

Malawi to Manchester: Understanding different places, respecting different lives



Overview and rationale:

Studying different parts of the world is so important for our children, to grasp an empathic understanding of the differences between these and exploring how the challenges that people have can often depend on where they were born. The suburban towns and villages of Blantyre, the commercial capital of Malawi, Africa (and even further afield in the rural villages), and those suburban towns of Manchester, like Urmston, have many similarities, but a great many differences too. This topic gives our children the opportunity to explore these. Stemming from Urmston Primary School and Thandizo School, just south of Blantyre, the children take a dual geographical journey, comparing and contrasting physical and human geography of the areas, whilst taking the opportunities to look at where these places lie in our world; this topic offers a huge variety of opportunities to compare the two continents, countries, cities, towns and villages and their backdrops around physical features, including landscape and climate, and the human features and processes of how and where people live their lives. Such comparisons are essential for our young learners to grow into people who have respect for all walks of life and a responsibility to look out for and empower others. This is something that is greatly built upon in many topics in KS2, not least of all Year 4's Water topic.

GEOGRAPHY LEARNING STATEMENTS

Locational and place knowledge	I can <i>name and locate</i> the world's seven continents and five oceans.
	I understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.
Fieldwork	I use first hand observation to investigate places – the school grounds, the streets around and the local area.
	I can recognise and record different types of land use, buildings and environments.
Use of basic geographical vocabulary	I can use specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather).
	I can use specific key vocabulary to describe key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address).
	I can use mathematical vocabulary to describe position and location.
Using globes, maps & plans.	I can identify the countries, continents and oceans studied.
	I can use world maps atlases and globes to compare the UK and its countries and other countries around the world.
	I can identify and name the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Map work skills	I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
	I can use simple compass directions (NSEW).
	I can follow simple direction (NSEW).
	I can use and construct basic symbols and use these to make a simple key.
	I am starting to draw maps of real places (e.g. adding detail to a sketch map).
Human and physical: enquiry skills and communication	I can use observational skills and ask and respond to questions.
	I can identify seasonal and daily UK weather patterns.
	I can study the key human and physical features of the surrounding environment of my school.
	I begin to explain how and why I can find information from aerial photographs.
	I use and apply maths to help me to show learning.

GEOGRAPHICAL VOCABULARY AND CONCEPTS

Human features	building, town, city, village, farm, road, park, path, people, factory, house, office, shop, market, capital city, country, continent, 'developing', 'developed', 'third world', suburb, crops, trade, agriculture, urban, rural
Physical features	beach, sea, lake, river, desert, mountain, hill, countryside, forest, wood, weather, seasons, coast, river, soil, valley, vegetation, weather, climate, marine, tropical, temperate, landlocked, crops, agriculture, hot, cold, poles, climate
UK and world map vocabulary	map, globe, atlas, local, national, place, compass points, NSEW, direction, plan, aerial photograph, Equator
Tier 3 place and locational vocabulary	Malawi, Africa, Blantyre, Green Corner, Thandizo, Lilongwe, Lake Malawi, Rift Valley, Limbe market UK, Manchester, Urmston, Europe, island, Irish Sea, Urmston, Urmston Primary School, Urmston Grammar School, Eden Square, Manchester, Continents: AFRICA, Asia, North America, South America, Antarctica, Australasia/Australia/Oceania, Europe Oceans: Pacific, Atlantic, Indian, Southern, Arctic UK Nations: London, England, Northern Ireland, Scotland, Wales, United Kingdom, London, Belfast, Edinburgh, Cardiff Seas: North, Irish, English Channel
Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, national, relationships, connections, impact Environment (physical and human processes: changes over time, natural resources, settlement Interconnections: connections, links, interdependent, ecological, trade, social Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, damage, Earth, climate change, future Cultural awareness, diversity: lives, communities, inequality, cultural interests, religion, similarities and differences, environmental resources

Year Group Charity

Our infant charity is UNICEF, where we support children around the world who are in danger. It helps us to realise how lucky we are and reminds us of how important it is to look after everyone in our world, wherever Paddington goes!

Possible Enrichment activities

Q and A with children and adults from the village
Virtual village tour



MATHS AND SCIENCE ACROSS THE CURRICULUM – Data Handling and Statistics

Science NC: gathering and recording data to help in answering questions: Tally and Frequency Charts; Classification keys

KNOWLEDGE (substantive)

'Core'	'Additional'
1) I know that the seven continents of the world are Antarctic, Africa, Europe, North America, South America, Asia, Australasia/Oceania.	a) I know the five oceans of the world are the Pacific, Atlantic, Indian, Arctic and Southern and I can find them on a map.
	b) I know the four countries of the UK and their capital cities and can find them on a map: London, England; Edinburgh, Scotland; Cardiff, Wales; Belfast, Northern Ireland
	c) I know the seas that surround the UK are the North Sea, Irish Sea and the English Channel and I know where they are and the Atlantic Ocean too.
2) I know Thandizo School is in Blantyre and I can find Malawi, Africa on a map.	a) I know what a tropical climate is and that there is a tropical climate in Malawi.
	b) I know what the land is like in Malawi and how people use it.
	b) I know how important using land is to people – I know that people in Malawi rely on their agriculture (growing crops).
3) I know where Urmston, Manchester is in the UK and can find it on a map.	c) I know that most people in Malawi live in rural areas (80%) and most people in the UK live in urban areas.
	a) I know what a temperate climate is and that we have a temperate climate in the UK.
	b) I know where we get our crops from in the UK – what we grow and what we don't.
	c) I know what some of the differences are between going to school in Urmston and going to school in Blantyre.

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Begin to record and explore ideas from first hand observation, experience and imagination.
	Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Review what they and others have done and say what they think and feel about it.
	Identify what they might change in their current work or develop in their future work.

Drawing Using a Variety of Materials

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<i>Experiment with the visual elements; line, shape, pattern and colour.</i>	-Draw for a sustained period, focusing on details on an object -Draw bodies, beginning to consider proportion. -Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other. -Control the types of marks made with a range of media – pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk.	- Know how to use charcoal, pencil and pastel to create art. -Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line -Know how to begin to add pattern and texture by adding dots and lines. - Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. -Begin to understand that there are different grades of pencil and they make different marks. -Know how and why to select and use three different grades of pencil when drawing.	Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features

Textiles and Collage

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products	-Develop texture for effect. -Arrange materials before gluing into place. -Create textured collage from a variety of media.	-Know that collages can be made by sticking onto a background to develop a picture, form or function. -Know how to fold, tear, crumple and overlap papers. -Know how to strengthen models by adding newspaper to boxes.	Collage, form, tools and names, texture, reclaimed, structure, sculpture, object, tear, fold, crumple, strengthen, strong, weak, crumple, fold, arrange

Artist/Style/Activities

African clothing, animal skin, traditional African material (comparing with UK equivalents – e.g. animal skins and tartan, etc.)

DESIGN AND TECHNOLOGY

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
Developing, planning and communicating ideas			
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Generate ideas by drawing on their own experiences. Develop their ideas through discussion, observation, drawing and modelling. Identify a purpose and target group for their product and a simple design criteria. Make simple drawings and label parts. 	<ul style="list-style-type: none"> Know that a product has to be designed for a reason/ purpose and audience Know that the chosen design is always discussed and improved before the final design is chosen. Know that products are usually made in factories, often by machinery but sometimes by hand (people). Develop, model and communicate ideas through talking, mock-ups and drawing. 	<p>designed, design, designers, reason, purpose, product, audience, improved, final design, factories, machinery, manually</p>
Working with tools, materials and components to make products			
<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Begin to select tools and materials, using vocabulary to name and describe them. Measure and cut with some accuracy. Learn to use hand tools safely and appropriately. Cut, shape and join fabric. Assemble, join and combine materials to make a product. Start to choose and use appropriate finishing techniques based on own ideas. 	<ul style="list-style-type: none"> Know that product designs can be made out of a range of materials. Know that certain materials are used for a specific purpose and are chosen for those reasons. Know that tracing (of simple lines, shapes and patterns using pencil) can be used to make a template. Know how to create differently shaped templates (using tracing and scissors). Know how to cut accurately along lines and around template shapes using scissors. 	<p>product, designs, materials, purpose, tracing, simple lines, shapes, patterns, template, create, cut, scissors, investigate, methods, joining, equipment</p>
Evaluating processes and products			
<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Evaluate against their own design criteria, and, with more confidence, talk about what they like and dislike. Begin to record. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. Look at a range of existing products - explain likes and dislikes about products and why. 	<ul style="list-style-type: none"> Know that it is important to evaluate a product to learn and make it better next time. Know that we can learn by listening to others' ideas and opinions. 	<p>Evaluate, strength, improve, product</p>
Textiles			
<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> I can cut and join fabrics using a running stitch. I can decorate fabric by applying beads and sequins. I can use a simple pattern with increasing accuracy. 	<ul style="list-style-type: none"> I know the similarities and differences between textiles based on the characteristics of an increasing range of materials. 	<p>joining and finishing techniques, tools, fabrics, template, pattern pieces, mark out, join, decorate, finish running stitch measure</p>
Project			
Traditional African clothing – sewing and weaving			

MUSIC			
Controlling sounds through Singing			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
- Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes - Sing or clap increasing and decreasing tempo	- Learn about voices, singing notes of different pitches (high low). - Identify where singing rises, falls or stays the same. - Learn to find a comfortable singing position - Sing with clarity of diction (clear words) appropriate to age	- Perform songs to an audience. - Confidently know and sing 5 songs from memory in unison (across the KS) - Know that unison is everyone singing at the same time. - Know that we need to warm up our voices - Know that songs include other ways of using voices e.g. rapping - Know how to sing simple songs loudly and softly with control - Know when to breathe when singing (phrasing)	Call and response beats, tap, chanting, bridge, rhythm, accents on notes, jumps in the tune, divided into parts
Creating and developing musical ideas (Improvisation and Composing)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
- Experiment with, create, select, and combine sounds - Create music in response to different starting points.	- Carefully choose sounds to achieve an effect - Create short musical patterns. - Create sequences of long and short sounds - rhythmic patterns (duration). - Use pitch changes to communicate an idea. - Sing - use voices with some control - listen carefully to others - improvise sounds using body percussion.	- Know that composing is like writing a story with music. - Know that everyone can compose use body parts. - Know that you can compose by putting several different groups of sounds together to make a whole piece of music. - Know that instruments can add to the texture of the music.	Patterns, rhythm, composing, rehearsing, beginning, middle, end, small group, choir, noises, voices, body parts
Responding and reviewing (Appraising)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
- Listen with improved concentration and understanding to a range of high-quality recorded music	- Learn how they can enjoy moving to music - Learn how songs can tell a story or describe an idea - Identify the pulse in music - Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low) - Begin to recognise different instruments. What instruments can you 'hear'?	- Know that songs have a musical style. - Know that music can create atmosphere and depict a type of weather.	Call and response, pitch, pulse, dynamics, piano, thoughts, feelings, pitch, tempo, Perpetuum Jazzile - Africa Ludovico Einaudi – Elergy for the arctic.
Listening and applying knowledge and understanding (Theory)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
- Increase self-confidence, creativity and sense of achievement - Listen carefully and recall (perform) short rhythmic and melodic patterns.	- Use changes in dynamics, timbre and pitch to organise music. - Change sounds to suit a situation. - Make own sounds and symbols to make and record music.	- Know that music has a steady pulse, like a heartbeat. - Know that rhythms are different from the steady pulse. - Know that we add high and low sounds, pitch, when we sing and play our instruments. - Know music can be played or listened to for a variety of purposes (in history/different cultures).	timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, favourite, pulse
Stimulus - Composers/Musicians/Artists/Styles			
Perpetuum Jazzile – Africa; Ludovico Einaudi – Elergy for the arctic.		Genre of the half term – World Music	

Possible 'higher order' questioning	
Remember	Where is Thandizo School, Blantyre, Malawi, Africa? What different types of lives do people live in Malawi?
Understand	Can you explain the main differences between the two places? How are they similar?
Apply	Can you ask some questions based on what you know about Urmston and how you think Blantyre might be different?
Analyse	Why are people poorer in this part of the world than where we live here in the UK? Can you explain how their responsibilities and priorities might be different?
Evaluate	What impact does the climate have on the way people live in Blantyre?
Create	Can you create 'a day in the life' of one of the pupils of Thandizo?

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	The hardships of people in parts of Malawi, the area of Thandizo School included, mean that a great deal of resilience is needed. Many people could not isolate during the C-19 pandemic as they live hand-to-mouth.
Respect	We show respect for everyone in our world and their way of live. It is important that we do our best to empathise with people's lives to show understanding, as well as gratitude for what we have.
Responsibility	We have a great deal of responsibility to look after everyone in our world and make it a fairer and equal place. People in Malawi show incredible responsibility in looking after their friends and loved ones and displaying a community spirit.
Happiness	Regardless of our circumstances, there are always reasons to be happy. Many people of Malawi show tremendous happiness and spirit, despite their relatively challenging lives, and we can be inspired by this.
Kindness	Malawi is known as 'The warm heart of Africa'. Kindness is everywhere, given by those from the country and from those all over the world who support those in most need.
Pride	We can all be proud of where we are from and who we are. The young people at Thandizo are no different and are proud of their efforts in school and of the dreams that they have.