GEOGRAPHY LEARNING JOURNEY – Who were history's greatest explorers and where did they go?	YEAR 1 SPRING TERM 2

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
The theme of 'Exploration' is a key theme for KS1 as we want the children to be exposed to a range of different cultures and broaden their knowledge of the world around them. Children will learn about several countries and compare their similarities and differences in order to make them more culturally aware. The aim of this unit is to provide a breadth of knowledge about the world which can then be deepened and extended throughout school. At the end of this unit, children will be able to orally explain where they would most like to explore and why.	In EYFS, children learn basic map skills and then continue developing this understanding in the Year 1 'Grandparents' unit. They then consolidate these skills in this Learning Challenge. This unit will provide children the opportunity to compare locations with similar as well as contrasting features. Building upon their knowledge of Zambia and the Arctic from previous Learning Challenges. Children will be required to retrieve their knowledge of human and physical features from the Zambia unit.	The aim of this unit is to provide a breadth of knowledge about the world which is then deepened and extended throughout school. For example, children will consolidate and expand their knowledge of rivers and mountains in Year 3. In addition to this, children will revisit and deepen their learning about India in Year 4. The skills and knowledge that children cover in this Learning Challenge will be reviewed repeatedly as well as deepened throughout their learning journey at Farsley Springbank.	continent country city ocean world Map Atlas Globe Sea River Mountain Weather Season Desert

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF KNOWLEDGE
Pupils should be taught to: ● Develop knowledge about the world, the United Kingdom and their locality. ● They should understand basic subject-specific vocabulary relating to human and physical geography ● They should begin to use geographical skills, including first-hand observation, to enhance their locational awareness **Locational knowledge** ● Name and locate the world's seven continents. **Human and physical geography** ● Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Include in All Lessons - Retrieval** **What does the world look like?** **L.O: To identify and locate the 7 continents** ● Be able to name and locate the seven continents. ● Know that the equator is the hottest part of the planet. ● Know that the North and South Poles are the coldest part of the planet. **Lesson 1 - Commando Jo's immersion lesson - launch to new topic** **What would it be like to explore a hot climate?** **LO: To learn who Ibn Battuta was and where he explored** ● To understand what a hot climate is like ● Know what an explorer is. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

Geographical skills and fieldwork ● Use world maps, atlases and globes to identify its countries and continents studied at this key stage.	**Lesson 2** **Did Christopher Colombus really discover America? - Classroom vote** **LO: To learn who Christopher Coloumbus was and why he is a famous explorer** ● To understand Christopher Columbus travelled by ship to America. ● Christopher Coloumbs wasn't the first person to discover America. ● To know that there is an argument for and against him being a villain. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 3** **What was the HMS Endeavour** **LO to learn why Captain James Cook is well known and the importance of maps.** ● To know where Cook travelled. ● To know where Cook created maps of. ● To understand where hot climates are on a map. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 4** **Robert Falcon Scott** ● To understand the Antarctic is cold and can be dangerous ● To know why it is dangerous ● To know that Robert Falcon Scott explored Antartica ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 5** **Are there any female explorers?** ● To know that Isabella Bird and Helen Sharman are female explorers. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 6** **Who were history's greatest explorers? - Provision challenge - create a video explaining who you think was the greatest explorer and why**. ● To be able to know and name a variety of different explorers in history.

- Debate who is their favourite explorer and why.

Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps
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Lesson 7
How do you make a map? - Provision activity: Mapping classroom/outdoor area
L.O: To be able to create a map

- Know that a map is an image of an area
- A key explains what symbols on a map mean
- Be able to create a simple map (could be through drawing, paint, giant chalks outside, crafting materials, building blocks, scrap shed, etc.)

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Lesson 8
Could you climb a mountain? (physical feature)

- Know that a mountain is higher than a hill
- Know that the highest mountain in the world is Everest and part of the Himalayas
- Know that the top of a mountain is cold!
- Know that on a map a mountain is often represented by a triangle.

Could you cross a river? (physical feature) - Provision Task - Map work

- Know that all rivers lead to the sea
- Know that the longest river in the world is the Nile
- Know that on a map, long stretches of blue represent rivers

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Lesson 9
Key Question: Why do people visit India? (world locational knowledge) - Utilise provision, carousel of activities -Tell me teach me cards about india - Sort human and physical features of India/create a poster
LO: To identify human and physical features of India

- Know that India is in the continent of Asia.
- Know that the capital of India is New Delhi.
- Know that the Taj Mahal is a human feature of India.
- Know that the Thar Desert and River Ganges are physical features of India.

Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps
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	Lesson 10 **Why is Antarctica so dangerous? (world locational knowledge – link back to Scott) Utilise provision, carousel of activities - Tell me teach me cards about Antarctica - Provision, create a poster** **L.O. To learn about the Antarctic landscape** ● Know that Antarctica is a continent. ● Know that The South Pole is in Antarctica. ● Know that the climate is cold. ● Know that the landscape is made up of mountains, snow and ice. ● Know that no-one permanently lives in the Antarctic. ● Know that there are mostly physical features because no one lives there. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***
END POINT	
By the end of this unit most children will: ● Be able to locate all 7 continents on a map. ● Be able to locate some of the 5 oceans on a map. ● Be able to draw a simple map. ● Know that a key explains what the symbols on a map mean. ● Have an awareness of the Equator and North and South Poles. ● Have an awareness of hot and cold areas of the world in relation to the Equator.	