



Africa

AMAZING
AFRICA

PERFECT FOR: Ages 8+; a cultural, geographical and historical adventure across the beautiful continent of Africa; the life and achievements of Nelson Mandela; fun facts about every country in Africa; studying African landscapes, people, animals, resources and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:
English: Reading Comprehension; Creative Writing;
Writing to Entertain and Inform; Explanation & Recount Texts

Drama, Speaking and Listening

Design Technology & Art

Science

Maths

Geography

History

Religious Education

PSHE and Citizenship

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WEEK 1: PAGES 6 – 9
WELCOME TO AFRICA



SUGGESTED OBJECTIVES

Reading: Comprehension

- Make predictions about a non-fiction book using clues from the cover.
- Ask questions to improve understanding of the text.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from the non-fiction text.

Writing to Inform

- Identify the features of an information text.

Design Technology & Art

- Explore the style and techniques employed by Martin Bulinya and use these to paint a piece of artwork inspired by the African countries in this chapter.

Drama, Speaking and Listening

- Perform a poem, thinking about how to use volume, pace and expression to engage the audience.

COMPREHENSION QUESTIONS

1. Look at the front cover of the book. On a whiteboard or post-it note, record everything you can see. What sort of book do you think this is? Is it fiction or non-fiction? Why do you think this?
2. Look at the Contents Page. On which pages might I find out about the following? *Swaziland, African religion, Rwanda, Libya, African hairstyles.*
3. Take some time to explore the book – is there anything that has particularly interested or puzzled you? Can you choose one fact to share with a partner?
4. Why does the author say that we are all from Africa originally?
5. Which word on page 6 means 'very old'?
6. What do you think the difference between a city and a mega-city might be? Why?
7. Why does the world have a lot to thank Africa for? How does the author try and dispel any myths people may have about Africa?
8. Complete this sentence: There is a lot to celebrate in relation to Africa, however...
9. What evidence is there to suggest that Africa is a land of contrasts? How do you know?
10. Re-read the introduction. How does the author engage the reader? Are any phrases repeated? Why might this be?

EXTRA ACTIVITIES

Before beginning, write down everything you think you already know about Africa. In another colour, write down where you learned this information. Share your ideas as a group.

Use the following labels to identify relevant features on these pages: *introduction, titles, sub-titles, words in bold, pictures and captions, diagrams, written in present tense, charts and graphs.*

Spend some time exploring the work of African artist, Martin Bulinya, thinking about how he uses colour, patterns and lines. How does he capture the joy and movement of African dancing? Can you create your own artwork inspired by the everyday scenes described in the book and Martin Bulinya's colourful scenes of African life?

Read and perform 'Bottoms Up!' by Ama Nuamah. Discuss anything you find puzzling or confusing and what you liked about the poem. Now, work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.



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WEEK 2: PAGES 10 – 21
SOUTHERN AFRICA

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify how language, structure, and presentation contribute to meaning.
- Discuss words and phrases that capture the reader's interest and imagination.

Writing to Inform and Explain

- Write a biography, including a range of features to engage the reader.
- Write a diary in role, describing the events leading to a shipwreck.

Science

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Create a fact-file about an animal, discussing its habitat and how it's adapted to its environment.

Design Technology & Art

- Create a 3D model of a traditional African house, using natural materials.

COMPREHENSION QUESTIONS

1. Look at the title on these pages. What do you predict the information on these pages will be about?
2. Can you point to the introduction on page 10? What is its purpose? What information do you learn from it?
3. Imagine you are visiting Angola. What will you be able to see and hear? (page 12)
4. Why is Lesotho named the 'Kingdom in the Sky'? Can you think of another name for Lesotho? (page 14)
5. How do the brackets on page 15 help you better understand what ethanol is?
6. Use a Venn Diagram to compare and contrast Namibia and Angola. How are they similar? How are they different?
7. How do you think the author might feel about the King of Swaziland? How do you know? (page 19)
8. How are the people of Zambia similar to the balancing rocks in Matabo National Park?
9. Victoria Falls is also known as 'the water that roars'. True or false? (page 20)
10. How does the language used on page 21 help you visualise and appreciate the size of the balancing rocks in Matabo National Park?

EXTRA ACTIVITIES

Using Atinuke's 'writing challenge' video, choose an animal that interests you and write a fact file about it. Next, create a food chain or web for the animal you have researched, ensuring you identify and label the producers, predators and prey.

Imagine you are a sailor on the Portuguese ship that disappeared in 1533. Write a diary about your travels to India, describing why there is gold coins and ivory on board, the changing weather around you and what happens to lead to the shipwreck along the foggy coast of Skeleton Bay. Remember to use informal language and write in the first person.

Traditional homes in Swaziland are dome-shaped and made of grasses and reeds. Use a range of natural materials to create a model house. Write some labels about Swaziland to go alongside your model.

The author mentions Nelson Mandela's role in fighting for equality. Work in small groups to research the life of Nelson Mandela. Write an engaging, fact-filled biography about him, including information about his childhood, family, education and achievements.



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WEEK 3: PAGES 22 – 37
EAST AFRICA



SUGGESTED OBJECTIVES

Reading: Comprehension

- Use dictionaries to check the meaning of words.
- Retrieve and record information from non-fiction.
- Summarise the main ideas in the text by choosing the most relevant information

Geography

- Use basic geographical vocabulary to describe a landscape and its physical features and climate.

Design Technology & Art

- Sketch a variety of African animals, thinking about shape and form.
- Design an animal mask, using a range of materials.
- Evaluate a product against an initial design.

Physical Education

- Perform a dance using a range of movement patterns.
- Develop co-ordination, balance and group work skills.

COMPREHENSION QUESTIONS

1. Write a definition for the following words in this section: *shabby, nomads, murals, descended*. Can you use these words in a sentence of your own now?
2. Find and copy a word on page 22 which is similar in meaning to 'growing' and 'flourishing'.
3. How has technology changed the lives of Nomadic people in Eritrea? (page 26)
4. What does the phrase 'hustle and bustle' mean? (page 28)
5. Why does the author repeat the word 'up' and 'down' on page 31? What effect does it have? How does it help us visualise the landscape in Rwanda?
6. Why are camels used for transportation in Sudan? (page 35)
7. Which country in East Africa would you like to visit the most? Why?
8. Summarise all the different religions you might find in each of the countries mentioned. What role has religion played in the development of these countries?
9. Why has the author used bullet points for certain sections of this book? What is their purpose?
10. What is the most importance piece of information on these pages? Summarise the contents of these pages in three sentences. Can you summarise the information in one sentence?

EXTRA ACTIVITIES

In groups, explore and analyse some photos of the habitats mentioned, including savannahs, deserts, rainforests and mountains. Describe and list the physical features of each, thinking about the kinds of wildlife and climate you might find in each habitat. Finally, present your findings to the class.

Spend some time sketching African animals. Choose your favourite animal and think about what materials you might use to create an animal mask – perhaps you might like to use papier-mâché and acrylic paint to fashion a colourful mask? Evaluate your finished product and compare it against your initial design.

Listen to 'The Circle of Life' from The Lion King. Now, in small groups create a dance to replicate a parade of animals. Use a range of twisting, turning movements at different levels of height and perform expressively, developing different ways of travelling and moving. Perform your dance as a class, wearing your animal masks and costumes, thinking about how your animal will move



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WEEK 4: PAGES 38 – 55
WEST AFRICA



SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify how language, structure, and presentation contribute to meaning.
- Retrieve information from a non-fiction text.
- Summarise information by creating new sub-titles for a non-fiction text.

Religious Education

- Compare and contrast creation stories from different religions.

PSHE & Citizenship

- Explore the theme of honesty and why it is important in society and in our relationships.
- Create a class display to reflect on the theme of honesty and what it means to each member of the class.

Design Technology & Art

- Create a tie-dye t-shirt and explore how to create a range of patterns and designs.

COMPREHENSION QUESTIONS

1. Complete this sentence: Most Africans are either Christian or Muslim because...(page 40)
2. How many questions can you think of with the answer 'Voodoo'? (page 41)
3. Why do you think the author has used the adjectives 'big' and 'loving' to describe the elephants? What effect does it have? (page 44)
4. Are any words repeated on page 50? Why might this be? What might the author be trying to suggest?
5. Why have motorbike taxis been banned in Lagos? (page 52)
6. One in three Africans is Nigerian. True or false? (page 52)
7. What does the verb 'pours' suggest about the music in Senegal? How might the meaning of the sentence change if the author used the verb 'seeps'? (page 53)
8. Sierra Leone would be a wonderful place to live. Do you agree with this statement? Why? Why not? (page 54)
9. Summarise the role of cloth and fabrics in some of the countries mentioned in this chapter. Why are they important?
10. Look at the sub-titles on pages 54 and 55. How do they help you understand the text? Can you think of new sub-titles for each section of the text?

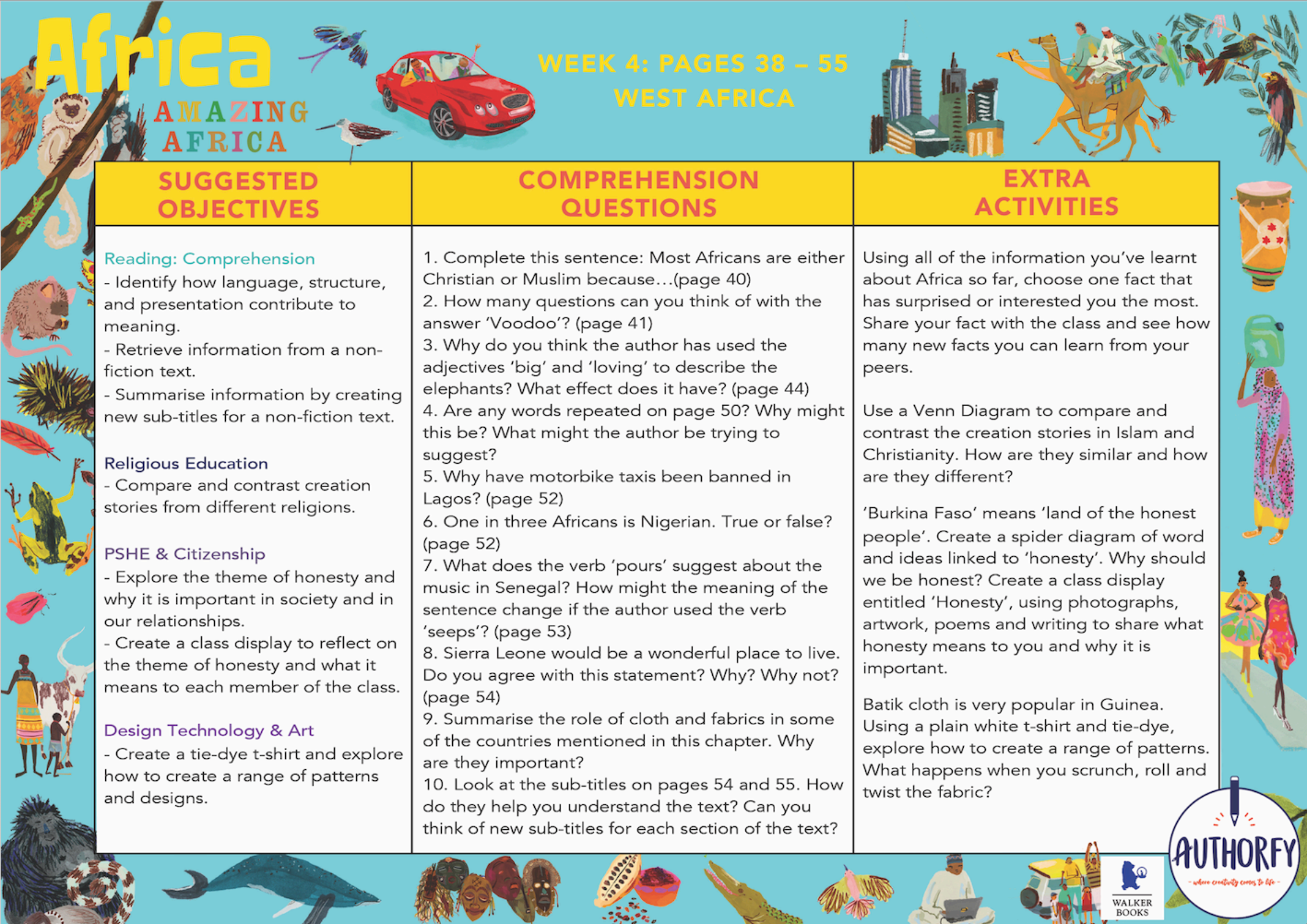
EXTRA ACTIVITIES

Using all of the information you've learnt about Africa so far, choose one fact that has surprised or interested you the most. Share your fact with the class and see how many new facts you can learn from your peers.

Use a Venn Diagram to compare and contrast the creation stories in Islam and Christianity. How are they similar and how are they different?

'Burkina Faso' means 'land of the honest people'. Create a spider diagram of word and ideas linked to 'honesty'. Why should we be honest? Create a class display entitled 'Honesty', using photographs, artwork, poems and writing to share what honesty means to you and why it is important.

Batik cloth is very popular in Guinea. Using a plain white t-shirt and tie-dye, explore how to create a range of patterns. What happens when you scrunch, roll and twist the fabric?



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WEEK 5: PAGES 56 – 67
CENTRAL AFRICA



SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information from a non-fiction text.
- Discuss how the use of illustrations contribute to meaning.

Writing to Inform and Entertain

- Using evidence from the text, write a newspaper article using the correct features.

Writing to Entertain

- Create an Africa menu, describing the types of food you might taste and try on your travels through Africa.

Design Technology & Art

- Use a range of materials to create a 3D diorama of one of the African countries mentioned.

COMPREHENSION QUESTIONS

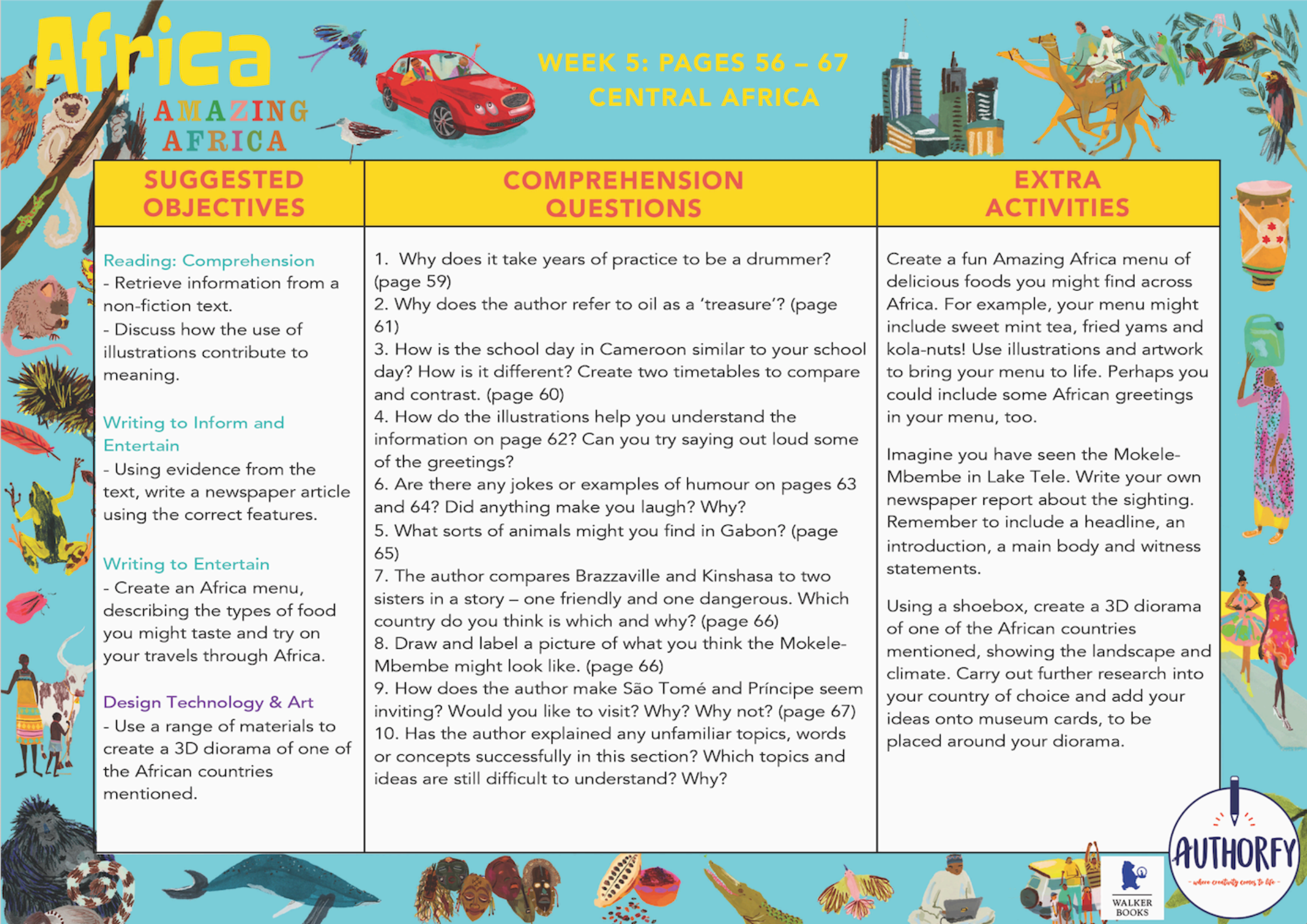
1. Why does it take years of practice to be a drummer? (page 59)
2. Why does the author refer to oil as a 'treasure'? (page 61)
3. How is the school day in Cameroon similar to your school day? How is it different? Create two timetables to compare and contrast. (page 60)
4. How do the illustrations help you understand the information on page 62? Can you try saying out loud some of the greetings?
6. Are there any jokes or examples of humour on pages 63 and 64? Did anything make you laugh? Why?
5. What sorts of animals might you find in Gabon? (page 65)
7. The author compares Brazzaville and Kinshasa to two sisters in a story – one friendly and one dangerous. Which country do you think is which and why? (page 66)
8. Draw and label a picture of what you think the Mokele-Mbembe might look like. (page 66)
9. How does the author make São Tomé and Príncipe seem inviting? Would you like to visit? Why? Why not? (page 67)
10. Has the author explained any unfamiliar topics, words or concepts successfully in this section? Which topics and ideas are still difficult to understand? Why?

EXTRA ACTIVITIES

Create a fun Amazing Africa menu of delicious foods you might find across Africa. For example, your menu might include sweet mint tea, fried yams and kola-nuts! Use illustrations and artwork to bring your menu to life. Perhaps you could include some African greetings in your menu, too.

Imagine you have seen the Mokele-Mbembe in Lake Tele. Write your own newspaper report about the sighting. Remember to include a headline, an introduction, a main body and witness statements.

Using a shoebox, create a 3D diorama of one of the African countries mentioned, showing the landscape and climate. Carry out further research into your country of choice and add your ideas onto museum cards, to be placed around your diorama.



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WEEK 6: PAGES 68 – 77
NORTH AFRICA

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify the difference between fact and opinion.
- Offer and justify an opinion, explain reasoning.

Geography

- Use maps to locate places and landmarks.
- Explore the importance of physical features and how they influence a settlement's development.

Writing to Entertain and Inform

- Create a new page for a book that has the same template as 'Africa, Amazing Africa'.
- Write a set of instructions to describe the process of making a shaduf.
- Retrieve information from the text and write a poem to summarise the information.

Design Technology & Art

- Design and make a functioning model shaduf.

COMPREHENSION QUESTIONS

1. How is North Africa different to the rest of Africa? (page 68)
2. Complete this sentence: Some people in Africa like boxing and basketball, but...(page 70)
3. Imagine you are visiting Egypt. What might you see, hear and touch? (page 72)
4. How has life for women in Algeria and Libya changed over the years? (page 71 and 73)
5. Using the information from pages 74 and 75, decide whether these statements are fact or opinion: *'Sahel' means 'shoreline' in Arabic, Morocco is a beautiful, bustling country, the ancient market in Marrakesh covers 19km, Mauritania is a horrible, dangerous place to live.*
6. Why might everyone love to drink mint tea? (page 76)
7. How has war affected the Sahrawi people? (page 77)
8. Do you have a favourite illustration in this book? Why is it your favourite?
9. Spend some time exploring the book on your own. Which country would you like to visit in Africa and why? Can you persuade a partner that they should visit your favourite country instead of their top choice?
10. How does the author feel about Africa? How do you know? Has this book changed your mind about Africa?

EXTRA ACTIVITIES

Use an atlas to locate Egypt. Create your own map of Ancient Egypt, remembering to reference Upper and Lower Egypt. Write a paragraph about the importance of the River Nile in the development of Egypt.

In Ancient Egypt, farmers used a shaduf to transport water. In small groups, make a functioning small-scale shaduf. Think about what kind of materials you might use and how you can create a working lever. Afterwards, write a set of instructions to describe how to make a model shaduf.

Look at the introduction again on pages 6 to 9. Create your own poem about any interesting facts you have learnt so far. For example:

Africa is ancient: cities of clay hiding from the sun.

Africa is animals: hunters prowling in the dark, dripping rainforests.

Create a page for a book, about another country – it could be 'Fantastic France' or 'Incredible Iceland'! What information might you need to research and include?

