



# BANJO ROBINSON GOES TO \*Uganda\*



<b>Uganda - Words &amp; Questions</b> <ul style="list-style-type: none"><li>• Helpful words</li><li>• Comprehension questions</li><li>• Writing prompts</li></ul>	<b>Uganda Activity Pack</b> <ul style="list-style-type: none"><li>• Homegrown crop challenge</li><li>• Wild and Wonderful</li><li>• Africa map</li></ul>
<b>Focus</b> Identifying some key geographical features	
<b>Links to National Curriculum</b> <ul style="list-style-type: none"><li>• Name and locate the world's seven continents</li><li>• Use basic geographical vocabulary to refer to key physical and human features</li></ul> <p><i>(Banjo always supports the English curriculum by developing reading and writing for pleasure!)</i></p>	
<b>Success Criteria</b> <ul style="list-style-type: none"><li>• Children will be able to name some key geographical features</li><li>• Children will be able to name and locate the continent of Africa (as well as some other continents)</li></ul>	
<b>Key Vocabulary</b> Capital, country, continent, Europe, North America, South America, Africa, Uganda, Kampala, farm, desert, crop, shop, office, house	
<b>Reading and replying to Banjo's letter</b> <ol style="list-style-type: none"><li>1. Tell the children that you've received Banjo's next reply! Which continent do you think he is in now? Ask children to guess, rehearsing the names of all seven continents.</li><li>2. Read the letter, tracking the continents it mentions on Banjo's world map or an atlas.</li><li>3. Find Uganda on a globe/in an atlas (you could do this as a paired, small group or whole class activity). Mark Uganda on your <i>Classroom World Map</i> and/or ask children to colour in Africa on their <i>Individual World Map</i>.</li><li>4. When the letter mentions Uganda's capital, ask the children to recall the capital cities of the UK from Banjo's last letter.</li><li>5. If you have time, play "I went travelling and I saw..." going around the circle (or use names on lolly sticks) listing different geographical features and place names. Use the vocabulary list or pictures as a prompt.</li><li>6. Discuss the children's reply to Banjo using the following prompts:<ul style="list-style-type: none"><li>• What things do you think we grow in the UK. Can you tell him why we don't grow bananas?</li><li>• Tell Banjo how else he could keep his memories safe (e.g. writing a diary, taking photos, keeping a memory box).</li><li>• Tell Banjo about places that are special to you, that you want to remember.</li></ul></li></ol>	
<b>Additional activity ideas if you have time</b> <ul style="list-style-type: none"><li>• Ask children to draw and label all the things they've remembered Banjo seeing on his trip to Uganda (e.g. desert, Nile, farms, offices, shops, bananas, crocodile!) so that he won't forget them. This could be done as a group and children could cut out all their individual pictures and add them to a 'treasure chest' display of Banjo's memories.</li><li>• Encourage children to draw important features of where they live to help them remember them, just like Banjo. They could make their own maps of their houses, routes to school or local</li></ul>	

area and add a key. Alternatively they could group their pictures into physical features and human features.

- Enjoy our Homegrown challenge on Banjo's *Uganda Activities* sheet in which children can identify what Uganda's crops can be used for.
- Talk about which animals can be found in Uganda and share our *Wild and Wonderful* activity on Banjo's *Uganda Activities* sheet.

### **Ideas to take the learning even further at school or home**

- Find out other ways to say hello in African languages and/or in languages that children speak at home. How many different ways can they find? Add the greetings to the right locations on your Banjo Classroom map.
- Taste banana, sweet potato, cassava and compare them to traditional UK crops like apples and potatoes.
- Look at Ugandan fabric patterns to link with maths and art. Children can then create their own repeating designs.
- Ask children to create a memory box at home: putting in things that are special to them. These can then be photographed or brought in for children to share with each other.

