

Part 1 Where is Mali?

Activities explore geographical location, features and local environment using French geographical vocabulary.

FRENCH: IU 5.2 Recognise similarities and differences between places.

IU5.1 Look at aspects of their everyday lives from the perspective of someone from another country. **IU 6.2** Recognise and understand some of the differences between people. **Yr7 3.11** Investigate an aspect of life and compare with their own, noting similarities and differences (The Key Stage 2 and 3 Framework for Languages).

GEOGRAPHY: Historical, Geographical, and Social Understanding (The National Curriculum Primary Handbook). **M6** Where places are located. **M7** Similarities and differences between places.

GLOBAL CITIZENSHIP: Empathy towards others locally and globally (Education for Global Citizenship - Oxfam 2006).

OTHER CURRICULUM AREAS: Literacy - Opportunities for writing a non-chronological report (Activity 3). Persuasive writing (Activity 4).

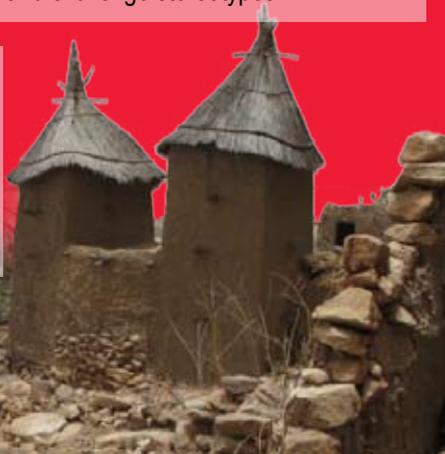
Part 2 Let's meet the people of Mali

Activities explore, through authentic French speakers, the daily lives of children from various backgrounds and regions of Mali, including their values and attitudes.

FRENCH: IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country. **IU6.1** Compare attitudes towards aspects of everyday life. **IU6.2** Recognise and understand some of the differences between people. **Yr 7 3.1.1** Investigate an aspect of life and compare with their own, noting similarities and differences. **Yr 7 3.2** Reflect on and challenge stereotypes.

GEOGRAPHY: Historical, Geographical, and Social Understanding. **M4** Reflect on the impact of people's actions on others.

GLOBAL CITIZENSHIP: Value and respect for Diversity. Empathy towards others locally and globally.



Part 3 The Culture of Mali

Activities explore, through French, the contribution of different cultures to our lives - re: clothes, languages, games, school, celebrations, medicine, music.

FRENCH: IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country. **IU 5.2** Recognise similarities and differences between places. **IU 5.3** Compare symbols, objects or products which represent their own culture with those of another country. **IU 6.2** Recognise and understand some of the differences between people. **Yr 7 3.1.1** Investigate an aspect of life and compare with their own, noting similarities and differences. **Yr 7 3.2** Reflect on and challenge stereotypes.

GEOGRAPHY: Historical, Geographical, and Social Understanding. **M7** The similarities and differences between places and how they are linked.

GLOBAL CITIZENSHIP: Value and respect for Diversity. Detecting stereotypes.

OTHER CURRICULUM AREAS: Music - A Traditional Instrument -The Kora (Activity 2).

Part 4 Music, dance and storytelling

Activities explore the rich storytelling culture of Mali, looking at the role of the griot, the iconic historical figure of Sundiata and a range of examples of vibrant music and dance from Mali.

FRENCH: IU4.3 Compare traditional stories. **IU5.1** Look at further aspects of their everyday lives from the perspective of someone from another country. Find out about traditions. **IU6.1** Compare attitudes towards aspects of everyday life. Find out about role models from a native speaker. **IU6.3** Present information about an aspect of culture - performance of a traditional story.

GEOGRAPHY: Historical, Geographical, and Social Understanding. **M1** How identities, communities, traditions have changed and are changing. **M11** How individuals have influenced their locality and beyond.

GLOBAL CITIZENSHIP: Empathy towards others locally and globally.

OTHER AREAS OF THE CURRICULUM: Literacy Yr 5 Traditional stories and stories from other cultures (activity 1+2). Music Yr 3-6 Exploring rhythm and pulse, painting with sounds and exploring sound sources (activities 3+4). Dance Yr 3-6 Traditional dances and cultural origins (activity 5).

Part 1 Hosts and guests

Activities explore what we mean by tourism in childrens' own communities and lives, and the role of tourists/visitors to a host country - Mali.

FRENCH: IU4.4 Ways of travelling to the country. IU5.3 Symbols, products which represent their own culture and those of another country. IU 3.1, IU 3.2, IU 5.1, IU6.2 Greetings, communication skills, understanding across cultures.

Yr 7 3.1.1 Investigate an aspect of life and compare with their own, noting similarities and differences.

GEOGRAPHY: Historical, Geographical, and Social Understanding. M9 How different ways in which people live around the world have consequences for the environment and lives of others from local to global. L11 Ways in which environments can be managed sustainably and why this is.

GLOBAL CITIZENSHIP: Concern about the effect of our lifestyles on people. Empathy towards others globally. Value / respect for diversity.

Part 2 The importance of choices

Activities explore, through French, the choices we can make when we go on holiday and look specifically at where we choose to visit, transport, accommodation, what we pack - and how our choices impact on the host population and the environment.

FRENCH: IU4.4 Ways of travelling to the country. IU 5.1 Show empathy and imagination to understand other's experiences.

IU6.2 Recognise and understand some of the differences between people. Yr 7 3.1.1 Investigate an aspect of life and compare with their own, noting similarities and differences.

GEOGRAPHY: Historical, Geographical, and Social Understanding. M9 How different ways in which people live around the world have consequences for the environment and lives of others from local to global.

GLOBAL CITIZENSHIP: Be aware of the effects of our lifestyles on people and the environment. Be aware that we can make a difference.



Part 3 The impact of tourism

Activities explore, through French, local Malians' views about the effects of Tourism on their lives, examples of sustainable tourism in Mali, water management and the importance of the River Niger as a vital and delicate resource.

FRENCH: IU4.4 Ways of travelling to the country. IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country. IU5.2 Recognise similarities and differences between places. IU6.1 Compare attitudes towards aspects of everyday life. IU6.3 Present information about an aspect of culture. Yr 7 3.1.1 Investigate an aspect of life and compare with their own, noting similarities and differences.

Yr 7 3.2 Reflect on and challenge stereotypes.

GEOGRAPHY: Historical, Geographical, and Social Understanding. M8 To appreciate the relationship between the physical, built and economic and social environments. M9 Consequences of the way we live on the environment. L11.

GLOBAL CITIZENSHIP: M4 To consider issues affecting communities, and reflect on the impact of people's actions on others and the environment. Be aware of finite resources. Be aware of our potential to change things.

OTHER CURRICULUM AREAS: Literacy - Persuasive and discursive writing opportunities.

Part 4 Trade in Mali

Activities explore the meaning of 'trade' and the principal exports of Mali, which include cotton. Children will look at issues surrounding Fairtrade and organic cotton as well as case studies in music and art in Mali which support tourism and development.

FRENCH: IU5.3 Compare products which represent their own culture with those of another country. IU6.1 Compare attitudes towards aspects of everyday life. Discuss the issue of globalization and international marketing. IU6.3 Present information about an aspect of culture. Yr 7 3.1.1 Investigate an aspect of life and compare with their own, noting similarities and differences.

GEOGRAPHY: Historical, Geographical, and Social Understanding. M7 Understand similarities and differences between places and how they are linked. M8 Relationship between physical, built and economic and social environments. M9 Consequences of the way we live on the environment and people's lives.

GLOBAL CITIZENSHIP: M4 To consider issues affecting communities, and reflect on the impact of people's actions on others and the environment. L7 People can live and work together to benefit their communities. Fairtrade. The contribution of different cultures, values and beliefs to our lives.

OTHER CURRICULUM AREAS: Art - designing bogolan cloth, using mud (Activity 4,5,6).