



Overview and rationale:

Following on from Understanding the World in EYFS and learning about their own families and community in 'We were young once too!' children will take on the role of explorers to find out about their local community of Urmston, Manchester before looking at the world beyond. They will proceed to learn about the different countries that make up the United Kingdom and will learn about the capital cities and seas that surround our islands. They will learn about the connections between the different parts of the United Kingdom and of the islands that make up the British Isles. They will be inspired by the adventures and resilience of Amelia Earhart to learn more about the oceans and continents of the world. They will be introduced to the themes of leadership and touch upon issues of power and the impact of these explorations for native people and for the wider world, issues that will be looked at more deeply throughout school. They will learn about how we can respect our diverse country and respect the diverse cultures and communities around the world. They will begin to understand the role of religion and beliefs in people's lives and cultures. They will also learn about respect for the environment and begin to learn about how they can contribute to looking after our local community as well as how we can look after our planet, touching on themes of climate change and care for our oceans.

GEOGRAPHY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
Locational and place knowledge	I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas. I understand similarities and differences of a small area of the UK & contrasting non-European country.
Use of basic geographical vocabulary	I use and understand basic geographical specific vocabulary relating to human and physical geography.
Using globes, maps & plans.	I can use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Map work Skills	I can follow a route on prepared maps (left/right) & find information. I can make a simple map (e.g. from a story). I can use & construct basic symbols in a key
Human and physical: enquiry skills and communication	I can identify seasonal/ daily UK weather patterns I am beginning to study the key human and physical features of the surrounding environment of my school.

We Are Explorers!



KEY GEOGRAPHICAL VOCABULARY

Human features	building, town, farm, road, park, path, people, city, town, village, factory, farm, house, office, port, harbour, shop, capital city, country
Physical features	building, town, farm, road, park, path, people, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine
Specific content-Geographical map skills and fieldwork	Map, local, place, globe; Name and locate the world's 7 continents and five oceans Asia, Africa, North America, South America, Antarctica, Australia, Oceania, Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian; Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Seas, English Channel
Other useful vocab including challenge for this age group	village, city, shop, land, house, motorway, world, water, pond, environment, recycle, compass, Compass points: East North South West, fieldwork, plan, aerial photograph, map key symbols, equator, hot/cold, direction, key, country, continent, globe, atlas, address, right/ left, patterns, characteristics, surrounding seas, contrasting non-European Challenge: scale, route planner, grid, vegetation, urban, rural, challenge, diverse places, resources, natural and human environments

'CORE' KNOWLEDGE

1) I can name the four countries of the United Kingdom: England, Scotland, Wales, Northern Ireland.
2) I can name the 5 oceans of the world: Pacific, Atlantic, Indian, and Arctic, Southern.
3) I can name the 7 continents of the world: Europe, North America, South America, Asia, Australia, Africa, Antarctica (Y2 introduce).
4) I know that Amelia Earhart was the first female aviator to fly across the Atlantic.

ADDITIONAL TOPICAL KNOWLEDGE

a) I can name the capital cities of each country: London, Edinburgh, Cardiff, Belfast.
b) I know that Urmston is part of Manchester in the North-west of England.
c) I know that there are many people from different parts of the world who have come to the UK to live.
a) I know that 95% of the Earth's water is in oceans.
b) I know that the Atlantic Ocean separates the British Isles from North America.
c) I know that the Pacific Ocean is the largest ocean in the world.
a) I know that Antarctica is at the South Pole and is really cold and that the Arctic is at the North Pole and is really cold too!
b) I know where the Equator is and some countries that are on the Equator.
c) I know that the weather is hot near the Equator.
a) I know that Amelia Earhart flew solo across the Atlantic Ocean in 1932.
b) I know that Amelia was born in Kansas, America and I can see it on a world map.
c) I know that Amelia Earhart was so resilient. She said, 'What do dreams know of boundaries?' Once she wanted to do something, she would do everything she could to make it happen!

HISTORY LEARNING STATEMENTS	
Area of Learning	Knowledge and Skills
Historical Chronology	I know my life is different from the lives of people in the past.
Historical Concepts	I have begun to understand how things change over time.
	I can recall some simple facts.
	I can give one cause of an event.
Historical Interpretation	I know some of the ways in which we find out about the past.
	I can tell you a few ways how the past has been described.
	I am developing the skills of presenting an idea and raising questions about the past.
Historical Enquiry	I can ask questions about artefacts.
	I might be able to investigate questions to find answers.
	I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.
Historical Communication	I use common words and phrases relating to passing of time.
	I can tell you about a time before I was born.
	I can recount stories accurately and explain why some people and events were important.

KEY HISTORICAL VOCABULARY	
Key	history, significant, timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century/ decade, living memory, different periods of time
Skills	Observation, sequence, contrast, research, using sources, ability to build a timeline, research using different resources, questioning, discussion, compare and contrast, making connections, making conclusions
General	modern, past, present, future, memory, information, similarity, difference, lives, memorial, monument
Specific	change in national life, parents, grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure

ART AND DESIGN			
Exploring and Developing			
Exploring and developing ideas		Explore ideas from first hand observation, experience and imagination.	
Evaluating and developing work		Review what they and others have done and say what they think and feel about it.	
Printing			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -To use a range of materials creatively to design and make products	-Make rubbings. -Build a repeated pattern and recognise pattern in the environment.	-Know how to make an imprinted piece of art by rolling, rubbing, stamping. -Know how to create and arrange shapes appropriately.	Rubbing, repeated pattern, environment, colour, impress.
Artist/Style/Activities			

Richard Long
Links with exploring our immediate environment. Long uses naturally found materials to create artwork and sculptures. He focuses upon repeating patterns.

School Value	Topic relevance: How/when/where/why is it needed?	Possible 'higher order' questioning	
Resilience	How did the explorers you learned about show resilience during their travels?	Remember	Can you remember the names of the oceans and continents of the world?
Respect	How we can show respect to the places we visit?	Understand	Why did people leave their own countries to explore the world?
Responsibility	How can we make sure we show responsibility when looking after our seas and oceans?	Apply	What things do we enjoy in this country have been imported from other countries?
Happiness	Travelling to different places makes lots of people happy. Why do you think this is?	Analyse	Why do people still travel to different countries?
Kindness	How can we be kind to our planet?	Evaluate	Were explorers always welcomed in the countries they went to?
Pride	What are you most proud of from where you come from?	Create	Can you draw a map of the routes that explorers took across the world?