

## Language

## Core language

<i>l'Europe</i> (f)	Europe
<i>l'Afrique</i> (f)	Africa
<i>l'Amérique du Sud</i> (f)	South America
<i>l'Amérique du Nord</i> (f)	North America
<i>l'Asie</i> (f)	Asia
<i>l'Océanie</i> (f)	Australasia
<i>l'Antarctique</i> (f)	Antarctica

*le plus grand / la plus grande* the biggest

*Il va faire beau, etc* It's going to be fine (weather), etc

*Il va pleuvoir* It's going to rain

*Il va neiger* It's going to snow

## Additional language for this unit

<i>Dans quel continent est l'Amazone?</i>	Which continent is the Amazon in?
<i>L'Amazone est en Amérique du Sud</i>	The Amazon is in South America

<i>L'Amazone</i> (m)	The Amazon
<i>Le Congo</i>	The Congo
<i>Le Danube</i>	The Danube
<i>Le Gange</i>	The Ganges
<i>Le Nil</i>	The Nile
<i>Le Rhin</i>	The Rhine
<i>Le Yang Tsé</i>	The Yangtze
<i>La Seine</i>	The Seine
<i>La Tamise</i>	The Thames

*Le fleuve se jette dans la mer / l'océan*

*la source*

*un lac*

*un marais*

*un désert*

*une chute*

*une ville*

*une montagne*

*une forêt tropicale*

*une vallée*

The river flows into the sea/ocean

the source

a lake

a swamp

a desert

a waterfall

a town

a mountain

a rainforest

a valley

## Additional language for teachers

*Dans quel continent est ...?*

*Quel temps va-t-il faire?*

*Pour cette activité, vous êtes explorateurs*

*Notre exploration va commencer en août*

*On va explorer le ...*

In which continent is ...?

What is the weather going to be like?

For this activity, you are explorers

Our exploration is going to start in August

We're going to explore the ...

## Unit 20 Notre monde (Our world)

## About the unit

In this unit, children find out about the Congo River and geographical features of the countries it flows through. They learn how to say what the weather is going to be like. They combine their knowledge to plan an exploration of an imaginary river and present their journey to an audience.

## Where the unit fits in

Children have learnt something about countries in Unit 7, habitats in Units 11 and 17 and weather phrases in Units 7, 12 and 17. They consolidate this language to produce extended descriptions of the journey of a river and to forecast the weather (they first met the immediate future in Unit 14).

## Prior learning

It is helpful if children already know:

- the names of some countries
- the definite articles (*le, la*)
- *en* (see Units 7 and 17)
- that nouns are masculine or feminine
- some weather phrases
- *Quel temps fait-il?* (see Units 7, 12 and 17)
- the silent *s* in simple plurals
- *Il y a ...*
- the names of some geographical features
- the months of the year
- how to form the immediate future (see Unit 14).

## New language

- Understanding and naming continents
- Making statements (about rivers and their geographical features)
- Making a weather forecast
- Immediate future: *aller* + infinitive (eg *Il va faire beau*)
- Simple superlatives, eg *le/la plus grand(e)*
- Pronouns: *il/elle*
- Phonic focus: *-ique* and *-gne*; revision of key phonemes

## Resources

- World map with continents outlined and copies for children
- Outline shapes of the continents
- Dictionaries
- Large word cards for building human sentences (see Section 2)
- Word cards with names of rivers (in blue) and continents (in green)
- Pictorial map of the Congo River, with images of geographical features, on the interactive whiteboard
- Sets of symbol and text cards showing features for each part of the Congo's journey (see Section 5)

## Links with other subjects

Primary framework for literacy: integrate words, images and sounds imaginatively for different purposes; use varied structures to shape and organise text coherently; select from a wide range of ICT programs to present text effectively and communicate information and ideas (year 6)

Geography: use appropriate geographical vocabulary; use atlases, globes, maps and plans at a range of scales; identify and describe what places are like; use secondary sources of information, including aerial photographs

ICT: talk about what information they need and how they can find and use it; share and exchange information in a variety of forms

## Expectations

## At the end of this unit

*most children will:*

follow short descriptions in order to find specific information; obtain and understand information about rivers; write sentences describing a location; write a weather forecast

*some children will not have made so much progress and will:*

say single words and short phrases; recall vocabulary and structures with prompting; copy short phrases

*some children will have progressed further and will:*

achieve extended descriptions in accurate French, showing some attention to adjectival agreement and the plural indefinite article; demonstrate creativity and imagination in using known language in new contexts



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p><b>Section 1. Crossing continents</b></p> <ul style="list-style-type: none"> <li>to recognise patterns in the foreign language (KAL)</li> <li>to make predictions based on existing knowledge (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Display a world map where continents are clearly outlined. Point to each continent and introduce its name, ie <i>l'Europe</i> (Europe), <i>l'Afrique</i> (Africa), <i>l'Amérique du Sud</i> (South America), <i>l'Amérique du Nord</i> (North America), <i>l'Asie</i> (Asia), <i>l'Océanie</i> (Australasia), <i>l'Antarctique</i> (Antarctica). Repeat names quickly/slowly/loudly/quietly to practise pronunciation.</li> <li>Display outline shapes of each continent. Ask the class to look at the world map and see if they can identify the individual shape of each continent. Encourage children to give answers in French. Divide the class into two teams to play <i>Touchez l'image</i>. One child from each team comes to the front. Call out a continent and the first child to touch the correct outline wins a point for their team.</li> <li>Say the names of the continents again and ask children to listen for the final sound in each continent. Can they hear one ending that occurs in three of the continents? (-ique) Which continents end with this sound? Ask children if they can recall other words containing this phoneme, eg <i>la Belgique</i>, <i>fantastique</i>, <i>magnifique</i>, <i>la musique</i>. Display the grapheme -ique and ask children to practise writing the grapheme from memory on their partner's hand or on a mini-whiteboard.</li> <li>Before displaying the names of each continent on the board, give children the opportunity to have a go at writing them independently. Display the words on the board. How accurate were children's first attempts at spelling these words? Discuss similarities and differences in pronunciation between English and French and then invite a child to the board to underline the grapheme -ique in <i>l'Amérique du Nord/Sud</i> and <i>l'Afrique</i>.</li> <li>Explain to children that much of the focus of this unit will be on rivers of the world. Can they name any in English? Display the names of a selection of rivers (see 'Points to note') and model pronunciation. Children repeat. Explain the notion of gender for 'named' rivers. Which of the rivers are masculine and which are feminine? What clue would children be looking for? Having established that the definite article (<i>le/la</i>) is the clue, ask children how they could find out the gender for <i>l'Amazone</i>.</li> <li>As it is unlikely that your class set of bilingual dictionaries contains the names of rivers, ask children to research the genders of some of the continents so that they can practise checking for gender in a dictionary (see 'Points to note').</li> <li>Extension: Challenge the class to see how many continents and rivers they can recall in French.</li> <li>Extension: Children label a map of the world, writing the names of the continents from memory.</li> </ul>	<ul style="list-style-type: none"> <li>recall and say the names of continents with good pronunciation</li> <li>understand the notion of gender for proper nouns such as rivers and continents</li> <li>recognise the phoneme-grapheme correspondence -ique</li> </ul>	<ul style="list-style-type: none"> <li>Suggested rivers: <i>l'Amazone</i> <i>le Danube</i> <i>le Gange</i> <i>le Nil</i> <i>le Rhin</i> <i>le Yang Tsé</i> <i>la Seine</i> <i>la Tamise</i></li> <li>Sixth activity: Bilingual dictionaries for children do not always contain all seven continents. It might be advisable to check which continents feature in your class dictionaries before starting this activity.</li> <li>Follow-up: Throughout the week, give children the opportunity to identify and name the continents in French.</li> <li>Follow-up: Use satellite-imaging software to view continents.</li> <li>Allow children time to explore the course of some of the rivers mentioned in this section.</li> </ul>
<p><b>Section 2. Rivers and continents</b></p> <ul style="list-style-type: none"> <li>to match sound to sentences and paragraphs (L6.3)</li> <li>to write sentences on a range of topics using a model (L6.4)</li> <li>to use knowledge of word and text conventions to build sentences and short texts (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Revise names of rivers and continents from the last section. Play a simple matching game by writing a selection of the rivers on the left-hand side of the board and continents on the right. Call out the name of a river, eg <i>l'Amazone</i>, and ask the question <i>Dans quel continent est l'Amazone?</i> to elicit <i>l'Amérique du Sud</i>, etc.</li> <li>Display the sentence <i>L'Amazone est en Amérique du Sud</i> (The Amazon is in South America) and read it aloud. Ensure that children are clear about the meaning of this sentence. Draw attention to <i>en Amérique du Sud</i>. Do they think that something is missing here? Explain that the <i>l'</i> (the definite article) is omitted when the name of a continent comes after <i>en</i>. Display the answers to another question, eg <i>Dans quel continent est la Tamise?</i> and the class chorus <i>La Tamise est en Europe</i>.</li> <li>Invite a few children to come to the front to make a human sentence using large individual word cards, eg <i>Le Gange est en Asie</i>. Ask volunteers to read the sentence aloud. Continue building human sentences with different rivers and continents. Alternatively, children continue this activity by building sentences with word cards in pairs or small groups.</li> <li>Play Pelmanism. Write the names of rivers and continents on individual cards. You will need to ensure that there are enough 'continent cards' for each river. Colour-code the cards, eg blue for rivers and green for continents. Place the cards face down on the board. The first child comes to the board and turns over a river card and a continent card. The class build a sentence using the two cards, eg <i>Le Nil est en Europe</i>. If the river and continent do not match, the cards are replaced. If they do match, the child keeps the cards. Continue the game until all the pairs have been found. Confident children may prefer to build the sentence without the support of the whole class.</li> <li>Give pairs of children a copy of a map of the world where the continents are clearly outlined. Show them how to write a label that links a continent with the appropriate river, eg <i>Le Yang Tsé est en Asie</i>. Children write their own labels and then share their maps with another pair.</li> <li>Extension: Provide children with a list of different rivers, one for each continent. Children research the location of each river and label each continent accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>label rivers and continents on a map</li> <li>say which continent a river is in</li> </ul>	<ul style="list-style-type: none"> <li>Grammar point: You will have noticed that in French the definite articles <i>le</i> (m), <i>la</i> (f) and <i>l'</i> (before a vowel) are used before the names of continents. If the continent comes after the word <i>en</i>, meaning 'in', the definite article is not used, eg <b>en</b> <i>Amérique du Sud</i> (in South America).</li> <li>Follow-up: Throughout the week, play Pelmanism, matching rivers with continents.</li> <li>Follow-up: Throughout the week, give pairs / small groups of children word cards from which to build sentences about rivers and continents.</li> <li>Follow-up: Throughout the week, encourage confident children to take the role of the teacher and ask the class, for example, <i>Dans quel continent est la Seine?</i> etc.</li> </ul>

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Language detectives

- to understand longer and more complex phrases or sentences (O6.3)
- to match sound to sentences and paragraphs (L6.3)
- to use knowledge of word order and sentence construction to support the understanding of written text (KAL)
- to notice and match agreements (KAL)

- Explain to children that they are going to be looking at a text about rivers. Display the text (see 'Points to note') and read it aloud. Stop at various points and ask them to point out where you are in the text.
- Ask children to name the main river featured in the text. Invite a child to come to the board to underline the name (note that the name of the river only occurs twice in the text). Allow children a few minutes to discuss with their partner which word they think is used to substitute the name of the river. Ask a volunteer to underline *il*. Give a similar example in English, eg 'The Thames is a famous river in Europe. It flows through the cities of Oxford and London in England'.
- Look again at the list of rivers given in Section 1. Which rivers have masculine names? Which have feminine names? Show children the text for *La Seine*. Ask them to underline the pronoun (*elle*) which refers to that river.
- Show children the headings for the facts table below and ask if they can work out their meaning (the English is given here for your information). You may prefer to substitute these headings with extracts from the text, eg *est long de* (length), *se jette dans* (flows into).

Nom du fleuve (Name of the river)	
La longueur (Length)	
La source (Source)	
L'embouchure (Mouth of river)	
Villes principales (Main towns)	
Autres informations (Other information)	

- Children work in pairs to complete the facts table about the Congo. They feed back their answers and check them as a class. Discuss which strategies children used to locate the information.
- Extension: Using information about *La Seine* (see 'Points to note'), children complete an additional facts table.
- Display and read the sentence *Le Congo est le deuxième plus grand fleuve d'Afrique*. In pairs, children briefly discuss its meaning. Show the sentence *Berlin est la plus grande ville d'Europe*. Ask children to read it aloud and work out its meaning. Display a world map where the continents are clearly outlined and ask *Quel est le plus grand continent?* to elicit *l'Asie*. Write the following sentence on the board and ask the class to join in as you read it aloud: *L'Asie est le plus grand continent*.
- Compare the two sentences *Le Nil est le plus grand fleuve d'Afrique* and *Tokyo est la plus grande ville d'Asie* (Tokyo is the biggest city in Asia). Invite another volunteer to underline which phrase means 'the biggest' in both sentences. Compare the two underlined phrases. What do children notice when they see the sentences? What do they notice when they listen to the sentences? Can they explain why there are these differences?
- Having established that when the noun is feminine *le plus grand* becomes *la plus grande*, give groups of children some additional sentences to reinforce their understanding, eg *L'Amazone est le plus grand fleuve d'Amérique du Sud*. *New York est la plus grande ville d'Amérique du Nord*.
- Extension activity: Give children some key words, eg *Mississippi, l'Amérique du Nord, le fleuve* and ask them to build sentences, which they read aloud to a partner.

- read and understand the main points in a non-fiction text
- use detail from a text to complete a chart
- use a simple superlative to describe a river

- Here is the text for the first activity:

*Les fleuves du monde* (Rivers of the world)  
*Chaque continent a un grand fleuve. En Amérique du Sud il y a l'Amazone. En Europe il y a le Rhône. En Afrique il y a le Congo. Le Congo est le deuxième plus grand fleuve d'Afrique après le Nil. Il est long de 4,700km. Sa source est en Zambie dans les montagnes du grand rift est-africain. Il traverse les villes de Kisangani, Kinshasa et Brazzaville. Il se jette finalement dans l'Océan Atlantique.*

(Each continent has a big river. In South America there is the Amazon. In Europe there is the Rhône. In Africa there is the Congo. The Congo is the second-biggest river in Africa after the Nile. It is 4,700km long. Its source is in Zambia in the mountains of the East African Rift. It flows through the towns of Kisangani, Kinshasa and Brazzaville. Finally, it flows out into the Atlantic Ocean.)

- Here is the text for the first extension activity:

*La Seine* (The Seine)  
*La Seine est un fleuve très important en France. Elle est longue de 776km. Sa source est près de Dijon et elle se jette finalement dans la Manche. Elle traverse Paris, la capitale de la France.*

(The Seine is a very important river in France. It is 776km long. Its source is near Dijon and finally it flows out into the English Channel. It runs through Paris, the capital of France.)

- You may wish to ask a native speaker to provide a recording of the two texts.
- Follow-up: Cut the text into sentence strips. In pairs or small groups, children sequence the text.
- Follow-up: Throughout the week, play *Répétez si c'est vrai* (Repeat if it's True) with key facts about the continents and/or rivers, eg *En Afrique il y a le Danube. L'Europe est le plus grand continent du monde. La Loire traverse l'Angleterre.*
- Follow-up: Give children the opportunity to research rivers in France or in a French-speaking country. Children share information with the class.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. What is the weather going to be like?

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to read and understand the main points and some detail from a short written passage (L6.1)
- to recognise patterns in the foreign language (KAL)
- to use a dictionary (LLS)
- Re-read the text from Section 3. Ask children to close their eyes and imagine the scenery at three different stages of the river's journey. Ask for suggestions (in English) as to the type of landscape they would expect to see and repeat these in French, eg a lake (*un lac*), a mountain (*une montagne*), the rainforest (*la forêt tropicale*), a desert (*un désert*), a valley (*une vallée*), a swamp (*un marais*), a waterfall (*une chute*), a town (*une ville*), the sea (*la mer*), the ocean (*l'océan*). For the purpose of this unit children will also need to know high plateaux (*les hauts plateaux*).
- If possible, display a pictorial map of the Congo River's journey, with concealed symbols showing some geographical features. Reveal the symbols and if they match children's suggestions say *Oui, il y a des montagnes*, etc. Encourage children to repeat each of the new vocabulary items after you.
- Reveal all the symbols if you have not already done so, and practise pronunciation of the vocabulary. Play a quick game to reinforce this (see the *Teacher's guide* for ideas).
- Highlight and practise the new sound *-gne*, as in *montagne, cygne* (see Unit 11), *campagne, Grand Bretagne, signe, ligne*.
- Read out the full text of the journey of the Congo (see text at the end of this unit). Take the opportunity to point out that some of the nouns are plural. Ask children how they could identify this without seeing the written text (ie by hearing the word *les*). What do they remember about making simple plurals in French? Display the written words on the board and discuss.
- Explain to children that they are explorers who will be leading a team to explore the Congo: *Pour cette activité, vous êtes explorateurs* (For this activity, you are explorers). They will need to compile and send out a document to the rest of their team, explaining what they will encounter. Part of the information that will be needed for the journey is a weather forecast.
- Revise weather phrases in the present tense (see Units 7, 12 and 17), eg *Il fait chaud*, and show children how this sentence changes to *Il va faire chaud* (It's going to be hot) if we are forecasting the weather. Display both sentences together and encourage children to discuss the differences in pairs. They may like to make comparisons with English.
- Show another example, eg *Il fait beau*, and how to change this if you are forecasting the weather. Challenge children to change the phrases *Il fait mauvais, Il fait froid* and *Il fait du vent* as if they were forecasting the weather. Check that they understand the meaning of these phrases. Tell them that the only exceptions to this pattern are *Il va pleuvoir* (It's going to rain) and *Il va neiger* (It's going to snow), and write all the new phrases on the board.
- Introduce the question *Quel temps va-t-il faire?* Display different weather symbols and as you point to them, children chorus the appropriate phrase.
- Extension: Challenge the class to see how many continents, landscape features and weather forecast phrases they can remember in French. Invite them to predict how many they will be able to recall.

- understand and say some weather phrases in the immediate future tense
- recognise and pronounce some geographical features
- recognise the phoneme-grapheme correspondence *-ique*

- The notion of upper and lower course, ie that a river begins in the mountains or hills and flows down to the sea, could be explained in simple French, for example: *Normalement, la source d'un fleuve est dans les montagnes. Le fleuve descend à travers les vallées. Il se jette finalement dans la mer ou l'océan.* (Normally, the source of a river is in the mountains. The river flows down through the valleys. Finally it flows out into the sea.)
- The 'immediate future', formed by using *aller* with an infinitive, is also sometimes referred to as the 'simple future'. The term 'immediate future' is used in this scheme of work.
- There are some websites which show the weather around the world and how it is moving across the continents. With these sites you can also look at temperature charts.
- Follow-up: Children make labelled weather forecast cards for display in the classroom or hall.
- Follow-up: Throughout the week, children look up the daily weather forecast in a particular continent. This can be done by using a weather website to find out about the weather in five selected cities across the continent. They collate the information in a bar chart.
- Follow-up: Throughout the week, children post a daily weather report in the main entrance. This should contain the weather today and a forecast for tomorrow.
- Follow-up: If the school has a partner school in a French-speaking country, make a comparison of weather conditions.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. The journey of the Congo

- to understand longer and more complex phrases or sentences (O6.3)
  - to recognise and understand some of the differences between people (IU6.2)
  - to use language known in one context or topic in another context or topic (LLS)
- Revise answers to the question *Quel temps va-t-il faire?*
  - Show children the pictorial map of the Congo River. Remind them that they are explorers leading a team to explore it. The journey is going to take five months and they will need to explain to other members of their imaginary team what they will see each month and what the weather is going to be like.
  - Children work in groups. Give each group copies of symbol cards showing the correct features for each part of the journey. On each card there will be a variety of symbols, eg the outline and name of Zambia, a mountain and someone shivering. Explain that these show what they will encounter each month on their journey, and choose one of the symbol cards to talk through, eg *La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.* (The source of the Congo is in the mountains of Zambia. In August, in the mountains, it's going to be cold.)
  - Give out text cards (see 'Points to note') and ask children to match these with the symbol cards and put them in the correct order.
  - Children read their texts aloud to each other. Encourage them to comment constructively on each other's reading and pronunciation. As a class, establish the correct order of the text cards.
  - Extension: Children research the countries that the Congo crosses on its journey. Children can formulate geographical questions, eg 'What is the landscape like?', 'Which languages are spoken?'

- understand and use the preposition *en* + country or continent
- read and understand a short text in the present and future tenses

- Fourth activity: These ideas for text cards are taken from a full text available at the end of this unit:
  - La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.*  
(The source of the Congo is in the mountains of Zambia. In August, in the mountains, it's going to be cold.)
  - Le Congo traverse les vallées et les forêts tropicales en République Démocratique du Congo. En septembre dans les forêts tropicales il va pleuvoir.*  
(The Congo flows through valleys and rainforests in the Democratic Republic of Congo. It is going to rain in the rainforests in September.)
  - Le Congo traverse les chutes Stanley dans les hauts plateaux. En octobre, dans les hauts plateaux, il va faire du vent.*  
(The Congo flows through the Stanley Falls on the high plateaux. It is going to be windy on the high plateaux in October.)
  - Le Congo traverse les grandes villes de Kisangani, Kinshasa et Brazzaville. Kinshasa est la deuxième plus grande ville d'Afrique. En novembre dans les grandes villes il va faire du soleil.*  
(The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second-largest town in Africa. It is going to be sunny in the large towns in November.)
  - Le Congo traverse les marais en République Démocratique du Congo. En décembre dans les marais il va faire chaud. Le Congo se jette finalement dans l'Océan Atlantique.*  
(The Congo flows through the swamps of the Democratic Republic of Congo. It is going to be hot in the swamps in December. Finally, the Congo flows into the Atlantic Ocean.)
- Follow-up: Invite individual children to the board to add labels for the source, the different countries, the landscape features, etc.
- Follow-up: Throughout the week, children answer the register with a sentence containing *en* + continent, eg *Je suis en Amérique.*

## Section 6. Explorers

- to write sentences on a range of topics using a model (L6.4)
  - to use knowledge of words and text conventions to build sentences and short texts (KAL)
  - to apply a range of linguistic knowledge to create simple, written production (LLS)
- Play the Human Sentence game with a number of sentences, eg *Le Nil est en Afrique, Le Congo traverse les forêts tropicales.* Cut up each sentence into separate words and challenge groups of children to reorder the words correctly. Ask each group to read their sentence aloud before putting the sentences on the board.
  - Tell children that they are going to use this lesson to plan their own exploration of an imaginary river. This can be done as a poster for display or made into an oral presentation. Remind them that, for each part of the journey, their team will need information on geographical features and what the weather is going to be like. You may wish to display the pictorial map of the Congo with labelled features as a reminder.
  - As a class, write the first paragraph about an imaginary river together, eg:  
*Notre exploration va commencer en août.*  
*On va explorer le/la + name of river.*  
*Le/la ... est en + continent.*  
*Le/la ... est le plus long fleuve d' + continent.*  
*Le/la ... est long de ... km.*  
*La source du ... est dans + geographical feature.*  
*Le/la ... traverse + geographical feature.*  
*En août dans + geographical feature il va faire + weather.*
  - Extension: Point out that in the class paragraph, the name of the river has been used a number of times, whereas in the text they read in Section 3 it was only used once. Can they remember which word was used in place of the name of the river? Remind them of the use of *il* or *elle* as a pronoun to refer to the river, and decide where it might be used in the paragraph.
  - Children work in pairs, using the model above to scaffold their writing. Some children may need to work from an individual writing frame based on the model above. Remind them that their journey should:
    - last several months
    - include a variety of different landscapes
    - include a variety of weather conditions.
  - Throughout the session, ask children to read out their work in progress.
  - Write the final sentence together as a class: *Le ... se jette finalement dans l'Océan ... / la Mer...*

- produce a non-fiction text for display/presentation
- apply language to a new context

- In order to differentiate the river journey activity, you might ask some children to create a journey that only lasts two or three months instead of five. Alternatively, you might prefer to provide a writing frame or gap-fill text for those children requiring extra support.
- Follow-up: Throughout the week, children continue their preparation of the information text.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit
- Children present their river journeys to a friendly audience; to their own or another class or during a school celebration assembly.

- present information in a variety of ways
- Follow-up: If children have made posters, make these into a classroom display.
- If the school has a French-speaking partner school, the class could email photos of their presentations or present their work via a videoconferencing link.

**Le Congo (full text)**

Notre exploration va commencer en août. On va explorer le Congo. Le Congo est le deuxième plus long fleuve d'Afrique après le Nil. Il est long de 4,700km. La source du Congo est en Zambie dans les montagnes. En août dans les montagnes, il va faire froid.

Le Congo traverse les vallées et les forêts tropicales en République Démocratique du Congo. En septembre dans les forêts tropicales il va pleuvoir.

Le Congo traverse les chutes Stanley dans les hauts plateaux. En octobre, dans les hauts plateaux, il va faire du vent.

Le Congo traverse les grandes villes de Kisangani, Kinshasa et Brazzaville. Kinshasa est la deuxième plus grande ville d'Afrique. En novembre dans les grandes villes il va faire du soleil.

Le Congo traverse les marais en République Démocratique du Congo. En décembre dans les marais il va faire chaud. Le Congo se jette finalement dans l'Océan Atlantique.

**The Congo (full text)**

Our exploration is going to start in August. We are going to explore the Congo. The Congo is the second-longest river in Africa after the Nile. It is 4,700km long. The source of the Congo is in Zambia in the mountains. In August in the mountains it's going to be cold.

The Congo flows through the valleys and the rainforests in the Democratic Republic of Congo. In September in the rainforests it's going to rain.

The Congo flows through the Stanley Falls on the high plateaux. In October on the high plateaux it's going to be windy.

The Congo flows through the large towns of Kisangani, Kinshasa and Brazzaville. Kinshasa is the second-largest town in Africa. In November in the large towns it's going to be sunny.

The Congo flows through the swamps in the Democratic Republic of Congo. In December in the swamps it's going to be hot. Finally, the Congo flows into the Atlantic Ocean.