



School Connect

Plans and resources for a cross-curricular unit of work in Years 3/4

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 choose appropriate sources of information To answer geographical questions To describe what a place is like 	GEOGRAPHY: 1a, 2a, 2c, 2d, 2f, 3a, 3b, 3c,
Lesson 2 - Animals	<ul style="list-style-type: none"> To understand features of traditional African tales To write an animal story set in Uganda 	ENGLISH: 2.2b, 2.4c, 2.8e, 3.1a, 3.1d
Lesson 3 - School	<ul style="list-style-type: none"> To understand what it is like to go to school in Uganda and to compare this to school life in the UK 	ENGLISH: 3.1a, 3.1c, 3.1e, GEOGRAPHY: 3f MFL: 2a, 2b, 2c
Lesson 4 - Work	<ul style="list-style-type: none"> To understand how we get our food and where it comes from 	GEOGRAPHY: 2a, 2f, 3a, 3d, 3f, 5a, 5b SCIENCE: 1.1a, 1.2c,
Lesson 5 - Games	<ul style="list-style-type: none"> To revise what we know about Uganda and Ugandan culture To organise information using subheadings 	MFL: 2a, 2b, 2c ENGLISH: 2.3a,c,d, 3.1a PSHE: 4c (ICT: 1b, 1c, 2a, 2c)
Lesson 6 - Local craft	<ul style="list-style-type: none"> Use printing techniques to create a piece of African-style printed fabric 	ART AND DESIGN: 1a, 2b, 2c, 3b, 4a, 4b, 4c
Lesson 7 - Celebration	<ul style="list-style-type: none"> To learn and play some popular Ugandan playground games 	PE: 1a, 1b, 2c, 7c, 10b



Lesson 2 – Animals

National Curriculum Links	Key Vocabulary
ENGLISH: 2.2b, 2.4c, 2.8e, 3.1a, 3.1d	Moral Traditional tale Character Characteristics
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand features of traditional African Tales To write an animal story set in Uganda 	Children will: <ul style="list-style-type: none"> understand what a moral is have read a traditional African tales have learned about the different animals in Uganda use their reading as a model for their writing.

Introduction and Teaching

- Read the children a traditional African Animal Tale with a moral. There are many books available, eg: ‘South, North, East and West’ by Michael Rosen, published by Walker Books for Oxfam. There are also interactive stories available online, for example at www.africanrevival.org/ugandazone/stories/stories.htm
- Explain that African stories often feature animals and often have a moral. Ask children to list what animals they would expect to find in Uganda, to write a Ugandan Animal Tale about.
- Watch the DVD Chapter 2: ‘Animals’, asking children to list the animals they see. Were they the animals they expected?
- What do they know about these animals already? What do they do and what are they used for? Use the photo stills after the DVD to discuss the characteristics different animals could have in a story.

Activities

<ul style="list-style-type: none"> Give the children a list of possible ‘morals’ they could write their story about. In pairs, choose a moral and discuss what the story could be about. Feedback as a whole class, then choose an example and model how they could begin the story as shared writing. 	<i>Lower Ability</i>
	Continue the shared writing story by acting it out with the finger puppets from resource sheet 2a
	<i>Average Ability</i>
	Continue the shared writing story using resource sheet 2b
	<i>Higher Ability</i>
	Choose their own moral and animal to write an African Tale about, using resource sheet 2b

Plenary

- Use finger puppets to read/act their stories out in small groups
- Ask the rest of the group to guess which moral was the story was based on.

Resources

- School Connect DVD
- Resource sheet 2a, cut into finger puppets
- Copies of resource sheet 2b
- Example of a Traditional African Animal Tale with a moral (e.g. “The Hare, The Hippo and the Elephant” from ‘North South East West’ edited by Michael Rosen, published by Walker Books for Oxfam

SCHOOLS IN PARTNERSHIPS
 Why not make a book of traditional English tales to send to your partner school?



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Lesson 3 – School

National Curriculum Links	Key Vocabulary
ENGLISH: 3.1a, 3.1c, 3.1e, GEOGRAPHY: 3f MFL: 2a, 2b, 2c	Etesu Similarities Differences Non-fiction
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand what it is like to go to school in Uganda and to compare this to school life in The UK. 	Children will: <ul style="list-style-type: none"> Produce a non-fiction picture book Understand the similarities and differences between schools in The UK and Uganda Learn some key vocabulary in Etesu

Introduction and Teaching	
<p>Prepare the classroom by clearing away the tables and chairs, and asking the children to sit in rows on the floor, in a space only just big enough. Provide each child with a pencil and piece of scrap paper. They need to be facing a simple black or whiteboard. This could be done with more than one class taught by a single teacher - in Uganda a teacher may have a class of as many as 200 children.</p> <ul style="list-style-type: none"> Ask the children to suggest why the classroom has been set up like this. Establish that this is how many schools are in rural Uganda. By writing on the board, asking the children to repeat and copy down what you are saying, teach some 'Etesu,' - a commonly spoken Ugandan language (see resource sheet 3a). There is a Ugandan school uniform available to borrow from School Connect which children can look at and try on. Watch School Connect DVD Chapter 3: 'School'. Explain that whilst younger years have larger classes and children sit on the floor, it is often the case that older children cannot afford to continue going to school or are better employed at home, working on the land. Consequently, the older classes are smaller (though still much larger than our classes) and have desks in many schools. Discuss what they see Isaac doing at school. Compare basic features, for example the school environment, toilets, signs, playground, classrooms etc. 	
Activities	
Explain that this is a book published for Ugandan children about their everyday school life. We are going to write a book entitled 'Isaac goes to school' based on what we have learned from the DVD. Imagine it was going to be read by a (younger) <i>English</i> school child - what might interest them? List ideas as a whole class. Using writing frames, create books about Isaac's school life, aimed at an English child - focus specifically on including everyday details which are of interest because they are different.	Lower Ability Resource sheet 3b (writing frame for 4-page book) and 3e (book cover)
	Average Ability Resource sheet 3c (writing frame for a 4-page book) and 3e (book cover)
	Higher Ability Resources sheet 3d (writing frame for a 4-page book) and 3e (book cover)
Plenary	
<ul style="list-style-type: none"> Read 'Gulu-Gulu Goes School' by S. Davidow, published by MacMillan Education (contact School Connect) or look at the story of Grace at: www.africanrevival.org/ugandazone Discuss in pairs, and feedback: How is Gulu-Gulu/Grace's school day similar to/different from your own? 	

Resources
<ul style="list-style-type: none"> 'Gulu-Gulu Goes School' by S. Davidow Resource sheets 3a-d Scrap paper and pencils for each child





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Lesson 4 - Work

National Curriculum Links	Key Vocabulary
GEOGRAPHY: 2a, 2f, 3a, 3d, 3f, 5a, 5b SCIENCE: 1.1a, 1.2c,	Import Export Climate Trade Produce
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand how we get our food and where it comes from. 	Children will: <ul style="list-style-type: none"> understand that a country's climate affects what it is able to produce have discussed the conditions different plants need to grow have used the internet to research world climates

Introduction and Teaching	
<ul style="list-style-type: none"> Watch the School Connect DVD Chapter 4: 'Work'. Discuss how many jobs the family have to do to provide their meals during the day. Compare this to our visit to the supermarket. Empty out a supermarket carrier bag full of basic food items. Distribute these around the class and ask children to use the packaging to identify where the product originated from. Locate the places of origin on a world map, using labels to annotate. Ask children <i>why</i> we get food from different places, for example why do our oranges come from Spain? Why do we have to buy Cocoa from Africa? Establish that a country's climate determines what it is able to produce, and that this, in turn, affects a country's wealth. Use the internet and/or atlases to research and compare the climates of the different countries the food came from. Children in small groups or pairs could research a country each and report back to the whole class. 	
Activities	
Look at the climates of the UK and of Uganda, then give out pictures of fruits, vegetables and crops (resource sheet 4a) and ask the class which they recognise, then sort the foods into things which are native to the UK and to Uganda. In small groups, plant a range of seeds using plants native to the UK and Uganda. Ask children to predict what conditions each plant needs to grow, based on what they now know about its native climate. Make suggestions about how to meet these needs in the classroom, e.g. keeping plants indoors in warm places, near windows for maximum sunshine, UK plants need more water, etc.	<i>Lower Ability</i>
	Mixed ability groupings
	<i>Average Ability</i>
	Mixed ability groupings
	<i>Higher Ability</i>
	Mixed ability groupings
Plenary	
<ul style="list-style-type: none"> Ask the children to choose a crop which is native to either the UK or Uganda and - using the information gleaned about that country's climate - design a seed packet with advice about the conditions that plant needs to grow (resources sheet 4b, or use small envelopes). Explain that we can now make conditions for plants to grow out of their natural environments e.g. using heated greenhouses, we can grow tropical fruits in the UK. What do they think are the advantages/disadvantages of doing this? 	

Resources
<ul style="list-style-type: none"> Resource sheets 4a/4b School Connect DVD Chapter 4: Work Selection of native and tropical (tender) seeds Seed trays, compost

SCHOOLS IN PARTNERSHIPS
 Why not make a weather diary with pictures to send to your partner school?



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Lesson 5 - Games

National Curriculum Links	Key Vocabulary
<p>MFL: 2a, 2b, 2c ENGLISH: 2.3a,c,d, 3.1a PSHE: 4c (ICT: 1b, 1c, 2a, 2c)</p>	<p>Subheading Research Profile Nationality Resource</p>
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To revise what we know about Uganda and the Ugandan culture To organise information using subheadings 	<p>Children will:</p> <ul style="list-style-type: none"> have used a variety of resources to conduct research. recognise that football is a universal pastime which links us with other cultures.

Introduction and Teaching	
<ul style="list-style-type: none"> Ask the children to briefly brainstorm the games they like to play in the playground. What do you need to play these games, and which of them could you play if you had no resources? Watch the School Connect DVD Chapter 5: Games. Do they recognise any games which the children in the DVD are playing? Ask them to list things which are similar and different about their game of football in the video and their own games of football in the playground (e.g. no shoes, no nets, the football is homemade...) Look at resource sheet 5a: a profile of an English footballer. Discuss the information given about the player and how it may differ if the player was of Ugandan nationality. 	
Activities	
<p>Give out resource sheets 5b and ask the children to use the internet, maps, books and their own knowledge to create a fictional profile of a Ugandan footballer, using appropriate facts about the country.</p> <p>This activity is designed for children to compare life in Uganda to life in the UK, and to draw on and make sense of the knowledge they have gained. After completing the player profiles, the class could put them together to make a 'Fantasy Football Team' for Uganda.</p> <p><i>NB: This could be done as an ICT lesson on data-bases, using an electronic version of the player profile with fields for the different information. The separate profiles could then be made into a database, and commands such as search and filter investigated.</i></p>	Lower Ability
	<p>Work in a small group with an adult to recap what they have learned so far about Uganda and use resource sheet 5c to complete a fact file about their imaginary Ugandan footballer.</p>
	Average Ability
	<p>In pairs, use resource sheet 5c / conduct research to make player profiles (5b)</p>
	Higher Ability
	<p>Use their own knowledge and conduct research using books/the internet to make fantasy player profiles (5b)</p>
Plenary	
<p>Talk about football being a universal game which brings people of all cultures and backgrounds together. Listen to 'The Rough Guide to African Music for Children' CD - Track 8: 'Tornados vs Dynamos 3-3' by <i>Real Sounds</i>, an African pop-song about a Zimbabwean football game (available from School Connect). Children could add the names of their own fantasy football players to the commentary at the end (e.g. "X passes to X, who passes to X, he shoots... it's a GOAL!")</p>	

Resources
<ul style="list-style-type: none"> School Connect DVD Chapter 5: Games Resource sheets 5a-c CD 'The Rough Guide to African Music for Children'





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Lesson 6 - Local Craft

National Curriculum Links	Key Vocabulary		
ART AND DESIGN: 1a, 2b, 2c, 3b, 4a, 4b, 4c	Contrasting Repetition	Complimentary Fabric Design	Regular Template
Learning Objectives	Learning Outcomes		
<ul style="list-style-type: none"> Use printing techniques to create a piece of African-style printed fabric. 	Children will: <ul style="list-style-type: none"> be able to identify contrasting and complimentary colours know about different uses of fabric and what Ugandan clothes are like reflect on and evaluate their own work 		

Introduction and Teaching

- Look at a selection of African printed fabric (available to borrow from School Connect).
- Ask children to comment on and describe the shapes, patterns and colours that they see.
- Compare to English style printed fabrics (paisley, gingham, floral etc) in terms of colours, tones, patterns.
- Ask children to choose a simple shape from their favourite piece of fabric which they want to use in their own design.
- All children copy their shape onto a piece of 'fun foam' (available from craft suppliers), then cut out and stick to wooden block or solid base to make a printing stamp.
- Whilst stamps are drying, look at patterns and how they repeat regularly in the same colours.
- Introduce key vocabulary: COMPLIMENTARY COLOURS and CONTRASTING COLOURS. Show children the colour wheel (RS6), and how opposite colours are CONTRASTING - these combinations are often use in African fabrics. English fabrics tend to use a COMPLIMENTARY palette.

Activities

<p>On brightly coloured fabric, use shape-printers made during teaching input to create a regular, repeating pattern.</p> <p>These, when dry, can be outlined and/or further detail added with fabric-pens, in the style of printed fabrics looked at.</p>	<i>Lower Ability</i>
	Small-group support
	<i>Average Ability</i>
	Independent work
	<i>Higher Ability</i>
	Repeat, adding a second printing colour to build up the design

Plenary

- Evaluate their design by asking the question "What is it about this design that makes it look African in style?"
- Use the African fabric from the beginning of the lesson to replicate African clothes (look back at the DVD to see how fabric can be used to create different items of clothing, e.g. wrap-around skirts and dresses, baby-carriers, headdresses, etc.) There are also hand-made African clothes available to borrow from school connect, including a Ugandan school uniform.

Resources

- A selection of African-style fabric (available to borrow from School Connect)
- Pieces of brightly coloured plain fabric
- Fun foam, scissors, glue and wooden blocks/solid bases for stamps
- Brightly coloured paints (preferably fabric paints and markers, though ready mix paints and felt tips will work as well.)
- Copies/images of a simple colour wheel (see resource sheet 6)
- Examples of African clothing (available to borrow from School Connect)

SCHOOLS IN PARTNERSHIPS
 Why not send a selection of English fabrics to your partner school for them to use?



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Lesson 7 - Playground Pastimes

National Curriculum Links	Key Vocabulary
PE: 1a, 1b, 2c, 7c, 10b	Laleka Lunga Throw Catch Opponent
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To learn and play some popular Ugandan playground games 	Children will: <ul style="list-style-type: none"> Make their own resources for playing games Follow rules and work with a team Develop throwing and catching skills

Introduction and Teaching

- Put out some junk/scraps e.g. scraps of fabric, rope, rubber, paper, and challenge children to make a ball. Give them a time limit, and then compare their efforts.
- Remind the class of the football match in the final chapter of the DVD, and the football made of rags. Explain that having few resources forces you to become more creative with the things that are available to you, and that children in Uganda make toys and balls out of all sorts of different things. Ask the class to come up with inventive games to play using only things around them.
- Many Ugandan children play the two games listed below using small balls made out of mud-clay from the ground. Divide the class in half to play the two games, then swap over so they can play both.
- Before starting the games, children need to make small balls out of clay. They each need 10 balls - roughly the size of marbles - and 1 larger ball.

Activities

‘LALEKA:’	‘LUNGA:’
<ul style="list-style-type: none"> Players make ten small round balls out of clay, which are placed in a small hole or ring on the ground, and a bigger ball called the head ball. In turn, each player throws their head ball in the air and catches it; at the same time the player has to pick up all the small balls. In the next throw the player returns the balls to the hole/ring, leaving one out. They then repeat with the remaining 9 balls in the hole, then 8, then 7 then 6... etc. until all balls are out of the hole. If a player drops the head ball, it is the next person’s turn. Each player continues, on their next go, from the point at which they left off (e.g. if they dropped the ball with 5 balls out of the ring, they begin with 5 balls out on the next go.) The winner is the first person to remove all of their balls from the hole/ring. 	<ul style="list-style-type: none"> Players make 20 - 50 small round balls out of clay (about 10 per player) and each player makes one bigger one called the head ball. The number of players ranges from two to five. A ring is drawn in which the small clay balls are placed, then a line about 5m away. Players take turns to roll their head balls from the line into the ring to shoot the smaller balls out of the ring. Each smaller ball that comes out of the ring is collected by the shooter. The winner is the player who collects the most balls. If a player shoots one of their opponent’s head balls out of the ring then their opponent is ‘out’ and has to wait for the next round. A player can also win by eliminating all of his opponents’ head balls.

Plenary

- Children could make up their own variations of the game, or have a whole-class championship for each game.
- Children could paint their clay balls to take home as a ‘LALEKA game set.’

Resources
<ul style="list-style-type: none"> Air-dry clay or plasticene

SCHOOLS IN PARTNERSHIPS

Why not send rules for your favourite playground games to your link school?