



# WEST & SUB-SAHARAN AFRICA!

45MINS-1HR

- Use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand and apply the principles of a healthy and varied diet.

## LEARNING OBJECTIVES

- PowerPoint presentation for the lesson.
- Selection of green, red, yellow and orange peppers
- Knife and cutting board for cutting the peppers into bite size pieces



## RESOURCES

1. If applicable, recap on the previous lesson and geography points, asking children to share some of the knowledge they learnt and locating the area on a World Map.
2. What place do you think this is?
3. What do you already know about the West & Sub-Saharan Africa?
4. Ask the children to locate different countries in West & Sub-Saharan Africa. Look at the where some of the borders are straight lines and explain how, during colonisation, land was divided up, often taking no account of indigenous people or geographical features.
5. Talk to the children about the type of food that West & Sub-Saharan Africa is known for:

West and sub-Saharan Africa has a long history of different kingdoms and city states. Many African dishes have influences from around the world and often contain grains, meat, root vegetables, and robust spices. This diverse area is made-up of hundreds of different ethnic tribes who speak lots of different languages. The cuisine of this area has remained resilient in the face of lots of change, especially in the last 300 years.

The basic need to feel full and satisfied has always driven people to find healthy and filling food. Every culture on earth has found their own local source of starch or carbohydrates. These help keep people feeling fuller as it takes longer for the food to enter the blood stream. Popular starches include different types of grains, legumes, tubers and other types of root vegetable.

In West and sub-Saharan Africa people use different types of vegetables to fulfil this and they include yam, taro, plantains and cassava.

## LESSON OUTLINE

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## Activity

The colour of food can affect what we think the taste is going to be like.

1. Using the collection of red, green, yellow and orange peppers, cut them up into bite size pieces and put them on individual plates. This can be used as a whole class exercise, or in small group work.
2. The children can taste a little bit of each pepper with and without a blindfold.
3. Their individual responses to this can be collected via a word bank where they can describe the flavours and textures that they have experienced. This can then lead on to other discussions about how the way that food is presented is important to how we think we are going to enjoy it.
4. Children can also work in groups to carry out surveys and collect data on how children respond to the different colours of peppers. This can be presented in a bar chart / pie chart format / table format.

## Filling in the lesson information on their map

From the information shared in the lesson today, fill in the box on the children's individual world map that relates to west and Sub-Saharan Africa.

## LESSON OUTLINE

Peppers are now grown all around the world. Using the internet, ask the children to research and list all the different names and types of peppers around the world.

## EXTENSION ACTIVITIES/HOMEWORK



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