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| updated logo Badgers Class Medium Term Planning for History and Geography Summer Term 2023 | |
| Topic  Africa  Geography – Climate, food, dress, wildlife, geographical features and customs in different African countries  History  Tribal art  Flag making  History of Kilimanjaro – Make a volcano  Discovery of ancient human – fossils  Egypt – earliest civilization | History or Geography will be taught once week through the termly topic. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Continuous provision will also enhance the opportunities to explore Africa through play and exploration.  Countries covered will be: -  North Africa – Morocco – Markets, Atlas Mountains and the coast, Egypt – Nile, Pyramids  East Africa – Kenya and Tanzania – Mt Kilimanjaro, savannah  West Africa – Cape Verde – archipelago – volcanic activity  Central Africa – Gabon – Lope National Park - rainforest  Southern African – South Africa  Begin each session with Go Jetters Africa  <https://www.bbc.co.uk/iplayer/episode/m000814s/go-jetters-series-3-5-the-continent-of-africa>  End of session with <https://www.youtube.com/watch?v=VoYp2_MxkMI> and ‘slide show’ |

Summer Term first half

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| **Week 2 sessions Link it.**  Watch clips from Madagascar, nature documentaries and The Lion King  Recognise, match and name familiar African animals from films and programs.  Listen to songs in African and English combined | **Week 3 -6 Learn it**  **3.’Fly’ to Morocco. Sensory exploration of Moroccan artefacts, spices, fragrance, photographs, dressing in some aspects of traditional dress, role play market -souk- outside and exchange coins for flatbread. Hear muezzin sounds and play on Big Mack and whiteboard.**  **4. ’Fly’ to Egypt. Sensory exploration of Egyptian artefacts, spices, fragrance, photographs, dressing in some aspects of traditional dress, make sand pictures of the pyramids or sphinx, make a River Nile outside in the Tuff tray with sand and water, put in Nile animals, reeds etc. Hear Egyptian music and play on Big Mack and whiteboard.**  **5. ’Fly’ to Kenya and Tanzania. Sensory exploration of the Savannah – dry soil, tall and short grass, animals, spices, Acacia, photographs, dressing in some aspects of traditional dress, Hear sounds of Savannah, Kenyan music and play on Big Mack and whiteboard. Taste/help to prep Ugali – cooked maize meal. ‘Visit’ Mt. Kilimanjaro on Google Earth**  **6. ’Fly’ to Cape Verde. Explore model islands in salt water with sea animals to represent the islands which make up the archipelago of Cape Verde. Make simple model volcanos with vinegar, sodium bicarbonate and food colouring. Listen To Cape Verdean artists new and old.**  **Start the session with the same video each time.**  **End each session looking at and responding to photographs and videos of the session and song** |

Summer Term 2

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| **Week 1 - 3 sessions Check it/show it/ Know it Choose favourite interactions from photographs, sensory artefacts foods etc and demonstrate previous patterns of interaction/ show previous learning by actions.. –**  Explore sensory, animals, geography, cultural, food, dress aspects of :-  Gabon – Lope National Park Rainforest  South Africa – Kalahari Desert, Pretoria.  Compare and re-explore previous artefacts etcetera and express preferences  **Use Makaton each week** | **Week 4 - 6 Learn -it**  **See videos of early man in Africa and excavate bones, skeleton from sand**  **Listen to modern and old African Music – express preferences,accompany** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Children learn about new environments  Name and recognise animals, environments | * Show attention to sensory input, initiate sensory exploration * Explore and engage with food * Take part in simple role play * Take turns |

**Progression of Learning Geography**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Animals and songs/videos they are already familiar with | Activities provided during lesson  Resources  Sensory exploration and response to new items, videoes ,pictures | Independent activities linked to lesson  Resources  Memory and recognition being shown, preferences shown | How will the pupils share knowledge during or end of lesson  Pay attention to photos of activities | Retrieve or generalization of learning after lesson  Give adults on request |
| **Progression of Learning History** | | | | |
| Previous learning of pupils  Familiarity with growing and buying foods  Food they are already familiar with | Activities provided during lesson  Resources  Learn about a range of environments where food is found or made  Learn that older vehicles were different | Independent activities linked to lesson  Resources  , sensory exploration, play, photographs, | How will the pupils share knowledge during or end of lesson  Pay attention to photos of activities, vocalise etc | Retrieve or generalization of learning after lesson  , Give adults on request |