



Context					
Unit	Around The World				
Assessment	What will we see on our journey around the world? How is this similar and different to where I live?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>This unit directly links to the National Curriculum objective of studying specific locations with a range of resources. The knowledge concepts covered in this unit are settlements and environment. In this unit, the children take four different world journeys: starting with their local area (Making links with Y1 Geography, Autumn 1, My Local Area), they then look at coastal, rainforest, dry (desert) and world city locations, considering what it is like to live in each of the places. Children will make frequent comparisons with West Drayton and will explore why buildings are built differently in different locations. Virtual and imagined journeys are important to show children similarities and contrasts. Children will have the opportunity to locate the countries of the UK on a map and which seas surround the UK, as well as looking at which area of England we live in. Children will be encouraged to identify different places on a world map and will be able to identify which continent they are located in. The knowledge concept of environment is brought to the fore when learning about rainforests and the coast: children will read <i>'Wake Up, Sloth!'</i> by Anouck Boisrobert and Louis Rigard in Read at 3 beginning to consider ways in which the rainforest is being damaged, and, when learning about living by the coast, children will discuss how ocean plastic is damaging the environment- this serves as a precursor to future learning in KS2 about how humans are damaging the environment. In this unit, pupils will: name and locate the world's seven continents; learn about the human and physical geography of a small area in several non-European countries; read images, maps, atlases and globes; ask and answer questions and use basic geographical vocabulary.</p> <p>World wall maps are essential. These should be a key reference point for the children, and whenever a new continent, country or city is mentioned, it can then be labelled. Use the maps available on the online resource bank on Rising Stars.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Enquiry - Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.</p> <p>Location & Place - Identify similarities and differences between where we live and other places in the UK and the wider world.</p> <p>Human & Physical - Identify human and physical features in the local area.</p> <p>Mapwork - Locate the countries of the UK (using world maps, atlases and globes).</p>				
Vocabulary <i>To be displayed on the working wall</i>	World	Scotland	City	Aisa	South America
	United Kingdom (UK)	Wales	Continent	Europe	Australia
	England	Northern Ireland	Africa	North America	Antarctica

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	What is our area like?	To explore where I live.	Human & Physical Mapwork		Throughout the unit children should be encouraged to make explicit links between the settlements studied and their own local area (West Drayton)	
2	What is it like living by the sea?	To compare West Drayton with the coast.	Location & Place Human & Physical Mapwork Enquiry			
3	What is it like to live in a rainforest?	To explore rainforests.	Location & Place Human & Physical Mapwork Enquiry	Awá Tribe		
4	What is it like to live in a dry place?	To explore houses in different parts of the world.	Location & Place Human & Physical Mapwork Enquiry			
5	What is life like in large cities?	To compare and contrast West Drayton with a world city (New York/Beijing/Sydney)	Location & Place Human & Physical Mapwork Enquiry			
6	What will we see on our journey around the world? How is this similar and different to where I live?		Location & Place Human & Physical Mapwork Enquiry			

Enquiry Question	What is our area like?			
Learning Intention	To explore where I live.			
SOLO SC: Uni- Structural	I can identify which country of the UK I live in			
SOLO SC: Multi- Structural	I can describe the main characteristics of the area I live in			
SOLO SC: Relational	I can describe where I live within the UK.			
SOLO SC: Extended Abstract	I can locate West Drayton on a map of the UK			
The lesson (How will children meet the LI?)	<p>CONCEPT - The key concept to focus on in this lesson is <u>settlements</u>, particularly the settlement in which we live. The main aim of this lesson is for children to build upon their learning about the local area from Autumn 2, preparing them for where they are going next. A key part of the geography curriculum is contrasting what children know, their local landscapes and streetscapes and those they will find on a regional, national and global basis. What we must give them is a richness or visual imagery featuring people in places, wherever possible. This lesson ensures all pupils have a secure knowledge, encouraging the use of geographical language, of our local area in preparation for the comparisons to come in future lessons.</p> <ul style="list-style-type: none"> - Introduce the knowledge organiser for this unit. - Introduce the key concepts for this unit. Do children know what a settlement is? How does this unit fit in with our geography journey so far? - What connections can the children make with this content? Encourage discussion. - RS Lesson Plan 1 			
Key Vocabulary for the lesson	World United Kingdom England	Wales Scotland Northern Ireland	Buildings High Street Landmark	Settlement Sea Country
Resources	RS Lesson Plan 1 RS Lesson Slides 1	Resource 1 (UK Map) Viewfinder	Busy Streets Pavements and Parks World Map on the working wall	Suitcase Images of WDA and West Drayton

Enquiry Question	What is it like living by the sea?				
Learning Intention	To compare West Drayton with the coast.				
SOLO SC: Uni- Structural	I can identify what a beach is				
SOLO SC: Multi- Structural	I can describe being by the seaside				
SOLO SC: Relational	I can explore the similarities and differences between living in West Drayton and living by the coast				
SOLO SC: Extended Abstract	I can compare the length of the UK coastline with other countries				
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to be able to understand that within a location/country, there are different types of <u>settlement</u>. They should be able to describe the physical and human geography of several different places and use geographical vocabulary to make comparisons between life at the coast and life in West Drayton. Children could also begin to explore the <u>environment</u> in a discussion about ocean plastics.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson Plan 2 - When children have completed paintings/crafts, create a class T-Chart with headings: Similarities / Differences. Work as a class to populate the T-Chart comparing West Drayton and a Coastal location. Encourage children to refer to the map created last lesson and the paintings from today. Display T-Chart on the working wall (Children working at the greater depth level may complete this task in pairs.) 				
Key Vocabulary for the lesson	Sea Seaside Coast	Coastline Sand Water	Waves Rocks Pebbles	Bucket Spade Lifeboat	Buoys Cafe Deckchair
Resources	RS Lesson Plan 2 RS Lesson Slides 2 World Map on the working wall	Painting / craft materials Suitcase from lesson 1 + seaside objects	RNLI: To the Rescue Living on the Isles of Scilly	West Drayton maps / local area work from last lesson (kept in suitcase)	

Enquiry Question	What is it like to live in a rainforest?																		
Learning Intention	To explore rainforests.																		
SOLO SC: Uni- Structural	I can identify what a rainforest is																		
SOLO SC: Multi- Structural	I can locate a rainforest on a world map																		
SOLO SC: Relational	I can describe the characteristics of a rainforest																		
SOLO SC: Extended Abstract	I can reflect on how deforestation impacts humans and animals who live in the rainforest																		
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to be able to understand that within a location/country, there are different types of <u>settlement</u>. They should be able to describe the physical and human geography of several different places and use geographical vocabulary, e.g. near, far, long way away (distant), North, South, East and West. Children can be stretched to consider the knowledge concept: <u>environment</u> when reading <i>Wake up, Sloth!</i> Where children are introduced to deforestation and the damage being done to the rainforests.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson Plan 3 - Add a sample of postcards to the suitcase from lesson 1 <p>At Read at 3 this week, read: <i>Wake Up, Sloth!</i> by Anouck Boisrobert and Louis Rigard (Roaring Brook Press, 2011)</p>																		
Key Vocabulary for the lesson	<table> <tr> <td>Rainforest</td> <td>Wet</td> <td>Sun</td> <td>Far</td> <td>South</td> <td>Brazil</td> </tr> <tr> <td>Remote</td> <td>Hot</td> <td>Tall Trees</td> <td>Distant</td> <td>East</td> <td>Amazon Rainforest</td> </tr> <tr> <td>Animals</td> <td>Noisy</td> <td>Near</td> <td>North</td> <td>West</td> <td>South America</td> </tr> </table>	Rainforest	Wet	Sun	Far	South	Brazil	Remote	Hot	Tall Trees	Distant	East	Amazon Rainforest	Animals	Noisy	Near	North	West	South America
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Resources	RS Lesson Plan 3 Postcard Template Rainforest sounds RS Lesson Slides 3 What is a rainforest habitat? World Map on the working wall																		

Enquiry Question	What is it like to live in a dry place?															
Learning Intention	To explore houses in different parts of the world.															
SOLO SC: Uni- Structural	I can identify building materials used around WDA and West Drayton															
SOLO SC: Multi- Structural	I can describe the building materials and important buildings in Timbuktu/Mali.															
SOLO SC: Relational	I can explain why specific building materials are used in different settlements															
SOLO SC: Extended Abstract	I can compare buildings in Timbuktu and West Drayton justifying the differing building materials															
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to explore why buildings in different <u>settlements</u> might differ: children will learn that human geography and the way we view locations can be influenced by the building styles we see. Think of North American cities and we think of glass and steel; think of African countries and we might think of very different building styles. While this lesson does not overturn stereotypes of ‘mud hut’ African housing, it should give the children a sense of how local materials, ingenuity and the history of why buildings in some parts of the continent are still built this way, even if there are other, stronger building materials.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson Plan 4 															
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Resources	<table border="0"> <tr> <td>RS Lesson Plan 4</td> <td>Equator Factfile</td> <td>Suitcase from lesson 1</td> </tr> <tr> <td>RS Lesson Slides 4</td> <td>World map on the working wall</td> <td></td> </tr> </table>	RS Lesson Plan 4	Equator Factfile	Suitcase from lesson 1	RS Lesson Slides 4	World map on the working wall										
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Enquiry Question	What is life like in large cities?															
Learning Intention	To compare and contrast West Drayton with a world city (New York/Beijing/Sydney)															
SOLO SC: Uni- Structural	I can identify what a capital city is															
SOLO SC: Multi- Structural	I can locate world cities on a map															
SOLO SC: Relational	I can compare and contrast West Drayton with a world city (New York/Beijing/Sydney)															
SOLO SC: Extended Abstract	I can justify my reasons for wanting to visit either New York, Beijing or Sydney															
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is for children to continue to learn about different <u>settlements</u>. City living will be the most similar settlement to the children’s own local area, but there will also be some differences. Children may wish to make comparisons with London as it is so close to our location. Children should be able to describe the physical and human geography of several different places and use geographical vocabulary, e.g. near, far, long way away (distant), North, South, East and West.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson Plan 5 															
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Lesson 6

Assessment Question	What will we see on our journey around the world?
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	How is this similar and different to where I live?
Learning Intention	To explain the reasons for going on a journey to one of the four countries and continents we have learnt about
SOLO SC: Uni- Structural	I can be part of a role play in imagining what a journey would be like.
SOLO SC: Multi- Structural	I can describe the landscape and people in the place I chose to travel to
SOLO SC: Relational	I can explain the reasons for going on a journey to one of the four countries and continents we have learnt about
SOLO SC: Extended Abstract	I can compare and contrast my chosen destination with West Drayton
<p>The lesson (How will children meet the LI?)</p>	<p>CONCEPTS: This assessment lesson is an opportunity for children to apply everything they have learnt throughout the unit. Children will prove that they understand that within a location/country, there are different types of <u>settlement</u>. They should be able to describe the physical and human geography of several different places and use geographical vocabulary.</p> <p><i>Children working at the expected standard will:</i></p> <ul style="list-style-type: none"> - <i>Compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</i> - <i>Describe in some detail the local area and distant locations' features using images to support answers. Can name most of the nations and capitals of the UK, and locate some major cities, oceans and continents on a UK and world map. Create representations (drawings/sculptures) of these locations.</i> - <i>Use appropriate vocabulary in relation to the human and physical features of local and distant locations.</i> - <i>Know that people do jobs and that where they live (e.g. coastline) might affect this.</i> - <i>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and Poles. Understand that they live in the UK and it is an island; identify the UK and its surrounding seas.</i> - <i>Use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and, with support, identify the four countries and capital cities of the UK.</i> - <i>Describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas, and relate these to the Poles and Equator. Make comparisons when prompted with the weather in your area.</i> <p>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an</p>

	<p>opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.</p> <ul style="list-style-type: none"> - RS Lesson Plan 6
<p>Key Vocabulary for the lesson</p>	<p>Children will be encouraged to draw upon the vocab used throughout the entire unit.</p>
<p>Resources</p>	<p> RS Lesson Plan 6 Example travel agent exchange Think! Question RS Lesson Slides 6 Travel Document Worksheet </p>