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| EYFS | **Knowledge**  How is Senegal different to Arnside? I know that Africa is a continent I know that some countries are hot and some are cold. I know that different animals live in different parts of the world. I know what a globe is. Senegal: I know that Senegal is in Africa I know that Senegal is hot. I know some of the animals that live in Senegal.  **Key Skills**  Senegal: I can talk about how Senegal is hot and England is cold. I can talk about and recognise some of the animals that live in Senegal (elephants, lions, leopards, hippopotamus)  **Vocabulary**  Hot Cold Elephants, leopards, lions, hippopotamus  **Cultural opportunities**  Twin school project: Ziguinchor in Senegal |
| Year 1 | **Links to previous Learning**  Non-European Country: Senegal I know that Senegal is hotter than the UK and has different animals to us.  **Knowledge**  Why do different animals live in different places? Animals around the world I know what the environment is like where I live. I know that different dinosaurs lived in different places. I know that some places are hot and some places are cold. I know you can use a globe to find countries I know different continents have different weather patterns Senegal: I know some of the animals and birds that live in Senegal (lion, leopard, chimpanzees, elephants, hippopotamus, buffalo) I know that Senegal is a hot country with a rainy season.  **Key Skills**  I can study a globe with an adult I can discuss UK weather I can discover Senegal on a globe. I can explain how Senegal’s weather is different from ours. I can name the seven continents  **Vocabulary**  Leopard, chimpanzee, elephant, buffalo, lion Tropical Climate and weather  **Cultural Opportunities**  Senegalese Twinning Project |
| Year 2 | **Links to previous Learning**  Animals around the world Name and locate the world’s seven continents and five oceans Know locational language  **Knowledge**  What effect does the changing climate have on animals around the world? Animals around the world As above. I know what an Atlas, a Globe and Google Earth are and use them to accurately locate continents and oceans. I know and can recognise the North and South Poles & the Equator. I know the location of hot and cold areas of the world, compared with the UK and in relation to the poles/equator. I know the key physical features of the continents. I know about weather patterns within the continent’s environments. I know the names of all the continents and oceans. Senegal: I know that Senegal is in Africa and is warmer than the UK because it is nearer to the equator. I know that Senegal has deserts and tropical rainforests, which have different animals and birds living in them. FT-chocolate  **Key Skills**  Animals around the world As above. I can use world maps, atlases and globes to accurately identify some countries, the continents and the seven oceans. I can share facts about the key features of the continents by describing and drawing macro habitats. I can research and explain some of my own key facts about continents of the world. I can identify seasonal and daily weather patterns in various countries. I can measure and read temperature. I can identify the climate of the continents. Senegal: I can locate Senegal on a globe and on a map of Africa. I can listen to a story about the wildlife in Senegal and describe the animals.  **Vocabulary**  Animals around the world As above. World map, ocean, Continent, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic, Ocean, Antarctic Ocean, land, sea, sphere, country, forest, hill, mountain, sea, ocean, sea, river, valley, season, weather, North Pole, South Pole, Equator, tropical, heating cooling, temperature, celsius, climate, environment, habitat, seasonal changes  **Cultural Opportunities**  Zoo Senegalese Twinning Project |
| Year 3 | **Links to previous Learning**  I Know there are different animals and birds in Senegal I know the weather is warmer in Senegal  **Knowledge**  Where is Senegal? Senegal: I know where Senegal is on a map/atlas and globe. I know it is in Africa. I know it is on the North Atlantic Ocean. I know the name of our twin school in Ziguinchor. I know that Senegal has a warm, dry climate and a desert region and I know how the climate will differ in those areas. I know the capital city is Dakar. Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy.  **Key Skills**  Senegal: I can locate Senegal on a map/globe and describe its location. I can make comparisons between our lives and those of children in Senegal. I can collect and interpret rainfall data for Senegal to compare with that of the UK. I can describe the biomes (tropical and desert) and climate of Senegal. I can identify patterns of land-use in Senegal and make links (synthesise) to their geography: coastal (tourism), river-side (agriculture)  **Vocabulary**  Senegal, Africa Country Continent Ocean Climate  **Cultural Opportunities**  Senegalese Twinning Project |
| Year 4 | **Links to previous Learning**  Senegal: I know where Senegal is on a map/atlas and globe. I know it is in Africa. I know it is on the North Atlantic Ocean. I know the name of our twin school. I know that Senegal has a warm, dry climate. I know some of the flora and fauna of Senegal. I know the capital city is Dakar.  **Knowledge**  What makes Senegal unique? Senegal: I know some of the major cities of Senegal: Dakar, Zinguinchor. I know the major rivers of Senegal including the Casamance River in Ziguinchor. I know that Senegalese people communicate in French but also have indigenous languages. I know that climate change will have an impact on the economy and environment in Senegal. Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy.  **Key Skills**  I can describe Senegal’s location in Africa using the points of a compass. I can describe the location of Ziguinchor within Senegal. I can recognise and recall the Senegalese flag. I can research key facts about Senegal using the internet (population, economy, trade, language, major cities and rivers, climate, etc) to make a fact sheet about the country. I can recall the major rivers of Senegal. I can make comparisons between our lives and those of children in Senegal. I can collect and interpret rainfall data for Senegal to compare with that of the UK. I can describe the biomes (tropical and desert) and climate of Senegal. I can identify patterns of land-use in Senegal and make links to their geography: coastal (tourism), river-side (agriculture)  **Vocabulary**  Indigenous Capital city/major city: Dakar, Zinguinchor. Casamance River Flora and fauna  **Cultural Opportunities**  Senegalese Twinning Project |
| Year 5 | **Links to previous Learning**  I know some of the major cities of Senegal: Dakar, I can describe its location in Africa using the points of a compass. I can describe the location of Ziguinchor. I can draw the Senegalese flag. I know the major rivers of Senegal. I know that Senegalese people communicate in French but also have indigenous languages.  **Knowledge**  How do swifts link us with our twins in Senegal? Senegal: I know that some birds migrate from the UK to Africa. I know that some swifts fly from Senegal to Arnside for the summer to breed. I know the reasons for the swifts’ migration and the dangers they face on the way. I know what we can do to help swifts in Arnside (provide habitats/reduce pollution). Swift Facts: They breed, sleep, feed and drink on the wing. From the moment they leave the nest (in Arnside) they fly to Africa (some go to Senegal) and do not touch down until they return to Arnside to lay their eggs. They do exercises in the nest to strengthen their wings for the journey. Before heading off to migrate south, they eat lots of bugs, forming a bug-ball in their gullet which they can snack on when travelling over the Sahara Desert or the Mediterranean Sea, where food sources are scarce. They struggle through storms, over hunters in Southern Europe, through sand-storms and drought over the Sahara, past predators (falcons and hawks) to get to Sub-Saharan Africa, where food sources are plentiful, the days are longer (closer to the equator) and they can refuel. Fairtrade: I know that if I buy fairly traded products, it will help farmers in Africa.  **Key Skills**  Senegal: I can identify swifts and map their route from Africa to Arnside, describing the dangers they face on the way. I can follow their migratory route on a globe and match it with a world map to identify countries and geographical features they will fly over on their journey. I can use scale on a map to calculate the approximate distance a swift will travel on its migration. I can draw a sketch map for a walk around Arnside. Lesson Ideas: Sketch map a walking route around Arnside to visit nest sites to watch the swifts access their young. Write a diary of the journey of a swift from Arnside to Senegal. Make a poster to explain why swifts are AMAZING! Invite someone from the RSPB or Swift Project to share their knowledge about swifts Research how we can protect swifts as they are in decline. Identification – look at swifts, swallows and martens online and in photographs. Spot the differences between them. Where do they all go in the winter? Map the migration of a swift from Arnside to Senegal, describing the biomes, countries and geographical features they would see on the way. Measure the route from Arnside the Senegal. How far is it and how long will it take the bird to fly? What information would be needed to find this out?  **Vocabulary**  Biomes (tropical and desert, temperate) Tourism Agriculture Indigenous Climate  **Cultural Opportunities**  Senegalese Twinning Project |
| Year 6 | Links to previous Learning  Senegal: flora and fauna, climate, major cities and rivers, biomes  RE: Islam  MFL: French  PSHE: Fairtrade, Racism, Slavery  How has the physical geography of Senegal affected the people who live there?  **Knowledge**  I know the countries that border Senegal, including the Gambia.  I know that Senegal was a French colony so their official language is French.  I know that the main religion of Senegal is Islam.  I know that Senegal is a developing country, which relies on agriculture, tourism and mining economically.  I know how desertification is caused and what impact it has on the economy and environment.  I know the impact that climate change will have on Senegal.  I know how some animals have adapted to live in the different biomes of Senegal (link to science)  I know that in a global economy, our choices can impact countries poorer than our own: Fairtrade.  I know that many of the slave workers, victims of the ‘slave triangle’, were from Senegal.  **Skills**  I can describe the position of Senegal using latitude, longitude, its position on the equator, time-zone and hemisphere, making links to its climate (tropical/ desert).  I can read the population pyramid for Senegal and make deductions based on this data.  I can locate Senegal on a map/atlas/globe.  I can make comparisons between urban and rural areas of Senegal – land-use, deprivation, employment, etc.  I can write a letter in French to tell a Senegalese child about my life in Arnside and to ask questions about their lives in Senegal.  **Vocabulary**  Democracy Sea Poverty and deprivation Developing world/developed world Population Demography urban/rural  **Cultural Opportunities**  Senegalese Twinning Project |