

 <h2 style="text-align: center;">What makes Africa amazing?</h2>		Learning Journey Engaging Authentic Rigorous Nova Curriculum	
    	Year 2	Terms 5 & 6	Big concept: Researching history
Overview: This enquiry enables learners to learn about life in Africa, including its culture and how life is different for children in Africa compared to The UK. Children will fully immerse themselves in African culture to answer the line of enquiry question, “What makes Africa amazing?” Over the two terms, children will have the opportunity to participate in weekly music lessons based around African instruments. We hope that children will also have a workshop from Noah’s Ark zoo, where they will explore African animals and learn about their habitats. Class texts have been chosen to enrich children’s learning, encouraging children to make links with their reading and wider curriculum learning. For example, after reading ‘One plastic bag’ by Miranda Paul, children will research, design and evaluate different types of weaving, before making their own. Our class text will be Flat Stanley explores Africa. This will help to launch of line of enquiry.			
Learning links (previous learning): Year 2 ‘What makes Bristol brilliant’ Unit.		Celebrating diversity and inspirational People: Nelson Mandela, Mo Farah	
Launch and Landings Launch Term 5: Children will be immersed in a carousel of activities about Africa, including food tasting, music and a true or false quiz to address misconceptions. Landing Term 5: Children will showcase their learning by using the school grounds to create a map of Africa. Launch Term 6: A guest teacher will come and give their expertise on teaching in Africa. Landing Term 6: Children will perform a routine on African Instruments in a showcase for parents to enjoy.		Experiential learning opportunities: African drumming workshop Noah’s Ark Zoo visit Weekly real time temperature experiment. Guest teacher providing insight into schools in Africa, African clothing, and life for children in Africa.	

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

Geography		DT – Materials	
<p>As historians we will develop history enquiry skills and develop knowledge about life in the Victorian times. They will create a ‘Great Exhibition’ to showcase their learning.</p> <ul style="list-style-type: none"> - to develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence - Know where people and events studied fit into a chronological framework, sequence artefacts/events/ photos in chronological order - Identify similarities and differences between periods of time - Ask and answer questions (why, what, who, how, when) related to different sources and objects - Sequence a small collection of artefacts/pictures - Understand some ways we can find out about the past - Use parts of stories and other sources to show that they know and understand concepts - Identify similarities / differences between ways of life ‘now’ and ‘then’ - Ask and answer questions about why people did things/why events happened and suggest simple explanations <p>Make simple observations about different types of people, events, beliefs within a society</p> <p>Talk about who was important eg in a simple historical account</p> <p>Vocabulary - Tudor, Victorian, modern day, significant, monarchy, queen, king, prince and princess, Armada, kingdom, battles, plots, war, court, mills/factories, railways, inventions, industrial revolution, chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, Same, different, similar, evidence, investigate, research, historians, experts, letters, newspapers, websites, text books,</p>		<p>As Designers and Engineers we will create our own African animal pop-up book.</p> <ul style="list-style-type: none"> • Fold, roll, tear and cut paper or card. • Investigate strengthening sheet materials. • Demonstrate a range of joining techniques such as gluing, taping or creating hinges. Measure and mark out lines. • Cut materials safely using tools provided • Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. • Use simple pop-ups. • Key vocabulary: <p>Vocabulary: fold, tear, cut, curl, strengthen, joining, materials, measure, tools, safely, pop-up</p>	
Geography		Art – Textiles/ Collage	
<p>As geographers we will develop our geography knowledge of place and ocean names, using maps and atlases to locate them.</p>		<p>As Artists we will show patterns by weaving and explore dyeing techniques.</p>	

<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Compare the human and physical features of a place in the UK to a place outside of Europe Describe how the UK weather changes through the seasons Measure and describe daily changes in the local weather Understand and specific vocabulary such as climate, landscape, continent, village, city, capital, town and community <p>Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic</p>	<ul style="list-style-type: none"> Explore key artists: El Anutsui, Angela Franklin Faye, Ibrahim Mahana, Abdoulaye Konate. Show pattern by weaving; Use a dyeing technique to alter a textile's colour and pattern; Decorate textiles with glue or stitching, to add colour and detail; Identify and recreate repeating and non-repeating patterns in kente, adire and bogolan cloths. Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, template, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set. <p>Vocabulary: kente, adire, bogolan, form, texture, heritage, textiles, colour, pattern, weaving, shape, recycle.</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts:</p> <ul style="list-style-type: none"> Flat Stanley's explores Africa One plastic bag – Miranda Paul <p>As writers we will be reading:</p> <ul style="list-style-type: none"> The Papaya That Spoke Talking Papaya For Sale The Greedy Zebra How To Look After a Zebra <p>Cross curricular writing in LOE books: First person recount of our trips and experiences.</p>	<ul style="list-style-type: none"> Number: Fractions Statistics Geometry: Position & Direction Measurement: Time

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in:</p> <ul style="list-style-type: none"> • Team building • Gymnastics 	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> • Unit 6 chronology • Singing
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Creating presentations for a specific audience • Publishing and sharing work online • Getting online and using websites safely • Using search engines to ask a question and get the answer 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</p> <ul style="list-style-type: none"> • Being my best • Growing and changing
RE	Science (taught through PPA):
Who is Jewish and what do they believe?	Animals, including humans