

Phileas Fogg

Main Subject Focus Geography	Intent: Why? To develop curiosity, understanding and appreciation of diverse places and communities within our world. To draw comparisons between our local and national area and a contrasting country.	Links to prior and wider learning This unit builds on learning from EYFS about our world. It will set a foundation for subsequent learning of locations and settlements on a UK and European scale as well as their local environment. <i>Voyagers, Life Through a Lincolnshire Lens, Coastal Curiosities, Expedition Europe, Asian Discovery</i>												
Key Concepts Taught Space and Movement														
Knowledge Locational knowledge - name and locate the world’s seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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														
By the end of this unit, pupils will learn: - to name the world’s seven continents and five oceans - directional language to describe, plot and follow a route - key physical and human characteristics of chosen countries - compare different countries to the UK - identify features of maps and create own using symbols and compass directions														
Skills <table><tr><th>Year 1</th><th>Year 2</th></tr><tr><td> - Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. . . </td><td> - Children encouraged to ask simple geographical questions; Where is it? What’s it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Make simple comparisons between features of different places. </td></tr><tr><td> - Follow directions (Up, down, left/right, forwards/backwards). - Use a simple picture map to move around the school </td><td> - Follow directions (as yr 1 and inc’. NSEW). - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places. </td></tr><tr><td> - Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Draw around objects to make a plan. </td><td> - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) - Look down on objects to make a plan view map. </td></tr><tr><td> - Picture maps and globes </td><td> - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Use an infant atlas </td></tr><tr><td> - Draw picture maps of imaginary places and from stories. </td><td> - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) </td></tr></table>			Year 1	Year 2	- Teacher led enquiries, to ask and respond to simple closed questions. - Use information books/pictures as sources of information. . .	- Children encouraged to ask simple geographical questions; Where is it? What’s it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Make simple comparisons between features of different places.	- Follow directions (Up, down, left/right, forwards/backwards). - Use a simple picture map to move around the school	- Follow directions (as yr 1 and inc’. NSEW). - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places.	- Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Draw around objects to make a plan.	- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) - Look down on objects to make a plan view map.	Picture maps and globes	- Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Use an infant atlas	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
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Wider curriculum links: Science – Seasonal Change Art – Colours of the World PSHE – diversity, community														
Key Texts: Adventures Around the Globe (Lonely Planet Kids), What’s Where in the World (DK), The Travel Book: A journey through every country in the world (Lonely Planet Kids), Follow that Map: A First Book of Mapping Skills (Scot Ritchie), Around the World in Eighty Days (Young Reading Series 2) (Jane Bingham)														
Key Vocabulary/ Etymology World, Continent, Europe, Asia, Africa, North America, South America, Antarctica, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Capital, United Kingdom, Scotland, Wales, Northern Ireland, Feature, Location, Hot area, Cold area, Equator, North Pole, South Pole, Compass, North, South, East, West, Atlas, Aerial photograph, Plan perspective, Landmarks, Route														
Wow moment- Recreate journey around the world using green screen/iMovie														
School Values- Determination- travellers throughout history, how has their determination developed our understanding of the world British Values- Democracy- different countries and how they are governed- the importance of democracy														