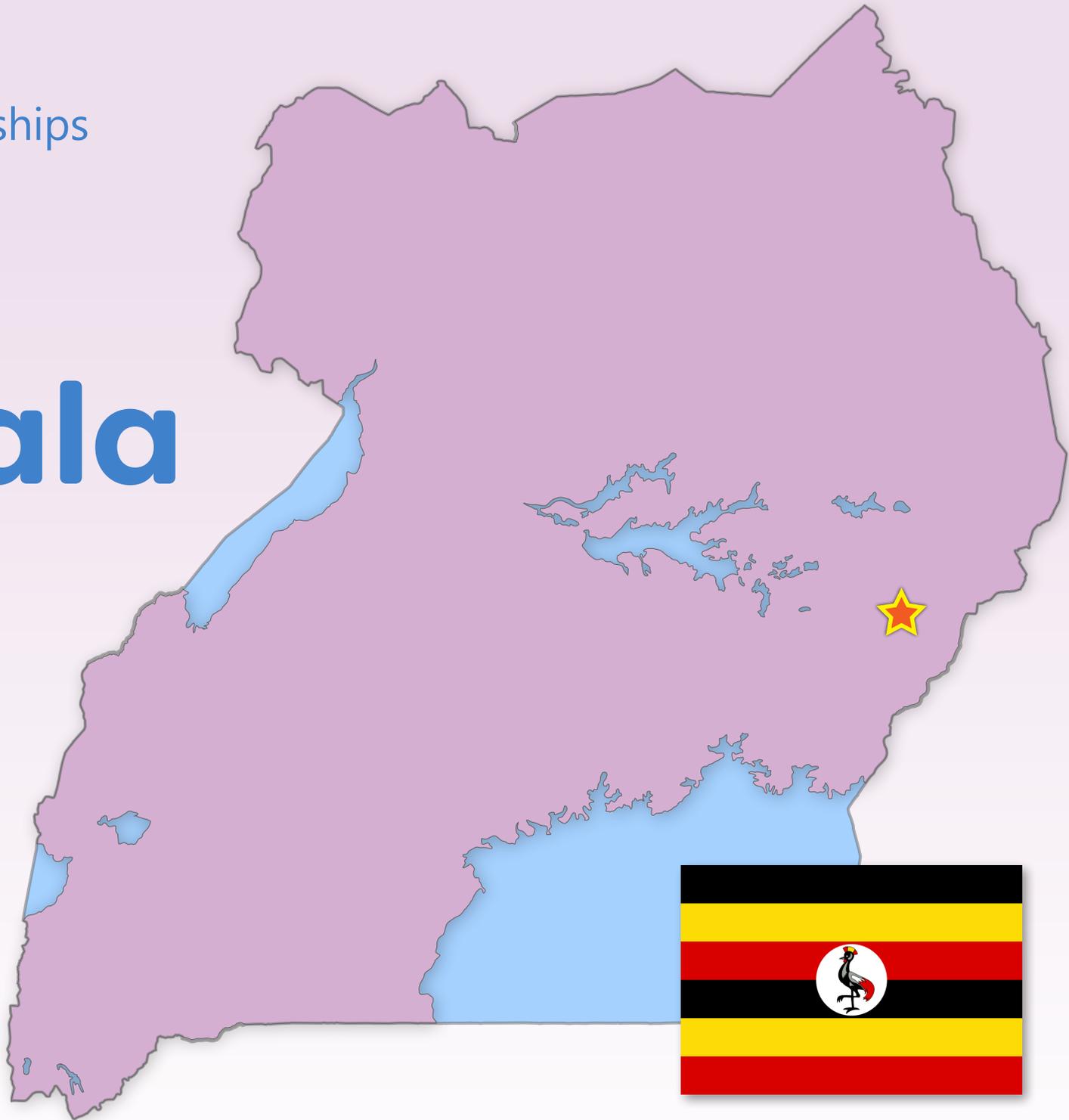
TRADING
WITH
SCHOOLS

School
Partnerships
Team

Namatala

Mbale

UGANDA



Namatala Teaching Resource

This is intended as a teaching resource for KS1 children. It includes a suggested sequence of learning and a range of first-hand resources including photographs, videos and sound files. It was written to support teachers in KS1 to plan and teach the National Curriculum geography topic: Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Namatala is classified as a slum and is located on the outskirts of Mbale in the African country of Uganda. Life in the slum can fruitfully be compared and contrasted with the area where your school is and where children in your school live.



When teaching this aspect, please make sure the plans are personalised and adapted to meet the needs of your school. This topic must align with your school's curricular intent and in particular with the stated intent for teaching geography. Think about where this unit could be taught and how it links to previous geographical learning and subsequent geographical learning. Also, think about the connections with other subjects and make sure these are meaningful and clear to the children. You will also need to consider how this unit supports the teaching of map skills and fieldwork. Both substantive and disciplinary knowledge considerations are important here.

This pack is a product of collaborative working between School Partnerships, Bristol Local Authority and the Child of Hope Christian charity (see: Child of Hope, a Christian charity providing free education to slum kids in Uganda (childofhopeuganda.org), through the collective endeavours of Jenny Brookes (school improvement officer) and Lucy Swift (former Bristol deputy headteacher and charity volunteer). Lucy left her job in Bristol in 2019 to move to Uganda to work as the education advisor in the Nursery, Primary and Secondary schools run by the charity. Marie Thomas, (former Bristol headteacher and current HMI) has also supported the development of the resource and too has volunteered with the charity. Mike Hoyle from Trading with Schools kindly designed and compiled the pack. The resource is free, but we would very much welcome a donation to the charity to support its work to provide education and a better standard of living for the children of Namatala and so would suggest a £20 donation per school. This can be made via the Child of Hope UK bank account. The details are: A/C: 91406094 Sort Code: 40-15-27 Name: Child of Hope. Alternatively, you can send a cheque made payable to Child of Hope and post to Child of Hope, 1 Old Kiln Road, Upton, Poole BH16 5SG



Should your school wish to develop closer links with the schools, this would be very welcomed. Please contact Lucy Swift on lucy.swift@childofhopeuganda.org. Lucy visits the United Kingdom annually and would be able to arrange an in-person visit to your school to conduct an assembly and carry out class visits.



KS1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. It could also be used as a unit to span transition between Y2 and Y3.

Key questions	Learning objective	Teaching activity	Skill	Concept
Where is Namatala?	1. Locate Mbale	<ul style="list-style-type: none"> Locate 7 continents, largest city in each one, 4 oceans, equator Top Trumps: for East Africa and UK, find the: longest river, the tallest mountain, the hottest place, the coldest place, the largest or deepest lake etc. Compare and contrast. Where are there more extremes and why? Locate the equator and both tropics. Locate Bristol and Mbale in terms of latitude and longitude (children will come across this again in KS2, but understand that it is a way of precisely locating where something is (a bit like 'what 3 words', but across the entire world including oceans and seas where there are no road names or landmark features and an exact location rather than 'within a grid' location) Locate Africa and UK. Locate Bristol and Mbale using concentric circles. Establish that Africa is a continent and not a country made up of 54 different countries (Uganda is the eighth largest with a population of about 45,741,007). The largest is Nigeria and the smallest is the Seychelles. The population of the UK is 66 million. Uganda and the UK are similar in size (236,000Km² for Uganda and 245,000 Km² for UK, but the populations are very different). To understand the different scales, trace the UK and see how many UKs fit into Africa Locate Mbale in Uganda and Bristol. The population of Bristol is 463,400 and for Mbale it is 96,110 (Bristol is nearly 5 times bigger). Explain that the City of Bristol is in the county of Bristol and share a map showing the counties of the UK Plan and draw a journey map from Bristol to Mbale. What different types of transport are needed? How long do the children think it would take? Mark on the journey map, key features which will be passed (children can do this in detail as a view from a window activity and it's a good opportunity to revise bird's eye (vertical) and plan view (horizontal) (possibly taught in Year 1) representations (so they understand how map representations link to real life buildings). Children can record the different modes of transport taken (a key can be introduced and used here e.g. for car, train, aeroplane, walk). How far is the journey? How long might it take? Have any of the children travelled this far or further? 	<p>Map skills</p> <p>Enquiry</p> <p>Interpretation</p>	<p>Similarity/difference</p> <p>Pattern</p>

Key questions	Learning objective	Teaching activity	Skill	Concept
What is it like?	2. Identify links between Bristol and Mbale	<ul style="list-style-type: none"> Find out what children already know about Africa (devise prompts) Look at photos and travel brochure images of Africa and UK. Do these images challenge children's perceived views? If so, how and why? Gather food packaging brought in by children. Group the food which we import from Africa. What imports are there? What does this tell us about the climate and weather in Africa? (see: Glotech Repairs - The UK's Top Food and Drink Imports & Where They're From) for a quick synopsis: fruit & veg, coffee, fish, chocolate, sugar, grains & seeds etc. Consider everyday English words which have an African origin. Are there any patterns in word meaning? Group the words. Are there any spelling patterns? (see: English words of African origin) How did these words come to be in the English language? 	Observation Interpretation Enquiry Map skills	Pattern
Why is it like this here?	3. To be able to understand the weather	<ul style="list-style-type: none"> Produce an impressions graph of what the children think the weather will be like and what different seasons there are and when? Keep a log of the weather for a week in both the school and Mbale. What is similar and different with regard to: temperature, sunset, sunrise, rain, wind? Why? What season are we in (remind children of 4 seasons from science curriculum) and what season are the children of Namatala in? Why is this different? Would it be different in other countries too? Why? How does the weather influence the types of buildings and the materials from which they are made? Children can also consider what would they pack in their suitcase? This could provide an AfL opportunity as to how they have applied their earlier knowledge of weather and climate 	Data Observation and measuring interpretation	Similarity/ difference Pattern Process



Key questions	Learning objective	Teaching activity	Skill	Concept
What is it like in Namatala?	4. What is Namatala like?	<ul style="list-style-type: none"> Look at the photos of Namatala. In pairs, consider if there are any they find surprising or interesting? Why? Discuss any generalisations and stereotypes From these images, what physical and what human features can you see? Children could compare and contrast these to the physical and human features in the locality in which they live. Are there more similarities or differences? Why? Any ideas as to how the physical features were formed? (Could study mountains in more detail. Nice link to Yr3 science topics.) Using a map of Namatala, can the children locate where some of the photographs were taken. What evidence have they used? This could form a whole class display Select one photo and continue the scene around it. Think about landscape, people, buildings, transport, countryside etc. Explain in writing underneath, what they have added and why? In pairs plan a walk around Namatala using the map and using co-ordinates. One child calls out the coordinates, the other locates it and says what they can see. Record a walk around the village using symbols devised by the children. Listen to the sound audio file. Locate on the map where the sounds come from. Explain why the children think this. Record a sound file in their home locality. What is similar/different? Why? Using a Venn diagram, sort images. What do all communities have to offer? Why? When would you need to travel to get some amenities, both in the home community and Namatala? Is there anything they would like to add into their home community? Is there anything they think the children of Namatala would like to add in? Is there a river in the locality of their school and is there one in Namatala? How do the rivers compare? What are they used for? Do either cause problems? How can these be overcome? 	<p>Interpretation</p> <p>Map skills</p> <p>data</p>	<p>Similarity/difference</p> <p>Process</p>



Key questions	Learning objective	Teaching activity	Skill	Concept
Why is it like that?	5. To understand the similarities and difference in every day life for children	<ul style="list-style-type: none"> Record a day in their life and compare to a day in the life of a child from Namatala. Watch video on day in the life of Nursery class from Child of Hope website - childofhopeuganda.org. What is similar and what is different. Why? How does your day differ to other children in your class? Remember there are many differences between people living in the same locality as well as differences between people living in different localities in different countries. Think about what you do at school and what you do at home including food eaten, sports, activities, hobbies, games played, favourite toys Using the photos of Namatala, what can you find out about the following: Jobs, buildings, transport, food crops, livestock, electricity, water, goods sold etc. Using all this information, what do children think life is like for a child in an East African slum? Draw a plan of their homes (this will need to be taught). How do their homes compare to that of the children in Namatala. What are the reasons for the differences? Draw a comparative 'street scape' showing what amenities are on offer in both localities. Explain the similarities and differences Draw their favourite place in their home community. Which places do the children of Namatala like best? What is similar? 	<p>Interpretation</p> <p>Data</p> <p>Fieldwork (observation)</p>	<p>Similarity/ difference</p> <p>Pattern</p> <p>Process</p>
How is it changing?	6. To understand the impact of environmental change	<ul style="list-style-type: none"> Are there any local environmental change issues? Clean air zones in Bristol or building on green spaces? Flooding, deforestation? Planning for housing development or new link road? Consider proposed development and sort according to: definitely need, sometimes need, want. List the associated advantages and disadvantages. Write from the viewpoint of 3 different perspectives. Class vote – is it in the public interest to proceed? This could link to rivers/water supply/uses topic/unit 	<p>Data</p> <p>Fieldwork (research/questionnaire)</p> <p>Data</p>	<p>Similarity/ difference</p> <p>Process</p> <p>Change</p>
Assessment	What do children now know? What has stuck?	<ul style="list-style-type: none"> In groups ask children to complete a notational map of Namatala and Bristol (using pictures words and symbols). Then sort into a Venn diagram, so children can examine what is similar and what is different. Can they explain the reasons for this?. Complete KWL grid Children to annotate class display to show their learning Extended piece of writing to show learning and apply skills Identify key learning to take forward to next place study in KS2 – so learning can build on this 	Data	Similarity/ difference

Key resources

An extensive resource pack of photographs and videos is available to support teaching this unit. This includes images of farming, cooking, school and home life.



Africa Booklist

Non Fiction

- Africa, Amazing Africa: Country by Country by Atinuke (Author), Mouni Feddag (Illustrator)
- Africa is Not a Country– Illustrated by Mark Melnicove (Author)
- Little Leaders: Exceptional Men in Black History by Vashti Harrison
- Little Leaders: Bold Women in Black History by Vashti Harrison (Author, Illustrator)

Fiction (picture books)

- Don't Spill the Milk! by Christopher Corr (Author), Stephen Davies (Author)
- African Tales: A Barefoot Collection by Gcina Mhlophe, Rachel Griffin (Illustrator)
- Giraffes can't Dance by Giles Andreae and Guy Parker-Rees
- The Water Princess by Susan Verde, Peter H. Reynolds (Illustrator)
- I Am Farmer: Growing an Environmental Movement in Cameroon by Miranda Paul , Baptiste Paul, Elizabeth Zunon (Illustrator)
- Sleep Well Siba and Saba by Nansubuga Nagadya Isdahl (Author), Sandra van Doorn (Illustrator)
- Sing to the Moon by Nansubuga Nagadya Isdahl, Sandra van Doorn (Illustrator)

- Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter
- Anna Hibiscus by Atinuke
- Deep In The Sahara by Kelly Cunnane
- Boundless Grace by Mary Hoffman, illustrated by Caroline Binch
- Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli
- Galimoto by Karen Lynn Williams, illustrated by Catherine Stock
- Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson, illustrated by Sean Qualls
- I Lost My Tooth in Africa by Penda Diakite, illustrated by Baba Wague Diakite
- Imani's Moon by JaNay Brown-Wood, illustrated by Hazel Mitchell
- How the crane got its crown
- I know an old Mzee who swallowed a fly by Cathy Kreutter
- Amani the boda boda rider by Paul Sutherland
- Bringing the rain to Kapiti Plain
- Tendo's Wish by Cathy Kreutter
- Amina's Choice by Cathy Kreutter
- The Rock and Roll Rolex by Cathy Kreutter
- Handa's Surprise and Handa's Hen by Eileen Browne
- Mama Panya's Pancakes by Mary and Rich Chamberlin
- We All Went on Safari by Laurie Krebs