



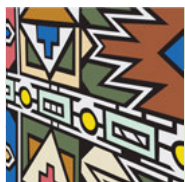
Geography

"Exploring Africa"

- 1 Challenging children to identify, name and locate the 54 countries of Africa.
- 2 Exploring the human and physical features of West Africa, specifically Nigeria.
- 3 Exploring the human and physical features of North Africa, specifically Morocco.
- 4 Considering the reasons for the Central African Republic being one of the poorest countries in the world, despite an abundance of natural resources.
- 5 Investigating eastern Africa and Tanzania, exploring physical and human features.
- 6 Exploring southern Africa and South Africa, looking particularly at its biodiversity.
- 7 Consolidating understanding of the regions and countries studied, and researching another African country.

Objectives:

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world



Art

"Art of Africa"

- 1 Recreating natural animal print patterns choosing the most suitable medium to suit each pattern.
- 2 Recreating art in the style of Tingatinga paintings.
- 3 Using clay to recreate the artwork of the Kingdom of Benin.
- 4 Creating their own Ndebele patterns to decorate a small hut, or on a larger scale in their own piece.
- 5 Exploring the Adinkra symbols of the old Ashanti kingdom and creating their own messages using Adinkra symbols.

Objectives:

- KS2 - to create sketch books to record their observations
- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - about great artists in history



History

"The Kingdom of Benin"

- 1 Introducing the Kingdom of Benin, exploring its location and placing its different eras on a timeline.
- 2 Establishing a timeline of the Kingdom of Benin before comparing artefacts and oral histories.
- 3 Learning about the Obas of Benin, using different sources to establish what we can learn.
- 4 Finding out about the lives of craftsmen, builders and other ordinary people during the Kingdom of Benin.
- 5 Investigating what commodities Benin exported out and imported in, and explore their different trade routes.
- 6 Exploring Benin's 'Golden Age' as their civilisation reached its height.
- 7 Finding out why the Kingdom of Benin collapsed after the Golden Age, including Britain's role in her downfall.

Objectives:

- KS2 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



DT

"Making African Instruments"

- 1 Investigating African instruments by analysing them and how they make their sound.
- 2 Analysing and choosing materials carefully to choose the most effective for their own kalimba designs.
- 3 Identifying different areas of a kalimba which need to be strengthened or reinforced in order to make their own kalimbas.
- 4 Exploring djembe drums and shekeres before designing or beginning to make one of these percussion instruments.
- 5 Creating a djembe or shekere, exploring ways of strengthening and reinforcing different parts of their instrument.
- 6 Using and evaluating their products in a practical way by creating an African-music-inspired composition.

Objectives:

- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - investigate and analyse a range of existing products
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Amazing Africa


Teacher's Topic Planner


Maths

English


Science


Computing

History
"The Kingdom of Benin" 

Geography
"Exploring Africa" 

RE

Art
"Art of Africa" 

DT
"Making African Instruments" 

Languages

Music

Teacher's notes:



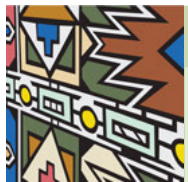
Geography

"Exploring Africa"



History

"The Kingdom of Benin"



Art

"Art of Africa"



DT

"Making African Instruments"

Exploring Africa : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify African countries and locate them on a map.	Children will locate Africa on a world map and recognise that the African continent is made up of 54 countries. They will use compass-direction clues to identify and locate each country.	<ul style="list-style-type: none"> Do children know that the continent of Africa is made up of 54 individual countries? Can children identify and locate the 54 countries of Africa? Can children use eight-point compass references to describe locations? 	Slides Worksheet 1A/1B/1C Clue Sheet 1A/1B/1C Map of Africa sheet (FSD? activity only) Quiz Template 1A/1B (FSD? activity only) Countries Checklist (plenary)
Lesson 2	To find out about western Africa and the country of Nigeria.	Children will learn that Africa can be split into five different regions and identify which region various African countries are in. They will then identify Nigeria as being a country in western Africa, before finding out about the human and physical features of Nigeria.	<ul style="list-style-type: none"> Can children locate Nigeria on a map? Can children identify and describe some of the physical features of Nigeria? Can children identify and describe some of the human features of Nigeria? 	Slides African Regions Map Cards (teaching input) Worksheet 2A/2B/2C Board Game Game Card Question Cards Dice and counters Research Cards Picture Cards Information Book Template
Lesson 3	To explore northern Africa and Morocco.	Children will identify the seven countries of northern Africa on a map, before exploring some general features of this area. They will then explore Morocco in more detail, looking at both human and physical features of the country.	<ul style="list-style-type: none"> Can children locate Morocco on a map? Can children describe some of the physical geographical features of Morocco? Can children identify and describe some of the human geographical features of Morocco? 	Slides Information Sheet Climate Cards Worksheet 3A/3B/3C Picture Cards Research Cards Information Book Template
Lesson 4	To explore central Africa and the Central African Republic.	Children will identify the nine countries of central Africa and features common to this region, including the equatorial climate. They will then explore the Central African Republic, including exploring how and why a country rich in resources can be so poor.	<ul style="list-style-type: none"> Can children identify and describe some of the geographical features of the Central African Republic? Do children understand how political unrest can affect a nation's economy and development? Can children start to describe the negative impact a poor economy can have on a nation's people? 	Slides Information Cards Worksheet 4A/4B/4C Research Cards Picture Cards Information Book Template
Lesson 5	To explore eastern Africa and Tanzania.	Children will identify the 18 countries of eastern Africa before looking at some photos of Tanzania to explore what this country is like. They will consider what can and can't be learnt about a place from photos, before finding out more about the human and physical features of Tanzania.	<ul style="list-style-type: none"> Can children use photographs to consider what can and can't be learnt about a country? Can children describe some of the physical geographical features of Tanzania? Can children describe some of the human geographical features of Tanzania? 	Slides Serengeti Fact Sheet Picture Cards 5A Challenge Card 5A/5B/5C Worksheet 5A/5B Research Cards Picture Cards 5B Information Book Template
Lesson 6	To explore southern Africa and South Africa.	Children will identify the five countries of southern Africa before looking in more detail at South Africa, including a brief overview of apartheid. They will then focus on the physical features of South Africa, exploring the nine different biomes and South Africa's biodiversity.	<ul style="list-style-type: none"> Can children describe some basic facts about the history and politics of South Africa? Can children describe some of the basic geographical features of South Africa? Can children describe some of the different biomes within South Africa, and some of the flora and fauna that can be found in each one? 	Slides Fact File 6A/6B/6C/6D/6E/6F/6G/6H/6I Access to internet Research Cards Picture Cards Information Book Template
Lesson 7	To be able to consolidate what we have learnt about Africa and carry out some independent research.	Children will consolidate their learning about Africa firstly by answering some 'true or false' statements, giving reasons for their answers. They will recap the countries they have learnt about before having the opportunity to research another African country independently.	<ul style="list-style-type: none"> Can children identify and locate a variety of African countries? Can children recall and compare information about the human and physical features of a variety of African countries? Can children carry out research independently to find out about African countries? 	Slides African Country Cards Challenge Card 7A/7B/7C Information books, access to internet, etc. Africa Map Africa Top Trumps Cards (FSD? activity only) Top Trumps Instructions (FSD? activity only) End of Unit Quiz

The Kingdom of Benin : History : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out where the Kingdom of Benin was and about time period we will be exploring.	Children will find out where modern-day Benin is and which countries are near it in West Africa. They will discover that the Kingdom of Benin was located in modern day Nigeria and think about what was happening in Britain during the time of the Kingdom of Benin.	<ul style="list-style-type: none"> Do children know the area of Africa in which Benin was located? Can children order and discuss the main eras and events of the Benin Empire? Can children comment on how the borders of African countries were set? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Timeline Cards 1A/1B Information Sheet 1A/1B Timeline Sheet 1A/1B/1C/1D/1E (FSD? activity only) Selection of history books or internet access
Lesson 2	To explore how we know about The Kingdom of Benin from AD 900 to 1300.	Children will recap when and where the Kingdom of Benin was before gaining a brief overview of the civilisation from 900 to 1300. Children will consider how we know about Benin and what different sources can tell us. They will focus particularly on the difference between archaeological finds and oral histories.	<ul style="list-style-type: none"> Do children understand the difference between oral histories and archaeological evidence? Can children compare the oral histories and archaeology of Benin? Can children discuss which source they think is most reliable, giving reasons for their choice? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Story Sheet 2A/2B Information Sheet 2A
Lesson 3	To find out about the leaders of The Kingdom of Benin.	Children will consider what we can learn about the leaders of Benin from bronze artefacts. They will find out about the Obas of Benin and the dates and key features of their reigns.	<ul style="list-style-type: none"> Do children know how the Oba was treated in Benin? Do children know what the brass heads were used for? Can children ask and answer questions about artefacts to find out about Benin? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet 3A/3B/3C British history books Game Sheet 3A/3B (FSD? activity only) Picture Card 3A/3B (FSD? activity only)
Lesson 4	To find out about the lives of the people of the Kingdom of Benin.	Children will recap what they know about Benin royalty before comparing this with the lives of ordinary people. They will explore different jobs in Benin, including artists, craftsmen and builders. They will make inferences for what everyday life was like at this time.	<ul style="list-style-type: none"> Do children know which jobs people had in Benin? Do children know which crops and animals were farmed in Benin? Can children say what life would have been like for people in Benin? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Information Sheet 4A/4B A range of cookery books or access to the internet Picture Card 4A/4B (FSD? activity only) Accounts of Benin 4A (FSD? activity only)
Lesson 5	To find out about the trade network of the Benin Empire.	Children will explore the effects of different trade routes on the Benin Empire. They will discover what commodities Benin imported in and exported out, and some of the ways in which Europeans carried out trade with Benin. They will identify the importance of trade to the Benin Empire.	<ul style="list-style-type: none"> Do children know some of the items exported by the Benin Empire? Do children know some of the items imported by the Benin Empire? Can children say why trade was important to the Benin Empire? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Trade Cards 5A/5B (FSD? activity only)
Lesson 6	To find out about the Benin Empire's Golden Age.	Children will identify what a Golden Age and place Benin's Golden Age on a timeline. They will find out some of the reasons why this period is known as the Golden Age and identify key features of the period. They can also compare this with what was happening in Britain at the same time.	<ul style="list-style-type: none"> Do children know when Benin's Golden Age was? Do children know why this time period is described as Benin's Golden Age? Can children come to conclusions about life in Benin based on artefacts? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Statement Card 6A Information Sheet 6A Picture Cards 6A/6B/6C/6D/6E/6F/6G (FSD? activity only)
Lesson 7	To find out about the decline of the Benin Empire.	Children will investigate the decline of the Benin Empire. They will think about the effect of civil war on a civilisation and some of the reasons why Benin's fortunes changed thanks to the abolition of slavery, the 'Scramble for Africa' and other factors.	<ul style="list-style-type: none"> Do children know when the Benin Empire began to decline? Do children know why the Benin Empire began to decline? Do children know who destroyed Benin and what the reasons were? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C Cause Cards 7A Timeline Sheet 7A Information Sheet 7A/7B/7C

Art of Africa : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore natural patterns and recreate them using chosen mediums.	Children investigate the natural patterns found in different animal prints. They make observations of repetitions, shapes and textures and think about how they can recreate the patterns using different mediums. Children must make a choice about what different mediums to use, making their decisions based on their previous experience with different mediums and the advantages and disadvantages of each.	<ul style="list-style-type: none"> • Can children identify textures, lines and shapes in different natural patterns? • Can children choose different artist mediums to suit a purpose and analyse their effectiveness? • Are children able to recreate a natural pattern with chosen mediums? 	<ul style="list-style-type: none"> • Slides • Picture Cards 1A • Worksheet 1A/1B • Art mediums e.g. pencils, felt-tip pens, paint, chalk, oil pastels, charcoal or collage • Animal Templates 1A (FSD? activity only)
Lesson 2	To analyse and recreate a painting in the style of Tingatinga.	Children are introduced to the African painting style of Tingatinga. They explore the main features of the style and discuss what makes a painting part of the Tingatinga genre. Children are challenged to recreate a painting in the style of a Tingatinga piece or, alternatively, create a 3-D mask.	<ul style="list-style-type: none"> • Can children identify common features of a genre of art? • Are children able to recreate a painting in the style of a studied genre? • Can children give their own opinion of a piece of artwork and explain their opinion? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A • Tingatinga Picture Cards 2A • Animal templates 2A • Paints and painting equipment • Mask template 2A (FSD? activity only) • Clay/modelling clay (FSD? activity only) • Papier mâché materials/Modroc (FSD? activity only)
Lesson 3	To create a piece of clay artwork inspired by the artwork of Benin.	Children discuss how the artefacts from Benin can tell us a lot about the history of the kingdom. They investigate Benin bronze plaques in particular and discuss what the plaques tell them about the Obas of Benin. Children then recreate a bronze plaque or a small animal sculpture using clay.	<ul style="list-style-type: none"> • Can children pick out key features of a cultural piece and discuss what they might represent? • Can children use clay to recreate a piece of artwork? • Can children select suitable tools and techniques to make a clay sculpture? 	<ul style="list-style-type: none"> • Slides • Clay • Picture Cards 3A • Clay Sheet 3A
Lesson 4	To learn about the work of Esther Mahlangu and Ndebele designs.	Children are introduced to the South African artist Esther Mahlangu and her cultural style of Ndebele art. They discuss the different features of her style and the cultural background of the artwork. They then try to recreate a piece in the same style as Mahlangu.	<ul style="list-style-type: none"> • Can children identify the features of an artist's work? • Are children able to recreate a piece of artwork in the style of an artist's work? • Can children analyse their recreation against the identified features of an artist's work? 	<ul style="list-style-type: none"> • Slides • Hut Template 4A (FSD? activity only) • Straws/straw (FSD? activity only) • Ndebele Artwork Picture Cards 4A
Lesson 5	To create a traditional Adinkra design.	Children think about how symbols are used to convey meaning in different cultures and contexts. They then investigate the Adinkra symbols of the Ashanti kingdom and how they are used to make cloth for important people to wear at special events. The children are challenged to use their knowledge of these symbols to create, print or design a cloth for particular purposes or to express themselves.	<ul style="list-style-type: none"> • Can children explain what a few Adinkra symbols mean? • Are children able to explain why Adinkra symbols are used in Ghanaian art? • Can children convey a message using Adinkra symbols in a design? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B • Adinkra Symbol Sheet • Challenge Cards 5A • Printing Sheet 5A (FSD? activity only) • Thick cardboard cut into 10x10cm pieces (FSD? activity only) • Printing foam (FSD? activity only) • Practice Squares (FSD? activity only) • Large paper/pieces of fabric (FSD? activity only) • Black paint/fabric paint (FSD? activity only)

Making African Instruments : DT : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and analyse African musical instruments.	Children will listen to and appraise some traditional African music and discuss the music as a genre. They listen to the music to identify the types of instruments they can hear before moving on to researching and analysing a selection of African instruments and how they make their sounds.	<ul style="list-style-type: none"> • Can children name a variety of traditional African musical instruments? • Can children investigate and analyse a range of African instruments? • Can children present information about African instruments in a clear and detailed way? 	<ul style="list-style-type: none"> • Slides • Variety of African instruments • Music Appraisal Sheet 1A • Picture Cards • Question Cards • Worksheet 1A/1B/1C • Challenge Card 1A/1B (FSD? activity only) • Instrument Facts Template (FSD? activity only)
Lesson 2	To explore kalimbas, how they work and how they can be recreated.	Children begin by exploring and discussing a kalimba in more depth. They are asked to look at the keys of the instrument and discuss how the length affects the sound they will make before testing and proving their ideas using lolly sticks .They investigate the best material to make the keys for their own kalimba and include this in their designs.	<ul style="list-style-type: none"> • Can children identify suitable materials to make the keys of a kalimba? • Are children able to generate success criteria based on previous research and observations? • Can children identify how a kalimba makes sound and how the pitch is changed? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C/2D • Test Questions 2A/2B • Bobby pins, lolly sticks, paper clips, cotton buds
Lesson 3	To select suitable tools and materials to create a kalimba.	Children are challenged to identify areas of a kalimba that need to be strong and secure to make a successful replica. They follow their designs making sure they consider the decorations for their instrument as well as making it functional.	<ul style="list-style-type: none"> • Can children follow a design to create a kalimba? • Are children able to select appropriate materials and tools to create a kalimba? • Are children able to offer suggestions and alternatives when faced with a challenge when making a kalimba? 	<ul style="list-style-type: none"> • Slides • Kalimba Method Sheet 3A • Construction materials: Paper bowls, corrugated card, lolly sticks, PVA glue/glue gun*/staple gun*, children's chosen key materials. • Wire cutters • Decorating materials: paint, tissue paper <p>*appropriate risk assessments and adult supervision need to be undertaken for glue gun and staple gun use.</p>
Lesson 4	To investigate and design a strengthened body of an African percussion instrument.	Children look in more detail at the percussion instruments: shekeres and djembe drums. They think about how they make their sounds and the materials that these traditional instruments are made from. Taking into consideration which parts they need to be strong, the children design their own djembe drum or shekere using recycled materials or construct the main base for their instrument.	<ul style="list-style-type: none"> • Can children describe what a percussion instrument is and how it is played? • Are children able to identify areas in which a design will need to be strengthened or reinforced? • Are children able to suggest different methods to strengthen or reinforce their designs? 	<ul style="list-style-type: none"> • Slides • Example drums and shekeres • Worksheet 4A/4B • Recycled construction materials* • Instruction Sheet 4A/4B (FSD? activity only) • Masking tape (FSD? activity only) • Papier mâché materials (FSD? activity only) • Bowls to support balloons (FSD? activity only) • Paper cups (FSD? activity only) • Balloons (FSD? activity only)
Lesson 5	To create an African-inspired percussion instrument.	Children will construct and decorate their percussion instruments following their design from the previous lesson. They will need to think carefully about the decorations that they want to achieve and plan this into their method accordingly.	<ul style="list-style-type: none"> • Can children use existing examples of percussion instruments to draw inspiration? • Are children able to follow their designs to make a functional instrument? • Can children create an effective overall decoration for their African-inspired instrument? 	<ul style="list-style-type: none"> • Slides • Recycled construction materials • String • Beads • Materials to make the skin of a drum e.g. cling film, paper, balloons, foil, fabric • Picture Cards 5A
Lesson 6	To use our products in a performance and evaluate their effectiveness.	Children will evaluate their product against a set of success criteria that they have generated themselves. They have the opportunity to perform using their instruments in order to complete a rich evaluation, based around the functionality of their products.	<ul style="list-style-type: none"> • Can children evaluate a performance based on the functionality of the instruments? • Can children evaluate their overall end product? • Can children consider the views of other when evaluating their product? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Children's instruments • Worksheet 6D (FSD? activity only)