



School Connect

Plans and resources for a cross-curricular unit of work in Years 5/6

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 understand the difference between human and physical geography, and how they can affect one another. 	Geography: 2a, 2c, 2d, 2f, 2e, 3a, 3b, 3f, 3g, 6b English: En1 3a PSHE/Citizenship: 2j, 4b
Lesson 2 - Animals	<ul style="list-style-type: none"> To understand that animals can be a valuable resource. To use maths skills in real life situations 	Maths: Ma1 1h, Ma2 1a, 3a, 4a, Geography: 6b, 3d English: En1 3a PSHE/Citizenship: 1e, 1f, 5f
Lesson 3 - School	<ul style="list-style-type: none"> To compare our school with a school in Uganda 	Geography: 1e, 3f ICT: 2a, 3b
Lesson 4 - Work	<ul style="list-style-type: none"> To investigate how Sorghum bread is made To follow safe procedures for food safety and hygiene. 	Geography: 3c, 3g DT: 2f English: En2 9b (instructions)
Lesson 5 - Games	<ul style="list-style-type: none"> To invent a two-player game based on the Ugandan game 'Emaysu.' 	DT: 1a PE: 2a, 2b, 2c, 7c
Lesson 6- Local craft	<ul style="list-style-type: none"> To consolidate knowledge of Uganda 	Art: 1a, 1b, 1c, 2a, 2c, 4b, 5a, 5b Geography: 3a, 3g, 6b
Lesson 7- Celebration	<ul style="list-style-type: none"> To vary the use of musical elements in a group performance 	Music: 1b, 2a, 2b, 4b, 4c, (5b), 5c



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Lesson 1 - Welcome

National Curriculum Links	Key Vocabulary
Geography: 2a, 2c, 2d, 2f, 2e, 3a, 3b, 3f, 3g, 6e English: 1.3a PSHE/Citizenship: 2j, 4b	Physical geography Human geography Import Export Natural resources Produce Mine Manufacture Supply and demand
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand the difference between human and physical geography, and how they can be linked. 	Children are able to: <ul style="list-style-type: none"> Locate Africa/Uganda on a world map Through talk, share and develop ideas Use/understand geographical vocabulary

Introduction and Teaching

- On a blank world map, find and ask the class to name the seven continents. Remind them that continents are the seven main land masses on the globe: this is physical geography. These are then divided into countries by political borders: this is human geography (if this is a new concept, discuss what is meant by physical/human geography.) Recommended: Oxfam online, 'Mapping the world' at www.oxfam.org.uk/education/resources/mapping_our_world
- On an outline of Africa, ask the class to name as many countries as they can which make up the African continent. Then use atlases to look at the rest. Find and highlight Uganda and explain the class will be focussing on Uganda for the next few lessons (use resource sheets 1a/b if needed).
- Ask children what they think of when they think of Africa/Uganda. Sort their responses into two columns - physical geography and human geography. Discuss their responses, especially those which suggest Africa is a poorer continent - why? What criteria do we judge this by?
- Explain that the wealth of a country is largely dependent on its resources (e.g. what it can grow, mine, manufacture or produce) and the global demand for them. Use the internet to find out what are the main exports of England and Uganda - discuss how much these items are worth/what the demand is for them.

Activities

Put out a selection of items seen in the DVD eg: a washing up bowl, a jerry can, some sticks, small balls, a piece of fabric, a length of rope, a flat piece of wood or metal. Imagine you live in a country where material resources are not as readily available as they are in England and you have to make the most of what you have got. How many uses can you find for each of these items? Discuss in small groups and feedback to the class.	Lower Ability
	Act out how you could use the item; the group guess what you are doing.
	Average Ability
	Prepare a sales campaign for one of the items, advertising its many uses.
	Higher Ability
	Make a list and as a group, order the suggestions from most to least useful, discussing your reasoning.

Plenary

- Watch the first section of the School Connect DVD on Uganda - 'Welcome' Ask children to look out for the objects they have looked at and what they are being used for (feedback using photos on DVD, after the clip.)
- What similarities are there between Isaac's life and their own?
 - Discuss the link between human and physical geography: How might the physical geography of a country affect the people in it?

Resources

- A selection of items eg: piece of fabric, washing up bowl, a jerry can, some sticks, wood.
- World Map (resource sheet 1) and atlases

SCHOOLS IN PARTNERSHIPS
 Why not write letters to your partner school introducing yourselves and telling them about your daily life?



Lesson 2 - Animals

National Curriculum Links	Key Vocabulary
Maths: Ma1 1h, Ma2 1a, 3a, 4a Geography: 6b, 3d English: En1 3a PSHE/Citizenship: 1e, 1f, 5f	Trade Gain Lose Subtract Add More Less Difference Shillings Stock Worth Value
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To understand that animals can be a valuable resource. To use maths skills in real life situations 	Children are able to: <ul style="list-style-type: none"> Weigh up advantages and disadvantages Consider the value/use of what they have Take part in a debate, assuming a role Appreciate that are priorities differ depending on our needs and situation

Introduction and Teaching							
<ul style="list-style-type: none"> Begin by watching DVD section 2 - 'Animals'. Ask the class: why are animals an important resource for a family like Isaacs? What are the advantages/disadvantages to owning animals? Explain that in Uganda, children are able to go to school but parents often keep them at home to work on the family farm. Discuss the advantages/disadvantages of doing this. Imagine your family uses animals as its source of food and income - what knowledge and skills do you think you might need to succeed in this life style? Explain that researchers did a study of street children in Brazil who worked on market stalls selling farm produce. They found that these children were better at mental maths than children of the same age educated in England because they were using their maths to do their daily jobs - even though they had never been to school or been taught how to do it. Tell the class the activity is going to give them a chance to have a go at doing this. 							
Activities							
Hand out board games 'To Market!' - children need a game board (Resource Sheet 2a), rules (RS 2b) and question cards (RS 2c) - one copy for each pair, and a record sheet per child (RS 2d). Go through the rules carefully with them, and explain the record sheet is for their jottings to help keep track of their stock. Ask children to suggest different ways they could spend their 100,000 shillings. Suggest different ways they could use jottings to keep track. Suggest ignoring the thousands to make mental maths easier.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cfe2f3;"><th>Lower Ability</th></tr> <tr><td>Game without thousands (RS 2e, 2f)</td></tr> <tr style="background-color: #cfe2f3;"><th>Average Ability</th></tr> <tr><td>Play board game in pairs.</td></tr> <tr style="background-color: #cfe2f3;"><th>Higher Ability</th></tr> <tr><td>Afterwards, ask them to convert prices and money into £s using 3,000sh = £1 (Check internet to keep up-to-date)</td></tr> </table>	Lower Ability	Game without thousands (RS 2e, 2f)	Average Ability	Play board game in pairs.	Higher Ability	Afterwards, ask them to convert prices and money into £s using 3,000sh = £1 (Check internet to keep up-to-date)
Lower Ability							
Game without thousands (RS 2e, 2f)							
Average Ability							
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Higher Ability							
Afterwards, ask them to convert prices and money into £s using 3,000sh = £1 (Check internet to keep up-to-date)							
Plenary							
<ul style="list-style-type: none"> Ask children to use the animal price list to work out the value of their final stock - compare as a whole class to find who had the most/least. Ask them to comment on what factors had affected them. How many of these were out of their control? Discuss how poverty can often be the result of environmental or situational factors which can make people's daily lives very difficult. Explain that in real life, 100,000 shillings might sound like a lot of money, but 3,000 shillings is about one English pound. How much money, in pounds, were they actually dealing with? For rural families like Isaac's in Uganda, is it better to have stock or savings? Discuss the advantages/disadvantages of each. Explain to the children that each of them is going to be an animal which may be a valuable resource to a Ugandan family (assign different animals to children: chicken, cow, sheep, pig, goat, donkey, dog.) The family is moving and can only take one animal with them. The children must argue their case as to why they should be the animal that is kept - in what ways will they be useful or valuable? 							

Resources
<ul style="list-style-type: none"> Board game resources (resource sheets 1a-1d and 2a-b), counters and dice.

SCHOOLS IN PARTNERSHIPS

Why not make a fact file of English wildlife to send to you link school?



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Lesson 3 – School

National Curriculum Links	Key Vocabulary
Geography: 1e, 3f ICT: 2a, 3b	Capture Caption Import Photo Download Text Graphics Image
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To compare our school with a school in Uganda 	Children will have: <ul style="list-style-type: none"> Produced a slideshow about their school Combined text and graphics Delivered a verbal presentation

Introduction and Teaching	
<p>Watch the School Connect DVD ‘School’ chapter. Ask children to comment on similarities and differences between their own school and the Ugandan school in the video (Ocholo Primary School, near Soroti). Go through the still photos after the DVD and summarise by writing a caption for each photo.</p> <p>The Story of Grace online at www.africanrevival.org/ugandazone also gives a detailed account of a typical Ugandan school day with key questions for class teachers that lead directly into this activity.</p>	
Activities	
<p>Take away the photos and just give the children the captions they came up with. Divide the class into small groups, each group with a digital camera. Challenge them to go around the school and take a photo that would fit each caption. (In the absence of enough cameras, this could be sketches.) Emphasis that all schools have the same purpose, so the main themes are common to both schools,</p> <p>Demonstrate how to download and import photos to a slideshow in PowerPoint or a similar package.</p>	Lower Ability Import the photographs into a slideshow, matching them to the right caption.
	Average Ability Make their photos into a slideshow with the captions
	Higher Ability Combine photos from the DVD with photos taken and writing to make a slide show
Plenary	
<ul style="list-style-type: none"> Use the slideshow they have made to narrate a similar documentary about their own school life. Ask children to suggest further things they could have included about their school which did not feature in the Ugandan school/things they noticed in the Ugandan video which were not found in the English school. Use the work from this lesson to create a display which compares the two schools. Having compared schools, ask the children to suggest what Isaac learns about in his lessons - what might be the same as/different from their own lessons. Resource sheets 3a,b, and c are pages from the test Isaac was taking in the video - give the children Isaac’s test to have a go and see what they think of it! 	

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

SCHOOLS IN PARTNERSHIPS
 Why not print off the slides to send to your link school?



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Lesson 4 – Work

National Curriculum Links	Key Vocabulary
Geography: 3c, 3g DT: 2f English: En2 9b (instructions)	GEOGRAPHY: Produce Source Transport Import Export Miles/Kilometres COOKING: Grams Scales Minutes Degrees
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To investigate how Sorghum bread is made. To follow safe procedures for food safety and hygiene. 	Children will have: <ul style="list-style-type: none"> Made and tried Sorghum Bread Followed health and safety guidelines for food Researched the origins of products we use Compared two different lifestyles Used maps and atlases to compare locations

Introduction and Teaching	
Watch the School Connect DVD ‘Work’ chapter. How does the nature of the family’s work reflect the needs of their lifestyle? Isaac mentions his favourite bread is Sorghum bread. This is a traditional African bread and there are many variations in different parts of Africa.. Explain the class will be making and trying Isaac’s favourite bread.	
Activities	
Group suggest and agree on safe rules for food safety and hygiene. Discuss how our food preparation practice may differ from that seen in the video - why is this? What are the potential consequences of poor hygiene? Use recipe from Resource Sheet 4a: ‘Sorghum Bread Recipes’ to prepare the dough in small groups. Key questions whilst cooking: Which ingredients are they familiar with? Where did we get them from to make this bread? How did Isaac’s family obtain the ingredients? What equipment that we are using is similar/different? Would their recipe be the same? (<i>consider use of timings, temperatures and specific weights in our recipe</i>) - how might you measure these differently without the equipment we have.	Lower Ability
	Whilst groups are cooking/bread is baking: Resource Sheet 4b
	Average Ability
	Resource Sheet 4c
	Higher Ability
	Resource Sheet 4d Focused teaching may be needed for using maps with scales.
Plenary	
<ul style="list-style-type: none"> Look again at the photo stills and discuss how Isaac’s family obtain their ingredients. Ask the children to debate which ingredient is the most work to obtain and why (<i>consider upkeep of animals, the process of obtaining flour, walking for water/building wells.</i>) Which ingredient has travelled the furthest to get to us? Use the whiteboard to mark on a map of the world/Britain where the different ingredients have come from. Consider the wider implications of transporting food long distances - who is affected? Ask them to reflect on how much work has gone into their loaf of bread whilst they eat it, and how many people were involved in its production. Look at other Ugandan food at www.africanrevival.org/ugandazone/food/food.htm 	

Resources
<ul style="list-style-type: none"> Resource sheets 4a, 4b, 4c and 4d Bread ingredients and cooking equipment Oven Atlases of the World/Britain with distance scales.

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



National Curriculum Links	Key Vocabulary
DT: 1a PE: 2a, 2b, 2c, 7c	Trial Test Evaluate Adapt Equipment Instructions Refine Rules
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To invent a two-player game based on the Ugandan game 'Emaysu.' 	Children will have: <ul style="list-style-type: none"> Generated a range of ideas and selected the best one Developed an idea by trial and error Evaluated the success of their game

Introduction and Teaching	
Play the School Connect DVD 'Games' chapter. Pause after first clip (at 00:45, following boy playing with wheel) and give children 60 seconds to come up with as many things to do with a wheel as they can. Pause again at 01:05 and list things to do with coloured thread. Repeat at 01:37 for things to do with a bag of marbles and finally games to play with a football (at the end). Use the film stills at the end to recap these categories and share/collate their collective ideas.	
Activities	
Explain that if you can make games out of what you have available, you will never be bored - this is how many games evolve. The class are going to design their own game for two players based on 'Emaysu,' - the game we see two men playing in the video. (A copy of Emaysu is available from School Connect.) The children need to divide into pairs and each pair needs a bag of marbles and a bun tin or cake tray with approximately 4x5 hollows.	<i>Lower Ability</i>
	Resource sheet 5a
	<i>Average Ability</i>
	Resource sheet 5b
	<i>Higher Ability</i>
	Use resource sheet 5b as a writing plan to design a box/rules book that would be marketed with the game, organising their information under appropriate headings. (Resource sheet 5c)
Plenary	
Swap their rules sheet/book with another group who will follow the rules and evaluate the game. Ask them to feedback by saying whether they were able to follow the instructions, whether the game worked or not (and why) and what they most liked about the game/what would make them buy it in a shop. As a further PE lesson, there are examples of Ugandan playground games with instructions at www.africanrevival.org/ugandazone/games/games.htm These are easy to set up with minimal resources and fun for children of all ages.	

Resources
<ul style="list-style-type: none"> Resource sheets 5a, 5b and 5c (5c could be enlarged to A3) Bags of marbles - enough for one bag between two children Bun tins - enough for one between two.

SCHOOLS IN PARTNERSHIPS
 Why make a book of the playground games you play to send to your link school?



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Lesson 6 - Local Craft

National Curriculum Links	Key Vocabulary
ART: 1a,1b, 1c, 2a, 2c, 4b, 5a, 5b GEOGRAPHY: 3a, 3g, 6b	Revise vocabulary used so far in this unit
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To consolidate knowledge of Uganda 	Children will: <ul style="list-style-type: none"> Use everyday materials to create 3d models Look closely at key features in photographs Work collaboratively as part of a group Evaluate their work

Introduction and Teaching	
<p>Recap the different aspects of African life looked at so far. Use the PowerPoint presentation provided on School Connect CD Rom: 'Images of Uganda' to look at scenes in close detail and discuss key features which can be seen.</p> <p>Divide the class into pairs or threes and give each group a scene to work from (printed from the PowerPoint presentation). Ask them to plan how they will recreate the objects and people in their scene using modelling materials, on resource sheet 6.</p> <p>School Connect have an African Scene in a shoebox depicting a market scene made by Ugandan school children. This could be passed round so that the techniques and finishes could be discussed.</p>	
Activities	
Give each group a large shoebox and a selection of modelling materials e.g. clay, papier mâché, mod-rock, scrap fabric etc. Ask them to recreate a model of their scene using whatever materials are available.	<i>Lower Ability</i>
	In mixed ability groups
	<i>Average Ability</i>
	In mixed ability groups
	<i>Higher Ability</i>
	In mixed ability groups
Plenary	
<ul style="list-style-type: none"> Put all of the shoebox scenes together to create a mini Ugandan village Children give verbal evaluations of their own and each others' work by reflecting on the photographs This could be used as a starting point or setting for story writing in Literacy 	

Resources
<ul style="list-style-type: none"> Resource sheet 6 (enlarged to A3) Modelling materials and scrap materials Enough shoeboxes for one per group PowerPoint presentation on School Connect CD Rom Images printed from PowerPoint presentation

SCHOOLS IN PARTNERSHIPS

Why not make a shoebox scene of your partner school to include in your model village?



School Connect

Lesson 7 - Celebrations

National Curriculum Links	Key Vocabulary
Music: 1b, 2a, 2b, 4b, 4c, (5b), 5c	dynamics pitch timbre tempo duration texture
Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> To vary the use of musical elements in a group performance 	Children will: <ul style="list-style-type: none"> Rehearse and perform in a group Play untuned percussion Read and write using musical notation Use appropriate musical vocabulary

Introduction and Teaching	
<ul style="list-style-type: none"> Ask children to suggest different ways we can make sound, e.g. plucking, strumming, hitting, blowing, tapping... etc. Group their suggestions according to ones which are similar and ask them to assign these to families of instruments e.g. string instruments, woodwind, brass, percussion. Thinking about these families of instruments, ask them to describe and explain the way that sound is produced and controlled in each (potential link to science unit on light and sound.) Show the children a selection of traditional African instruments (available to borrow from School Connect) and ask them to suggest how they are played. Give African drums to individuals and ask them to demonstrate how they would alter the dynamics, pitch, tempo, timbre and texture of the sound by playing it in different ways. Establish what these words mean through demonstrating their definitions. Ask the children to suggest and demonstrate how they can be effectively achieved. Show the class a written score for a rhythm on the drums and ask them to follow the written version whilst you demonstrate how it sounds when played. 	
Activities	
<p>Whole class divide into 3 groups. Using percussion instruments available in school, children could make their own instruments in a previous lesson if necessary) teach each group a drumming rhythm separately, and then play them together. As a whole class, perform the 3-part rhythm. Then suggest ways it could be varied by changing the musical elements and model writing this on the score using agreed notation. (This works best if children in the same group have similar sounding instruments e.g. drums, blocks or shakers)</p> <p>Split the children into smaller groups so that each group has at least one person playing each rhythm. Ask them to experiment with and agree upon how the musical elements will change in their performance and use agreed notation to write it on the written score, then rehearse and perform their composition,.</p>	Lower Ability
	Play rhythm 1 in whole class ensemble and in small groups
	Average Ability
	Play rhythm 2 in whole class ensemble and in small groups
	Higher Ability
	Play rhythm 3 in whole class ensemble and in small groups
	Lead groups in creating their written score. It may be necessary to take on the role of a conductor
Plenary	
Ask the groups to teach their short variation to the class one at a time, The whole class will play the same piece, to create a bigger, more African style noise. By putting all the pieces together one after the other, the class can create and rehearse a longer composition.	

Resources
<ul style="list-style-type: none"> A wide selection of percussion instruments Resource sheet 7

SCHOOLS IN PARTNERSHIPS
 Why not record your performances to send to your partner school?