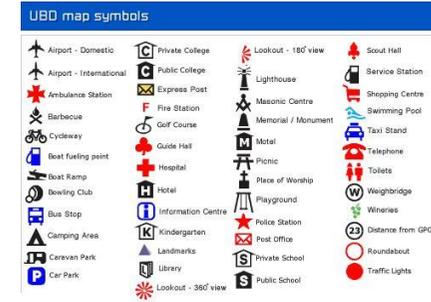




Year 2 Creative Curriculum Theme 3

Cape Town

Areas of Learning



As geographers, develop our understanding of human and physical geographic features.

Diversity and Heritage	Wellbeing
We will learn about our lives in Bradford are different to people in Cape Town.	We will be learning about the daily lives of people in Cape Town and thinking about how they are different to our own.
Experiences	Creative Opportunities
We will be learning how to create African artwork.	We will create our own stories based on traditional tales.

We will use our geography skills and maps to think about life is like for people in Cape Town.

As writers we will think about how the geography of Cape Town has influenced the stories they know.

We will learn about the land use, jobs, wildlife and tourism in Cape Town.



Copthorne Curriculum

Medium Term Planning Overview

Theme: Cape Town

Timescale: 6 weeks

Week	Content / Activities
1	AJ: Recap Bradford and continents. Add to knowledge harvest.
	AJ: LO: to use basic Geographical vocabulary to discuss human and physical features within the context of Bradford. Use picture of Bradford and the surround area to identify physical and human features. Introduce children to new geographical vocab. Link to knowledge of habitats from science (A1)
	Gem: LO: Write a diary entry discussing daily life in Bradford. Plan, write.
2	L.O.: Identify seasonal and daily weather patterns in the United Kingdom in relation to the Equator and the North and South Poles. Recap work done in term 1 on continents and oceans and where the UK is located. How does this affect the weather we experience? Learning Activities: Make links to maths about temperatures at different times of the year? Compare temperature graphs?
	L.O.: Ask and answer geographical questions LO: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Inferences about Cape Town using pictures – use geographical vocab that they have learnt. Generate questions about life there?
	Geographical facts lesson: locating Cape Town on a map, pictures, aerial photos and compass points – children to create their own maps from this information?
3	L.O.: Identify seasonal and daily weather patterns of a hot area of the world in relation to the Equator and the North and South Poles. Compare weather and climate to what we learnt about weather in Bradford.
	L.O: Discover what it is like to live there – diary entry of child in Cape Town (or story?) Learning Activities:
	L.O: Comparing traditions in Cape Town and Bradford. E.g Clothing, celebrations etc. Whats the same, whats different, what do you notice? Learning Activities:
4	L.O.: Tinga Tales (traditional tales, e.g how elephants got their trunk etc) Explore one of these and compare this to a traditional tale here e.g Rapunzel. Compare settings, characters, animals etc and make geographical links to why these might be there.

	L.O.: African Art: evaluate and appraise African Art. Make links to work by Andy Warhol, why did he look at everyday objects, why are there animals in the African artwork?
	L.O.: Show pattern and texture by adding dots and lines. – African Art Recap lines and dots work from A1. Children to choose their own animals to draw and justify their use of different lines and dots. Consider the use of 'negative space' and think about how the background is different to their animal. Link to primary colours/secondary colours etc.
5	L.O.: Landmarks, tourist attractions. Find out about what there is to do in Cape Town.
	L.O.: Writing a tourist leaflet Recap what they learnt from previous lesson. Create and write a speech to persuade people to come to Cape Town. Film/read out speeches.
	L.O.: Simple comparisons between Bradford and Cape Town. Pictures. Same, different etc.
6	L.O.: Comparing Bradford and Cape Town, NC report.
	L.O:
	L.O.: