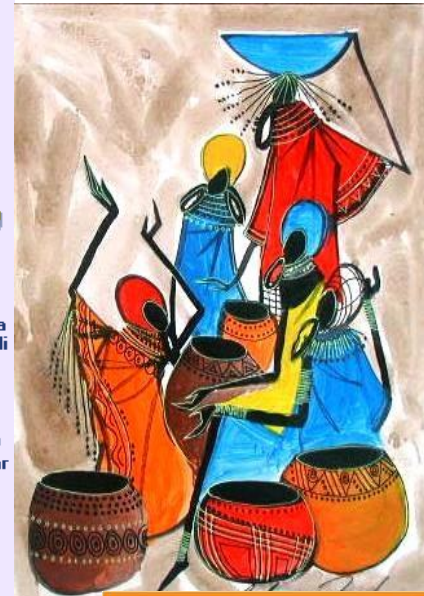


Out of Africa



Areas of learning

As **Historians** we will look at the lives of significant people from Africa; Nelson Mandela.

As **Geographers** we will contrast the locality to Jarrow: We will look at the landscape and land usage in Africa and use geographical vocabulary to describe this. We will look at flags and the weather. We will use Google Earth to see for ourselves what these landscapes look like from the air and we will make our own maps. These maps will include grid references, symbols and keys – just like real maps.

As **Scientists** we will find out about African animals and their habitats. We will also find out about and describe the basic needs of animals and their offspring.

As **Design and Technologists** we will investigate African masks and shields. We will develop a range of techniques and skills. We will also construct African necklaces and make 3D models of African animals and their habitats.

As **Artists** we will be investigating African art. We will recreate pictures using a range of materials and processes.

Enterprise

As enterprising people we will: Plan and put on a performance for parents and raise money for Christian Aid.

Places and environment

As people concerned with our environment, we will: Find out about the lifestyles in some African countries. We will look at how these people survive and compare this to our lifestyles.

Social and Emotional

In our spiritual and moral development we will: Have empathy for people who are less materialistically fortunate than us. We will begin to appreciate how fortunate we are.

Communities

As members of a community we will: Be exploring the everyday lives of African people.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.