



School Connect

Plans and resources for a cross-curricular unit of work in Years 1/2

Based on the accompanying DVD, this unit of work is designed to support teaching and learning of **GEOGRAPHY AND CITIZENSHIP** in a cross-curricular way. The DVD follows a day in the life of Isaac, from Uganda, as he shows us around his home and community.

	KEY OBJECTIVES	N.C. LINKS
Lesson 1 - Welcome	<ul style="list-style-type: none"> To compare our home with a typical Ugandan village home. 	GEOGRAPHY: 1b, 1c, 2a, 2d, 3a, 3b, 3d, 4a DT: 1b, 1d, 2d
Lesson 2 - Animals	<ul style="list-style-type: none"> To know how to care for animals and why animals can be useful 	SCIENCE: 2.2b, 2.2e ENGLISH: 3.1c, d, e
Lesson 3 - School	<ul style="list-style-type: none"> To compare our school to a school in Uganda 	GEOGRAPHY: 3a, 3d, 4a ENGLISH: 3.1b, c, d, e, f 3.2b, c PSHE: 2h, 4c
Lesson 4 - Work	<ul style="list-style-type: none"> To compare everyday life in England to everyday life in Uganda 	GEOGRAPHY: 3d PSHE: 2e, 2f, 2g, 4c, 4d
Lesson 5 - Games	<ul style="list-style-type: none"> To make your own toy or game from reused materials 	DT: 1a, 1b, 1c, 1d, 2a GEOGRAPHY: 5b PSHE: 2g PE: 2c
Lesson 6 - Dance	<ul style="list-style-type: none"> To choreograph, learn and perform an African-style dance To learn an African song 	MUSIC: 1a, 1c, 3a, 3b, 4a, 4d PE: 6a, 6c, 6d
Lesson 7 - Role Play	<ul style="list-style-type: none"> To create a class role-play area based on an African market 	MATHS: 2.4a, 3.4c, 3.1d, B1a GEOGRAPHY: 1a, 3a DT: 1a, 1c, 1d



School Connect

Lesson 1 - Welcome

National Curriculum Links	Key Vocabulary
GEOGRAPHY: 1b, 1c, 2a, 2d, 3a, 3b, 3d, 4a DT: 1b, 1d, 2d	house home village city structure build clay bricks wood similar different country continent
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To compare our home with a typical Ugandan village home. 	Children will: <ul style="list-style-type: none"> model with clay and other materials categorise different Ugandan homes understand the difference between a country and a continent, and know that Uganda is a country in Africa

Introduction and Teaching

- Explain that Uganda is a country in Africa, which is a continent, and show the class its location on a globe or on-line resource i.e. Google Earth (www.earth.google.com). Establish the difference between a country and a continent, and that Africa is many countries.
- Explain that the class will be learning about Uganda - ask them what they would expect a country in Africa to be like and collect their answers. Tell them you will be interested to see if they find out it is the same as or different from their expectations and ask them to keep a look out for things they expected/did not expect.
- Watch School Connect DVD Chapter 1: 'Welcome'. Ask children to describe the house they saw in the video (there are photo stills after the film clip which can be scrolled through to prompt discussion.) Categorise their observations into similarities and differences from their own home.
- Look at the picture still of house: write up the describing words which relate to its structure and appearance, rather than their opinions of it. Ask them to suggest what it might be made of or how it might be built.

Activities

Make model village home by making a clay wall, supported by sticks (children could go out and look for appropriate sticks, discussing that they would need to be straight and strong, to support a house, etc) then use straw and sticks to make a roof. Whilst children work, leave the photograph of the house in the video on the screen and refer them to it to help them refine their design.	<i>Lower Ability</i>
	Paint a box and then use sticks and straw to turn it into a house.
	<i>Average Ability</i>
	Work independently to make their models from clay.
	<i>Higher Ability</i>
	Challenge the children to add the external features such as the veranda and lean-to seen in the film.

Plenary

- Ask children whether they think this house would be in a city or a village (what is the difference?)
- Explain that town houses would look very different and more like houses we are used to seeing.
- Look at pictures of different houses in Uganda (Resource sheet 1) and sort into city/village homes
- Generate a new set of describing words for the town house and compare them to the village house.
- Use the houses made in the lesson to make a model Ugandan village (add plastic characters and farmyard animals for role-play)

Resources

- Clay, sticks, straw, small boxes, paint, glue
- School Connect DVD
- Resource Sheet 1

SCHOOLS IN PARTNERSHIPS
 Why not find pictures of English homes and make an album to send to your partner school?



School Connect

Lesson 2 - Animals

National Curriculum Links	Key Vocabulary
SCIENCE: 2.2b, 2.2e ENGLISH: 3.1c, d, e	food water protection animals meat plough dairy
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To know how to care for animals and why animals can be useful 	Children will: <ul style="list-style-type: none"> Produce a non-fiction piece of writing or pictorial equivalent Understand that we get meat and dairy products from animals Know that animals need food and water to survive

Introduction and Teaching	
<ul style="list-style-type: none"> Ask the class who has got a pet. What sorts of animals do they keep as pets? What do they have to do to look after it? Why does it need looking after? Explain that Ugandans do not usually keep pets - they keep animals for food and to do work. What sorts of animals do they think would be useful for food or to do work? How? Watch the School Connect DVD Chapter 2: 'Animals'. Ask the children to look out for and name the animals they see - what do they think these animals are useful for? 	
Activities	
Explain that one of the most important jobs they have to do is to look after their animals. Ask children to suggest what you would have to do to look after each of the animals in the video; establish that they need food, water, protection etc.	<i>Lower Ability</i>
	Resource sheet 2a - Looking after animals
	<i>Average Ability</i>
	Resource sheet 2b - Looking after animals
	<i>Higher Ability</i>
	Resource sheet 2c - Looking after animals
Plenary	
<ul style="list-style-type: none"> Match pictures of animals to what they are useful for (see resource sheet 2d) and then use the cards to play pairs, pairing each animal with what it is useful for (NB in Ugandan villages sheep or goats are often used for milk and dogs are kept to hunt wild rabbits for their meat and fur.) 	

Resources
<ul style="list-style-type: none"> School Connect DVD Resource sheets 2a,2b,2c and 2d

SCHOOLS IN PARTNERSHIPS
 Why not make a picture book about farms or animals in England to send to your partner school?



Lesson 3 - School

National Curriculum Links	Key Vocabulary
<p>GEOGRAPHY: 3a, 3d, 4a ENGLISH: 3.1b, c, d, e, f 3.2b, c PSHE: 2h, 4c</p>	<p>caption explanation description information photograph order contents pages timetable</p>
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To compare our school to a school in Uganda 	<p>Children will:</p> <ul style="list-style-type: none"> know what schools are like in Uganda have produced an information book about their school have made signs for their classroom have used a digital camera to take photographs

Introduction and Teaching

- Ask the class to imagine they were meeting somebody new who had not come to their school before - how would they describe it? What could they say about the school, the class, the lessons? What would a stranger find interesting? Collect their responses on the board.
- Tell the class they are going to watch a DVD about school in Uganda - what do they think it would be like to go to school in Uganda based on what you already know about it? Explain that Isaac was asked to show them around the school and describe it - these are the things he thought they would find interesting.
- Watch the School Connect DVD Chapter 3: 'School'
- Discuss what they saw in the video and how it was similar to or different from their own school. Is there anything they want to add to their list of things to tell somebody about their own school, having watched the film about Isaac's school?

Activities

<p>Explain that the whole class are going to make a picture book about their school - either to send to your partner school in Uganda or which can be given to new children when they join the school. Use the class list to take photographs of things around the school and classroom which can be stuck into the picture book.</p>	<i>Lower Ability</i>
	Order the pictures on resource sheet 3a to make a page about their school day for the class book.
	<i>Average Ability</i>
	Print off the class photos and write captions for each one to make pages for a picture book (resource sheet 3b)
	<i>Higher Ability</i>
	Write about aspects of their school to make pages for the class book (resource sheet 3c)

Plenary

- Put all their pages together and read the whole class book.
- Watch the DVD again and ask them what they find most interesting about Isaac's school. What do they think he would find the most interesting about their school?
- Suggest that the class make signs to go around the classroom to remind them how to behave, like Isaac has in the video.

Resources
<ul style="list-style-type: none"> Resource sheets 3a, b and c

SCHOOLS IN PARTNERSHIPS
 Why not send the book you have made to your link school?



School Connect

Lesson 4 - Work

National Curriculum Links	Key Vocabulary
GEOGRAPHY: 3d PSHE: 2e, 2f, 2g, 4c, 4d	jobs chores work help household
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To compare everyday life in England to everyday life in Uganda 	Children will: <ul style="list-style-type: none"> have considered how we do the same things but in different ways have looked at, explored and investigated a selection of Ugandan household items know why it is good to help out around the house

Introduction and Teaching
<ul style="list-style-type: none"> Ask the children what jobs/chores they do to help around the house? What jobs/chores do their parents have to do around the home? Get the children to look again at the model houses/village they made in lesson 1 and ask them what jobs they might have to do around the house if they lived in Uganda. Watch the School Connect DVD Chapter 4: 'Work' and make a similar list of jobs/chores observed by the class. Go through the lists of household chores (e.g. getting food, making dinner, sweeping the floor, doing the laundry, looking after a baby)... asking what things do we need to do the job in England? What do they use to do the job in Uganda?

Activities
Everyday household items are available to borrow from School Connect, including a Ugandan yard-broom made of sticks, Ugandan soap, containers for collecting water, baskets and pots used for food, replica Ugandan fruits, printed cloth used to carry babies, etc. These could be used in the teaching input to model jobs or investigated in small groups during the main activity.
<i>Lower Ability</i> Draw pictures to show how jobs are done in England (resource sheet 4a)
<i>Average Ability</i> Draw pictures to show how jobs are done in Uganda (resource sheet 4b)
<i>Higher Ability</i> Draw pictures/write sentences to compare how jobs are done in England and Uganda (resource sheet 4c)

Plenary
The following role-play game consolidates the learning in this lesson: Ask children to get into pairs: one of them will be 'English' and the other 'Ugandan.' Call out a household chore and the pairs must act out how they would perform the job, showing the different ways it is done. In the video, a little girl is doing the washing. How do they/could they help at home? Why is it important to help out and contribute to your household?

Resources
<ul style="list-style-type: none"> Household items available to borrow from School Connect School Connect DVD Resource sheets 4a, b and c

SCHOOLS IN PARTNERSHIPS
 Why not take pictures and write about the different jobs people do around your school to send to your link school?



School Connect

Lesson 5 - Games

National Curriculum Links	Key Vocabulary
DT: 1a, 1b, 1c, 1d, 2a GEOGRAPHY: 5b PSHE: 2g PE: 2c	reduce reuse recycle waste materials
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To make your own toy or game from reused materials 	Children will: <ul style="list-style-type: none"> Understand how we can reduce waste and some of the consequences of being wasteful

Introduction and Teaching

- Ask the class to suggest and brainstorm their favourite toys/games they play.
- Watch the School Connect DVD Chapter 5: 'Games'. Discuss what the children use to play games in the video - how are they different/similar?
- Show the class a range of reusable materials - 'junk': (boxes, cardboard tubes, sticks, buttons, etc.)
- Ask the class to suggest ways they could play with it *without* changing the junk at all.
- Look at the still photograph of the football game from the video and notice that the ball is made out of rags. Ask the class to suggest how they could change junk to make new toys.

Activities

School Connect has resources to borrow showing good use of reclaimed materials, including: Sandals made from car/bicycle tyres A toy bicycle made from reused wire A handbag/box made from lids of Coca-Cola bottles A ragdoll in traditional costume NB: <i>There is also a version of the 'Emaysu' board game played in the video including the wooden base and beans which the children can look at.</i>	<i>Lower Ability</i>
	In small group(s) use the materials to play games they already know or small group games led by an adult.
	<i>Average Ability</i>
	Make new toys out of the reusable materials (e.g. doll/dolls house, toy car, mask, etc)
	<i>Higher Ability</i>
	Make a game to play using the reusable materials and write rules for how to play it (resource sheet 5).

Plenary

Ask the class why it is good to be able to find new uses for old things. Explain the consequences of waste and discuss how we can reduce what we waste. Explain that anything can become a 'treasure' if you find a new use for it. Ask them to choose something from the lesson e.g. a small button, to be the treasure in this Ugandan game:

- The Ugandan game, "OTILE", can have 10-15 players.
- All the players sit in a circle stretching their legs to meet in the centre of the circle.
- Players pass a small item round the circle under their legs as they sing a song: "I've lost some treasure; I'm looking for the lost treasure".
- One person has to search for the hidden treasure whilst the rest keep on moving the treasure under their legs.
- If the seeker finds the treasure, then the player who was holding it when it was found becomes the seeker.

Resources
<ul style="list-style-type: none"> School Connect DVD Resources available to borrow from School Connect A selection of reusable materials Resource sheet 5

SCHOOLS IN PARTNERSHIPS
 Why not write a rules book for the games you play to send to your partner school?



School Connect

Lesson 6 - African Dance

National Curriculum Links	Key Vocabulary
MUSIC: 1a, 1c, 3a, 3b, 4a, 4d PE: 6a, 6c, 6d	choreograph tune lyrics rhythm rehearse perform
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To choreograph, learn and perform an African-style dance To learn an African song 	Children will: <ul style="list-style-type: none"> Rehearse and perform a song and dance from another culture Make up their own song words and/or dance movements in the style of the song

Introduction and Teaching	
<ul style="list-style-type: none"> Ask children to suggest different reasons/occasions we sing songs for, and collect their responses. Use their responses to summarise that people often sing songs to celebrate special occasions, and that many songs we have are specific to occasions (for example Christmas, birthdays, harvest etc.) Explain that in Uganda they have a special song called the 'Welcome' song - ask children to suggest different occasions when you might want to sing a welcome song. Watch the clip of the Ugandan WELCOME SONG 1 from the School Connect Teachers' resources CD Rom. Use the lyrics in resource sheet 6 to learn and practice the words to the welcome song. 	
Activities	
Watch the clip again and ask the children to suggest their own movements which could be added to the sequence, until you have a whole-class dance composition for the chorus of the welcome song. (Most Ugandan songs involve swaying and tapping feet to a beat to keep the rhythm.) (There is a different welcome song - WELCOME SONG 2 which shows some simple dance actions, but the tune is different and difficult to sing.)	<i>Lower Ability</i>
	With TA practice singing and dancing to verse 1
	<i>Average Ability</i>
	Rehearse the words and dance for the song, adding own verses.
	<i>Higher Ability</i>
	Make up a new dance for each verse using their knowledge of African-style movements.
Plenary	
<ul style="list-style-type: none"> Higher ability groups can teach new verses and movements to the whole class, until the class has a well-rehearsed group performance. The class could go on to write their own verse which is specific to their school/class for welcoming visitors or newcomers who might come in. 	

Resources
<ul style="list-style-type: none"> School Connect Teachers' Resources CD Rom Resource sheet 6 copied or projected onto a screen

SCHOOLS IN PARTNERSHIPS
 Why not record a tape of you singing your favourite songs to send to your partner school?



School Connect

Lesson 7 - Our Ugandan Role Play Area

National Curriculum Links	Key Vocabulary
MATHS: 2.4a, 3.4c, 3.1d, B1a GEOGRAPHY: 1a, 3a DT: 1a, 1c, 1d	buy sell trade display haggle negotiate
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To create a new class role-play area based on an African market 	Children will: <ul style="list-style-type: none"> Use formal vocabulary for buying and selling Use weights and measures Use money

Introduction and Teaching

Note to teachers: This lesson is designed as an opportunity to revise and enrich their learning about Uganda so far, and provide a cross-curricular role-play environment which the class can use to explore their understanding of Uganda further. The ideas in this lesson plan are suggestions for starting points, but the further possibilities for what could be created are endless and very much dependent on the individual classroom environment.

- Look at pictures of different stalls from Ugandan market (from resource sheet 7 onwards; also included on the School Connect CD Rom as a PowerPoint presentation.) What is there for sale in the market? How are the items arranged and sold? What is needed on each stall? (NB: The Ugandan currency is shillings)
- Make a list of stalls the children would like to set up for their African market, e.g.: fruit/vegetable stall, fabric stall, meat stall, water pump, hardware stall, shoe stall, spices stall etc.
- Discuss with the children what items they could use to replicate the various stalls e.g. buttons for beans, replica fruit and vegetables, painted/printed fabric etc.
- Model how to create one of the market stalls shown in stills, suggesting what will be needed, for example: baskets to contain/display the produce, weighing scales, money and money container, signs and price lists.

Activities

In groups (of roughly 4), each table of children creates their own African market stall to run.	<i>Lower Ability</i>
	Make a stall like the one modelled by the teacher in the introduction
	<i>Average Ability</i>
	Make one of the stall shown in stills with a price list and a way of measuring out produce.
	<i>Higher Ability</i>
	As above but could involve, for example, making fruits and vegetables out of salt dough or printing fabric to sell.

Plenary

- Ask children to suggest appropriate words and phrases for stall holders/customers to use when buying and selling in the market.
- If children are able, introduce the concept of haggling: explain that in African markets there is often no fixed price and that you can offer to pay less and try to negotiate with the shop keeper.
- Children can go round the tables buying and selling in their African market. After the lesson, transfer the stalls to the role play area so that they can continue to enjoy playing with them!

Resources
<ul style="list-style-type: none"> Various items to make stalls out of (including large paper and marker pens for signs etc. Photographs from resource sheet 7a onwards/PowerPoint presentation from School Connect Teachers' Resources CD Rom

SCHOOLS IN PARTNERSHIPS
 Why not finish you Uganda topic by thinking of questions you want to ask about Uganda to send to