



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



How does the African Savannah compare to the countryside where we live?

Year 1 Summer 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: Y1	Enquiry Question: How does the African Savannah compare to the countryside where we live?	Term: Summer 1
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Context:

Following on from the topic of 'What's so great about the outdoors', the children will be studying Africa and animals of the Savannah as a contrasting location. Through this they will learn about a key historic figure who is still alive and develop an understanding of his achievements over time. Children will start to look at more complex concept of cause and effect as they learn how David Attenborough has become more and more focussed on conservation and climate change through more concrete evidence rather than abstract evidence. This work also provide valuable prior understanding that will be built upon in year 2 and beyond.

Prior Learning (Direct Pathway)

Geography –

- Recognise some similarities and differences between life in this country and life in other countries. (ELG)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (ELG)
- Explain some similarities and differences between life in this country and life in other countries (ELG)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (ELG)
- Know the four countries of the UK and the capital cities

Science – the natural world (ELG)

Children have previously explored the natural world around them, making observations and drawings of different animals. Children will use this learning to extend their knowledge of different animals and begin to understand where they live in the world.

Science – significant scientists

Children have researched into the conservation work of Greta Thunberg. We will develop this learning to include how David Attenborough protects animals.

Rose Wood Academy: Enquiry Driven Learning Overview

Enquiry Question?

How does the African Savannah compare to the countryside where we live?

Art – as artists, we will explore the Kenyan Flip Flop art project and use this as inspiration to create our own version of African Animals. We will also draw inspiration from African culture to create a final piece of art work.

Content on direct pathway

Science – children will learn about different animals and their classifications. We will study animals that live on the African Savannah and discover whether they are carnivores, herbivores or omnivores. We will learn more about the habitats of different animals and what these animals need to survive. We will ask questions, observe closely and gather data to answer our questions. We will learn about extinct animals and how they became extinct. We will learn more about the significant person David Attenborough and how he helps us to learn more about animals and how to protect them.

Geography – we will develop our knowledge of a world map and explore the continents of the world. We will investigate Kenya and discover how it is similar and different to Middlesbrough.

(English Content)

Children will read the book 'One Day on Our Blue Planet: In the Savannah', writing fact files about animals.

Learning Showcase

Create a labelled fact file of the Savannah compared to the local countryside. Present the information and elaborate upon it for parents. Share artwork with parents.

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Knowledge Narrative

‘There are 7 continents on Earth. We live in Europe and the Savannah is in Africa. There are many similarities and differences between our countryside and the African Savannah. For example, climate, animals and environment. David Attenborough helps us understand how to protect animals and the environment.’

Rose Wood Academy: Enquiry Driven Learning Overview

<u>Year Group:</u> 1	<u>Term:</u> Summer 1
Title: How does the African Savannah compare to the countryside where we live?	Key Focus : Science
Project Enhancements: <ul style="list-style-type: none">• A visit to Flamingo Land zoo and a guided tour by the zoo keeper, watch the sea lion show and bird show, explore the animals in the zoo and their enclosures and meet some creatures.	
How can parents/carers help at home? At home, please can you: <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser.• Learn any spellings sent home. You could also: <ul style="list-style-type: none">• Create a junk model with your child of an animal or a home for an animal and bring into school for a show and tell session and to contribute towards our exhibition of beautiful work.• Take your child to Stewarts park and look at the various animals and talk to them about their names and look at their enclosures.• If you have animals at home talk to your child about their needs and how to look after them.	

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Unit Title: How does life in the African Savannah compare to the countryside where we live?	
Y1 Summer 1	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none">• Name and locate the world's seven continents• Know the location of Kenya• Know the features of the Kenyan Savannah• Make geographical comparisons between the local countryside and the Kenyan Savannah <p>End of unit outcome: Labelled fact file of the Savannah, compared to a labelled fact file of the local countryside</p>
Links: Y1 science unit – Animals including humans Y1 Science unit – Seasonal Changes Text – 'One Day on our Blue Planet: In the Savannah' – Ella Bailey	
Prior Learning: <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries. (ELG)• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (ELG)• Explain some similarities and differences between life in this country and life in other countries (ELG)• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; (ELG)• Know the four countries of the UK and the capital cities	
Key Aspects of the Unit:	
	Map and atlas work/Fieldwork and investigation
	Location
	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

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	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Human Process: understand the processes that humans have developed across the globe including travel trade and economics

Key Knowledge:

- There are 7 continents in the world (Asia, Africa, North America, South America, Antarctica, Europe, and Oceania).
- Know that a continent is a large area of land that contains different countries
- Know that the UK is in the continent of Europe
- Know that Kenya is a country in the continent of Africa
- Know the location of Kenya and in relation to the UK
- Revisit the four compass points
- Know the key features of the Savannah, including its location, climate, animals and plants:

The savannah is a wide expanse of land which is filled with low growing plants such as grasses with scattered individual trees and shrubs. They occur when the amount of rain that falls is not enough to grow many trees and produce a forest, but too much to form a desert. The weather in the savannah is warm all year round and there are two seasons – wet and dry. With wide open spaces and plenty of grass to graze on savannahs are home to large herds of herbivores. In the African Savannah, herbivores such as zebras, antelopes, wildebeest, giraffes, elephants and rhinos are found. Predators such as cheetahs, lions and hyenas are also found. To survive the dry seasons, many Savannah animals must migrate in search of water. There are often wildfires during the dry season. Poaching, hunting and destruction of land for farming are all environmental concerns for the Savannah. Many animals here are endangered due to hunting and habitat loss.

- Know that we live in the county of North Yorkshire
- Make geographical comparisons between the Savannah and North Yorkshire, comparing location, climate, animals, plants and land use focusing on our rural areas.
- Understand the concept of conservation and know that David Attenborough is a famous conservationist
- Evaluate the role of zoos in animal conservation

Geographical Skills:

Mapping:

- Know that maps give information about locations - 'where' and 'what'
- Draw simple picture maps of real or imaginary places
- Draw a simple plan
- Label a simple map
- Use own symbols on a simple map

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Fieldwork:	
<ul style="list-style-type: none">• Use simple locational and compass directions/directional language	
Vocabulary	
Savannah	As above
Conservation	the act of protecting the earth's natural resources for current and future generations
Continent	A very large area of land that consists of many countries such as Europe
Environment	Everything around us - the natural world of land, sea, air, plants and animals
Climate	The general weather conditions that are typical
Village	A small group of houses, perhaps with a few shops, that are often in the countryside.
Farm	An area of land used to produce crops or to breed animals or livestock
Direction	A course which something moves along
Near	Close by
Far	At a distance
Compass – <ul style="list-style-type: none">• North• South• East• West	Any of the main points of a compass: north, south, east and west

Year 1: Animals inc. humans Key Knowledge Document

Subject Specific Vocabulary

fish	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.
amphibians	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.
reptiles	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales
birds	Birds have feathers and wings. They lay eggs and are warm-blooded animals.
mammals	Mammals are also warm blooded animals. They breathe air and have a backbone.
carnivore	A carnivore is a meat-eating animal that gets its food from killing other animals.
herbivore	A herbivore does not eat food and they eat plants.
omnivore	An omnivore eats plants and meat.
tame	Domesticated animals that are not dangerous to or frightened of humans.
wild	Living in the natural environment and not belonging to humans.
nocturnal	Animals that tend to be awake during the night time.

Prior Knowledge

EYFS:

- Similarities and differences in living things.
- Features of their own immediate environment and how environments might vary from one another.
- Observations of animals and plants and explain why some things occur and talk about changes.

Common misconceptions:

- Lions and tigers are the same and live in the same place.
- All animals live in the same place.

Key Knowledge / End Points

- Animals can be grouped into the following categories; fish, amphibians, reptiles, birds and mammals.
- Animals can be categorised based on their diet. They can be carnivores, herbivores or omnivores.

Key Scientists

Biologists and natural historians use science to ...

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<u>Comparative tests</u>	<u>Identify and Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>
	How can we organise the animals in the African Savannah?		Is there a pattern of colour that animals in the Savannah have for their coats?	Do all animals eat the same food? 

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Science Planning		
Objective	Activities	Resources
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	<p>Assessment – given a picture of the African Savannah, can children identify and name different animals?</p> <p>Classification – provide children with cards with a picture of an animal on the front and the classification inside. Children to walk around the room lifting the cards and discussing with a partner and noticing features of the animals. Picture sort using new knowledge of classification.</p>	Picture of savannah animals
Describe and compare the structure of a variety of common animals	<p>Investigate camouflage.</p> <p>Watch The mixed up chameleon by Eric Carle. Discuss what has happened to the chameleon. Children to be given a 4 different background habitats and some animals to sort into the correct habitat. Greater depth to understand why the animal is camouflaged.</p> <p>Camouflage art work. Provide the children with black card/paper and a range of bright colours and children to draw a chameleon onto the card and colour and then fill the rest of the paper with the same colours.</p>	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores	<p>Introduce vocab. What do children know already? Sorting activity of animals and the items they eat, Provide children with 3 paper plates with a picture of meat, plants and meat and plants. Children to sort animal pictures, small world toys into what they would eat. Then turn plates over to reveal new key vocab.</p> <p>Children to then create 3 animals lift and reveal pictures to show understanding of teeth.</p> <p>POP Task: Create own version of The Tiger who came to tea. Children to choose own animal and create story of what they would actually eat in the wild i.e. not cake or Daddy's beer.</p> <p>Using observations and ideas to suggest answers to questions. Identifying and classifying. Gathering and recording data to help in answering questions</p>	
Describe and compare the structure of a variety of common animals	<p>Sing Head, shoulders, knees and toes to identify body parts.</p> <p>Invent a monster human by cutting and collaging body parts from newspapers, leaflets and magazines. Can children label the different body parts they know?</p> <p>Play whose body part: Show images of a range of animal parts e.g ducks webbed feet or an elephant trunk. Ask children to identify and name both the part and the animal.</p> <p>Encourage children to ask questions e.g why do we not have webbed feet, or a trunk etc. Children to create their own imaginary mixed up animal and label its body parts.</p> <p>Ask simple questions and recognise that they can all be answered in different ways. Observe closely, using simple equipment. Identifying and classifying. Use their observations and ideas to suggest answers to questions</p>	

Rose Wood Academy: Enquiry Driven Learning Overview

Spiritual

We will explore our beliefs of whether animals should live in a zoo.

This will link to our prior learning of what Christians and Muslims believe about God making the world.

Social

We will listen to the view points of others and participate in discussions with a tolerance to others.

We will learn how to respect the view points of others and use these to form our own points of view.

Be kind and REAP the rewards

We will show respect to our environment and the animals that live in it.

We will learn how to show empathy to animals that live in the wild and within a zoo.

Moral

We will discuss whether animals living in a zoo is right or wrong.

Cultural

We will appreciate African culture through music, dance, art and food.

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British Values through EDC

Democracy	<ul style="list-style-type: none">• We will listen to the viewpoints of others and participate in discussions with a tolerance to others. We will learn how to respect the viewpoints of others and use these to form our own points of view.
The Rule of Law	<ul style="list-style-type: none">• We will also learn about rules that countries have to follow when protecting wild and endangered animals.
Individual Liberty	<ul style="list-style-type: none">• We will make our own choice about whether we think animals should live in a zoo, listening to the viewpoints of others and using these to inform our own decisions.
Mutual Respect	<ul style="list-style-type: none">• We will think carefully about treating others how we want to be treated, and treating animals with the same respect.
Tolerance of those of different faith and beliefs	<ul style="list-style-type: none">• We will explore our beliefs of whether animals should live in a zoo. This will link to our prior learning of what Christians and Muslims believe about God making the world.