

**Oaks Learning Journey**  
**Context Title: South of the Equator**  
Term: Autumn 2018

**Learning  
Context**

**Key Questions  
(Learning Intentions)**

**Learning Skills  
(NC)**

**Learning Outcomes/  
Challenge/ Assessment**

**Stunning Start:**

**Week 1: Geography/History/Science:**

**Show children a map of the world cut in half with just the Southern hemisphere shown. Children put into pairs and challenged to research/plan a journey/voyage across the Southern hemisphere, visiting one country from each continent (Antarctica, Southern Africa, South America, Australasia).**

**Children can research:**

- **Key settlements (Capital cities)**
- **Mode of transportation**
- **Climate**
- **Population**
- **Cuisine**

**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) (NC AIMS)**

<p><b>Week 2</b></p>	<p><b>SOUTH AMERICA</b>          What do I already know about the Southern Hemisphere?</p> <p>Where is South America, Africa, and Australia?</p> <p>What is the equator? Where is it? What are the tropics and where are they?</p>	<p><u>Geography:</u>          Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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).</p>	<p>Children to create a concept map of what they already know about the Southern Hemisphere.</p> <p>Children mark onto a map the equator, the tropics and positions of longitude and latitude.          Children given positions of latitude and longitude to locate countries in the Southern Hemisphere.</p>
<p><b>Week 3</b></p>	<p>Where is the Amazon Rainforest?          What is the habitat like there?</p>	<p><u>Science</u>          Recognise that living things can be grouped in a variety of ways          Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Children recognise the range of animals and tribes (people) that live in the Amazon and group them into different classifications.</p>
<p><b>Week 4</b></p>	<p>What/who lives there?</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Compare Amazon to a UK forest create a comparison sheet/report. Children can create a pastel image comparison to accompany this.</p>
<p><b>Week 5</b></p>	<p><b>AFRICA</b></p> <p>Comparing types of settlements and land uses in Africa          Focus on one country in Africa</p> <p><u>Where is Madagascar?</u></p> <p><u>Why is Madagascar so unique?</u></p>	<p><u>Geography:</u>          Locational knowledge 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</p>	<p>Compare land use in South Africa</p> <p>Children create fact-files about Madagascar.</p>

<p><b>Week 6</b></p>	<p>What African musical instruments are there? What materials are best for making a drum/rain stick/shaker?</p> <p>Design-Make-Evaluate project to create this instrument.</p>	<p><u>D&amp;T:</u> 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks, accurately</p>	<p>Research and test materials for making a shaker. Plan, design and make.</p>
<p><b>Week 7</b></p>	<p>Nelson Mandela – who was he? What struggles did he face?</p> <p>PSHE – Tolerance – British Values. P4C – Is it right to fight for what you believe in?</p>	<p>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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Research using the internet the life of Nelson Mandela and create a short presentation/biography about his life.</p> <p>Also have class debates the choices he made in his life.</p>
<p><b>Week 8</b> <b>Marvellous Middle</b></p>	<p>What are the musical traditions of Africa?</p> <p>What is special about African Dancing? How has it influenced the culture and music of the Northern hemisphere?</p>	<p><u>Music</u> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musician. <u>P.E</u> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Listen to African style music (Paul Simon – Under African Skies, traditional African drumming) and learn some traditional African percussive rhythms to perform in the Fabulous Finish. Investigate how African dance and music has influenced modern street dance and music.</p>

**Week 9 and 1<sup>st</sup>  
half of 10**

**2<sup>nd</sup> half of 10 and  
Week 11**

**Great Barrier Reef**

**Aboriginal Beliefs and Stories**

**Australia – Pointilism (aboriginal  
art)**

**Aboriginal – Pointilism Art  
What is pointillism?  
Where did it originate?**

**Christmas in Australia**

Sustainability

Physical geography, including:  
climate zones, biomes and  
vegetation belts, rivers,  
mountains, volcanoes and  
earthquakes, and the water cycle

Science:

Recognise that living things can  
be grouped in a variety of ways.  
Recognise that environments can  
change.  
Understand what factors  
determine if something is alive.

English:

Read a wide range of  
narratives, including myths  
and legends etc.

Art:

To improve their mastery of  
art and design techniques,  
including drawing, painting  
and sculpture with a range of  
materials [for example, pencil,  
charcoal, paint, clay]

Aboriginal beliefs and stories

Geography:

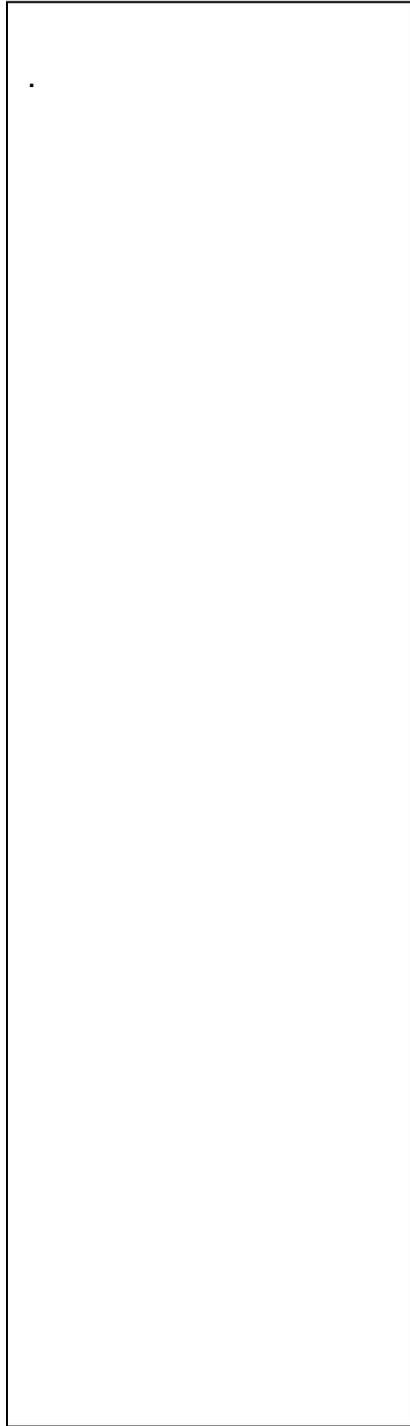
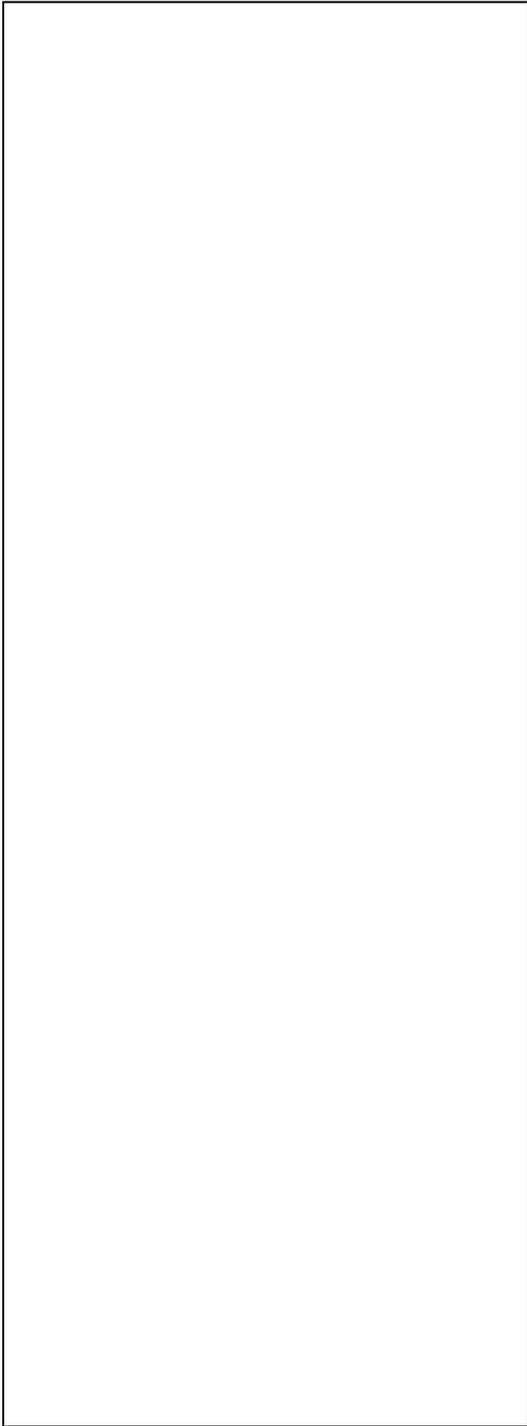
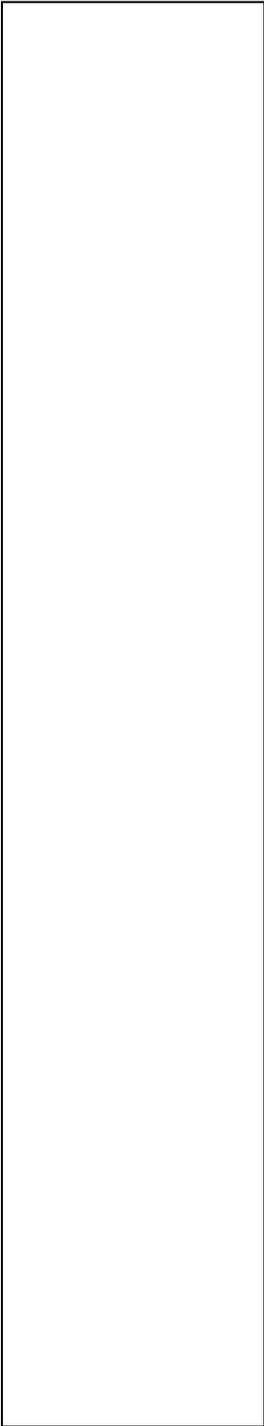
Understand geographical  
similarities and differences  
through the study of human  
and physical geography.

News report/persuasive  
posters about sustainability  
about the great barrier  
reef/plastic in the ocean.

Children create their own  
origin stories/aboriginal  
fables.

Children look at, discuss  
and create their own art  
based on the Great Barrier  
Reef in the style of  
Pointilism.

Research how Australians  
celebrate Christmas. Rewrite  
traditional Carols/setting  
descriptions(Twas the night  
before Christmas) to take into  
account Australian Climate.



**Fabulous Finish:**  
Parents come in to view an African Music and Dance performance. Also a gallery of items made (African instruments, rainforest art and Aboriginal Pointilism art) for children to present and then sell to parents.