



The Big Picture

For as long as we have been on the Earth, we have been explorers. We have explored different civilizations such as Egyptians, Phoenicians, Greeks and Vikings. Explorers such as Ibrahim Battuta, Marco Polo and Zheng He sought adventure and knowledge and discovered other civilizations. People planned to travel all around the world on ships, making new discoveries as they went.

Scientists and Botanists travelled to South America. Charles Darwin saw animals he'd never seen before and proved his theory of evolution. Margaret Mee discovered brand new species in the Amazon. People embarked on deep sea explorations, learning more about what lurked beneath the land. Rockets were built, enabling explorers to send spacecrafts, animals and humans into space.

Eventually, maps were created to accurately represent the surface of the earth on a piece of paper. There are different maps for different purposes.

There is still so much waiting to be discovered and many places we have still not explored!

What do we already know? Knowledge retrieval:

Build on work from Year 3/4 North-West v Italy.

Understanding of human and physical features and be able to compare these from localities studied and compare with new localities.

Understanding of compass points and directions.

Understand what maps shows and the different types of maps we can use and when we should use them.

Year 4/5 Geography–  
Why do people explore and what have they found?

Key vocabulary and understanding for concept connectors

Northern and southern hemisphere, latitude, longitude, equator, cartographer, time zones, physical features and human features.

NC objectives

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key unit objectives

- To know how holiday locations in Europe have been affected by human activities
- To know how the locality beyond our school has been affected by natural features and processes
- To know how the nature of our locality affects the lives of people and compare this to localities of places we have been on holiday
- To be able to use geographical terms
- To be able to describe the main geographical features of the area immediately surrounding the school
- To be able to make simple maps and plans of familiar locations
- To be able to use maps at a variety of scales to locate the position and geographical features of different countries.
- To be able to use secondary sources to obtain geographical information
- To be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- To understand how places fit into a wider geographical context

Key texts:

- 100 things you should know about explorers** by Dan North
- Story of Exploration** by Anna Clayborne
- Famous Live Series** by Rebecca Levene
- The Picture History of Great Explorers** by Gillian Clements
- Why do people want to Explore?** By Mason Crest Publishers