

Thematic Planning for Spring Term Africa – ‘African Adventures’ Year 5

Additional Requirements Prior to the Unit:

- Display to feature a working map of Africa – to be updated during each lesson
- African Culture Study – Weeks 8,9,10 – Book Date with Romero Catering Team and for African Culture day (Parental Engagement opportunity)

Week 1

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use a variety of geographical sources to locate place of study and analyse their effectiveness (continent of Africa and countries within it).
Knowledge:	<ul style="list-style-type: none"> • Know that Africa is a continent made up of many countries. • Name some of the countries and locate them on a map • Know and locate different geographical regions; Savannah, Sahara and urban regions • Know some key geographical features and landmarks; The Nile, Kilimanjaro, Victoria falls, Pyramids, East African rift system, Congo river, Lake Victoria

Sticky Knowledge	What do they already know about Africa?
Vocabulary	Savannah, Sahara, rift

Teacher guidance

Session outcome: Map with key knowledge elements shown.

Lesson exploration	<ul style="list-style-type: none"> • Set up classroom carousel with different stations. Children to be given blank maps of Africa. Each station to have a different source (Digital, maps on iPad, atlases, images, expedition accounts, etc.) and children to use the sources to create a map of Africa identifying: <ul style="list-style-type: none"> * different geographical regions; Savannah, Sahara and urban regions; * key geographical features and landmarks: The Nile, Kilimanjaro, Victoria falls, Pyramids, East African rift system, Congo river, Lake Victoria • Use key to show evidence gained from different sources. • Children to evaluate effectiveness of each source - which source was easier to use in order to find information required.
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Week 2

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location. • Describe geographical similarities and differences between places .
Knowledge:	<ul style="list-style-type: none"> • Know that Africa is geographically diverse

Sticky Knowledge	African Map recognition – Kahoot game
Vocabulary	Diverse

Teacher guidance	
Session outcome: Mix and match activity – staff postcards/pictures and locations	
Lesson exploration	<p>Big question lesson: How is Africa geographically diverse?</p> <ul style="list-style-type: none"> • Different staff to write postcards to the children asking them to suggest countries in Africa where they could go to fulfill their adventurous needs ... e.g. safari, mountain climbing, white water rafting, to watch sports events, see the penguins, camel riding, shopping etc. • Children to stick their postcard in their book, and use the ipads to research where in Africa they could complete their activity request. (This activity should show the children that Africa is not full of poor countries as it may be depicted on TV adverts etc.) • Consider the fact that although these amazing experiences exist in Africa, this is not the case for everywhere. • Show the children the youtube clip: The third world educational video for kids (happy learning) • Discussion: compare the countries of Africa and discuss differences



Week 3

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including economic activity. Collect and analyse statistics and other information in order to draw clear conclusions about locations.
Knowledge:	<ul style="list-style-type: none"> Know what GDP is and population density

Sticky Knowledge	Rapid Recall: Name things that people could do/witness visiting Africa and locations that are linked
Vocabulary	GDP, Population Density

Teacher guidance	
Session outcome: Children annotate population density and GDP map and analyse the correlation between the two. (Scaffolded and guided session in preparation for independent application in following lesson).	
Lesson exploration	<ul style="list-style-type: none"> Guided Enquiry – <u>Heavily Model this lesson step by step</u> Teacher explain meaning of population density and gross domestic product (money) Give children a population density map of Africa and model how to analyse the map. (which country is most densely populated? Which is least densely populated?...) – annotate class map with a person symbol to locate the most densely populated countries for top 5 countries and bottom 5 countries. Children to create key for their sticky dot to create visual map: 1 x Densley populated 1 x Least populated 1 x Highest GDP 1 x Lowest GDP Now provide children with e a Gross Domestic Product map and model how to analyse the map – use a £ sign to locate the top 5 countries and bottom 5 countries. Children to complete on their own map in books (use sticky dots to denote these countries) Children to add sticky dots to their own maps to denote these countries on their individual map. Whole class discussion and summary – what are our findings? (eg. Nigeria is most densely populated and most wealthy however, the Democratic Republic of Congo is densely populated but one of the least wealthy – what are the issues that could arise from this?)

Week 4

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Create maps of locations identifying patterns (population density and climate zones)
Knowledge:	<ul style="list-style-type: none"> • Know that Africa is geographically diverse

Sticky Knowledge	Revisit equator and terminology around climate zones (vocabulary activity?)
Vocabulary	Climate zone terminology

Teacher guidance	
Session outcome: Density maps and explanation.	
Lesson exploration	<p>Big Question: Is there a relationship between wealth, climate and population in Africa?</p> <ul style="list-style-type: none"> • Independent Enquiry: Children to use skills learned from last lesson to conduct this enquiry • Recap: Discuss what can be measured in a geographical way (eg, wealth, population...) • Introduce that today they will be investigating climate vs population • Building on prior knowledge: children to launch an independent enquiry into the correlation between climate and population. • Give children a climate zone map (https://www.backyardgardener.com/garden-forum-education/hardiness-zones/africa-hardiness-zone-map/) and the same population density map from prior lesson and children to analyse the correlations as they did in the previous lesson (sticky dots) • Find the most and least populated countries • Find the hottest areas and coldest areas – mark on map • Answer in books: Summarise the link between climate zones and population density in Africa. (challenge – GD could hypothesize reasons why)

Week 5

Focus Subject(s):	Geography	RE
Skills	<ul style="list-style-type: none"> Investigate differences in climate and explain the cause and effects (drought). 	
Knowledge:	<ul style="list-style-type: none"> Know that climate of Africa is diverse due to its location in relation to the equator 	

Sticky Knowledge	Differing climates of African Countries
Vocabulary	Drought, famine,

Teacher guidance	
Session Outcome: Water Aid Fundraiser (advert)	
Lesson exploration	<ul style="list-style-type: none"> Explore prior learning regarding the climate of African countries. What problems might this pose? Explain the concept of droughts and understand their causes and impact on the lives of African People. Explore the link with wealth – and how wealth can help combat some of the negative impact of drought in African Countries. Watch a wateraid advert or look at images showcasing how drought has impacted upon some of the African nations. Children to explore what we can do to help combat this ... Children to work in groups and film their own advert to encourage people to donate to wateraid and support the people in Africa. <p>Host a screening for parents to view the adverts. Upon attending the screening they make a donation which will be given in support of Wateraid.</p>



Week 6 and 7

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> To describe key aspects of human geography including economic activity (poaching, distribution of natural resources, food and water supplies)
Knowledge:	<ul style="list-style-type: none"> Know the impact of poaching

Sticky Knowledge	Half Term Knowledge Check – Revisit all prior learning
Vocabulary	Poaching, endangered, extinct

Teacher guidance	
Session outcome: A persuasive letter	
Lesson exploration	<p>Lesson 1:</p> <ul style="list-style-type: none"> Concept Cartoon: Rich man explaining with a trophy hunt vs poor person killing for food for survival vs protester saying no to poaching Children to discuss the images and what they might portray Give children cards cut out containing reasons for/against poaching and explore issues surrounding this: tourists coming for 'trophy kills', illegal exportation of ivory, empathise with reasons why some people feel poaching is their only source of income. Explore issues surrounding this: tourists coming for 'trophy kills', illegal exportation of ivory, empathise with reasons why some people feel poaching is their only source of income. Explore the impact of poaching. Children to take part in class debate to explain their viewpoint on poaching – QR code in books <p>Lesson 2:</p> <ul style="list-style-type: none"> Use learning and research to plan and write a Persuasive letter to encourage people to stop poaching. Children can acknowledge why poachers might choose to poach; however, the letter should predominantly focus on the negative sides to poaching.



Beginning of Appreciation of African Culture Study – Week 8,9,10

Week 8 and 9

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Analyse and evaluate work to strengthen the visual impact. • Create original pieces that show a range of influences and styles.
Knowledge:	<ul style="list-style-type: none"> • Recognise traditional African Patterns

Teacher guidance	
Session outcome: African Wind Sculptures	
Lesson exploration	See Lesson Planning from Lesley Whelan 1) African Patterns 2) African Wind Sculptures

Week 10 – African Culture Day & Food Tasting (Romero Catering Team)

Focus Subject(s):	History
Knowledge:	<ul style="list-style-type: none"> • Know some of the traditional customs in African Countries • Know some traditional African dishes.

Teacher guidance	
Session outcome:	
Lesson exploration	<ul style="list-style-type: none"> • A day to celebrate the diversity of African Culture and Traditions. • Activities to show case the culture and tradition from different African Countries (tailor to the demographic of your school, however, both black and white Africans must be celebrated). e.g. African drumming, dress, languages, sporting achievements, festivals and celebrations etc.

Week 11

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Know that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studies
Knowledge:	<ul style="list-style-type: none"> • Know some key figures in African history • Know why apartheid happened and how it ended

Sticky Knowledge	African Culture Recap – Quiz Quiz Trade Cards?
Vocabulary	apartheid, propaganda

Teacher guidance	
Session outcome: Children will answer retrieval and explanation questions in relation to Nelson Mandela and his life.	
Lesson exploration	<ul style="list-style-type: none"> • Discuss with the children the positive cultural heritage and legacy that Africans have and that were celebrated last lesson. Explain however, that this diversity has not always been celebrate. • Explore key quotes from Nelson Mandela, posters related to apartheid, eye witness accounts (teacher to provide child friendly sources) – children to explore how they are linked and what they could mean. <p>Quotes: https://www.bbc.co.uk/newsround/25262272</p> <ul style="list-style-type: none"> • Move into a whole class reading session with history focus: Use the children’s book ‘Nelson Mandela, Long walk to freedom’ to explore Nelson Mandela’s life, and deepen their understanding of apartheid. Comprehension questions to determine children’s understanding.

Week 12

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe the social, ethnic and cultural diversity of society.
Knowledge:	<ul style="list-style-type: none"> • Know some key figures in African history

Sticky Knowledge	Nelson Mandela Profile Task – Outline of Nelson Mandela and children fill it with facts
Vocabulary	

Teacher guidance	
Session outcome: Symbol of racial harmony	
Lesson exploration	<ul style="list-style-type: none"> • Big Question: Has the end of apartheid really changed South Africa and what messages are there in this for the world? • Story of Nelson Mandela video • Explore the significance of what he achieved and how that has impacted our lives today. • What messages of Nelson Mandela do we still follow to this day? • Children to create/design a symbol to celebrate racial harmony. <p>Values Question: Does the colour of your skin define who you are?</p>