

# Autumn 1a Africa

## **AUTUMN 1a TOPIC:**

### **Historical, Geographical and Social Understanding**

***L3 To investigate local and global issues by using ICT to analyse and process data (including census, weather and GIS data).***

I can use ICT to analyse and process data to gain a better understanding of Africa and its people.

***L5 To engage actively with democratic processes, and address issues of concern to them through their actions and decision making (democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others).***

I can take part in and make contributions to the decision making in my class.

***L6 That communities and the people within them are diverse, changing and interconnected.***

I know that Africa is made up of a diverse range of communities and people.

I can identify the different countries in Africa.

**2014**

**I can use an atlas to locate a country**

**I can identify and comment on a country's major rivers and mountains**

**I can research and compile information on a country about its population, weather and exports.**

**I know where in Africa the Benin People used to live and can locate it on a map.**

**I can research and make notes about a non-European civilization.**

**I can comment, understand and offer my opinion on Benin Art.**

**I can make a Benin Mask using a variety of materials.**

***L7 To consider how people can live and work together to benefit their communities.***

I know how some people work and live together for the benefit of their community, in Africa

***L8 A range of factors that cause change in the physical and human world in different places (including erosion, and deposition and patterns of climate).***

I can identify the factors that change the physical environment in Africa.

I can identify the factors that change the human world in Africa.

***L9 How human patterns and distributions are influenced by both human and physical geography.***

I can identify how human patterns and distributions are influenced by both human and physical geography.

**L10 About the factors that affect weather and climate.**

I can identify what factors effect weather and climate.

I can identify which factors are man-made or natural.

**L11 Ways in which environments can be managed sustainably and why this is important now and in the future.**

I can identify different ways in which environments can be managed sustainably.

I know why it is important to manage environments sustainably.

**Understanding the Arts**

**L1 To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences**

I can create a piece of art suitable for different audiences.

I can work both independently and as a part of a group to create an art piece.

**Scientific and Technological Understanding**

**L8 To consider the implications of familiar designs and products for the environment and different communities.**

I can identify how suitable or unsuitable a familiar product and design would be for an African environment and community.

**L18 To investigate and explain how scientific and technological developments affect the physical and living worlds (scientific and technological developments that affect the physical and living worlds include the consideration of medicine and health, farming and agriculture, travel, communication and entertainment, pollution and global climate change).**

I can explain how appropriate different technological developments are for an African environment.

I can identify what technological developments have affected various African communities and environments.

**Properties and changes of materials 2014**

**I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets**

**I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution**

**I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating**

**I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic**

**I can demonstrate that dissolving, mixing and changes of state are reversible changes**

**I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.**

**I can investigate known scientists, such as Ruth Benerito and Spencer Silver.**

### **Religious Education**

***L1 To describe and discuss some key aspects of religions and beliefs.***

I can tell a Hindu story and say some of the things that people believe. AT1

***L3 To consider the meaning of a range of forms of religious expression, identifying why they are important in religion and noting links between them.***

I can say what some Hindu symbols stand for and what the art is about (rangoli). AT1

### **Speaking and Listening Opportunities**

**5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking**

**PSHE**

**Inquire, Research, Investigation**