** WE ARE EXPLORERS **

**Class:** Pears (Y1/2) **Teacher:** Mrs Gardiner **Term and Year:** Year A – Summer Term

**PRIMARY PROVOCATION**

*Encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually.*

**AFRICA IS A POOR CONTINENT.**

In this topic children will have the opportunity to explore the provocation ‘Africa is a poor continent’ and decide whether this is an appropriate viewpoint or not today. It will provoke a response that should illustrate key understanding of money, economics, historical influences and charity work alongside thinking about what does the word ‘poor’ actually mean?

We will learn about African climates, communities, Fairtrade and will look at influential historical figures across different aspects of learning such as Nelon Mandela and Mo Farrah.

Pupils will have the opportunity to make links between Africa and North Rigton and do research to find out about the similarities and differences.

**Five Fantastic Facts**

At the end of this project, children will have the understanding and confidence to say:

I can name all the 7 continents, I can name all the 5 oceans, I know where the UK and Africa are on a world map/globe, I know why Nelson Mandela is an influential person in history, I know why Mo Farrah is an influential person in history.

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

*sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

 *recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In **WE ARE EXPLORERS**we are focusing on the following values.

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| **Koinonia**Ensuring that children work together in collaboration with one another, remembering our school values as a base to all areas of learning.  | **Perseverance**Showing resilient learning attitudes, even when something proves a challenge, and not giving up. Showing a growth mindset and supporting peers. |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| LO – Where is Africa?*Essential Vocabulary: Africa, continent, country, equator, population, size* LO – Which countries can be found in Africa?*Essential Vocabulary: Countries, rivers, size*LO – What is the climate like across Africa?*Essential Vocabulary: Climate, temperature, heat, sunlight* LO- Which oceans are near Africa?*Essential Vocabulary: Ocean, Atlantic, Arctic, Pacific, Indian, Southern* LO – What are the communities like in Africa?*Essential Vocabulary: Similarities, differences, hut, house, family, friends* LO – What are human and physical geographical features in Africa?*Essential Vocabulary: Physical, human, natural, man-made* LO – To compare Kenya and South Africa*Essential Vocabulary: Similarities, differences, Kenya, South Africa* LO – To understand Fair trade*Essential Vocabulary: Fair trade, produce, money, equality, honesty* LO – What is Water Aid and how can it help people in Africa?*Essential Vocabulary: Water aid, pump, clean, well* LO – Who is Nelson Mandela?*Essential Vocabulary: Nelson Mandela, president, South Africa, prison, peace* LO –Who is Mo Farrah?*Essential Vocabulary: Somalia, athlete, runner, refugee* **Links to the National Curriculum – Content Coverage Overview Areas:***History - Pupils Should be Taught To:** Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (segregation movement)
* Events beyond living memory that are significant nationally or globally (apartheid)
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  (Nelson Mandela)
* Understand significant historical events, people and places in their own locality (Nelson Mandela – I have a Dream Speech, Mo Farrah 2012 Olympics)

*Geography - Pupils Should be Taught To:** Name and locate the world’s 7 continents and 5 oceans
* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (North Rigton vs Kenya)
* Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator (which areas of Africa are over the equator?)
* use basic geographical vocabulary to refer to:
1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
* Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (compare to an African school)
 | * Begin each lesson with a short review of previous learning or an initial pre-assessment discussion
* Ensuring daily review of new vocabulary including using this on We are Explorers display
* Making learning meaningful – having appropriate real-to-life activities including using ‘real’ resources like photographs and artefacts
* Ensuring stations are well set up and support a range of artistic media
* Providing examples and demonstrations to support children
* Using small steps to introduce new concepts
* Ensuring questioning is tailored to address misconceptions and to move learning on
* Revisiting learning
 | * Following routines
* Actively listening
* Being prepared and organised
* Ready for learning
* Engaged in the process
* Showing commitment to the learning
* Independently applying themselves to the learning
* Using prior knowledge
* Supporting one another
* Asking questions
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**GROWING**

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| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
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| LO – Where is Africa?*Essential Skills: Name and locate Africa*LO – Which countries can be found in Africa?*Essential Skills: To name and locate different African countries*LO – What is the climate like across Africa?*Essential Skills: To understand the difference in weather* LO- Which oceans are near Africa?*Essential Skills: To name and locate all oceans in location to Africa*LO – What are the communities like in Africa?*Essential Skills: To understand the similarities and differences between African and British communities*LO – What are human and physical geographical features in Africa?*Essential Skills: To group human and physical geographical features*LO – To compare Kenya and South Africa*Essential Skills: To use comparative language* LO – To understand Fair Trade*Essential Skills: To know key language linking to Fair Trade*LO – What is Water Aid and how can it help people in Africa?*Essential Skills: To make links between the UK and Africa*LO – Who is Nelson Mandela?*Essential Skills: To research*LO –Who is Mo Farrah?*Essential Skills: To research* | Supporting whole class with knowledge organisers and mapping skills. Modelling how to use an atlas. Supporting practical learning – matching shape/outline of each country to the right place on the map. Links to real life – what is the temperature like outside today? Is it cold? Is it windy? Do you think it would be the same in Africa? Pre-teaching to ensure pupils know the names of the oceans.Group whiteboard masterclass to learn together. Go through initial ideas and questions as a group. Support verbal description and discussion points. Model discussion language.Allow all children to talk together about key concepts and ideas. Bring children together to share and check initial understanding. Recap terminology. Allow different pictures/photographs to be on display on different tables. Come up (as a class) with a list of ways we can group and organise these images. Write key q’s on board as investigation prompts. Allow different ways that pupils compare effectively to be celebrated. Go through Fairtrade PPT with all children, writing key vocabulary on the board.Revise learning with group – recapping previous vocabulary from other lessons. How can this be applied today? Does Water Aid link to Fair Trade?Pre-teaching of chronology – teacher to model a timeline on the board to give pupils a context. Pre-teaching of chronology – teacher to model a timeline on the board to give pupils a context.  | With support, using post-it notes to label and identify key places. Complete as a group. Pupils to match outlines of each country to the names. Working as a group to identify the equator. Acting out the middle of the Earth. Work through with an adult to consolidate and address misconceptions. Supported work initially and then mixed with flourishing pupils so that modelling can impact on learning. Matching ocean names to the correct locations.Investigation task – allowing pupils to explore key concepts and apply initial ideas. Focus on using key language identified and share ideas with talk partner. Picture cards to be organised into two groups. Focus on working independently. Mixed ability groups on tables to promote challenge, dialogic talk and investigation. Complete regular recaps with growing pupils to ensure that they are on-task and retaining key learning. Pupils to complete Fair Trade challenge cards with talk partners. Partner work to reinforce key learning and methods. Independent practice – focus on identifying problems and solutions and creating a poster to illustrate what we can do to help. Guided work matchingdates to what Mandela did. Working through with support. Guided work matching dates to what Farrah did. Working through with support. Link back to last lesson to compare to that of Mandela’s timeline.  |

**BLOSSOMING**

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| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| LO – Where is Africa?*Essential Skills: Name and locate Africa* *Essential Knowledge: To know that there are 54 countries within Africa*LO – Which countries can be found in Africa?*Essential Skills: To name and locate different African countries**Essential Knowledge: To know which countries are near to one another*LO – What is the climate like across Africa?*Essential Skills: To understand the difference in weather across countries**Essential Knowledge: To compare to the UK*LO- Which oceans are near Africa?*Essential Skills: To name and locate all oceans in location to Africa* *Essential Knowledge: To understand which oceans border areas of Africa*LO – What are the communities like in Africa?*Essential Skills: To explain* *Essential Knowledge: To understand the similarities and differences between African and British communities*LO – What are human and physical geographical features in Africa?*Essential Skills: To group human and physical geographical features* *Essential Knowledge: To know the difference between human and physical features*LO – To compare Kenya and South Africa*Essential Skills: To use comparative language* *Essential Knowledge: To learn about differences between countries in the same continent*LO – To understand Fair Trade*Essential Skills: To know key language linking to Fair Trade* *Essential Knowledge: To understand why Fair Trade is imperative*LO – What is Water Aid and how can it help people in Africa?*Essential Skills: To make links between the UK and Africa**Essential Knowledge: To understand why Water Aid is necessary*LO – Who is Nelson Mandela?*Essential Skills: To research* *Essential Knowledge: The impact of Nelson Mandela on the UK today* LO –Who is Mo Farrah?*Essential Skills: To research* *Essential Knowledge: The impact of Mo Farrah as an iconic figure in the UK today* | Supporting whole class with knowledge organisers and mapping skills. Modelling how to use an atlas. Supporting practical learning – matching shape/outline of each country to the right place on the map. Links to real life – what is the temperature like outside today? Is it cold? Is it windy? Do you think it would be the same in Africa? Is every area of Africa an equal temperature? Pre-teaching to ensure pupils know the names of the oceans. Group whiteboard masterclass to learn together. Go through initial ideas and questions as a group. Support verbal description and discussion points. Model discussion language.Allow pupils to independently gather initial ideas and thoughts. Delegate a ‘team leader’ to put ideas onto the whiteboard. Allow different pictures/photographs to be on display on different tables. Come up (as a class) with a list of ways we can group and organise these images. Write key q’s on board as investigation prompts. Allow different ways that pupils compare effectively to be celebrated. Go through Fairtrade PPT with all children, writing key vocabulary on the board.Pupils to work with flourishing children to recap key vocabulary from topic. Give prompt questions to start learning. Pre-teaching of chronology – teacher to model a timeline on the board to give pupils a context. Pre-teaching of chronology – teacher to model a timeline on the board to give pupils a context.  | With a partner, using post-it notes to label and identify key places. Complete as a group. Pupils to match outlines of each country to the names. Work with a partner to check understanding. Working independently to identify the equator. Acting out the middle of the Earth. Work through with an adult to consolidate and address misconceptions. Independent work - matching ocean names to the correct locations and writing which continents they are near/in. Investigation task – allowing pupils to explore key concepts and apply initial ideas. Focus on using key language identified and share ideas with talk partner. Picture cards to be organised into two groups. Focus on working independently and explaining reasoning through sentences. Mixed ability groups on tables to promote challenge, dialogic talk and investigation. Complete regular recaps with growing pupils to ensure that they are on-task and retaining key learning. Pupils to complete Fair Trade challenge cards with talk partners. Partner work to reinforce key learning and methods. Independent practice – focus on identifying problems and solutions and creating a poster to illustrate what we can do to help. Share with the rest of the class to reinforce learning. Pupils to match the dates to the events with flourishing pupils acting as a support. Do you agree with each other? Explain using evidence. Pupils to match the dates to the events with flourishing pupils acting as a support. Do you agree with each other? Explain using evidence from reading documents.  |

**FLOURISHING**

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| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
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** WE ARE EXPLORERS **

**Class:** Pears (Y1/2) **Teacher**: Mrs Gardiner **Term and Year:** Year A – Summer Term

**FINAL FLOURISH**

*Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time.*

As a Final Flourish, pupils will have the opportunity to create a Water Aid fundraiser. Here children will think about all they have learned together and create posters, adverts and flyers to advertise their book and bun sale with funds going towards the charity that we have been learning about.

Additionally, pupils will participate in a Water Aid drinks bottle competition which will help to promote helping those in Africa to access clean water. Designs will be chosen by a ‘special guest’!

To conclude, based on all pupils have learned about a range of different countries in Africa, children will be able to answer the initial provocation using evidence they have collected over the last term. They will also have full, secure and confident understanding of the 5 fantastic facts (which will be identified on Knowledge Organisers).