Entry/ Exit Point (Excite/ Celebrate)

Trip to Knowsley Safari Park

Y6 Leaver's production (Lion King or similar)

Texts

Long Walk to Freedom (children's version), Picture book Nelson Mandela by Kadir Nelson

Key Vocabulary

justice, right, prejudice, discrimination, apartheid, continent, equator, developed, developing, Third World, drought, desert, irriation, sanitation, bushland, rainforest, savannah, malnourishment, fair trade, food security,

Intent (Knowledge/NC links)

Can I use appropriate geographical vocabulary and tools to identify and describe countries in Africa and how places fit within a wider geographical context ?

Can I recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives?

Can I learn about the life of important historical figures?

Can I understand concepts such as democracy and the consequences of racism?

Can I know more about the music, arts and culture of a country in a different continent?

Impact (Assessment Criteria)

Children can:
Compare the physical and human features of different African countries with the UK
Have a basic understanding of the history of Africa, particularly South Africa and apartheid.
Have an understanding of the different arts and cultures in Africa.
Be able to discuss and debate topics such as apartheid.

Theme

Africa

Spirital Enquiry

Appreciation of the beauty and diversity of the natural world. God's creation of the world.

Implementation (including cross curricular links and enrichment activities)

Literacy – the story of Nelson Mandela, non fiction reports, newspaper writing, debates, letter writing, non chronological reports on African countries and animals.

Maths – collectin and comparing data on different African countries, rainfall, species, etc.

ICT – research, use of Google Earth and maps, presentations, data handling.

Art: African patterns, Sunset painting, Savannah collages
Making animal masks, African patterns – printing onto fabric, materials and processes used in art, craft and design and how these can be matched to ideas and intentions, the roles and purposes of artists, craftspeople and designers working in different times and cultures
History – colonialism in Africa, the history of South Africa, apartheid, Nelson Mandela and other important figures in the fight against racism.

PSHE - to know what democracy is and the basic institutions are that support it locally and nationally - realise the consequences of anti-social and aggressive behaviours such as bullying, racism on individuals and communities.
Music - sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression - play tuned and untuned instruments with control and rhythmic accuracy - practise, rehearse and present performances with an awareness of the audience - improvise, developing rhythmic and melodic material when performing
Science - to identify different types of habitat that different animals are found in and how they have adapted. Fossils and the the theory of evolution. Water and the water cycle.

Geography - ask geographical questions, to use appropriate geographical vocabulary, to use atlases, globes and maps at a range of scales. to use ICT to help in geographical investigations, to identify and describe what places are like, to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world, to reconise how places fit within a wider geographical context and are interdependent, to recognise and explain patterns made by individual physical and human features in the environment, to recognise some physical and human processes and explain how these can cause changes in places and environments, to recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives