

Peace and Conflict: Respect
for all individuals

Year 6: South Africa

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



Peace and Conflict: Respect for all individuals

Year 6 – South Africa



In **History**, children will be focussing on ‘historical enquiry’ skills to understand issues like Apartheid in South Africa, and explore its connections to the Imperialist Colonialism of The British Empire and European Superpowers at the turn of the 19th Century. In **English**, children will be exploring chronological texts like biography and exploring the contributions of pioneers of social change like Malala Yousafzai and Nelson Mandela. In **Geography** we will be deepening understanding of children’s place knowledge and culture for both the human and physical geography of South Africa. In **Science**, children will explore the use of electricity through the use of circuits and switches, consolidating their knowledge of how different voltages are directly linked to the loudness of a buzzer or the brightness of a light. In **DT**, we will build on this knowledge of electricity to design, make and evaluate our own mini fairground rides which will use electricity to create movement.

Theme Impact

Children will use this opportunity to compare another time period and place to their own. They will also have an understanding of how it is now—what attracts tourists to the area and what makes South Africa the fascinating country that it is today, from a physical and human Geography aspect. Children will be encouraged to empathise with people at various points throughout the history of South Africa. How would they have felt to live in the country during apartheid? How must it have felt for the children in the story of Journey to Jo’burg? Through research, children will have an understanding of life during this time period and the people who brought about change such as Nelson Mandela.

Catholic Social Teaching

The Catholic Social Teaching theme of Dignity of Work and the Rights of Workers is focused on the basic rights of workers and ensuring that they are respected--the right to decent and fair wages and establishing conditions that empower workers. Through Collective Worship, children will explore areas such as: Fairtrade (from the viewpoint of workers), current affairs (such as the impact of COVID 19), exploitation (UKS2), appreciating workers in our community and developing their understanding of vocation. This will be taught alongside the virtues of eloquent and truthful, being eloquent about their actions and recognising the impact their choices have on others and truthful about their relationships between people and the world.

Curriculum Drivers

History

Nation Curriculum Objectives

Through the exploration of the kingdom of Benin and the exploration of more recent events of global significance, like Apartheid, pupils will explore the history of Africa through the prism of ‘Peace and Conflict’.
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

Knowledge and Skills Progression

U2: Use evidence to describe everyday life in a studied period. Including; way of life, actions, culture and understand why they had to live in this way.

C4: know and sequence key events within the time period studied and talk about the impact of each event.

C6: place current study on time line in relation to other studies

C7: relate current studies to previous studies; make comparisons between different times in history

O3: Communicate ideas about the past using a variety of methods, including using ICT.

Geography

National Curriculum Objectives

Pupils should be taught to:

- Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Human geography, including the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Knowledge and Skills Progression

GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

GSF2: Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world and countries studied in depth.

GSF4: Expand map skills to include a range of non-UK countries

LK4: Linking with History, compare land use maps of UK from past with the present.

HPG4 : Distribution of natural resources including a study of a contrasting country in developing world

Science

National Curriculum Objectives

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Knowledge and Skills Progression

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
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Working Scientifically:

-systematically identify the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

Application

Children will join the South Africa tourism board and promote the country to others. What are the reasons for visiting from a geographical, historical and cultural perspective?

Wider Curriculum Opportunities

Writing	Reading
<p><u>Narrative – Fiction</u></p> <p>Stories about self-discovery and growing societal awareness through the theme of journeying through conflict.</p> <p><u>Biographies</u></p> <p>Malala Yousafzai Nelson Mandela</p> <p><u>Discussion</u></p> <p>How can we protect Africa's resources? How can we protect its farmlands through the 'Green Belt' initiative?</p>	<p>Journey to Jo'burg The Butterfly Lion The Boy Who Biked the World</p>

Enrichment

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Netball & Hockey

Knowledge and skills progression

- To choose and implement a range of strategies and tactics to attack and defend.
- To combine and perform more complex skills at great speed.
- To recognise and describe good individual and team performances.
- To suggest, plan and lead a warm-up as a small group.
- Work as a team to improve group tactics and gameplay.
- Play within the rules using blocking skills for shots and passes.
- Develop defensive skills.

- Play in competitive games developing fluency in skills and techniques.
- Work in collaboration to play using different tactics.
- Compare the team's performance against others.

DT

Design:

R1- Children safely use and critically explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

R2- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes to benefit their design.

D1- Use their research to develop their own design criteria.

D5- Indicate where electrical components will go and briefly explain how they will function.

Make:

MC2- Joining- Join a range of materials using a variety of suitable methods.

MC3- Testing- Test their product as they work, making informed adjustments.

MC5- Extra component- Create a basic electrical circuit and incorporate it into their product. Programme a computer to control their product.

Evaluate:

E1- Positive- Identify and discuss the strengths of their product.

E2- Critique- Identify any areas for development/ improvements that could be made.

E3- Audience- Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?

Music

Dynamics, pitch and texture (Theme: Fingal's Cave)

L3 Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

AS4 Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

L4 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

AS6 Comparing, discussing and evaluating music using detailed musical vocabulary.

AS9 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

PP6 Performing with accuracy and fluency from graphic and simple staff notation.

MFL

What is the date?

- Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.
- *participate in simple conversations on familiar topics*
- *describe incidents or tell stories from their own experience, in an audible voice.*
- *agree or disagree with statements made about a spoken passage.*
- Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

- *recite a short piece of narrative either from memory or by reading aloud from text*
- *develop a sketch, role-play or presentation and perform to the class or an assembly.*
- Use conjunctions to link together what they say to add fluency.

Cooking in the Curriculum

Salmon fishcakes.