




		<h1>What makes Africa amazing?</h1>		<div><div>Learning Journey</div><div>Engaging</div><div>Authentic</div><div>Rigorous</div><div>Nova Curriculum</div></div>	
    					
Year 2		Terms 5 & 6		Big concept: Diversity and Comparison	
<b>Overview:</b> <p>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?”</p> <p>Over the two terms, children will have the opportunity to engage in a variety of experiential learning opportunities. 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 linking with their science topic: living things and their habitats and Animals.</p> <p>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 novels are Flat Stanley – African Safari Discovery and Meerkat Mail.</p>					
<b>Learning links (previous learning):</b>			<b>Celebrating diversity and inspirational People:</b>		
Year 2 ‘What makes Bristol Brilliant’ Unit.			Nelson Mandela		
<b>Launch and Landings</b>			<b>Experiential learning opportunities:</b>		
<p><b>Launch Term 5:</b> Children be presented with mystery box containing items linked to Africa – children will be taken on a “sensory safari” by touching, smelling, looking and listening using a variety of objects and sounds.</p> <p><b>Launch Term 6:</b> Children will create their own rain maker musical instruments using recycled materials linked to our prior science learning on recycling and our art focus on using recycled materials to make artwork.</p> <p><b>Landing Term 6:</b> Parents will be invited into school to present and showcase our learning journey on Amazing Africa.</p>			<p>Noah’s Ark Zoo visit – TBC</p> <p>African drumming workshop - TBC</p> <p>Weekly real time temperature experiment.</p> <p>Guest teacher providing insight into schools in Africa, African clothing, and life for children in Africa.</p>		

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry	
History	DT – Materials
<p><b>As historians we will develop history enquiry skills and develop knowledge by learning about the influence and impact of Nelson Mandela against apartheid.</b></p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence</li> <li>- Identify <b>similarities, differences and changes</b> between different times.</li> <li>- Ask and answer questions (why, what, who, how, when) related to different sources and objects</li> <li>- Understand some ways we can find out about the past</li> <li>- Use parts of stories and other sources to show that they know and understand concepts</li> <li>- Identify similarities / differences between ways of life 'now' and 'then'</li> <li>- Ask and answer questions about why people did things/why events happened and suggest simple explanations</li> <li>- Name people in the past who have contributed to national and international achievements – Significant person: Nelson Mandela.</li> <li>- Give more than one <b>cause</b> of an event and give a reason why people in the past acted as they did. Focus event: Apartheid.</li> <li>- Reflect on the <b>significance</b> of what I have learnt about the past.</li> <li>- Make simple observations about different types of people, events, beliefs within a society</li> </ul> <p>Vocabulary - significance/significant, Similarity/ similar  Difference/ different, Continuity, Change, Cause, Consequence, Interpretation  Timeline, Order, Compare, Fact/ opinion, Artefact, Event, Source, Evidence, Invention, Question, Reason, Connections, Century/ decade, Living memory, different periods of time, Compare, reason</p>	<p><b>As Designers and Engineers we will create our own African animal pop-up book.</b></p> <ul style="list-style-type: none"> <li>• Fold, roll, tear and cut paper or card.</li> <li>• Investigate strengthening sheet materials.</li> <li>• Demonstrate a range of joining techniques such as gluing, taping or creating hinges. Measure and mark out lines.</li> <li>• Cut materials safely using tools provided</li> <li>• Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.</li> <li>• Use simple pop-ups.</li> </ul> <p>Vocabulary: fold, tear, cut, curl, strengthen, joining, materials, measure, tools, safely, pop-up</p>

Geography	Art – Textiles/ Collage
<p><b>As geographers we will develop our geography knowledge of place and ocean names, using maps and atlases to locate them.</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Compare the human and physical features of a place in the UK to a place outside of Europe</li> <li>Describe how the UK weather changes through the seasons</li> <li>Measure and describe daily changes in the local weather and compare to an international location</li> <li>Understand and specific vocabulary such as climate, landscape, continent, village, city, capital, town and community</li> </ul> <p><b>Vocabulary:</b> 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), Arctic</p>	<p><b>As Artists we will show patterns by weaving and explore dying techniques</b></p> <ul style="list-style-type: none"> <li>Show pattern by weaving;</li> <li>Use a dyeing technique to alter a textile's colour and pattern;</li> <li>Decorate textiles with glue or stitching, to add colour and detail;</li> <li>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.</li> </ul> <p>Formal Elements of Art: Form</p> <p>Art and Design Skills: Craft and Design Textiles / Collage</p> <p>Can I experiment with textiles? (Weaving)</p> <p>During this unit of learning, children will:</p> <ul style="list-style-type: none"> <li>Experiment and generate ideas in their sketchbooks</li> <li>Can I use my sketchbooks more effectively? (layout, annotating)</li> <li>Can I use my sketchbooks to record thoughts and ideas and to experiment with different materials?</li> <li>Look at a range of African textile art: Kente cloth– why are they important to African culture?</li> <li>Understand how colours represent different meanings – create a swatch by mixing colours gold = status/serenity, yellow = fertility, green = renewal, blue = pure spirit/harmony, red = passion, black = union with ancestors/spiritual awareness.</li> <li>Colour: Can I show an awareness of colour?</li> <li>Explore different patterns in the cloth and represent through paper weaving</li> <li>Pattern: Can I make repeating and non-repeating patterns using a range of techniques?</li> </ul> <p>Cross curricular links: Recycled materials, consumption – rich west / poor east? Environmental issues</p> <p>Can I study the work of key artists? · Look at textile art from a range of artists by El Anatsui – A million pieces of home, Angela Franklin Faye, Ibrahim Mahama, Abdoulaye Konate</p> <ul style="list-style-type: none"> <li>Making art from scrap materials, choice of materials and colour, recycled materials</li> </ul> <p>Can I explore and create my own ideas?</p> <ul style="list-style-type: none"> <li>Plan and create their own original artwork inside by A Million pieces of home – weaving boards and mixed materials</li> <li>Review their own work and the work of others commenting on similarities and differences</li> </ul> <p>Can I compare my own and other's work, identifying similarities and differences?</p>

	Can I describe my choices and preferences using the language of art? Key Artists: El Anatsui, Angela Franklin Faye Ibrahim Mahama, Abdoulaye Konate End piece: Create an individual weaving inspired by 'A Million Pieces of Home'
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<b>Class texts:</b> <ul style="list-style-type: none"> <li>Flat Stanley's African Safari Discovery</li> <li>Meerkat Mail</li> <li>One plastic bag – Miranda Paul</li> </ul> <b>As writers:</b> <ul style="list-style-type: none"> <li>The Papaya That Spoke</li> <li>Talking Papaya for Sale</li> <li>The Greedy Zebra</li> <li>How to Look After a Zebra</li> </ul> <b>Cross curricular writing in LOE books:</b> First person recount of our trips and experiences. Nelson Mandela fact file. Travel guide for an African Country.	<ul style="list-style-type: none"> <li>Fractions</li> <li>Statistics</li> <li>Geometry: Position &amp; Direction</li> <li>Time</li> </ul>

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<b>As fit and healthy citizens we will develop skills in:</b> <ul style="list-style-type: none"> <li>Team building</li> <li>Gymnastics</li> </ul>	<b>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</b> <ul style="list-style-type: none"> <li>Pulse and Beat</li> </ul>
Computing	PSHE
<b>In computing we will develop skills through Teach Computing scheme:</b>	<b>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</b>

<ul style="list-style-type: none"> <li>• Robot Algorithms</li> <li>• Programming quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Being my best</li> </ul>
<b>RE</b>	<b>Science:</b>
How special is the relationship Jews have with God?	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Animals, including humans</li> </ul>
<b>Enquiry Challenges</b>	
<p><b>Challenge 1:</b> Cross curricular writing showcasing our learning on Kenya in Africa by creating a travel brochure encouraging people from Bristol to visit Kenya.</p> <p><b>Challenge 2:</b> Plan and direct a weather report using our investigations and comparisons of weather patterns between Nairobi and Bristol.</p> <p><b>Challenge 3:</b> Plan and create a pop-up book page about an African animal and share facts learnt through science.</p> <p><b>Challenge 4:</b> Invite parents into school to present and showcase our learning journey on Amazing Africa.</p>	