

Year 1: Spring 2 – Around the World in 80 days

Enquiry question: Where in the world can we find our favourite animals and what are their habitats like?

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
<p>Name and locate the world’s seven continents and five oceans.</p> <p>Use globes, world maps and atlases</p> <p>Understand geographical similarities and differences of human and physical geography of an area of the UK and an area of a contrasting non-European country.</p> <p>Communicate geographical information in a variety of ways.</p>		<p>What is a continent/ ocean and how many are there?</p> <ul style="list-style-type: none"> Know and begin to name the 7 continents and 5 oceans of the world Begin to locate them on globes and world maps. <p>Where do polar bears and emperor penguins live?</p> <ul style="list-style-type: none"> Locate the North and South Poles and understand how they are different. <p>Where in the world can we find rainforests and what are they like?</p> <ul style="list-style-type: none"> Understand difference between hot and cold climates and that these will have different habitats in them. Locate the Amazon rainforest and begin to understand its significance. Use geographical vocabulary to describe the physical features of tropical rainforest and compare these to features of forests and woods in UK. 			<p>World geography – 7 continents and 5 oceans</p> <p>Animal habitats around the world, in particular polar regions, Amazon rainforest, African savannah and deserts.</p>
<p>Prior Learning</p> <p>Builds on children’s understanding of animals and different habitats developed as part of their reception topics.</p> <p>Further develops map reading skills developed in “My school and Me” and “Our Island Home” topics.</p>		<p>What is the African savannah like? How are the features of the savannah similar or different to those of a desert?</p> <ul style="list-style-type: none"> Understand that Africa is a large continent that has many different physical features. Locate some key habitats on a map of Africa. Use geographical vocabulary to describe and compare the physical features of African habitats. 			<p>Linked Texts</p> <p>“The Snail and the Whale” by Julia Donaldson “Leaf” by Sandra Dieckmann “One day in the Savannah” - Ella Bailey (part of ‘One Day on our Blue Planet’ series) “Meercat Mail” - Emily Gravett</p>
					<p>Future Learning</p> <p>Yr 1: Our Beautiful Blue Planet - Physical geography - Extend learning about world habitats and environment (including conservation), e.g. more in-depth understanding of oceans and places around the world, and developing further understanding of patterns and processes and impact by people on these.</p>
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<p>Where in the world can we find our favourite animals? <i>- beginning understanding of world geography, locating continents and oceans, polar regions and hot and cold places.</i></p>	<p>What landmarks can I find in.....(a particular continent or country)? <i>- look at features and landmarks of key locations where specific animal habitats are.</i></p>	<p>Which physical features might I find in a rainforest? How are the features or a rainforest the same / different to the features of the African Savannah?</p>		<p>How are people affecting the rainforest? <i>- beginning understanding of impact that people have on their environment.</i></p>	<p>What are the habitats or our favourite animals like and how is this different from places in the UK? <i>Compare/ contrast using geographical vocab and locational knowledge.</i></p>

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<ul style="list-style-type: none"> • Begin to understand the use of symbols on maps to represent features • Create own maps (both physical and paper) using basic symbols • Basic orientation N, S, E, W (on maps) • Fieldtrip (science link) to Marwell Zoo – look at how zoo have re-created certain features of animal habitats and consider why some of features of these key habitats cannot be provided in this country. 	<ul style="list-style-type: none"> • Geography • Continent, ocean, sea, country, map, globe, atlas, compass, north, east, south, west, • Africa, Antarctica, Asia, Europe, North America, South America, Oceania, Australia/Australasia • Arctic, Atlantic, Pacific, Indian, Southern • North Pole, South Pole • Habitat, physical and human features, landscape, environment, landmarks, vegetation, soil, river, valley, mountain, hill, forest, • rainforest, tropical, savannah, grasslands, dessert, rainforest, swamp • Amazon • aerial view, birds-eye view 	<ul style="list-style-type: none"> • I can use a globe or world map to locate a particular continent, ocean or place (e.g. Amazon Rainforest). • I can locate the North and South Poles on a globe or a world map. • I can use basic geographical vocabulary to identify key features of place. • I can tell others what I like or dislike about a place and use basic geographical vocabulary to explain why I think this. • I can observe and record simple information about an area or location. • I can explain what a physical feature is. • I can use photographs to identify key physical features of an area. • I can look at a simple map of an area and understand how symbols have been used to show key features. • I can make a simple map of a location, adding basic symbols to show information. • I can explain how people’s actions affect a particular location or environment, and how we can look after this.
Sustainability and environmental concerns		
<ul style="list-style-type: none"> • Begin to understand how people impact on their environment and how this impact can be a problem. • Begin to understand some ways that we can support our environment. 		