

One big question: What is life like for a child in Africa?

One big fieldwork study: Housing Study to compare houses here and houses in Africa

VIP: (Very Important Person): Nelson Mandela

As historians we will...

- ...discover who the Ancient Egyptians are and why they are well-known
- ...use a range of sources to discover what remains of the Ancient Egyptians
- ...find out what the Egyptian people did e.g. farming and games
- ...investigate what happened to the once mighty civilisation and its people
- ...discover how slavery started
- ...identify how slaves were used in the trade triangle – with a focus on Africa
- ...look closely at South Africa and Apartheid
- ...relate our learning to Africa and South Africa today and the attitudes of people living there now.

As designers we will...

- ...conduct market research to find out about African jewellery
- ...consider the user's opinion when designing the piece of jewellery and planning what materials to use
- ...investigate a range of ways to join the product together e.g. clasps or ties
- ...make and test the product to make sure it is secure
- ...evaluate the piece of jewellery and its effectiveness

In our Rights Respecting School work, we will learn about...

- ...Article 28: right to education
- ...Article 39: right to support if a victim of war.

As artists we will...

- ...explore primary and secondary colours
- ...create different effects with paint using a variety of techniques e.g. dots, scratches and splashes
- ...paint symbols, forms, shapes, and composition when exploring the work of Gakonga

As musicians, we will...

- ...explore African music and instruments
- ...play, improvise and compose African rhythmic patterns

Y5 'Know about Now' curriculum overview –



***Aim:** To inspire a curiosity and fascination about the world and the lives of children today through the exploration of diverse places. Through this learning, pupils will demonstrate a geographical and cultural awareness and in turn acquire a rich cultural capital and an appreciation of the similarities and differences of people's lives across the world.*

As philosophers we will...

- ...reflect upon the lives of slaves and how this is impacting our world today
- ...discuss how our lives are different to the lives of an African child
- ...challenge stereotypes related to Africa and why they are not always correct

Using computing skills, we will...

- ... make websites, use basic computer skills and undertake research

As geographers we will...

- ...name and locate the continent Africa, the countries within it, the surrounding seas and oceans and its time zones
- ...compare the physical features of Africa to the physical features of the UK, with a focus on the Nile and the countries through which it flows
- ...investigate Kenyan tribes, their culture, and their sustainability
- ...look at South Africa and its human geographical features including housing and conduct a study to compare housing in Africa to housing in the UK
- ...explore the settlements in Egypt along the River Nile, why they live there and available trade links
- ...compare the population, climate and culture across a range of countries in Africa and to the UK
- ...investigate the sustainability of Africa in comparison to the UK.

As mathematicians we will...

- ...use our statistics knowledge to interpret climate graphs
- ...use our place value knowledge to read and compare population of different countries

As writers we will...

- ... write our own story based on Rudyard Kipling's 'Just So Stories'
- ...read Journey to Jo'burg and write a diary entry based upon the children's decision to leave home
- ...write a newspaper report based on events in the book
- ... hold discussions and debates to help us write persuasive arguments