

Knowledge Organiser

Theme: Amazing Africa

Term: Spring 1

Year: Years 1 and 2

Key Knowledge and Skills	Key Questions
<ul style="list-style-type: none"> Children will learn that Africa is a continent made up of 54 countries. They will locate Zimbabwe and the equator on a map of Africa. Children will explore similarities and differences between life in this country and life in Zimbabwe. Children will be able to talk about what is similar and what is different between Northumberland and Zimbabwe, in terms of physical environment and wildlife. Children will be able to perform a Ndebele dance and discuss how the music and dance makes them feel. Children will be able to ask and answer questions about Africa, Zimbabwe, Christianity and Islam. Children will learn that two of the main religions in Africa are Christianity and Islam. They will learn that Christianity is the main religion of Zimbabwe and that countries in the north of Africa are predominately Islamic. 	<ul style="list-style-type: none"> Where is Africa? Where is Zimbabwe? What is the landscape like in Zimbabwe? Is it like Northumberland? What type of wildlife can be found in Zimbabwe? What is a Ndebele dance like and why/when are they performed? Why is music and dance important in Zimbabwe? How does the Ndebele dance music make you feel? Does it make you want to move in a certain way? What are the key religions in Africa and the UK? What are the key beliefs of Muslims and Christians?
Key Vocabulary	Key Content
<ul style="list-style-type: none"> World, continent, country, equator Map, atlas, globe Compare, contrast, same, different Africa, Zimbabwe, Ndebele dance Environment, landscape, climate, plateau, Zambezi and Limpopo river systems. Wildlife, elephant, buffalo, sable, giraffe, wildebeest, impala, lion, leopard, cheetah, spotted hyaena. Religious beliefs, Christianity, Islam, Christian, Muslim, diversity 	<ul style="list-style-type: none"> Locate the UK and Africa on a map of the world. Locate the equator and Zimbabwe on a map of Africa. Explore similarities and differences between life in the UK and life in Zimbabwe drawing on knowledge from a visitor (Butshilo), stories, non-fiction texts, photographs and maps. Know some similarities and differences between the natural world around them and contrasting environments in Zimbabwe, drawing on their experiences and what has been read in class. Using picture books, videos and photographs of Zimbabwe, discuss the landscape and identify different African wildlife. Perform African songs, rhymes, and stories with others, and try to move in time with music. Take part in a Ndebele dance workshop lead by Butshilo

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	<p>(Zimbabwean dancer). Butshilo will also talk to the children about his country and culture and the importance of dance and music.</p> <ul style="list-style-type: none">• Reflect on the variety of ways that Christians live locally, in the UK, Africa and around the world. Link to OtB assemblies and Mrs Holwell.• Reflect on the variety of ways that Muslims live locally, in the UK, Africa and around the world.• Think about the benefits of living in a diverse world.• Take part in a workshop lead by Ishmael Carim from the Islamic Diversity Centre. An opportunity for the children to develop an understanding of the key beliefs of a Muslim and ask and answer questions.	
<p><u>Links to Previous Learning:</u></p> <ul style="list-style-type: none">• RE units on Christianity covered last year and this year.• Links to geography theme covered last year - frozen planet. Opportunity to revisit atlases/ maps of the world and identify continents and location of the equator.• Links to geography content of the 'Chocolate' theme covered this year. Physical geography, plus map and atlas work.	<p><u>Cross Curricular Links:</u></p> <p><u>Quality Texts Linked to Theme</u></p> <p>Africa, Amazing Africa; County by Country by Atinuke</p> <p>Tsuro and Shumba: a lion and a hare tale by Charles Gasse</p> <p>Zia the Zebra from Zimbabwe by Chris Makedonas (an introduction to the colourful animals of Zimbabwe).</p>	
<p><u>Children working towards expected</u></p>	<p><u>Children who have achieved expected</u></p>	<p><u>Children working at greater depth</u></p>