

KS1 Unit – Awesome Australia

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

Knowledge Progression

- Name and locate the world's seven continents and five oceans.
- Compare and contrast the physical features of an area in a contrasting non-European country- Australia
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Compare where people live and how they live to that of the UK
- Location of famous landmarks and their significance on the Geography – Ayers rock / Sydney harbour bridge / Sydney Opera house
- Name 4 main compass points for KS1 – north, east, south, west

Skill Progression

- Use a range of maps and globes (including picture maps) at different scales.
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use vocabulary such as bigger/smaller, near/far
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos.
- Investigate through observation and description.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.
- To understand the terms rural and urban
- Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc

Key Learning

- To be able to use maps to locate the continent of Australasia (Oceania) and particularly Australia. Children should be able to name key facts about Australia such as its capital city is Canberra; it's largest city is Sydney however. Australasia is the smallest continent on Earth; the population is over 26 million and the main spoken language is English;
- To know that Australia is divided into states (6) and 2 territories. It is sparsely populated and is highly urbanised on the eastern seaboard. This means most of its population live in cities that range down its east coast, such as Melbourne and Brisbane, apart from Perth on its west. Its longest river is the Murray, the third longest navigable river. Australia is mainly arid with over 70% of land desert. Its mainland comprises of a desert landscape known as the 'Outback' although this is inhabited by very small hamlets with only 3% living in these arid regions (mainly Aboriginal peoples).
- To understand the 4 compass points that relate to their key stage – KS1: north, east, south, west
- To learn that Australia has a mainly hot climate compared to the UK's temperate climate and what this means.
- To learn that a desert is a barren area of landscape where little precipitation (rainfall) occurs. Over 70% of Australia is desert which makes these areas inland very hostile for life of animals and humans.
- To learn about wildlife and the human geography of Sydney as a city. They will learn why there are so many people located on the eastern seaboard of Australia due to the large farming areas and green-belt land to support large amounts of human life.
- To learn about the three climate zones of Australia which are: temperate, arid, and tropical.

Vocabulary

Hostile, barren, desert, arid, dense, sparse, city, hemisphere, continent, south, north, west, east, reef, Canberra, Perth, Melbourne, Sydney, state, outback, aboriginal, Pacific, ocean, coast

Misconceptions

- All of Australia is desert.
- Australia doesn't have rain.
- Australia **isn't** very far away from the UK. (12,000 miles)
- You can't swim in Australia because of Great White Sharks
- Everyone in Australia has blonde hair or surfs.

Prior Knowledge

KS1 – The UK

- Human and physical features
- Countries / capitals and land borders
- Place knowledge – Where on Earth is Westhoughton located?

Future Learning

KS1 – India and the Cricket World Cup

- Place knowledge
- Human/physical features
- What is it like to live in a place like this?

Possible Activities/Evidence

- Sort human and physical features.
- Identify human and physical features from both areas
- Use visuals from different times of the year to compare season (Google Maps – Switch 'Terrains')
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each location.
- Children write a report on extreme weather across Australia – ranging from arid desert to bushfires. The three climate zones of Australia are: temperate, arid, and tropical. Describe the characteristics of these climates:

KS1 Unit – The Uk – My Locality

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at Key Stage 1

Knowledge Progression

- Name and locate the world's seven continents and five oceans.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Compare where people live and how they live to that of the UK
- Location of famous landmarks and their significance on the Geography – Parliament Building, Manchester Town Hall, Old Trafford, Bolton Stadium, Bolton Town Hall, Westhoughton Town Hall,
- Name 4 main compass points for KS1 – north, east, south, west

Skill Progression

- Use a range of maps and globes (including picture maps) at different scales.
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use vocabulary such as bigger/smaller, near/far
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos.
- Investigate through observation and description.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.
- To understand the terms rural and urban
- Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc

Key Learning

- To be able to use maps to locate the continent of Asia (Oceania) and particularly India. Children should be able to name key facts about India such as its capital city is New Dehli; it's largest city is Mumbai however. Asia is the largest continent on Earth; the population is over 1.339 billion and the main spoken language is Hindi;
- To know that India is divided into states (14) and 6 territories. India is a peninsula, which means that it is surrounded by sea on all 3 sides, including the Indian Ocean, Bay of Bengal (Bengal Sea) and Arabian Sea. The world's largest mountain range, the Himalayas rises in the north. It is sparsely populated and is highly urbanised around the coasts where many of its major cities lie. Its longest river is the Indus, the sixth longest navigable river. India's terrain varies widely from the Thar Desert in the west to the jungles and tropical rainforests in the northeast. They should also be taught about the Ganges river however which is the longest river to originate within India, and its symbolic significance.
 - To understand the 4 compass points that relate to their key stage – KS1: north, east, south, west
 - To learn that India has a mainly humid climate compared to the UK's temperate climate and what this means.
 - To learn that a desert is a barren area of landscape where little precipitation (rainfall) occurs.
 - To learn that a rainforest is a mainly humid and wet region with rich, fertile soil.
 - To learn that India has a varied and rich weather system that ranges from extreme to extreme. From north to south, India plays host to some of the most extreme weather on Earth and this is played through its 4 main seasons of winter, summer, monsoon season and post-monsoon.
 - To learn about wildlife and the human geography of New Dehli as a city. They will learn why there are so many people located in 6 mainly geographical regions to support human life.
 - To learn about the 6 climate zones of India which are: Polar, Cold-humid, Monsoon, Hot desert, Arid, Tropical

Vocabulary

Tropical, temperate, polar, humid, barren, desert, arid, dense, sparse , city, hemisphere, continent, south, north, west, east, mountain, New Dehli, Hyderabad, Mumbai, Jaipur, Kolkata, Indian Ocean, coast, Hindi, Rupee, Taj Mahal, Golden Temple

Misconceptions

- All of India is rainforest.
- Indians come from USA and are in 'western/ cowboy' films.
- India doesn't have rain.
- Indian is a religion.
- Indian is a language.

Prior Knowledge

KS1 –

Awesome Australia

- Human and physical features
- Countries / capitals and land borders
- Place knowledge – Where on Earth is India?
- What are the key features of India's climate compared to Westhoughton?

Future Learning

KS1 –

The Victorians

- Human and physical features
- How has the UK changed since the Victorian era? – mainly physical changes
- How has Westhoughton changed since the Victorian era?

Possible Activities/Evidence

- Sort human and physical features.
- Identify human and physical features from both areas
- Use visuals from different times of the year to compare season (Google Maps – Switch 'Terrains')
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each location.
- Children write a report on extreme weather across India – ranging from arid desert to raging monsoons. The six climate zones of India are: Polar, Cold-humid, Monsoon, Hot desert, Arid, Tropical. Describe the characteristics of these climates: Identify compared to UK.

KS1 Unit – Human and Physical features of The UK
Understand the processes that give rise to key physical and human geographical features of the world (and The UK), how these are interdependent and how they bring about spatial variation and change over time.
Knowledge Progression
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key physical features, Including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use geography skills to research the British Empire and the growing trade relationships through the Victorian period. Use geography skills to compare and contrast geographical areas of importance.
Skill Progression
-Use a range of maps and globes (including picture maps) at different scales. -Use vocabulary such as bigger/smaller, near/far -Know that maps give information about places in the world (where/what?). -Locate land and sea on maps. -Investigate through observation and description. -Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features -Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' -Use simple electronic globes/maps. -Do simple searches within specific geographic software. -Recognise that maps need titles. -Recognise landmarks and basic human features on aerial photos.
Key Learning
Substantive Learning -4 countries of UK – England, Wales, Scotland, Northern Ireland. (Ireland can be mentioned however must be explicitly taught that The UK is just 4 countries) -4 seas surrounding UK – Southern Sea (Celtic), Irish Sea, English Channel, North Sea. -To understand what a region is and what this looks like, for example 'North-west of England'. -To describe the features of a town and compare this to other towns in the country. (Past and Present) -To understand what a region is such as Westhoughton and what the town looks like. (Past and Present) -To understand that physical features are naturally occurring, (Mountain / Hill ranges -The Pennines, Peak District, Yorkshire Dales, Lake District, Lake Windermere, Rivington Reservoirs, Scottish Loch Lomond, Awe) -To understand human features are: (Population: 67 million, Capitals: London, Edinburgh, Cardiff, Belfast. Language: English, Welsh, Irish (minimal) Monarchy, Currency: UK pound) Disciplinary Knowledge -To use language such as: 'Where I live is similar because...' and '...different because...' (In relation to other UK countries) -To ask and seek answers to questions such as 'What is it like to live in this place?' (Comparison to Victorian era) -To compare towns in terms of human geography – (Population, agricultural usage – through OS maps) and how this has grown over time. -To study environmental geography surrounding Westhoughton and how the town has changed since the Victorian era.
Vocabulary
Human, Physical, Environmental, Victorian, Britain, Industry, Train, Canal, River, Lake, Town, Village, City, Manchester, Mine, Mill, Transport
Misconceptions

- UK is one country
- UK's capital is London – need to specify and learn each capital: Edinburgh, Belfast, London, Cardiff
- GB, British Isles and UK are the same.
- All maps are from ground level – skill to read.

Prior Knowledge

EYFS

Understanding The World

- Knows that we live in Westhoughton
- Knows that our country is England
- Knows that there are different countries in the world
- Can ask questions about the world and explore maps.

KS1 –

Australia / India (Cricket World Cup)

- Place knowledge
- Human/physical features
- What is it like to live in a place like this?

Future Learning

KS1 –

The UK

- Human and physical features
- Countries / capitals and land borders
- Place knowledge – Where on Earth is Westhoughton located?

KS2 –

Year 3/4 – France

- Location knowledge – continents and oceans
- Comparisson with everyday life
- Study of geographical similarities and differences

Possible Activities/Evidence

- Use maps, atlases and globes to locate the 7 continents & 5 oceans
- Label the 7 continents
- Label the 5 oceans
- Sort human and physical features.
- Postcards from one era to another – What is it like to live here?
- Suggest further human and physical features – lakes, hill regions (different regions)
- Identify human and physical features from around the UK
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- OS mapping of areas of land – good links here with key work and mapping / fieldwork to identify transport links etc...
- Overlay of OS mapping from one ear to another – show how land changes and agricultural use in our area has lessened – housing increased.
- Create a fact file of each country based on human/ physical features

KS1 - Unit – The United Kingdom
Develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
Knowledge Progression
-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.
Skill Progression
-Use a range of maps and globes (including picture maps) at different scales. -Know that maps give information about places in the world (where/what?). -Locate land and sea on maps. -Use and construct basic symbols in a map key. -Recognise simple features on maps e.g. buildings, roads and fields. -Use large scale maps and aerial photos of the school and local area. -Recognise that maps need titles. -Recognise landmarks and basic human features on aerial photos. -Use vocabulary such as bigger/smaller, near/far -Use simple electronic globes/maps. -Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
Key Learning
- To know 4 countries of UK – England, Wales, Scotland, Northern Ireland. (Ireland can be mentioned however must explicitly teach that UK is just 4 countries) -To know 4 seas surrounding UK – Southern Sea (Celtic), Irish Sea, English Channel, North Sea. - To know what a physical feature is - are naturally occurring, (Mountain / Hill ranges -The Pennines, Peak District, Yorkshire Dales, Lake District, Lake Windermere, Rivington Reservoirs, Scottish Loch Lomond, Awe) -To know that human features are: (Population: 67 million, Capitals: London, Edinburgh, Cardiff, Belfast. Language: English, Welsh, Irish (minimal) Monarchy, Currency: UK pound -Daily weather in UK is temperate and has a cool, wet winters and warm, wet summers. -
Vocabulary
British Isles, United Kingdom, Great Britain, Capital Cities, City, Town, Village, Hamlet, Area, Local, Distant,, Compass, Flag, Coast, Beach, County, Direction , Road, Railway line, Stream, Boundary, Transport, Physical, Environment
Misconceptions
-All of the UK is the same/ one country, not a group of countries. -British Isles, Great Britain and The United Kingdom are the same – Teach this explicitly. -It always rains in the UK. -The capital of The UK is England. -The UK has one capital city – London. -Only English language spoken within the UK.
Prior Knowledge
EYFS
Understanding The World

- Knows that we live in Westhoughton
- Knows that our country is England
- Knows that there are different countries in the world
- Can ask questions about the world and explore maps.

Future Learning

KS1

The Victorians– Y1

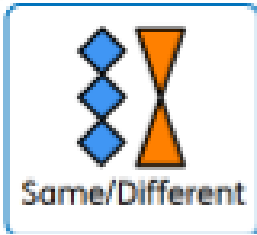
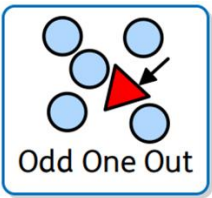
- 7 Continents / 5 Oceans of the world.
- How the UK has changed in terms of the British Empire.
- The UK / Great Britain / British Isles
- Trade routes to India / Canada

Possible Activities/Evidence

- Use maps, atlases and globes to locate the 7 continents & 5 oceans
- Label the 7 continents
- Label the 5 oceans
- Sort human and physical features.
- Suggest further human and physical features – lakes, hill regions (different regions)
- Identify human and physical features from around the UK
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each country based on human/ physical features.

Connected Learning

Digging Deeper:

 Same/Different	<u>Digging Deeper</u> What is the same about The UK Climate and Australian? What is different?	 Odd One Out	<u>Digging Deeper</u> Which continent is the odd one out? Why?  North America  South America  Antarctica
--	--	---	---

Anchor Questions – Seesaw Recap Quiz

1. How many countries are in the United Kingdom?

- A. 2
- B. 3

- C. 4 ✓
D. 5

Teacher oral prompt:

Can anyone name the four countries in the United Kingdom? Why is Ireland not counted as one of them?

2. Which of these is a country in the United Kingdom?

- A. Spain
B. **Wales** ✓
C. Germany
D. Italy

Teacher oral prompt:

What are the other three countries that make up the UK?

3. Which of these places is part of the United Kingdom?

- A. Ireland
B. **Northern Ireland** ✓
C. France
D. Norway

Teacher oral prompt:

Why is Northern Ireland part of the UK but Ireland is not?

4. Which of these is a sea around the United Kingdom?

- A. Mediterranean Sea
B. **North Sea** ✓

- C. Red Sea
- D. Black Sea

Teacher oral prompt:

Can anyone name another sea around the UK?

5. Which of these is also a sea around the United Kingdom?

- A. Caribbean Sea
- B. Baltic Sea
- C. **Irish Sea** ✓
- D. Coral Sea

Teacher oral prompt:

Which two countries of the UK does the Irish Sea sit between?

6. What is a physical feature?

- A. Something built by people
- B. **Something that happens naturally in nature** ✓
- C. A shop or school
- D. A road or bridge

Teacher oral prompt:

Can you think of a natural place like a mountain, lake, or hill?

7. Which of these is a physical feature in the UK?

- A. A football stadium
- B. **Lake Windermere** ✓

- C. A motorway
- D. A shopping centre

Teacher oral prompt:

Why is a lake called a natural feature? Who made it?

8. Which of these is a human feature?

- A. A mountain
- B. A lake
- C. **A capital city** ✓
- D. A hill

Teacher oral prompt:

Can anyone name one of the UK capital cities?

9. What money do people use in the United Kingdom?

- A. Euros
- B. Dollars
- C. Yen
- D. **Pounds (£)** ✓

Teacher oral prompt:

What might you buy with a pound coin?

10. What is the weather usually like in the United Kingdom?

- A. Very hot and dry all year
- B. Always freezing and snowy

C. **Cool and wet with mild summers and winters** ✓

D. Always sunny and dry

Teacher oral prompt:

What kind of clothes do people wear in the UK when it rains?

KS1: Unit – Africa (Kenya)

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**

Knowledge Progression

- Name and locate the world's seven continents and five oceans.
- Compare and contrast the physical features of an area in a contrasting non-European country- **Kenya/ South Africa**
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to:
 - key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Compare where people live and how they live to that of the UK.
- Investigate population and other key human geographical features asking questions like 'where?', 'what?', and 'who?' about the countries environments e.g. 'What is it like to live in this place?'

Skill Progression

- Locate land and sea on maps.
- Use a range of maps and globes (including picture maps) at different scales.
- Recognise landmarks and basic human features on aerial photos.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.

Key Learning

- 7 continents: Africa, Europe, North America, South America, Asia, Oceania/Australasia, Antarctica
- 5 oceans: Indian, Atlantic, Pacific, Southern, Arctic
- Physical features are naturally occurring (Mount Kenya, The Great Rift Valley, Lake Victoria, Chalbi Desert, Lake Turkana).
- Human Features are: (Population: 55 million, Capital: Nairobi, Language: Swahili, English, Presidential Republic, Currency: Kenyan Shilling)
- Daily weather in Kenya is humid all year round with temperatures averaging 29°C in most parts. Its hottest month on average is March, cool season is June to August. Precipitation
- Our weather is temperate so children must be able to understand that this means cold, moist winters and warm, wet summers. This changes a lot throughout the year.
- To use language such as: 'Where I live is similar because...' and '...different because...'
- To ask and seek answers to questions such as 'What is it like to live in this place?'
- To understand what a region is and what this looks like, for example 'North-west of England'.
- To learn that Kenya is an easterly country on the continent of Africa. They should learn facts like the capital of Kenya is Nairobi and that there are lots of different climates across the country. They should learn that the main language spoken is Swahili and its highest mountain is Kilimanjaro

Vocabulary

Compass points North, East, South, West, UK, Geography, Country, Town, Village, City, Region, human/physical feature, Continent, Ocean, Safari, Savannah, Desert, Equator.

Misconceptions

- All people in Africa are poor.
- All houses look the same and are run down.
- All people get their water from wells.

- All people live on safari and near to animals roaming freely.
- The country of Kenya has only black people living within it.

Prior Knowledge

Y1

First Geography topic for this year group

Y2

UK Topic covered in Y1

Human and physical features of South America and a region within (Brazil).

- Human and physical features.
- Comparison of towns and regions within the country.
- Bordering countries and land areas
- Maps and atlases work

Australia topic covered in Y1

- Human and physical features of France and a region within the country.
- Human and physical features.
- Comparison of towns and regions within the country.
- Land use and where this is located.
- How people live.
- where people live.

Future Learning

Y3/4

Rainforests

- Locate countries in South America
- South America, concentrating on their environmental regions,
- Key physical and human characteristics, countries, and major cities.
- Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Possible Activities/Evidence

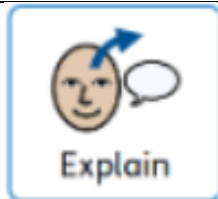
- Use maps, atlases and globes to locate the 7 continents & 5 oceans.
- Label the 7 continents
- Label the 5 oceans
- Sort human and physical features.
- Suggest further human and physical features
- Identify human and physical features from both areas
- Record the weather on a weather chart over a week from the UK and in Kenya and make comparisons.
- Use visuals from different times of the year to compare seasons.
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each location

Connected Learning

Digging Deeper:

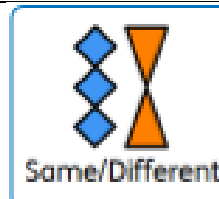
Lesson 1 (links between Year 1 and 2 learning with EYFS learning)

& Lesson 5 (links between Year 1 and 2 learning with EYFS learning) - Mapping



Digging Deeper

Explain why the weather and climate of Kenya is hot and humid. Think about its location on Earth when answering...



Digging Deeper

What is the same about each of the images? What is different?



Anchor Questions – Seesaw Recap Quiz

1. Which continent is Kenya on?

- Europe
- Africa
- South America
- Asia

Correct answer: ****Africa****

Oral follow-up prompts

- “Can you point to Africa on a map or globe?”
- “Is Africa a continent or a country?”

2. Which of these is one of the five oceans?

- Indian River
- Victoria Sea
- Sahara Ocean
- Pacific Ocean

Correct answer: ****Pacific Ocean****

Oral follow-up prompts

- “What is an ocean?”
- “Why do you think oceans are important?”

3. Which of these is a physical feature?

- Kenyan Shilling
- Nairobi
- Mount Kenya
- Swahili

Correct answer: **Mount Kenya**

Oral follow-up prompts

- “What is a physical feature?”
- “Is a mountain made by people or nature?”

4. What is the capital city of Kenya?

- Kisumu
- Mombasa
- Dodoma
- Nairobi

Correct answer: **Nairobi**

Oral follow-up prompts

- “What is a capital city?”
- “Do you know the capital city of the UK?”

5. What is the main language spoken in Kenya?

- French
- Spanish
- Swahili
- German

Correct answer: **Swahili**

Oral follow-up prompts

- “Why do people speak different languages?”
- “Can you say hello in another language?”