



### 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 then go further afield and be inspired by the adventures and resilience of Amelia Earhart to learn more about the oceans and continents of the world, and the comparisons between the polar and equatorial regions too. 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.

### GEOGRAPHICAL VOCABULARY AND CONCEPTS

|  |  |
|--|--|
| <b>Human features</b>                              | road, park, city, town, village, house, shop, capital city, country  |
| <b>Physical features</b>                           | beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, Winter, Spring, Summer, Autumn, weather, rain, cloud, sun, hot, cold, climate  |
| <b>Map skills-based vocabulary</b>                 | map, local, place, globe, atlas, compass, compass points: East, North, South, West, plan, aerial photograph, map, key, symbols, direction, equator, country, continent, North Pole, South Pole, near, far  |
| <b>Tier 3 place and locational vocabulary</b>      | <b>Name and locate the world's seven continents and five oceans:</b> Asia, Africa, North America, South America, Antarctica, Australia, Oceania, Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian<br><b>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas:</b> England, Scotland, Wales, N.Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Seas, English Channel<br>North Pole, South Pole, Arctic, Antarctic, polar bear, penguin, clothes, holiday |
| <b>Geographical concepts and tier 2 vocabulary</b> | Space: weather, climate, vegetation<br>Environment (physical and human processes): settlement<br>Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, Earth, climate change, future<br>Cultural awareness, diversity: lives, communities, similarities and differences  |

## 'What do dreams know of boundaries?'...We are Explorers!



### GEOGRAPHY LEARNING STATEMENTS

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

### KNOWLEDGE (substantive)

| 'Core'  | 'Additional'  |
|---|---|
| <b>1) I can name the four countries of the United Kingdom: England, Scotland, Wales, Northern Ireland.</b>                                    | a) I can name the capital cities of each country: London, Edinburgh, Cardiff, Belfast.<br>b) I know that Urmston is part of Manchester in the North-west of England.<br>c) I know that there are many people from different parts of the world who have come to the UK to live and work. I can give some reasons why.   |
| <b>2) I can name the 5 oceans of the world: Pacific, Atlantic, Indian, and Arctic, Southern.</b>  | a) I know that 95% of the Earth's water is in oceans.<br>b) I know that the Atlantic Ocean separates the British Isles from North America.<br>c) I know that the Pacific Ocean is the largest ocean in the world.   |
| <b>3) I can name the 7 continents of the world: Europe, North America, South America, Asia, Australia, Africa, Antarctica (Y2 introduce).</b> | 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. I know how this might impact on the people who live there and how they might need to adapt.<br>b) I know that the Equator is and some countries that are on the Equator.<br>c) I know that the weather is hot near the Equator and how that impacts on people who live there – I can explain how this would be very different to people who live in the polar regions.<br>d) If Amelia Earhart explored the Equator and the polar regions, I know what she'd need to pack! |
| <b>4) I know that Amelia Earhart was the first female aviator to fly across the Atlantic.</b>   | a) I know that Amelia Earhart flew solo across the Atlantic Ocean in 1932.<br>b) I know that Amelia was born in Kansas, America and I can see it on a world map.<br>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                                       |   |   |
|---|---|---|
| CONCEPTS                                      | LEARNING STATEMENTS   | TIER 2 VOCABULARY   |
| <b>Chronology</b>                             | I am developing an awareness of the past.<br>I use common words and phrases showing the passing of time.<br>I know where people and events fit into chronological frameworks. | periods of time, timeline, order, changes, memory, past, present, future, long ago, difference, similar |
| <b>Causes and Consequences</b>                | I recognise why people did things, why events happened and what happened as a result.   | cause and consequence, result, impact, effect   |
| <b>Continuity and change</b>                  | I can identify similarities and differences between ways of life at different times.  | reasons, continuity, change   |
| <b>Significance</b>                           | I can talk about who was important (e.g. in a simple historical account).   | significant events, significant people, changes, effect, leader, impact                                 |
| <b>Historical evidence and interpretation</b> | I can identify ways in which the past is represented.   | find out, describe, raise questions about the past  |
| <b>Similarity, difference and diversity</b>   | I can make simple observations about different types of people, events, beliefs within a society.   | similarities, differences, past, changes  |

| SKILLS                    | HISTORY LEARNING STATEMENTS   |
|---------------------------|---|
| <b>Using Evidence</b>     | 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.                                  |
| <b>Historical Enquiry</b> | 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. |
| <b>Communication</b>      | 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.                                 |

| TIER 3 VOCABULARY     |  |
|-----------------------|--|
| <b>Topic Specific</b> | Amelia Earhart, aviator, North America, female |

## ART AND DESIGN

### Exploring and Developing

|                                       |  |
|---------------------------------------|--|
| <b>Exploring and developing ideas</b> | Explore ideas from first hand observation, experience and imagination.           |
| <b>Evaluating and developing work</b> | 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<br>-To use a range of materials creatively to design and make products | -Make rubbings.<br>-Build a repeated pattern and recognise pattern in the environment. | -Know how to make an imprinted piece of art by rolling, rubbing, stamping.<br>-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:<br>How/when/where/why is it needed?                                 | Possible 'higher order' questioning |  |
|-----------------------|--|-------------------------------------|--|
| <b>Resilience</b>     | How did the explorers you learned about show resilience during their travels?        | <b>Remember</b>                     | Can you remember the names of the oceans and continents of the world?            |
| <b>Respect</b>        | How we can show respect to the places we visit?                                      | <b>Understand</b>                   | Why did people leave their own countries to explore the world?                   |
| <b>Responsibility</b> | How can we make sure we show responsibility when looking after our seas and oceans?  | <b>Apply</b>                        | What things do we enjoy in this country have been imported from other countries? |
| <b>Happiness</b>      | Travelling to different places makes lots of people happy. Why do you think this is? | <b>Analyse</b>                      | Why do people still travel to different countries?                               |
| <b>Kindness</b>       | How can we kind to our planet?   | <b>Evaluate</b>                     | Were explorers always welcomed in the countries they went to?                    |
| <b>Pride</b>          | What are you most proud of from where you come from?                                 | <b>Create</b>                       | Can you draw a map of the routes that explorers took across the world?           |