

Mears Ashby C of E Primary School

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 groups of 6 approx 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>Week 2</p>	<p>SOUTH AMERICA 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>Geography: 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.</p>
<p>Week 3</p>	<p>Where is the Amazon Rainforest? What is the habitat like there?</p>	<p>Science 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>Week 4</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>Week 5</p>	<p>AFRICA</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><u>Children create fact-files about Madagascar.</u></p>

<p>Week 6</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&T:</u> Design 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 Make Select from and use a wider range of tools and equipment to perform practical tasks, accurately 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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Research and test materials for making a shaker. Plan, design and make</p>
<p>Week 7</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>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>Week 8 Marvellous Middle</p>	<p>Trip to the Sea Life centre to explore the coral reefs (this will link to when we learn about Australia) and how coral reefs have been affected by human interaction.</p>		

**Week 9 and 1st
half of 10**

**2nd half of 10 and
Week 11**

Great barrier reef

Aboriginal Beliefs and Stories

Australia – Pointillism (aboriginal art)

Aboriginal – Pointillism 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.

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]

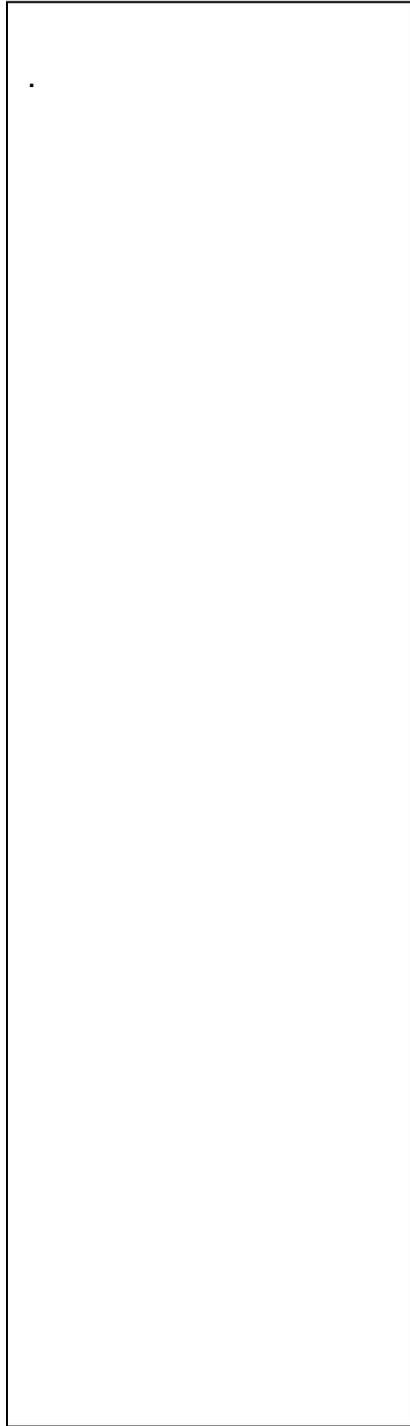
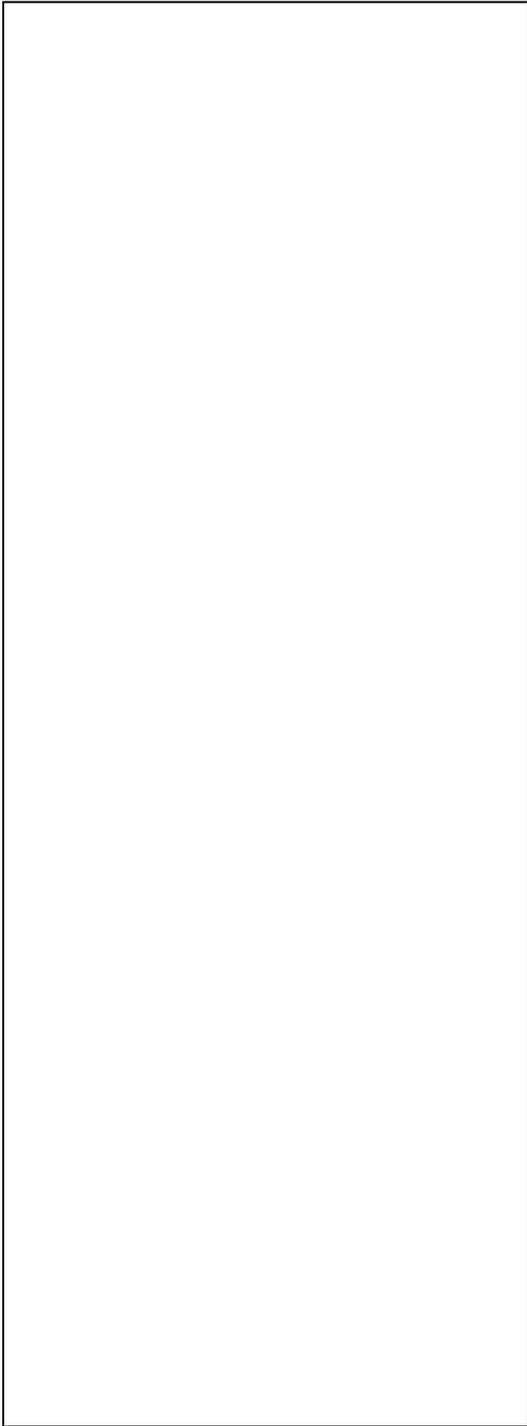
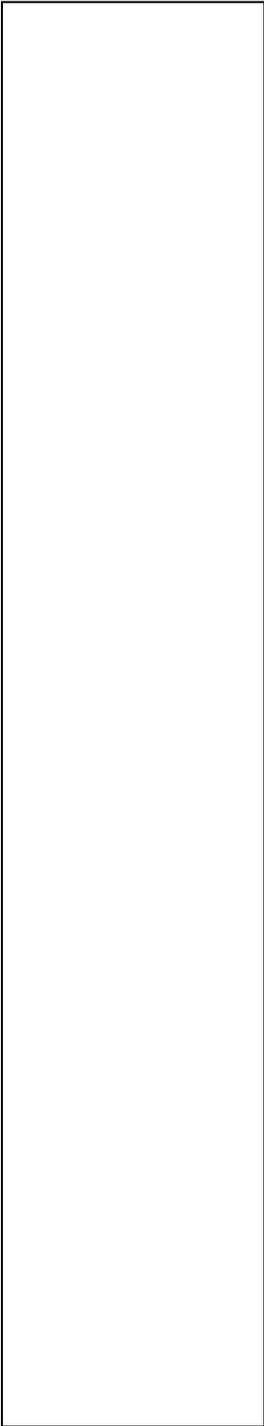
Aboriginal beliefs and stories

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
Pointillism.

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 Pointillism art) for children to present and then sell to parents.