

# Africa – The Big Picture (click for more details)



Connect: Bristol – the Avon and Severn, transatlantic trade; Early man; Egypt; Earth Explorers, Rainforest

Bringing it all together through a study of the continent of Africa.

- Non-European civilisation – Benin. Where is the evidence?
- Uganda – understanding our partner school's country. The Nile, Victorian explorers, British protectorate, independence – comparison with USA.
- Challenging stereotypes: range of countries, climate zones, religions, wealth, resources, lifestyles.
- Movement of populations – African heritage in Caribbean, USA, Europe. Origins of human race – earliest evidence, migration.
- Sustainable development goals – access to water, energy, education
- Influence on music, art, dance; storytelling traditions
- Representation in global media, literature, film, equality, diversity, role models

Preview: Moving on to secondary: understanding the relevance of geography, history, understanding people, identity

# Africa – the big picture



**Key vocabulary:** Delta, tributary, waterfall, source, mouth of river, agriculture, climate, exports, human, physical and environmental Geography.  
Written sources, primary and secondary sources. CE and BCE  
Kingdom, dynasty, Obas, empire, trade, Benin kingdom vs Benin in West Africa.

**Significant people:**  
Oba of Benin, Queen Idia and General Asoro  
A local artist we met in Uganda on the 2023 trip  
Artists such as Leonid Afremov, Raphael, Hockney, Georgia O’Keeffe, Monet, Turner and Van Gogh.

## Subject specific skills

Locational geography- Understanding Uganda as a country in relation to Africa as a continent.

Investigating an enquiry question: What impact does water have on the population of Uganda?

The history of Benin- what is the kingdom of Benin, when was it established and what is its lasting legacy?

To evaluate some of the issues associated with studying periods of history from which there are no written records.

To consider how this period laid the foundations for the major changes in Benin Kingdom in subsequent years.

## Essential takeaways

**Uganda** – understanding our partner school’s country.

Non-European civilisation – Benin. How was it formed and developed? What was life like in Benin during this period?

Linking learning from Year 3 Ancient Egypt and Shaping America (rivers).

Why is the Nile important to Uganda?

- Can I understand how lack of access to clean water affecting populations?
- What impact does access to clean water have on the population of Uganda and our link school?
- What makes Uganda a good place to grow food and what is grown near our link school?

## Cross curricular opportunities

STEM: design a container to hold water

Art: Pulling together art skills learnt throughout HJS-Building to a final project using colour and one point perspective with a tonal landscape. The work is inspired by a local artist we met in Uganda.

- Create different **tones** using paint/ other media.
- Use tone to influence own work.
- Consider colour for different purposes.
- Develop further understanding of how artists have used colour.
- Discuss the effect of texture in artists' work.
- Create a range of tonal paintings.
- Introduce one point perspective.

## Builds on:

[Ancient Egypt](#) (Y3), [Our world, our future](#) (Y4) and [Shaping America](#) (Y6) topic.  
Previous research skills. Links with Kasongore Primary School, Uganda

## Prepares for:

Secondary school independent enquiry projects.