

Subject: Social Studies

Year group: Primary 1

Unit 2: Where We Live

1. Places in the world are not all the same. What a place is like depends on lots of things such as its features. A feature is something like a river, lake, hill, swamp or road. Types of plants and houses are features too. What features can we notice and name in a walk around our school? List as many as you can with a partner.
2. Sketch and name some of the other local features where we live. Compare and discuss our drawings.
3. Draw or make a map from memory. Show your home and as much of the neighbourhood and its features as you know.
4. Compare your maps and find out what other children have drawn. Are their features the same or different to yours? Talk about features that seem special or important and say why. Add any new ones to a class list of local features.
5. Explore as much of your more of neighbourhood area as you safely can with your teacher. Look closely and talk about the features you find, noting them to add to your neighbourhood map. Work together to update the class list of features. What do you love most about your neighbourhood? Can you explain why to the rest of your class? Does everyone have the same favourite features? Why do you think this is?
6. *Human features* are those that have been built or created by humans, such as roads, houses, walls, markets or workshops. *Natural features* are those that are not created by humans, such as a swamp, a river, or a mountain. Work together to separate and group the class list of features into *human* or *natural* features? Which are there more of? Natural or human? What does this tell us about our neighbourhood?
7. Places are also about the people who live and work there. Brainstorm a list of local people and the jobs that they do.
8. The jobs that people do for a living are called *economic* activities and the features in a place that help people work are called *economic* features. For example, a healthy lake means fishermen can catch fish to eat and to sell. Beautiful landscapes and wildlife attract visitors we call tourists, who will pay for guides and accommodation. Roads and rivers transport people and goods. What examples can you think of?
9. Which of our local *natural features* are also *economic features*? Remember, that means they help people make a living or to earn money. Examples might be a lake for fishing, land for growing crops, or a river for transporting goods. Examples of *human, economic features* might be banks, hospitals, markets and factories. Which do you think are the most important economic features and why? Choose one to talk about with a partner and say why it is important.

10. Create a picture report showing one or more important, local, economic features and people doing jobs connected with that feature – for example, fishermen fishing in a lake.
11. Work in groups and present a written report, a talk or a song about your neighbourhood. Describe the human and natural features and how these help people make a living. Use your picture report to help the presentation. Identify the features you love best and explain why. Give one or more reasons why you are proud of where you live.
12. Investigate other locations in your country and describe the human and natural features, jobs, homes and weather.
13. Identify places using the right language such as: villages, towns or cities. Note similarities and differences to where you live and talk about them. Find your own, and other places that you learn about, using maps, globes or atlases.
14. Features can be 'useful', 'playful', 'colourful', 'drab', 'wet', 'dry', 'attractive', 'ugly' etc. Which words describe an environment that is a good place to live and which ones describe an unpleasant environment?
15. Discuss how people can protect or harm features in their environment, for example by dropping rubbish (harm) or by planting trees (improve).
16. Planting trees can improve an environment. Explore around the school. Identify existing plants and trees and where the best place might be to plant new ones.
17. Discuss the actions you have already taken to improve the environment around the school and discuss how other features in the neighbourhood might be improved. Working in groups, create a song, a poster or a play with your top tips about looking after the environment. Come up with your own pledge for looking after the environment, for example by not dropping litter.
18. Using what you can find out from your own and other places, identify the most important features that you think people need to live well. We call these social features. For example, access to clean water, a home and family life, food to eat, good places to play with friends, schools to learn in and hospitals to heal the sick. Write or draw your own top list. How many do you have where you live?
19. Using everything you have learnt about different kinds of features, if you could draw, model or talk about all the best things that make our world beautiful what would it look like and what would you say? What human and physical features would you have and why? Who would look after this ideal place and how? Create a model or present a song or a play with your group to explain your thinking.
20. On your own, write draw or talk about what you would like your own neighbourhood to look like in the future, in ten years' time when you are grown up. Explain as fully as you can which features you are most proud of and how you will look after them; which features you don't like so much and think you might change and what new features you would like to introduce.

P2 week 1 and 2 = 10 messages

Unit 2 The Land of South Sudan

1. Physical features are all the things we can see in our environment. Recall and name features near where we live, reminding ourselves of what we've learnt.
2. What do we know about other places in South Sudan and what they are like? Think carefully, not just about our payam but about features across the entire country. Working in groups, talk about and write down what you have heard or seen. Share your ideas. Who do we know who has travelled in South Sudan? What good questions could we ask them?
3. (Using images). What physical features are there in the picture of this environment in South Sudan? Write down the names of as many features that you recognise as you can and then share with your partner. Choose one feature from the picture and work with your partner to describe what it looks like. Challenge others to guess what features you are describing.
4. Make up some riddles about features in our local environment and ask your partner to guess them. Use a map to help you.
5. (Muddle these feature names into a Word Puzzle: Sudd Swamps, River Nile, Nile Valley, White Nile). Can you find and circle the names of some well know features of South Sudan hidden in here? Whereabouts in South Sudan are these features and what are they like? (Use an atlas if you can). Work in groups to draw or model a large map of South Sudan and show where these features are. What else would you add?
6. Where is the best place to: photograph wildlife? Travel on a boat? Go fishing? Fetch water for drinking? Identify the answers on a map. Produce a poster travel guide to the local area.
7. Visit a nearby river and sketch it. Label everything you see around it. Explain how you feel watching it. What do you like about it and what don't you like? (Has it got rubbish for example? Might it flood?)
8. Make a model of a river outside. Gently add water at one end of a slope and note how water flows and erodes the soil beneath it. Discuss how the river flows from high to low and why rivers are precious.
9. Describe what a lake is. Find the nearest lake to you on a map and with a partner, look for other examples of lakes in South Sudan. Research other lakes in Africa using an atlas. Why do you think some lakes are much larger than others?
10. Identify ways that important features like river and soils can be looked after, such as planting more trees and not leaving any rubbish.

P2 week 8 and 9, 10 messages

Unit 3 Jobs here and there

11. People do different jobs for a living: e.g. a cobbler, banker or plumber. In small groups, discuss jobs that your family, friends or neighbours do. Think too about other jobs you know about that people do in our local area. Write each job name on a separate piece of paper. How many jobs can

you come up with? (e.g. in 15 minutes). Let's discuss the jobs we have thought of. Can we sort them into groups?

12. Draw a series of pictures showing someone doing their job and some of the different things it involves. Add captions explaining what they are doing.

13. In pairs, discuss and describe how these people help us. Teacher. Doctor. Builder. Market seller. Farmer. Welder. Fisherman. Banker. Cobbler. Driver. Miner. Listen to others ideas and discuss jobs that you would like to do one day and why.

14. North, South, East and West, These are the compass directions, We use them to help locate places. We will find out which direction North is from our class and draw the compass directions on the ground outside the classroom.

15. Look at this map of South Sudan. Where is our village / town? The top of the map points North. Whereabouts in the country do we live? E.g. In the south / north / east / west? Which direction is our capital city Juba from our place? What other towns do you notice? What are the countries that surround us? Work with a partner and make a list of all the things you can find out from the map.

16. Draw a sketch map of South Sudan and show the capital city, your village and Payam and another large city near where you live.

17. Using your own sketch map, draw or add labels to show where you might find the jobs we have been learning about. Which ones are in the rural villages and which ones in the town? Why do you think this is? Can some jobs be done anywhere? What jobs might be done in Juba?

18. An agricultural product is something that is grown and sold to make money for the farmer and the country. It might be through growing plants or animals. What examples can we find in our local area? (Opportunity for fieldwork enquiry).

19. Create a map or a table to show the range of products grown or made in your local area. Do some make more money than others?

20. Prepare and tell a story about what you would like to do as a job when you grow up. How will this help your family and your country?

P3 Unit 2, 10 weeks Unit 3, 10 weeks

Unit 2

1. What is a physical feature? Can you give an example in our local area? (Take answers and discuss meanings e.g. forest, swamp, hill, river). Recap what you have learnt about local physical features from P2.

2. Look at these images (prepare photographs or drawings showing e.g. mountain, river, forest, plain, valley, lake). In pairs, discuss and write down their feature names. Where can we find these features? Discuss and sort features into groups: features found locally, and features found in other parts of South Sudan or the continent of Africa. What do you notice?

3. A continent is a large land mass and may contain many different countries. Using a map / globe identify the continent of Africa. Whereabouts in the world is Africa? What major physical features does Africa have? Work with a partner to find and name some. Complete three columns: name of

feature eg Kilimanjaro, type of feature e.g. mountain and location e.g. Tanzania. Discuss and share your work with the class. How can we locate a river accurately?

4. In small groups, create your own map of Africa on the ground, using found materials out of doors. Identify where South Sudan is on the map.

5. Still working in groups, continue to discuss, make and add physical features to your outdoor map of Africa. Use an atlas to help you.

6. Look with a partner at a map of South Sudan. What physical features do you notice? (encourage students to identify e.g. the River Nile, Mount Kinyeti, the Sudd Swamp, River Bahrel Ghazal, River Sobat and Boma Mountain).

7. Look at maps and atlases showing Africa and South Sudan, what do you notice about how physical features are shown using colours and symbols? What does a Map Key do? (Unlock the information on a map). Explore around our school and with a partner, make your own map with a key. Use symbols to show different features.

8. I'm going to give each pair of students a different local feature to think about, e.g. a river. Discuss and write down why you and others might like it e.g. beautiful or entertaining; why it's useful e.g. for fishing or for travel and also, what the dangers are e.g. flooding or drowning. Explain how you can keep yourself safe.

9. Draw your own sketch map of South Sudan and locate some important physical features. Mark in your own village and nearest town. Add a simple key.

10. Each group will be secretly given, the name of feature found in Africa e.g. Lake Victoria, River Zambezi, Congo Forest, Ethiopian Highlands etc. Write some clues for other group to guess what the feature is.

Unit 3

11. Pollution means too much of the wrong thing in the wrong place, causing harm to living things and the environment. Environmental pollution means to harm and make the environment dirty. Can anyone give me some examples of pollution where we live? What about other kinds of pollution in the world? Discuss with a partner before answering.

12. Investigate your local area for pollution such as rubbish, burning, sewage. Note and discuss what you find with your group and report back.

13. Discuss any evidence of local pollution that you found and how it made you feel. Add sad or smiley faces to places on your local map.

14. What kind of pollution did you find around our school? How can we group it? Where do you think it came from? How can we prevent this happening? Work in groups to answer these questions and add any extra information to your group map.

15. Where does our drinking water come from? What do we use our local water supplies for apart from drinking? How does a good water supply help support crops and animals? Discuss these

questions in groups and come up with some ideas to protect water supplies. Present them to the class. Which ideas do you like best and why?

16. Find out where your nearest river is on a map. What things can pollute rivers and lakes? Visit a local river if you can and note any pollution. What else do you think might damage rivers? Make a list of all the pollution you can find or think about and discuss where it has come from. Give some reasons why water pollution matters and who it may harm. (E.g. Animals, crops and people get thirsty and can die, people can get typhoid).

17. What can you find out about other forms of pollution and the harm they do? Work in groups to come up with some good enquiry questions. We will share questions as a class to find the most effective ones. You will then ask your parents these questions as homework and report back.

18. Share what you have found out about from your parents and families about pollution. What actions can we take locally, nationally and globally to reduce and prevent pollution? Work with a partner to come up with a list of suggestions and explain these to the class. We will all listen carefully to each other and give feedback about how well we presented our ideas.

19. In groups, brainstorm the best 3 actions to reduce pollution. Discuss and vote as a class for one action we can do now.

20. Prepare a class report about actions taken to improve the environment and reduce pollution. Present this in groups as a short drama.

Primary 4 Unit 2 and Unit 3

Unit 2

1. Go outside and observe today's weather. Make sketches and write down words to describe what you see and feel. Discuss and share useful weather words.

2. Temperature is measured with a thermometer and tells us how hot or cold a place is. Generally, places near the equator are hotter than places near the Poles but other factors such as altitude or height matter too. Measure and record the temperature at the same place at different times during the day. What do you notice?

3. Compare the daily temperature where we are with the daily temperature in other places in South Sudan. Mark these on a map and discuss differences.

4. Rain happens when water vapour condenses and falls from the atmosphere. A rain gauge is another useful for a weather station. Investigate how we can make one.

5. The pattern of weather over time is called the climate. How does the weather change over the seasons of the year? Is it always the same or are some months different? For example, do you think some months are usually wetter or drier than others? Write down what you think and share your ideas with a partner. Look at some weather charts that show average temperature and rainfall over the year. What do you notice?

6. Using a compass out of doors, identify where North is. Use a compass to talk about the direction the wind is coming from. A northerly wind comes from the North and an easterly from the east. Which way is the wind blowing today? Keep a record over several days. A weather-vane spins to show which direction the wind is blowing from. Can we design and make one out of scrap materials?

7. Work with a partner. Use weather data that shows the monthly average rain and temperatures throughout a year and think of some good questions to ask the class. E.g. which months have the most or least rainfall? Make sure you know what the answer is.
8. How does the weather affect what we can do? What about the jobs that our families and friends do? For example, how does weather affect farming of crops and animals? In groups discuss some ways that the weather helps us and some of the problems it causes. (e.g. growing and ripening crops, attracting tourists, drought due to lack of rain or floods from too much.)
9. In the wet season it rains a lot, the ground is wet and slippery. In the dry season it rains a little and the ground is dusty. Both seasons have sun and wind. Draw some similarities and differences between the wet and dry seasons where you live and how it affects what happens there. Explain what you have drawn to a partner.
10. Man-made climate change means rapid changes are happening to global climate patterns. Ask older people where you live what changes they have noticed in their lifetimes.
11. Burning charcoal, over-grazing and cutting trees all increase climate change. Work in groups to present all the information you have found out about climate change and suggest ideas as to how to slow it down.
12. Hunting, fishing, basketry, farming, trading, herding and pottery are economic activities that might be taking place near us. Using small squares of paper, draw a picture of a local economic activity and label it with some information. Make a display of different local jobs with labels for your classroom.
13. What are the main jobs that people do in South Sudan? Ask your parents and use research. What jobs do you think happen in the capital Juba for example? How does this compare to local jobs where we are?
14. What kinds of jobs do people do in other countries? How do this compare with South Sudan? Each group to choose a different country, research and discuss.
15. Choose one local industry and create a comic strip story showing what the workers do and what the product is at the end. What happens in between? Use the comic strip report to help to act out the economic activity using mime while others guess what is happening.
16. A song: 'Up in the forest, stand big tall trees, Lumberman, Lumberman, cut down the tall trees, Timber is rolling, Timber is rolling, Take it to the sawmill, Saw mill, sawmill, Take it to the carpenter, Carpenter, Carpenter, Make a chair for me, And I sit on it and I think about, The big and tall trees.' In groups, create a drama with words to show how a tree in a forest becomes a chair.
17. The most important resource for a carpenter is a supply of wood. So, forests, that can be replanted, are essential. Fishermen need healthy rivers and lakes, stocked with fish. Make a list of some other industries and the essential resources that they need. How does this affect where different economic activities happen? Present your ideas in pairs, using maps.
18. Where do different economic activities take place in South Sudan? Use a map to locate and explain activities such as mining, banking or tourism.
19. An industry is a place where raw materials like cotton are made into finished products like clothes. This might be done in factories. Some economic activities are small scale, that means they

happen in a small way, over a small area, while others, are large scale and happen over a wide area. Make a table showing examples of small and large-scale activities.

20. While economic industries are good for people and for South Sudan as they create money and goods, they can also harm the environment or people's health. Choose one of the following: farming, mining, fishing or logging and identify through words, pictures or drama some ways that they are good and bad.

Social Studies. P5 Unit 2 This is our land

1. Relief features are things found on the Earth's surface such as mountains, plateaus, hills and plains. Do some quick outline sketches to show these features' different shapes. Add some words to describe your drawings such flat, high, raised. Check what your partner has drawn and written.
2. Look at these images of relief features in our country. Can you recognise and name the type of feature? Give examples of some relief features in South Sudan by name. Use maps, photographs and / or atlases to help you.
3. Write a short description of each of these drainage features: rivers, swamps and lakes and find examples of each in South Sudan, using maps.
4. Make your own sketch map of South Sudan and add in relief features and drainage features. Compare your map with a partner.
5. Using your own and others maps of South Sudan, explain which maps you like and why. Provide thoughtful feedback to others.
6. Some of the relief features found in Africa are the Great Rift Valley, Mount Kilimanjaro, Mount Kenya, Mount Ruwenzori, Mount Atlas, Jos Plateau and Cameroon Mountain. Find these in an atlas or on a map and describe whereabouts in the continent of Africa they can be found.
7. Some of the drainage features found in Africa are Lake Victoria, Lake Tanganyika, River Nile and Lake Turkana. Important rivers include the Nile, Senegal, Congo, Gambia, Zambezi, Limpopo and Orange. Work with a partner to find as many of these as you can using an atlas or map. Give some reasons why these rivers are important.
8. With a partner and using an atlas or a map of the world, find and name some major relief features and drainage systems. Locate on a blank world map.
9. Volcanic mountains are formed when magma from beneath the Earth explodes as lava through weaknesses in the Earth's crust. Volcanoes that are no longer active are called dormant. Mount Kenya is a volcanic mountain. Use an atlases and maps to find some examples of active and dormant volcanoes in our country, in Africa and around the world. Work with a partner and present your findings.

10. In small groups, research and present information about a river in South Sudan or the wider continent of Africa. Explain where it is, what it is and how it may influence how people live – for example, a river may provide water, transport and food. Each group member should say something. Use maps and models to help your talk.

P5 Unit 3 Leaders and decision makers

1. Citizenship is 'the state of being a citizen or a member of a country or community in a legal way'. But what does it mean to be a good citizen and why does it matter? Discuss in groups and explain your thinking. Listen carefully to others' ideas.
2. Listen to these ideas from a poem about being a good citizen. Work in small groups using these and your own ideas to discuss and identify the most important qualities. A good citizen should be loyal; use their vote, promote peace, defend and protect their country; be hard working; look after the environment; always pay taxes; obey the laws, and help in disasters by providing food, shelter and clothing.
3. In pairs, draw an outline body shape picture of a 'good citizen'. Add words name and describe qualities they might have.
4. How does a good citizen help their community? Working in groups of three or four decide how to act out an action that a good citizen might do, using drama. For example, planting trees, clearing rubbish or teaching people that taking drugs is bad.
5. Using what you learnt about through drama of what a good citizen does, brainstorm more ideas. Draw a picture to show the actions of a good citizen and write underneath a short explanation of what they are doing. Discuss who will draw what first so that we produce as many different pictures as we can that we can make into a book.
6. Here is a definition of a leader. A leader is a person who is in charge of a group of people or somebody who heads others. A good leader should have, good communication, honesty, high integrity, commitment, passion, accountability and confidence. Leadership is a process of leading people in the right direction in order to achieve goals. In pairs complete some sentences of your own, using your own words: A good leader ...
7. Think of someone you know who acts as a good leader either in your school or community. Discuss your ideas with a partner then prepare to speak for a minute about your example, explaining the qualities that make them a good leader.

8. What are the similarities between a good citizen and good leader? Prepare two columns with a heading for each and list the qualities they have in common. Make a first draft then look at what others have written and discuss before completing your work. What have you learnt?
9. Leaders and good citizens make good decisions. Here are the steps. First, identify the decision. 2. Gather relevant information. 3. Identify other ways. 4. Weigh the evidence 5. Select among alternatives 6. Take action 7. Review your decision and its consequences. Discuss and draw a diagram with these headings to remind you. Try it out using a real decision that needs to be taken.
10. A debate is where different sides of an argument are presented, and it starts with an issue where there are different opinions. Both points of view are listened to before a decision is reached. One issue is that everyone, girls, boys, men and women, should be treated equally. Work with a partner to make a case why inequality matters. Help each other to come up with good reasons and arguments. Use examples where you can.

Social Studies P6 Unit 3 Changing States

1. Recap all the physical features we can see around us and note changes in the landscape. Is it easy or hard to spot changes? Explain your answers.
2. Landscapes are always changing. Some changes happen quickly, and some take thousands of years. Discuss with a partner any changes that you know about in our local landscape and what caused them. Think about rivers for example, they erode rocks and soils in one place, and deposit material in another. Which kind of changes happen quickly, and which take longer? For example, a volcanic eruption can change a landscape within hours. Sort your ideas into categories.
3. Soil erosion can be caused by excess wind and water. Visit a local farm and observe how farmers deal with this. Do they do any of the following for example? Cultivating across the slopes. constructing terraces on steep slopes, applying mulch to protect the soil from rain, planting trees, constructing drains to reduce the speed of running water. Observe, ask questions and take notes. Explain what you thought was most effective and why.
4. Physical features form differently. For example, some mountains are volcanic. This means they have grown as magma has welled up inside them through a crack in the earth's crust and exploded out as a mix of gas, rocks and lava. Recap what you remember from learning about volcanoes and research some additional facts. Draw a diagram of a volcano and label it, including these words: vent, lava, magma, crater, ash, rocks. What volcanoes are there in South Sudan?
5. Mountains are also formed in other ways, such as fold and block processes. The earth's outermost layer is fragmented into slabs, called tectonic plates that move very slowly, a few centimetres a year. Convergent plates move towards each other, the force can change the shape of the land to create fold mountains. Model this yourself pushing a piece of paper from both ends. Find examples of fold mountains and map them. E.g. Himalaya and Alps.

6. Boundaries between plates are made up of a series of fractures in the rock called faults, where movement takes place. When land is pushed up or slips between faults, it can create block mountains such as Pare mountain in Tanzania. Look at mountains and hills around us, or at photographs of them in other parts of South Sudan. Discuss how you think they were formed. Find them on a map.
7. Sudden movements beneath the earth, often along plate boundaries as energy is released, are called earthquakes. Act out what you think it feels like.
8. Find out some information about earthquakes in other parts of the world. Use the atlas to help you locate where large earthquakes have happened.
9. Using an atlas, create a table with examples of key features in African countries. Label the columns: Mountains Hills Rivers Plateaus Plains. Label rows: South Africa, Kenya, Ethiopia, Sudan.
10. Where is the capital, Juba, of South Sudan located? Why is it where it is? Look at a map carefully and the features it has nearby to help you explain. Can you explain the location of any other towns or villages in South Sudan?
11. Draw your favourite, local physical feature. Say why you like living on or near it and what you find beautiful about it. Explain how it was formed.

Social Studies P6 Unit 3 Tourism in South Sudan

1. Tourism – Is travelling and staying in places outside one’s usual environment for study or pleasure. Where have you visited for the day as a tourist? Tell a partner where you have enjoyed visiting and why. We’ll share some stories with the class.
2. When you have visited another place as a tourist, what were the things that attracted you? In groups, identify kinds of attractions. Report your findings.
3. South Sudan has the world’s second largest animal migration. Why would this attract tourists? What wildlife do we have? Work with a partner to identify plants and animals that you might find locally and those in other parts of South Sudan. Use an atlas to help you describe where you might find different animals. Swap ideas with another pair to make your list bigger.
4. Create a list of places where tourists can see wildlife and map them. E.g. Nimule National Park, Boma National Park, Badingilo National Park.
5. Look at the map of South Sudan, and explain why Badingilo National Park might attract more visitors. Think about how tourists travel from one place to another and where the best roads

might be. (It is near the capital Juba, so roads are likely to be better). Create a poster for Badingilo with a map, showing how easy it is to get to from the capital.

6. Look at a map of Africa to compare some tourism attractions of South Sudan with South Africa. Discuss and come up with some reasons with a partner why South Africa may be more attractive. (e.g. SA is near the coast and has access to the sea. It also has better roads and connections - we call this infrastructure). What else can the map tell you?
7. Compare South Sudan with Kenya. With a partner, research and compare some attractions for tourists in both countries. Analyse and present your findings.
8. Choose a contrasting country in another part of the world and use maps, the atlas and your research to explain some of the major attractions there and why tourists might like to visit. Identify from all you have learnt so far what tourism needs to grow and be successful (e.g. attractions, good places to stay and healthy wildlife, good infrastructure). Present to the class.
9. Imagine a tourist coming to South Sudan from the United States. Make some paper money to represent dollars. In groups, act out a drama and show different ways that the tourist might meet people and go place and spend his money. For example, at the airport, in taxis, buying food, accommodation, buying gifts etc. Explain how this helps South Sudan.
10. South Sudan has many good attractions and beautiful features of its own, but there are also some problems that prevent tourism growing. Working as a small group, list some of the problems you have found and suggest some solutions. For example, educating people to keep places attractive by picking up rubbish and conserving wildlife. Present your work as though you are government experts giving a TV interview.

Social Studies P7 Unit 2 Exploring physical features

1. In groups, write down as many physical features that you might find in South Sudan, with a short explanation for each one. Share and discuss what has been written and agree as a class the best definitions, correcting any misconceptions. Take a feature each and redo carefully for a class book.
2. Study a map or atlas showing South Sudan and carefully note information about places and physical features. Write a series of factual sentences that give information about physical features: mountains, rivers, towns etc and where they are. Use the map scale bar to give the distance between places. For example, the River Nile flows through Juba in a northerly direction. Mt Kinyeti is in the far south of the country. Swap with a partner and check each other's work.
3. Semi-desert is a term meaning a barren area of landscape with scanty vegetation due to low rainfall and high temperature. E.g. the semi-desert at Kapoeta. Locate this on a map or atlas. Work with a partner to identify other semi-desert areas in Africa. Explain what you think the difference is between a desert and a semi-desert.

4. Draw a sketch map of South Sudan with a key, and main physical features, e.g. Nile, Ironstone Plateau Imatong mountains. Discuss & refine with partner.
5. With a partner, prepare a presentation with a map to talk about local economic activity and what happens where, referring to physical features.
6. Physical features are important to us in South Sudan in many ways. Attractive features and their wildlife attract tourism and bring in money. Hydro – electric power can be produced from waterfalls, mountains encourage relief rainfall, and are the source of many rivers. Volcanic soils are good for farming. With a partner, take these headings and explain why these features matter and how they help the economy. Fula falls. The River Nile. The Imatong Mountains.
7. Write an advert for a piece of land. Describe and explain how it would be excellent for farming.
8. Agricultural practice can sometimes harm the environment. Land cleared for farming can increase soil erosion. Loss of trees and forest means loss of biodiversity. Deforestation also increases global warming. Some pesticides can leak into water supplies and into the air, polluting both and causing harm to living things. In role play with a partner, imagine a visit between a farmer and an environment advisor. Discuss the risks and what can be done.
9. Research environmentally friendly farming methods that encourage biodiversity. For example, composting waste, using natural fertilizers, afforestation and reforestation (find out what the difference is between these two words). Draw a poster with all your ideas.
10. Some farming practices like contour farming are used to prevent soil erosion. Plowing and planting across slope contours settles the topsoil without washing it down the slope. Find an example of this near you, or a photograph if not, to help you make a model of contour farming, using materials found outdoors. Sketch your model and label it. Explain how it stops water washing soil away.
11. Strip farming is another method to stop water eroding soil on steep slopes. This involves cultivating a field partitioned into long, narrow strips which are alternated in a crop rotation system. Find out more about how farmers can prevent soil erosion (ask a local farmer or research) and create a poster of the best advice with sketches showing approaches such as contour and strip farming.
12. Investigate transport and communications across South Sudan using maps at different scales. Where are the best roads and where are the worst? Where is it difficult to build roads and why? Relate your answers to the physical features of South Sudan and explain the difficulties. Compare the infrastructure of South Sudan to another part of the world, such as South Africa. Refer to your earlier work on tourism. Present findings to the class in pairs.
13. Air pollution harms health. Research and explain what it is and why it is harmful. Give examples.
14. Some industries dump chemical waste into rivers and lakes causing water pollution. Water pollution kills marine life and makes water unsuitable for human consumption. Polluted water can lead to disease outbreaks. Write a definition of water pollution and give examples of its impact on people and other living things.
15. Some mining industries leave gaping holes on the surface of the earth which looks ugly. The holes may collect water and become breeding places for mosquitoes which cause malaria and water snails that

bring about bilharzia. In groups, use role play to interview a family affected by bilharzia and another affected by the ugly view.

16. Recall and further research work on deforestation. Create a poster highlighting the negative effects of this on local and global environments.
17. Some industries release toxic gases to the atmosphere. These gases combine with rain to form acidic rain. It corrodes roofing iron sheets and destroys plants. In role, imagine you are a farmer whose crops have been affected by acid rain caused by toxic gas from an industry some distance away. Explain how you feel.
18. Use your notes, photographs and other images and local knowledge as well as research to add to your understanding about industry and its impacts. One group will be arguing that industrialization is a harmful practice and the other will argue that it does not have to be. In groups of about 6, prepare notes for both sides of the argument. Think about possible solutions to pollution and remember it is essential that people have jobs.
19. Debate: industrialization is a harmful practice. Vote for the winning argument. Finish by making recommendations about how things might be changed for the better.
20. We have been learning about harmful effects of industrialization, but we must remember all the positive ways that we can make the most of our beautiful features. For example, looking after water features to conserve life, attract tourism and enhance biodiversity. Planting trees to prevent soil erosion and combat global warming. Write a pledge or promise, of ways that you will help to look after the landscape.

P8 Unit2 Climate Change

1. Recall previous work on weather and climate. Discuss how the pattern of weather changes over the year in your part of South Sudan and the difference between climate and weather. Write a definition for both. (weather is the daily variation and climate is the long-term pattern of weather, often over > 30 years).
2. What do you think the main weather elements are? Write down some suggestions and compare with your partner. (e.g. sunshine, temperature, rain, wind). Share ideas with the rest of the class. Recap how different weather elements are measured eg a thermometer measures temperature.
3. Different places in the world have varying climatic conditions. Say which of the following are true: Climate is influenced by a. Relief and altitude b. Distance from large water bodies c. Latitude d. Winds e. Ocean currents. (All true). Write down these headings and with a partner research and give a definition of each term.
4. Draw a diagram showing the 5 major lines of latitude: Equator, N and S Polar Circles, and the Tropics of Cancer and Capricorn. Use a globe to help.
5. Equatorial climates are found on or near to the Equator. This is where the worlds main rainforests can be found, like the Amazon and Congo. Find these and other rainforests on a globe or world map.

Explain why you don't get an equatorial climate at the top of Mount Kilimanjaro, even though it's so close to the equator (altitude).

6. Equatorial climates in Africa are also found in south west South Sudan, Congo, Democratic Republic of Congo, Liberia, Southern Nigeria and eastern Madagascar. Find these places on the globe or atlas and add to a blank map of the world with a key.

7. Research some facts and information about the equatorial climate and present as characteristics e.g. hot and wet all year. Add the temperature and rainfall range.

8. Why are polar latitudes cold for most of the year? Research Polar climates with a partner and write down the main features.

9. Locate the world's biggest hot deserts on a globe and map onto a blank world map. Describe where they can be found (most of them are on or near the Tropics) and what a desert climate is like.

10. Latitudes between the Tropics and the Polar regions are where you will find temperate climates. Locate and name some cities with a temperate climate.

11. Work with a partner and use atlas maps and what you have learnt to help you create a map of world climates.

12. Radiation from the sun is absorbed by the oceans and moved through ocean currents that transport warm water way from the equator towards the Poles and return cold water towards the Equator. Find a map showing these major ocean currents and copy it onto your climate map.

13. Where do most people live in the world? Find a map or atlas that shows the distribution of the world's population. Identify areas of the world with dense population and those with very little. With a partner, write down your observations and compare them to others in a class discussion. What can you conclude from the global population distribution?

14. Working in groups, examine and analyze your climate maps and your notes on population distribution. Consider how climate influences patterns of settlement around the world. Draw out as many connections as you can with examples. Present your ideas to the class.

15. Which climate would you most like to experience? Present your location and explain why and what you could do there.

16. Our planet sustains life because it has just the right temperature range, thanks to the natural greenhouse effect, which traps just enough heat. Human activity has increased the amount of carbon dioxide in the atmosphere and upset this balance, causing rapid climate change. In groups, research human activities that contribute to this and present as a news report.

17. Climate affects the economic activities carried out in an area. Can you explain how? Role play a tv interview with one person as tv interviewer asking questions, one person explains how climate affects forestry activity, another transport and communication and another, farming. Plan your questions and answers first before presenting in role.

18. Adaptation describes ways that people adapt what they are doing to cope with climate change. With a partner, discuss, sort and rank these ideas, selecting your top 3. Explain why you have chosen them. Afforestation and reforestation. Growing drought resistant crops. Conserving water

catchment areas. Controlled livestock farming. Organic farming. Urban planning. Growing crops in a greenhouse. Add any ideas you may have of your own. Which ideas does the class like the best?

19. Using what you have learnt about the climate of South Sudan, its landscape and human activity, identify some threats from climate change.

20. What can we do to reduce global warming? Using renewable sources of energy? Using better light bulbs? Controlling industrial gas emissions? Planting more trees? Conserving energy at home? In groups take these and your own ideas and identify things that you can do by yourself, things that you can do in school and things that other people around the world can do. Which are the easiest to do and which are the hardest? Explain why.