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| Key Stage 1 / Key Stage 2 |
| Hook: Play video of Japanese children singing a song about their city / country. |
| Outcome: To learn and record 'Shaping Portsmouth' or 'It's Portsmouth' to be sent children in Maizuru. |
| KS1 NC Links: Pupils should be taught to:* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music
 | KS2 NC Links:Pupils should be taught to:* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* listen with attention to detail and recall sounds with increasing aural memory
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music
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| Suggested activities:* Listen to examples of Japanese music [Japanese Children's Songs - Japan - Mama Lisa's World: Children's Songs, Nursery Rhymes and Traditional Music from Around the World](https://www.mamalisa.com/?t=ec&c=85) and write about what they can hear / how it makes them feel / draw a picture of what it creates in their minds etc.
* Learn the song 'It's Portsmouth' [It's Portsmouth — Portsmouth Music Hub](https://www.portsmouthmusichub.org/songsource/singoutpompey/itsportsmouth/149588) or 'Shaping Portsmouth' [Shaping Portsmouth — Portsmouth Music Hub](https://www.portsmouthmusichub.org/shapingportsmouth/740978)
* Use instruments to accompany the singing.
* Pupils to write their own verse to add to the song.
* Record pupils performing the song, ready to be shared with children in Maizuru.
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| Key Stage 1  |
| Hook: Visit the Southsea Japanese Garden. |
| Outcome: To create their own Japanese garden design to share with PCC to create an updated garden to celebrate the anniversary.  |
| KS1 NC Links: Pupils should be taught to:Locational knowledge* name and locate the world’s seven continents and five oceans

Place knowledge* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geographyuse basic geographical vocabulary to refer to:* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 |  Geographical skills and fieldwork* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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| Suggested activities:* Locate Japan on a map of the world and decide which continent it is a part of
* Compare Portsmouth and Maizuru
* Create a Japanese themed orienteering course
* Use a plan perspective of the Japanese garden to identify the different features
* Children to create a map of their own Japanese garden design, including a key. Children can then use locational and directional language to describe the features on their map
* KS2 pupils to observe, measure, record and present the human and physical features of the Japanese Garden using a range of methods, including sketch maps, plans and graphs, and digital technologies.
* Pictures of the completed designs could be sent to pupils in Maizuru to show how pupils have chosen to celebrate the anniversary.
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| Lower Key Stage 2 / Upper Key Stage 2 |
| Hook: Show artwork of Maizuru by Japanese children |
| Outcome: To create a piece of art based on Portsmouth to be sent to children in Maizuru. |
| NC Links: Pupils should be taught:* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history
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| Suggested activities:* Create an art gallery made up of copies of Japanese artwork (sent from Maizuru)
* Explore different types of Japanese art e.g. [22 Japanese Arts & Crafts - Japan Talk (japan-talk.com)](https://www.japan-talk.com/jt/new/japanese-arts)
* Choose one to practise techniques observed e.g. Manga or origami
* Take a walking tour of the city and take photos / create sketches along the way
* Use these pictures to create their own piece of Portsmouth art to be sent to children in Maizuru
* Learn about an artist from Portsmouth [My Dog Sighs](https://mydogsighs.co.uk/)
* Children to create a piece of art of Portsmouth based on the style of My Dog Sighs. Could they create an eye with their favourite image / part of Portsmouth inside?
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| Upper Key Stage 2 |
| Hook: Show tourism videos of Maizuru  |
| Outcome: To create a tourism video for Portsmouth to be sent to children in Maizuru. |
| NC Links: Pupils should be taught to:Human and physical geographydescribe and understand key aspects of:* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
* physical geography, including: climate zones, biomes and vegetation belts, rivers,
* mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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| Suggested activities:* Use different types of maps to locate Japan and Maizuru
* Conduct a study of human and physical geography of Portsmouth
* Take a walking tour of the city and take photos / notes of how tourism is an essential part of the local economy.
* Conduct a study of human and physical geography of Maizuru (useful starting point [Maizuru - Wikitravel](https://wikitravel.org/en/Maizuru)). Is tourism important here too?
* Compare geographical similarities and differences. (Note that Asia is not an area for study in KS2)
* Pupils to create a video to encourage pupils from Maizuru to visit Portsmouth.
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| Further suggestions:* Introduce children to Japanese games and play adapted versions of them [10 Traditional Japanese Games You Must Know – Trip-N-Travel](http://trip-n-travel.com/listicle/8838/)
* Learn some words and simple phrases in Japanese [The world's best way to learn Japanese - Duolingo](https://www.duolingo.com/course/ja/en/Learn-Japanese)
* Have a go at writing some Japanese characters. Hiragana is the main alphabet or character set for Japanese. Visit here for the characters and more information [Hiragana - The Japanese Alphabet (Hiragana Chart) - Free Japanese Lessons](https://freejapaneselessons.com/japanese-alphabet-hiragana/) or watch the video [LetterSchool - Learn Japanese! - YouTube](https://www.youtube.com/watch?v=EKPp2mUqYdQ)
* Listen to stories in Japanese e.g. [Japanese story for beginners japanese stories for language learners Cinderella - YouTube](https://www.youtube.com/watch?v=cgG8bVfWzXw) or [Japanese story for beginners | Japanese stories for language learners | Dog and Meat - YouTube](https://www.youtube.com/watch?v=YEcy4jBePTU)
* Learn about Japanese haiku and how this differs from haiku in English e.g. In Japanese, haiku are traditionally printed as a single line, while haiku in English often appear as three lines. Haiku is a type of short form poetry originally from Japan. Traditional Japanese haiku consist of three phrases that contain a kireji, or "cutting word",17 on (phonetic units similar to syllables) in a 5, 7, 5 pattern and a kigo, or seasonal reference. Similar poems that do not adhere to these rules are generally classified as senryū. Haiku are traditionally about nature.
* Write a haiku poem
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