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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 |
| 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 geography  use 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. |
| 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. | |
| 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 | |
| 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 geography  describe 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. |
| 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. |
| 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 |