

Year 2 Autumn Term

Key Question 1

What are continents and oceans?



Key Question 3

How can I make a journey around the world?

Key Question 5

What is it like to live in Europe?



Key Question 2

What significant geographical features are in each of the continents?

Key Question 4

Where are hot and cold parts of the world?

What makes each continent special?

In this unit children will

Key question	<p style="text-align: center;"><u>Substantive knowledge</u></p> <p>Children are introduced to fundamental concepts and aspects of geography in a simple and engaging manner. This includes: Basic understanding of the world's continents and oceans. Recognition of major physical features such as mountains, rivers, and deserts. Awareness of different types of weather and seasonal changes. Introduction to maps and basic map reading skills, such as identifying symbols and directions. Exploration of local environments and communities, including familiar landmarks and places of interest. Introduction to cultural diversity and awareness of different traditions and customs.</p>	<p style="text-align: center;"><u>Disciplinary knowledge</u></p> <p>Children to foster curiosity about the world and developing foundational skills for geographical inquiry. This includes: Encouraging observation and exploration of the environment through sensory experiences, field trips, and hands-on activities. Promoting spatial awareness and understanding of basic geographical concepts such as location, distance, and direction. Introducing simple geographical vocabulary and language to describe features of the natural and built environment. Cultivating an appreciation for the importance of caring for the environment and understanding human impacts on the planet. Developing basic map skills through activities such as creating simple maps of the classroom or local area. Encouraging questioning and critical thinking about geographical phenomena, such as why certain places have different types of weather or why maps are useful tools.</p>
<p style="text-align: center;">1</p> <p>What are continents and oceans?</p>	<ul style="list-style-type: none"> • Children will learn the names of the seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Oceania. • Children begin to learn the names of the world's five oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean. • Children will understand the general location of each continent and ocean on a world map, including which continents are in the Northern or Southern Hemisphere. • Children will learn that continents are large landmasses and that oceans are large bodies of water surrounding these continents. Children will learn how to use an atlas to find and identify the continents and oceans of the world. 	<ul style="list-style-type: none"> • Children will learn how to independently use an atlas to locate the continents and oceans. • Children will develop skills in interpreting maps, including identifying the shapes and relative positions of the continents and oceans on a map. • Children will begin to use specific geographical vocabulary, such as "continent," "ocean," "equator," "hemisphere," and "map." • Children will practice spatial awareness by understanding the relative sizes and positions of the continents and oceans on a world map. • Children will apply their knowledge by labelling a world map accurately, demonstrating an understanding of the correct locations of the continents and oceans.
<p style="text-align: center;">2</p> <p>What significant geographical features are in each of the continents?</p>	<ul style="list-style-type: none"> • Children will learn to confidently locate the seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Australia on a world map. • Children will understand that continents are large, distinct landmasses and recognizing their relative sizes and positions on a map. • Children will learn the names and locations of the major oceans: the Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, and Arctic Ocean. • Children will understand that oceans are vast bodies of saltwater that cover much of the Earth's surface, surrounding continents. • Children will learn two to three key facts about some of the continents, such as notable landmarks, climates, or key geographical features. • Examples might include knowing that Africa has the Sahara Desert, Antarctica is the coldest continent, or Asia is the largest continent. 	<ul style="list-style-type: none"> • Children will develop the skill to confidently use a world map to locate the seven continents and five major oceans. • Children will understand how to interpret map symbols, the compass rose (directions), and the significance of the equator and poles. • Children will learn and use key geographical terms such as "continent," "ocean," "equator," "hemisphere," "landmark," and "climate." • Children to use these terms when explaining facts about different continents. • Children will begin to develop research skills, such as using books, atlases, or digital resources to find information about continents. • Children will practice explaining the facts they have learned about continents to a partner, using clear and accurate geographical language. • Children will begin to think about why certain continents have specific features (e.g., why Africa is hot, or why Antarctica is cold). • Children will begin to compare and contrast continents based on the facts they have learned.

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How can I make a journey around the world?

- Children will learn that a journey around the world involves traveling across different continents and oceans.
- Children will understand that such a journey might start in one country and involve passing through various regions, each with its own unique features.
- Children will learn about some key geographical features that would be passed on a journey around the world, such as mountains, rivers, deserts, forests, cities, and landmarks (e.g., the Sahara Desert, the Amazon Rainforest, the Himalayas).
- Children will recognise that different parts of the world have different climates and landscapes, which contribute to these features.
- Children will learn the names and locations of the seven continents (Africa, Antarctica, Asia, Europe, North America, South America, and Oceania) and the five major oceans (Atlantic, Pacific, Indian, Southern, and Arctic).
- Children will understand the four main compass directions (North, South, East, West) and how these directions are used to describe travel routes on a map.
- Children will learn key geographical terms such as "continent," "ocean," "compass direction," "landmark," and "route."
- Children will know how to use these terms to describe a journey, both verbally and in writing.

- Children will develop the ability to follow a journey line on a map, understanding how to trace a route that passes through different continents and oceans.
- Children will use a compass rose on a map to follow and describe the direction of travel.
- Children will practice reasoning about geographical concepts, such as working out the sequence of continents and oceans encountered on a world journey.
- Children will learn how to plan their own journey around the world, choosing a starting point and mapping out the route they would take, including key continents, oceans, and features they would pass.
- Children will practise the use of key geographical vocabulary to describe their journey, both in written form and verbally, to their peers.
- Children will think about challenges they might face on a global journey (e.g., crossing large oceans, navigating different terrains) and how they might solve these problems.
- Children will develop the ability to explain their thought process and reasoning when making decisions about their journey.
- Children will work with a partner or in small groups to discuss and share their journey plans using geographical terms.

4

Where are hot and cold parts of the world?

- Children will learn that hot countries are generally located near the equator, which is an imaginary line around the middle of the Earth and cold countries are typically located near the poles (the Arctic in the north and Antarctica in the south)
- Children will be introduced to examples of hot countries (e.g., Brazil, Kenya, India) and cold countries (e.g., Canada, Norway, Russia).
- Children will learn the names and basic characteristics of different climate zones around the world:
 - Tropical (hot and humid, near the equator)
 - Temperate (moderate temperatures, found between the tropics and polar regions)
 - Cold/Polar (very cold, near the poles)
 - Warm/Arid (dry and hot, typically found in deserts)
- Children will learn that the location of a country's climate zone affects the types of animals that can live there.

- Children will develop skills in locating hot and cold countries on a world map, using the equator and the poles as reference points.
- Children will identify the general climate of a country based on its location on the map (e.g., close to the equator = hot/tropical; near the poles = cold/polar).
- Children will begin using specific geographical vocabulary, such as "equator," "climate zone," "tropical," "temperate," "arid," and "polar," to describe and explain their findings.
- Children will begin to use these terms accurately in discussions about different climates and how they affect the environment and animal life.
- Children will practise making connections between the location of a country, its climate zone, and the types of animals that live there.
- Children will learn to compare and contrast the climates of different regions, understanding why some areas are hot while others are cold.

5

What is it like to live in Europe?

- Children will learn that Europe is one of the seven continents and understand its position on a world map or globe.
- They will learn how Europe is situated in the Northern Hemisphere and bordered by the Atlantic Ocean to the west, Asia to the east, and the Mediterranean Sea to the south.
- Children will begin to recognise and name some of the countries in Europe, such as Germany, Italy, Norway and Spain.
- Children will understand that Europe consists of many countries, each with its own culture, language, and geographical features.
- Children will learn about three key features of France, such as:

- Children will develop the skill to locate Europe on a world map or globe, understanding its shape, position relative to other continents, and major geographical boundaries.
- They will practice using map features, such as the compass rose and map key, to aid in locating Europe.
- Children will begin to use geographical terms like "continent," "country," "border," "landmark," and "capital city" to describe what they are learning about Europe.
- Children will start to identify and name specific countries within Europe, beginning with well-known ones like France, the UK, and Germany.

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| <ul style="list-style-type: none">• Landmarks: The Eiffel Tower in Paris, one of the most recognizable structures in the world.• Cuisine: French food, known for its pastries, cheese, and dishes like croissants and baguettes.• Geography: France's varied landscapes, including mountains like the Alps and Pyrenees and rivers like the Seine. | |
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Year 2 Spring Term

What makes Bude special?

Key Question 1

What is special about the location of Bude?



Key Question 3

What did we find out on our field trip?

Key Question 5

Are all seaside towns like Bude?



Key Question 2

How can we find out what geographical features are in Bude?

Key Question 4

What features in Bude encourage tourism?

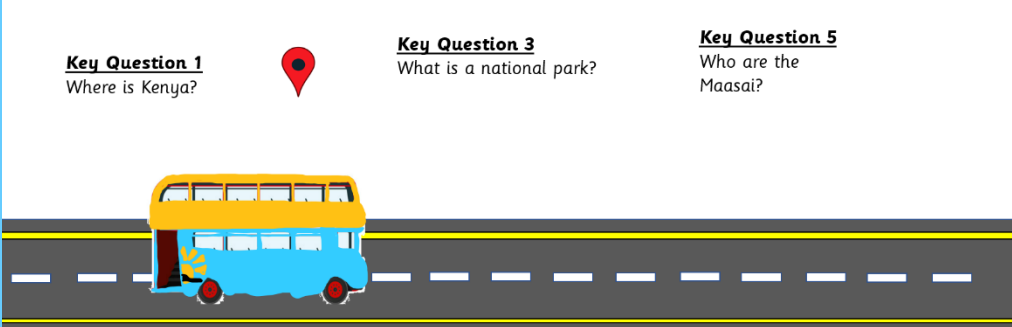
In this unit children will

Key question	<u>Knowledge (substantive knowledge)</u>	<u>Skills – (disciplinary knowledge)</u>
<p>1</p> <p>What is special about the location of Bude?</p>	<ul style="list-style-type: none"> Children will learn important geographical terms like “environment,” “location,” “landscape,” “urban,” and “rural” to describe different places. Children will develop the ability to use descriptive words to talk about the characteristics of various environments, such as towns, countryside, seaside areas, and more. Children will compare different places by discussing what makes them similar or different, using key vocabulary to express their observations. Children will understand that human features are things made or changed by people (e.g., buildings, roads, parks), while physical features are natural parts of the environment (e.g., rivers, mountains, forests). Children will be introduced to specific examples of both human and physical features and practice identifying these in their local area. Children will locate Bude, a seaside town, on a map of the UK, developing their ability to pinpoint specific locations using map tools. Children will gain confidence in using maps to locate places, helping them understand the concept of geography as a way to navigate and describe the world. 	<ul style="list-style-type: none"> Children will learn to ask questions about the places and environments they study, such as “What makes this place special?” or “How do people live in this environment?” Children will practice using maps, photographs, and direct observations as evidence to support their understanding and descriptions of different places and features. Children will develop skills in exploring their local environment and observing the differences between human and physical features. Children will work on using accurate geographical terms to describe places, features, and environments, ensuring their descriptions are clear and detailed. Children will learn to interpret maps and use them to communicate information about the location of different places.
<p>2</p> <p>How can we find out what geographical features are in Bude?</p>	<ul style="list-style-type: none"> Children will learn that fieldwork is an essential part of geography, as it allows geographers to observe and study real places directly. They will understand that fieldwork helps us gather first-hand information about different environments, landscapes, and communities. Children will explore how fieldwork can be used to learn about the physical and human features of a place, such as how people interact with their environment or how natural features like rivers and cliffs shape the landscape. Children will develop the skills to observe their surroundings carefully, noticing details that might not be obvious in pictures or maps Pupils will practice identifying and describing human and physical features during a field trip, using their senses to notice sights, sounds, and textures. They will learn to pay attention to details like the shape of the land, the materials used in buildings, and how the weather affects the environment. They will develop the skill of recording their observations through drawings, notes, and possibly photos, creating a record of what they've seen that they can refer back to later. 	<ul style="list-style-type: none"> Children will learn to ask questions during fieldwork, such as “What are the most common human features we see?” Children will understand that fieldwork involves gathering evidence directly from the environment. They will practice collecting data by observing, measuring, and recording details about the human and physical features they encounter. Children will recognise that fieldwork allows them to apply what they've learned in the classroom to real-world environments. They will see how geography helps them understand the world around them by observing it directly. By identifying and exploring human and physical features during fieldwork, children will develop a deeper understanding of specific locations like Bude. This helps them appreciate the unique characteristics of different places and how they are shaped by both nature and human activity.
<p>3</p> <p>What did we find out on</p>	<ul style="list-style-type: none"> Children will develop the ability to observe and note specific features in their environment. They will practice describing these features with detail, helping them understand the unique characteristics of Bude. 	<ul style="list-style-type: none"> Children will learn to label maps accurately, ensuring that the places they mark on the map correspond correctly with their real-world locations. They will use their observations to inform their labelling, making their maps clear and informative.

<p>our field trip?</p>	<ul style="list-style-type: none"> • Children will learn to compare different parts of the local area by observing and discussing the similarities and differences they notice, such as how one street might have more shops while another has more houses. • Children will learn how to plan a route by deciding which streets, paths, or landmarks they passed on their way from one place to another. They will understand the importance of thinking about direction and distance when planning a route. • Children will practise drawing a simple route on a map, showing the path they took to move from one location to another in the local area. This helps them understand how movement through space is represented on a map. • Children will learn how to explain their route to a partner using key words like “left,” “right,” “straight,” “past,” and “around.” They will develop the ability to give clear and accurate directions that others can follow. 	<ul style="list-style-type: none"> • Children will practise using geographical terms and directional language to explain their routes clearly. This helps them develop the ability to communicate their understanding of space and movement in the local area. • Children will gain practical experience in connecting what they observed in the local area with how those places are represented on a map. This helps them develop spatial awareness and understand the relationship between maps and the real world
<p>4 What features in Bude encourage tourism?</p>	<ul style="list-style-type: none"> • Children will learn that physical features are natural elements of the seaside, created by nature. Examples include the beach, the sea, cliffs, and rock pools. They will explore how these features are formed and what makes them special to coastal environments. • Children will also learn about human features, which are parts of the seaside that have been built or altered by people. These might include things like cafes, hotels, sea pool. They will understand how these features are designed for activities like tourism, fishing, and transportation. • Pupils will begin to understand how human and physical features interact at the seaside, such as how seaside towns develop around natural beaches. • Children will practise spotting and identifying key seaside features by examining photographs. They will learn to pick out specific features and describe them using the correct vocabulary. • Children will be able to use their knowledge of Bude to create a leaflet for tourism. 	<ul style="list-style-type: none"> • Children will practise gathering evidence by carefully observing photographs of seaside locations. They will understand that photographs can provide important information about a place’s physical and human features. • Children will develop the skill of recording their observations by labelling key features on photographs • Children will use geographical vocabulary to describe the features of Bude.
<p>5 Are all seaside towns like Bude?</p>	<ul style="list-style-type: none"> • Children will learn that the United Kingdom is made up of four countries: England, Scotland, Wales, and Northern Ireland. Each country has its own seaside resorts or beach towns where people go to enjoy the coast. • England: Blackpool and Brighton • Scotland: St Andrews • Wales: Llandudno and Tenby • Northern Ireland: Bangor • Children will practise looking at photographs of seaside resorts to spot and name these features. They will learn to identify what they see, such as recognising a pier in a photograph or spotting sand dunes. • 	<ul style="list-style-type: none"> • Children will use maps to locate where each seaside resort is in the four countries of the UK. They will practice finding these places on a map and learning how to identify the different countries. • Children will use simple maps and atlases to see where seaside resorts are located. They will practice looking up these places and understanding their position within the UK. • Children will look at photographs of different seaside resorts and practise spotting geographical features. They will learn to describe what they see, such as identifying the beach or describing a pier in the picture. • They will compare the features of different seaside resorts. For example, they might notice that some resorts have big beaches while others have cliffs or piers. They will learn to use words like “beach,” “cliff,” “pier,” and “promenade” to describe what they see. • Children will label simple maps with the names of the seaside resorts and the key features they have learned about. This helps them connect their observations to the geographical locations.

Year 2 Summer Term

How and why is Life in the UK Different from Life in Kenya?



Key Question 1
Where is Kenya?

Key Question 3
What is a national park?

Key Question 5
Who are the Maasai?

Key Question 2
What is life like for people living in Kenya?

Key Question 4
What animals live in Kenya?

Key Question 6
What is it like to be a child in Kenya?

In this unit children will

Key question	<u>Knowledge (substantive knowledge)</u>	<u>Skills – (disciplinary knowledge)</u>
<p>1</p> <p>Where is Kenya?</p>	<ul style="list-style-type: none"> • Children will learn that Kenya is a country located on the continent of Africa, specifically in East Africa. • Understanding Kenya’s position relative to key geographical markers such as the Equator (which runs through Kenya) and the Indian Ocean (which borders its southeastern coast). • Children will learn three important facts about Kenya, such as: <ul style="list-style-type: none"> • Wildlife: Kenya is famous for its wildlife, including animals like lions, elephants, and giraffes, especially in national parks like the Maasai Mara. • Culture: Kenya is home to diverse cultures, including the Maasai people, known for their traditional dress and customs. • Landscapes: Kenya features varied landscapes, from the savannas of the Maasai Mara to Mount Kenya, the second-highest mountain in Africa. • These facts provide an understanding of Kenya’s natural and cultural significance. 	<ul style="list-style-type: none"> • Children will develop the ability to use a world map or atlas to locate Kenya, understanding its position in relation to the Equator and other major geographical features. • Children will use key geographical terms like “continent,” “country,” “Equator,” “ocean” and “neighbouring countries” when describing Kenya’s location. • Children will practise gathering information about Kenya, from different sources, and sharing this information with a partner. • Children will focus on significant facts and express them clearly, helping to develop their ability to communicate geographical knowledge.
<p>2</p> <p>What is life like for people living in Kenya?</p>	<ul style="list-style-type: none"> • Children will learn that Kenya is a country in East Africa, bordered by the Indian Ocean to the southeast, and neighbouring countries such as Uganda, Tanzania, and Somalia. • Children will learn about Kenya’s major cities, including: <ul style="list-style-type: none"> • Nairobi: The capital city, located in the south-central part of the country. • Mombasa: A major port city on the southeast coast, along the Indian Ocean. • Kisumu: A city located on the shores of Lake Victoria in the western part of Kenya. • Children will identify the Indian Ocean along Kenya’s coast and key rivers like the Tana River, which is the longest river in Kenya. • Children will learn about Mount Kenya, the country’s highest mountain, located near the centre of Kenya. • Children will understand the basic elements of a map, including symbols, labels, and scale. • They will learn how to represent geographical features such as cities, rivers, mountains, and oceans on a map. • 	<ul style="list-style-type: none"> • Children will develop the ability to draw a freehand map of Kenya, focusing on the general shape of the country. • Children will learn to outline key geographical features, such as the coastline along the Indian Ocean and the location of major cities, rivers, and mountains. • Children will practice labelling their maps with key features such as Nairobi, Mombasa, Mount Kenya, the Tana River, and the Indian Ocean. • Understanding how to use symbols or icons to represent these features on their maps, such as a triangle for Mount Kenya or a wavy line for rivers. • Children will develop spatial awareness by positioning cities, rivers, and mountains accurately relative to each other, even without using exact measurements. • They will begin to understand the concept of scale, recognizing that while their maps are simplified, they should still reflect the relative positions and sizes of features. • Children will use geographical terms like “city,” “river,” “mountain,” “ocean,” and “label” when discussing their maps. • Children will develop observational skills by studying a map of Kenya and copying its key features in their own freehand maps. • Children will practise representing real-world geography in a simplified form, focusing on accuracy. •
<p>3</p> <p>What is a national park?</p>	<ul style="list-style-type: none"> • Natural Environment: Children will learn that national parks are areas of land protected for their natural beauty, ecosystems, and wildlife. They often include mountains, forests, rivers, and lakes. • Wildlife: National parks are home to a variety of animals and plants, many of which are protected species. • Conservation: Children will understand that national parks are important for conserving the environment, protecting wildlife habitats, and maintaining natural landscapes for future generations. 	<ul style="list-style-type: none"> • Children will develop the ability to compare and contrast different types of protected areas, such as national parks and game reserves. They will practice identifying key differences and understanding the purposes of each. • Children will use key geographical terms such as “national park,” “game reserve,” “conservation,” “wildlife,” and “safari” when discussing the features and differences of these areas. • Children will understand the impact of tourism on national parks and game reserves, including both the benefits (e.g., conservation funding) and potential challenges (e.g., environmental impact).

	<ul style="list-style-type: none"> • Public Access: National parks are open to the public for recreation and education, offering activities like hiking, bird watching, and camping. • Children will learn that while both national parks and game reserves protect wildlife, national parks focus on conservation and public enjoyment. Game reserves, on the other hand, often allow controlled hunting and focus on wildlife management. • Activities: National parks are typically areas where visitors can enjoy outdoor activities like walking and sightseeing, whereas game reserves may also include safaris with controlled hunting. • Protection Level: Game reserves often have more flexible protection rules compared to national parks, where strict regulations are in place to protect the environment and wildlife. • Wildlife Safaris: Children will learn that one of the main reasons people visit Kenya is to go on safaris to see animals like lions, elephants, giraffes, and zebras in their natural habitats, particularly in places like the Maasai Mara National Reserve. • Natural Landscapes: Visitors are also attracted to Kenya's diverse landscapes, including the Great Rift Valley, Mount Kenya, and the coastal beaches along the Indian Ocean. • Cultural Experiences: Tourists visit Kenya to experience its rich cultural heritage, including traditional Maasai villages and the unique lifestyle of various ethnic groups. • 	<ul style="list-style-type: none"> • Children will develop an understanding of where Kenya's national parks and game reserves are located, using maps to identify key areas like the Maasai Mara, Amboseli National Park, and others.
<p>4 What animals live in Kenya?</p>	<ul style="list-style-type: none"> • Children will know that the big five include lions, giraffes, zebras, elephants and rhinoceroses • Students will learn that animals migrate to find food and water, especially during dry seasons when resources become scarce in certain areas. • Animals often migrate to specific locations to breed and raise their young in safer conditions • Students will learn that an endangered species is one that is at risk of extinction, meaning there are very few of them left in the wild. • Students will explore reasons why animals in Kenya might be endangered, such as habitat loss: The destruction of natural habitats due to human activities like farming, logging, and urban development, poaching: Illegal hunting of animals, particularly for their tusks, horns, or skins, which is a significant threat to species like elephants and rhinos. 	<ul style="list-style-type: none"> • Students will develop the skill of identifying and naming animals that live in Kenya, recognising their physical characteristics and understanding their habitats. • Students will explore the concept of migration, learning to explain why animals move from one place to another. • Students will engage in discussions about what it means for an animal to be endangered and why conservation efforts are important. • Children will learn to analyse how human actions impact wildlife and what can be done to protect endangered species in Kenya.
<p>5 Who are the Maasai?</p>	<ul style="list-style-type: none"> • Children will learn the following: • The Maasai people live in Kenya and also in Tanzania, which are countries in Africa. They live near big parks where animals like lions and elephants roam. • What They Wear: The Maasai people wear colourful clothes called shukas, which are often red. They also wear beautiful bead necklaces and bracelets. • How They Live: The Maasai people look after cows, which are very important to them. They move around with their cows to find fresh grass and water. • Their Homes: The Maasai live in houses called manyattas. These houses are made from mud, sticks, grass, and cow dung. The houses are built close together to keep their cows safe. • Stories and Songs: The Maasai love telling stories, singing, and dancing. These are ways they share their history and teach children about their traditions. • Special Ceremonies: The Maasai have important ceremonies, like when boys become warriors or when they celebrate becoming adults. 	<ul style="list-style-type: none"> • Children will learn to be curious and respectful about how the Maasai people live, even though it might be very different from their own lives. • They will think about how exciting it is that people in different parts of the world have their own special ways of living. • Children will practice looking for things that are the same and things that are different between the Maasai way of life and their own. • They will learn to talk about these similarities and differences in a way that helps them understand more about both cultures. • Children will think about why people in different places live differently. For example, the Maasai live the way they do because they have to take care of their cows and protect them from wild animals. • They will also think about how our way of living is shaped by where we live and what we need.

	<ul style="list-style-type: none"> • Families and Communities: In Maasai culture, families live close together in big groups. They all help each other, just like how we help our friends and family. • Daily Life: Maasai children help take care of the animals, while children in the UK go to school and play with toys. • Learning: Maasai children learn by helping their families and also by going to school, just like we learn at school and from our families. • What They Eat: The Maasai eat a lot of milk and meat from their cows, while we eat different kinds of foods like fruits, vegetables, and sandwiches. • Homes: Maasai houses are small and made of mud, sticks, and grass, while our houses are bigger and made of bricks or wood. 	
<p>6 What is it like to be a child in Kenya?</p>	<ul style="list-style-type: none"> • Children will learn the following: • Daily Life: Children in both Kenya and the UK go to school, but their school environments might look different. In Kenya, some children walk long distances to school, while in the UK, children might take a bus or walk shorter distances. • Family and Home Life: In Kenya, families might live together in larger groups, sometimes including extended family members like grandparents. In the UK, families often live in smaller units, usually just parents and children. • Food: The types of food eaten in Kenya might include things like ugali (a type of porridge), rice, and fruits like mangoes. In the UK, children might eat different types of food, like sandwiches, pasta, or vegetables like carrots and peas. • Play and Activities: Children in Kenya and the UK both enjoy playing, but the types of games and activities might differ. In Kenya, children might play games outside in large open spaces, while in the UK, children might play sports in parks or play indoors with toys. 	<ul style="list-style-type: none"> • Children will compare what they see and know about life in Kenya with their own experiences in the UK. For example, they might compare the types of homes, the food they eat, or how they get to school. • They will learn to explain these similarities and differences in simple terms, such as "In Kenya, children might see zebras on their way to school, but in the UK, we might see squirrels or birds." • Children will begin to understand that people in different countries live differently because of things like the climate, traditions, and available resources. • They will learn to appreciate these differences and understand that no way of life is better or worse—just different. • Children will think critically about the questions they ask, considering what they already know and what they want to find out more about. • They will learn to connect information from the photographs to their own experiences, helping them better understand both their own culture and the culture in Kenya.

