

KS1 Programme of Study for Geography

What's it like where we live? Y1 and y2

<p>NC Statutory Learning Objectives</p>	<ul style="list-style-type: none"> • To develop knowledge about the locality • To use simple fieldwork and observational skills in the school, it's grounds and its surroundings • Know the differences between a map, plan and aerial photograph • Recognise landmarks and basic human and physical features • Use Location and directional language to describe the location of features and routes on a map • Use basic geographical vocabulary
<p>Key vocabulary</p>	<p>Common: land that everyone can use, Dunes: sandy mounds by the sea or in a desert, Far: distant, Forest: large area covered with trees, Key: symbols on a map and what they mean, Map: plan of a place from above, Near: close, North, South, East, West: compass points, Often: many times, Park: land or large garden where people walk or play, Plan: outlines of a room or rooms from above, Rarely: not often, school: building where children learn, Symbol: picture on a map to show a feature on land, Wetland: swamp or marsh near a river or coast, Wild: land not farmed ,used for parks or gardens or built on, Wood: land covered with trees, smaller than a forest</p>
<p>Places we go</p>	<p>Resources: Card viewfinder (paper rectangle to look through and focus attention)• Hand-drawn local map or simple printed version if you don't know the area well (consider calling on another knowledgeable adult in school) • Collection of 10-15 local area images (see Background Information for suggestions of where to source these online) • Alternatively, take photos yourself on a journey from school to a local green space • Voyagers resource: Places we go to.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Describe places children go frequently and rarely ➤ Use a viewfinder to look in detail out of the window or at the scene ➤ Think about everyday journeys: Record How? Who? Where? Do children travel to every day ➤ Use photographs to identify scenes using a range of human and physical features ➤ Children describe 'A day in my life'
<p>What's near and what's far</p>	<p>Resources: • Voyagers resource: Local and world images • Voyagers resource: Places we go to (enough A3 copies for the children to work in pairs) • A3 sugar paper for the children to work on in pairs, if you do not use the worksheet • Voyagers Clipart of places • Holiday brochures• A globe.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Using vocab. often and rarely children discuss where they have been often in school during the past week and rarely ➤ Share PowerPoint of places near and far for children to recognise local and faraway scenes ➤ Use Grid work and write captions for images
<p>I can read a plan</p>	<p>Resources: General maps or plans, e.g. Ordnance Survey map, town plan • Muddled-up plan of the classroom, such as the one you use for organising table groups, etc. Feature tables, carpet area, teacher's desk, independent learning area, window/s and door, as well as something that 'moves on its own' • Letters on the classroom wall showing orientation of N/S/E/W • Two large numbered objects for each table (teddy bear, book, shoe, etc.) with extra items available• Sample</p>

	map (PowerPoint).
Activities	<ul style="list-style-type: none"> ➤ Investigate maps and plans on PowerPoint and paper ➤ Correcting a muddled up map using N, S, E, W ➤ Draw a plan of objects in correct places
I can read a map	Resources: • 12 Alphabet Town letter stations (A4 sheets for display) • Navigating cards (enough for children to work in pairs) • A simple map of a familiar area • Voyagers resource: Journey stick.
Activities	<ul style="list-style-type: none"> ➤ Practice map reading skills around school grounds ➤ Navigate to stations using navigating cards ➤ Design new alphabet town addresses
Where's our nearest green space?	Resources: Aerial photo from Google/ Bing Maps • Screenshot or web version of OS Opendata to view your green space Images from the online resource bank on the Voyagers website • Voyagers resource: This old man • Voyagers resource: Map song • simple map of the area's green spaces, showing some of the roads • Local area images from Lesson 1 or from fieldtrip.
Activities	<ul style="list-style-type: none"> ➤ Identify landmarks use online mapping tool ➤ Discuss colours of maps and OS Opendata link reason behind it. Identifying green spaces ➤ Use a song to help remember a journey ➤ Write new lyrics for journey song and trace on a map.
The big finish: we built our journey	Resources: • Large base map prepared on sugar paper or wallpaper: create a linear, circular or more accurate (to scale) base map • 2-D or 3-D model-making equipment (paper, card, cereal boxes, scissors, etc.) so each small group can recreate a landmark building/other significant place/stop of the journey • Inspiration for model building and base map • Ordnance Survey symbols list to download.
Activities	<ul style="list-style-type: none"> ➤ Sing the map song Use aerial photograph and trace the journey making new observations ➤ Make 3d models of homes, local landmarks and place on a large paper base map or produce a collaborative picture or photo collage based on field trip.

Programme of Study for Geography

What will we see on our journey around the world? Y1 and y2	
NC Statutory Learning Objectives	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • 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 • Use basic geographical language
Key vocabulary	Compass points, continent, country, seaside, desert, remote, equator, passport
What is it like where we live?	Resources: • Voyagers maps: Regional maps of the UK • Voyagers maps: Jigsaw of the countries of the UK • Photographs of school and nearest shopping district • A suitcase or flat-sided bag to store things in that the children learn about. This can be used in the Independent Learning Area as an alternative to a working wall. • Voyagers resource: Transport images • Voyagers images: images from around the United Kingdom • Voyagers video: Little Human Planet • Paper outline of a map of the region.
Activities	<ul style="list-style-type: none"> ➤ Identify and share ideas on modes of transport to go on holiday ➤ Identify where in the world our school is using a map or globe ➤ Use a blank map of the UK to identify the different countries of the United Kingdom: England, Wales, Scotland, Northern Ireland ➤ Write about interesting places children see in photographs ➤ Use a viewfinder to identify best bits of picture to draw ➤ Create a large paper map outline of home area to put into suitcase
What is it like living by the sea?	Resources: • Voyagers images: Coastlines from around the UK and around the world • Beach dressing-up items for the suitcase such as sunglasses, shorts, a t-shirt and a towel, as well as warm clothes (not all beaches are warm!) or images of these items • A 360-degree image of a beach online • Art materials for the main activity • Voyagers link: Stimulus sounds • Voyagers images: images of UK seaside scenes • Voyagers video: Lifeguards, lifeboats and safety on Poole beach • Voyagers link: Poole beach • Voyagers link: Resources from the RNLI • Voyagers video: Living on the Isles of Scilly, islands off Cornwall • Katie Morag on the Isle of Coll.
Activities	<ul style="list-style-type: none"> ➤ Explore seaside items from the suitcase and stimulus sounds to imagine the seaside and shore ➤ Find out where the seaside is in this country and other countries ➤ Children suggest things they might find at the seaside and look at UK seaside ➤ Sort clothes in the suitcase ➤ Watch video discuss water safety and jobs at the seaside. ➤ Paint a beach scene including appropriate features ➤ Read a story eg Katie Morag set on the Isle of Coll
What is it like to live in a rain forest?	Resources: • A small tent (optional) • Books (non-fiction) about the Amazon • Voyagers video: Family life in the Amazon • Voyagers photos: People who live remote lives, deep in the Amazon • Voyagers link: How big is the Amazon? • Voyagers images: animal filled image of the rainforest • Voyagers images: The Amazon – people, forest, river and deforestation video • Voyagers video: A postcard

	from the Amazon rainforest • Voyagers video: The Great Kapok Tree.
Activities	<ul style="list-style-type: none"> ➤ Children to imagine being somewhere hot, damp and noisy with animal sounds. Imagine the bugs has anyone been to a rainforest? ➤ Watch family life in the Amazon ➤ Learn about how big is the Amazon using link ➤ Find out how rainforests are different to forests in uk ➤ Watch a postcard from the Amazon ➤ Design a postcard from the Amazon rainforest
What is it like to live in a dry place?	Resources: • A bowl of mud made from soil or a nearby muddy path • Voyagers photos Important earthen architecture in Timbuktu, Mali including a mosque • Wallpaper, paints (possibly even mud!) for painting • A world map or globe and/or Google Maps • Voyagers video: Repairing a home • Paper and pencils • Voyagers link: Information on Timbuktu's World Heritage Status.
Activities	<ul style="list-style-type: none"> ➤ Investigate what is in class suitcase ➤ Walk around school to identify materials school or homes are made from ➤ Investigate mud ➤ Watch voyagers video Repairing a home ➤ Create a Timbuktu scroll ➤ Discuss diversity of African countries
What is life like in large cities?	Resources: . A selection of books to support learning about different capital cities (see the Voyagers website for a list) • Infant atlases • A world map or globe • Voyagers maps: World map of continents • Voyagers resource: Continent location slides • Voyagers images: Images from around the world • Voyagers images: Images of capital cities • Voyagers resource: Geography Bingo cards • Voyagers video: New York time-lapse • Voyagers video: Beijing time-lapse • Voyagers video: Sydney time-lapse • Voyagers video: London time-lapse • Voyagers link: Oxfam • Voyagers resource: Your world, my world.
Activities	<ul style="list-style-type: none"> ➤ Locate places looked at so far Southern England in Europe; the Amazon in South America; Mali in South Africa. Name the other 4 continents ➤ Locate and find out about New York in North America, Beijing in Asia, and Sydney in Oceania. ➤ Imagine the journey to each city how would children choose to travel? ➤ Play geography bingo ➤ Watch time lapse city videos ➤ Use photos to identify similarities and differences between two cities ➤ Vote for favourite location
The big finish: Prepare for take off	Resources: Voyagers video: In-flight briefing by Key Stage 1 children • Voyagers video: A plane taking off (watch from 1:20) • food and resources to exemplify the destination (this will depend on which destination chosen) • Voyagers resource: Travel document • Voyagers resource: Example travel agent exchange.
Activities	<ul style="list-style-type: none"> ➤ Go on a role play plane journey to class chosen destination ➤ Children book a holiday and fill in a travel document ➤ Watch in flight briefing video ➤ Share in flight food suitable for destination

Where do different animals live? Y1 and Y2

NC Statutory Learning Objectives	<ul style="list-style-type: none"> Name and locate the world's seven continents and oceans Use world maps, atlases and globes to identify countries, continents and oceans Use simple fieldwork and observational skills
Key vocabulary	Antarctic, Arctic, Continent, Equator, Endangered, Migration, North, South, East, West, North Pole, Ocean, South Pole
What is it like where Emperor Penguins live?	Resources: • Voyagers resource: World map of continents • Voyagers resource: Continent location slides • Voyagers resource: images from around the world • Voyagers resource: Online penguin story • Voyagers resource: A scientist's journey • Voyagers resource: Dressing for Antarctica • Voyagers image: Images of Antarctica • Voyagers image: Images of a penguin huddle • voyagers video: Inspiration and background subject knowledge • Voyagers resource: Penguins teacher factsheet • Voyagers resource: NASA map of oceans • Voyagers resource: Penguin waddle song • Voyagers resource: Poems about Antarctic
Activities	<ul style="list-style-type: none"> ➤ Revise continents and their names and find them on a map look at images around the world ➤ Read Antarctica penguin story and take a journey to Antarctica ➤ Watch video and factsheet about penguins ➤ Create a penguin parade ➤ Share NASA map and name the oceans
What is it like where Asian pandas live?	Resources: • • Voyagers resource: Map of the most populous countries in Asia • Voyagers resource: Landscapes from the most populous countries in Asia • Voyagers image: A red panda • A toy or image of a (black and white) panda • Voyagers resource: Firefox the red panda • Voyagers image: Photo of a red fox • Voyagers resource: How to make a panda/fox mask • Voyagers resource: Why do panda bears eat bamboo? • Voyagers resource: Panda factsheet.
Activities	<ul style="list-style-type: none"> ➤ Find out about what comes from China and discuss weather every type you can imagine ➤ Read interactive story about Firefox the red panda identify differences between pandas. Choose a best location for a panda ➤ Make fed fox, red panda or giant panda masks and discuss their animal using factsheets ➤ Add Asia to the
What is it like where the whale sharks live?	Resources: • Voyagers resource: A fish as big as a bus! • Voyagers resource: Whale shark • Voyagers resource: Information about whale sharks • Voyagers resource: World map of continents • Voyagers image: Ningaloo • Voyagers resource: Ningaloo underwater • Voyagers resource: Ningaloo from the sea • Voyagers resource: Ningaloo soft corals • Voyagers video: Basking Sharks • Voyagers resource: sharks. Basking
Activities	<ul style="list-style-type: none"> ➤ Imagine being a fish swimming through the deep dark blue ocean describe what it looks like ➤ Observe 12 foot long blue bus and discuss ➤ Find whale sharks range on online map. Label all of the oceans on world map on continents. Find out about Oceania ➤ Create a class underwater collage sardine fish, paper sharks, giant whale shark identifying important features of the shore (orange red and yellow)and the sea(lighter blue leading into darker blue of the ocean from the white reef
What is it like where the African elephant lives	Resources: • Voyagers resource: World map of continents • Sand tray(s) for the Independent Learning Area • Saint-Saen's elephant • The sound of an elephant • A day in the life of an African elephant • Plastic toy elephants or laminated pictures of elephants for the Independent Learning Area • Voyagers resource: Laminated key facts about elephants • Voyagers resource:

	Animals looking after their young.
Activities	<ul style="list-style-type: none"> ➤ Revisit creatures we have discovered so far and discuss environments find Namibia on a physical geography map identify contrasting landscapes ➤ Listen to Saint-Saens 'elephant' from the Carnival of the animals. Walk like an elephant and discuss parts of the music ➤ Find laminated key facts and elephants and discuss the facts they have found ➤ Listen to and act out the story 'day in the life of an African elephant' ➤ Find out about Namibia from images
What is it like where swallows live?	Resources: Voyagers resource: World map of continents • Voyagers resource: The sound of a swallow • Voyagers resource: Landscapes around the world • Voyagers resource: Make your own swallow • Voyagers resource: Speech bubble template • Voyagers resource: The flight of the swallow • Voyagers resource: The swift • Voyagers video: Seasonal birds.
Activities	<ul style="list-style-type: none"> ➤ Revisit journeys made so far and again name the oceans on map. Thinking of animals learned about so far ask do animals live in the same place all the time? ➤ Listen to audio clip of the sound of a swallow ➤ Make a follow the swallow display ➤ Create a swallow using template and write in a speech bubble what their swallow has seen ➤ Name all the countries a swallow might fly over reinforced by the use of a globe
The big finish: we built our journey	Resources: • Large base map prepared on sugar paper or wallpaper: create a linear, circular or more accurate (to scale) base map • 2-D or 3-D model-making equipment (paper, card, cereal boxes, scissors, etc.) so each small group can recreate a landmark building/other significant place/stop of the journey • Inspiration for model building and base map • Ordnance Survey symbols list to download.
Activities	<ul style="list-style-type: none"> ➤ Revise animals and countries visited ➤ Create a place in a box outside will feature the weather, plant life and human and physical landscape of the place, inside create a suitable habitat for the animal and the possible dangers it faces ➤ Have an animal parade

What are seasons? Y1

NC Statutory Learning Objectives	<ul style="list-style-type: none"> • Develop Location and place knowledge about their locality, and the UK as a whole • Understand basic subject-specific vocabulary relating to physical geography • Begin to use geographical skills, including first-hand observation, to enhance their Location awareness • Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world • Use simple fieldwork and observational skills in their school, its grounds and surroundings • Use and construct basic symbols in a key
Key vocabulary	Clock, colour words; red green yellow brown etc. Descriptive temperature words; warm, cold, cool, dry, hot, Seasons, weather words; sun rain rainbow cloud etc.
Can we observe the weather?	Resources: Weather symbols for hot and sunny, cold and rainy, dull and cloudy • Optional: children's weather station and weather measuring equipment • Voyagers video: The sun has got his hat on • Voyagers weather symbols PowerPoint • Voyagers link: NASA lightning • Voyagers link: NASA cloud • Voyagers link: NASA hurricane • Voyagers images: Four weather images • Voyagers video: The Earth from space.
Activities	<ul style="list-style-type: none"> ➢ Sing the sun has got his hat on adding new verses, match weather symbols with images ➢ Watch video Earth from space to identify weather patterns ➢ Role play as weather reporters think about why it is important to know what the weather is going to be like ➢ In the playground children draw what they can see and make a weather prediction. Record on a class tally
What have we observed about the weather?	Resources: Completed tally/recording sheets from Lesson 1 • Weather symbols sheet which can be cut up and used in pairs • Voyagers weather game
Activities	<ul style="list-style-type: none"> ➢ Be a weather reporter and use chart of weather information to find information ➢ Create a cloud shaped word cloud for all new vocabulary ➢ Listen to a weather story and use information to describe weather ➢ Describing symbols game ➢ Chant the days of the week and record a weather report using last week's weather video
Why does the weather change?	Resources: • Weather symbols flash cards. • Voyagers map: blank map of the UK • Optional: Children's weather station and weather measuring equipment • Before the lesson check the local wind speed and direction using the BBC Weather website. • Voyagers video: Dust particles • Voyagers resource: The wind and the sun • Voyagers resource: The wind and the sun vocabulary words • Voyagers resource: Winds from the north, east, south and west.
Activities	<ul style="list-style-type: none"> ➢ Share Aesop's fable the wind and the sun ➢ Using wind and sun vocabulary in 2 groups the children react appropriately find out about wind. Winds from different directions have different properties ➢ Using winds from the north, south, east, west create a class wind collage by placing captions on the uk map
What are the seasons?	Resources: •Preparation: Encourage children to bring in dolls, teddy bears, action figures if they have sets of clothes at home Shoe boxes/small boxes, art materials, photos. • Multiple images through the year • One tree through the seasons • Video: Show me, show me song about fireworks • Voyagers image: New starts • Voyagers video: Time lapse from London Wetland Centre • Voyagers resource: Suggestions for decorating seasons in a box • Voyagers resource: Seasons in a box activity briefing sheet.

Activities	<ul style="list-style-type: none"> ➤ Discuss what children know about seasons ➤ Watch show me, show me song ➤ Find out about the four seasons through one tree and use new starts images to find out about clothing for the seasons ➤ Make paper characters for different seasons ➤ Create 4 seasons in a box
What can we find out about the weather in different parts of the country?	<p>Resources: • Regional climate explanation for our region • The weather map of the UK • UK map online • Check for working weather cams from the selection on the Voyagers website • Voyagers resource: Weather in one year image.</p>
Activities	<ul style="list-style-type: none"> ➤ Read regional climate explanation for this area. Children to identify N S E W and identify which direction is which on the playground find out about sun direction(rises in East, sets in West) ➤ Look at UK weather map and find out where weather is coming from ➤ Revise capital cities of UK, look at weathercam from each place ➤ Prepare some questions for a person from one of these places see if the weather forecast for the day answers this. Hot seat a dialogue ➤ Create a weather forecast for the day
The big finish: Weather wonderland	<p>Resources: • Yoghurt pots and string to simulate a telephone (or old mobile/other telephone) • Voyagers video: A pleasant day by Eliza Lee Follen • Voyagers video: The Wind on the Hill by A.A. Milne read by Kenneth Branagh (from 0.34)• Voyagers resource: Air masses freeze frame • Voyagers video: Winter wonderland • Voyagers resources: Climate zones across the globe • Voyagers images: Hurricanes in 2010 • Voyagers images: Hurricanes seen from space • Voyagers images: Four seasons' trees</p>
Activities	<p>These are flexible suggestions to celebrate learning</p> <ul style="list-style-type: none"> ➤ Seasons in a box show and tell ➤ Wind collage presentations ➤ Playback videos of weather forecasts ➤ Read words from word cloud ➤ Read the poem ➤ A)Spring: Additional activity: read a pleasant day ➤ B) Summer: the sun has got his hat on ➤ C) Autumn: Act out/ retell Aesop's fable additional: read the wind on the hill ➤ D) Winter: Additional activity: teach and sing along to the winter wonderland video. Children could create a dance

Where does our food come from? Y2

<p style="text-align: center;">NC Statutory Learning Objectives</p>	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production Use Locational and directional language (e.g. near and far) to describe the location of features and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
<p>Key vocabulary</p>	<p>Bakery, butcher, farm, fast food, high street, newsagent, plant, processed, supermarket</p>
<p>What can we buy on our high street</p>	<p>Resources: • Simple image of the archetypal high street • Voyagers images: High Street heroes collage • Ideas for possible school visits to see the food manufacturing process • Voyagers resource: Example adult recordingsheet.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Field trip (field to fork tesco?) ➤ What we already know about where we live and what can we buy/ ➤ Create detailed maps of shop/supermarket
<p>How does our food get to the shops?</p>	<p>Resources: Images of food • Voyagers resource: Cooked and uncooked food • Voyagers resource: Four possible stages of food Production • Voyagers resource: The plant or animal game • Voyagers resource: From farm to fork board game</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ In small groups children find out where school food is stored is it bought on the high street ➤ Find out where fresh, processed food comes from(delivered) which foods spoil quickly and which don't ➤ Explain four possible stages of food production and learn about purpose of packaging ➤ Draw or write a food story for a packet of crisps or apple juice ➤ Play farm to fork game
<p>What plants does old MacDonald grow on his farm?</p>	<p>Resources: • Voyagers resources: Old MacDonald had a farm PowerPoint new verses • Voyagers images: A wheat field • Voyagers images: A barley field • Voyagers images: A dairy herd • Voyagers images: Oilseed rape • Voyagers images: Oilseed rape: one field through the year • Voyagers resources: Where does our meat come from? • Voyagers map: Blank UK map • Voyagers resource: What is it like to be a farmer? • Voyagers resource: Food that grows in the wild • Voyagers resource: UK foods • Voyagers resource: Locations • Voyagers resource: The first Bramley Apple tree</p>
<p>Activities</p>	<ul style="list-style-type: none"> ➤ Think of a meal was it fresh frozen or from a packet? Sing old MacDonald had a farm. Discuss a serried of food plates ➤ Share PowerPoint photos and make distinction between foods which grow on the ground, underground or above the ground. Describe the area in which we live using geographical language ➤ Sing OMD again make up own verses about what a farmer does and grows ➤ Read Handa's surprise
<p>What animals does Old MacDonald rear on his farm?</p>	<p>Resources: • Voyagers images: A wheat field • Voyagers images: A barley field • Voyagers images: A dairy herd • Voyagers images: Oilseed rape • Voyagers resource: How to milk a cow • Voyagers videos: Farmer questions • Voyagers videos: A cow's eye view of a day • Voyagers resource: Old MacDonald had a farm PowerPoint new milk verses • Voyagers resource: Life on a dairy farm Voyagers resource: What is milk made from? • Voyagers resource: The farm visit • This is Dairy Farming website:</p>

	http://www.thisisdairyfarming.com/
Activities	<ul style="list-style-type: none"> ➤ Learn two more verses of Old MacDonal nursery rhyme, focussing on milk ➤ Looking at milk and find out what sort of land a cow needs ➤ Watch video clip life on a dairy farm ➤ Find out about different parts of the country things are grown ➤ Draw a picture to match the sentences
Can we create a Great British Picnic? Lesson 5 and 6 are best taught together	Resources: • Voyagers resource: Traditional foods from Wales PowerPoint • Voyagers resource: Traditional foods from Scotland PowerPoint • Voyagers resource: Traditional foods from England PowerPoint • Voyagers resource: Traditional foods from Northern Ireland PowerPoint • Voyagers video: A 200-year-old tree in Nottingham • Voyagers resource: How to make foods from around the UK • Voyagers resource: Seasons of foods • Voyagers resource: The origins and history of foods • Voyagers resource: Staple foods from around the world • Voyagers resource: Food • Voyagers resource: Food labels
Activities	<ul style="list-style-type: none"> ➤ Revise the four countries. find out about regional/traditional foods ➤ Find places on the map where foods come from ➤ In groups make foods from each of the countries of the uk
The big finish: a great British food map	Resources: • Voyagers resource: Traditional foods from Wales PowerPoint • Voyagers resource: Traditional foods from Scotland PowerPoint • Voyagers resource: Traditional foods from England PowerPoint • Voyagers resource: Traditional foods from Northern Ireland PowerPoint • Voyagers resource: A list of traditional UK foods • Voyagers resource: Regions of England #1 • Voyagers resource: Regions of England #2
Activities	<ul style="list-style-type: none"> ➤ Children explain what they have learned so far about food ➤ Draw foods from each region ➤ Prepare decorations flags

What are the seven wonders of our world? Y2

NC Statutory Learning Objectives	<ul style="list-style-type: none"> Name, locate and identify characteristics of the seven continents and oceans Use world maps, atlases and globes Understand geographical similarities and differences when studying both human and physical geography Use basic vocabulary to refer to physical and human features Develop knowledge about the world
Key vocabulary	Ancient, Compass points, Continent, country, Man-made, Modern, Natural
What are our local wonders?	Resources: •Voyagers video: Louis Armstrong song 'What a wonderful world' • Voyagers resource: What makes things wonderful? • Voyagers resource: List of UK wonders • Voyagers images: Images of UK wonders • Voyagers link: Song – All things bright and beautiful • Voyagers link: Lyrics – All things bright and beautiful • Voyagers link: Are there any ancient or significant trees in your area?
Activities	<ul style="list-style-type: none"> ➤ Listen and learn a few of the lines to the song What a wonderful world ➤ What makes things wonderful? Describing and recording what is wonderful about images. ➤ Create the first pages of world wonders big book
Are mountains wonders of the world?	Resources: Voyagers resource: World wonders mnemonic • Voyagers video: An adventure in the mountains of Northern Ireland • Voyagers video: Louis Armstrong song 'What a wonderful world' • Voyagers map: Map of the UK featuring mountains • Voyagers images: Photos of an Everest mountaineer • Voyagers image: A bar-headed goose • Voyagers resource: Mysea level.
Activities	<ul style="list-style-type: none"> ➤ Learn a mnemonic to remember the characteristics of wonders ➤ Find out about mountains in the UK and overseas ➤ Learn about mountaineers and the bar-headed goose ➤ Write a postcard from the perspective of the bar-headed goose
Which rivers and deserts are natural world wonders?	Resources: Infant or junior atlases, • Reference books on rivers and deserts • Voyagers resource: The longest river • Voyagers resource: Two new verses for 'What a wonderful world' • Voyagers resource: Phrases to describe rivers and deserts • Voyagers photos: Desert – desolate Sahara • Voyagers photos: River – UK river meanders from above • Voyagers video: Louis Armstrong song 'What a wonderful world' • Voyagers resource: Continents and their key rivers • Voyagers resource: World wonders mnemonic • Voyagers resource: Postcard template • Voyagers maps: World biomes map • Voyagers resource: Henry Lawson poem about the Darling River in Australia, Oceania (1891).
Activities	<ul style="list-style-type: none"> ➤ Name rivers and deserts and use phrases and definitions to describe features ➤ Learn two new verses of the song what a wonderful world ➤ Use atlases the internet and reference books to find information on each world wonder river ➤ Create a paper chain using continent names and one fact about the river for each ➤ On a postcard draw a picture of the natural feature that was most interesting and on the other side write about why they liked it and how it was formed
What are the ancient world wonders?	Resources: •Voyagers resource: Factfile sheets and photos of structures from around the world (one per continent minus Antarctica) • Voyagers photos of pyramidal buildings from around the world • Voyagers link: The seven wonders of the ancient World • Voyagers images: Inside the Great Pyramid • Voyagers resource: Famous human and physical landmarks.

Activities	<ul style="list-style-type: none"> ➤ Think of any old places near. Look at photo of Great pyramid of Giza what were pyramids made for. Discuss the phrase 'Ancient world'. Discuss structures ➤ In groups sort human and physical landmarks ➤ Use factfile to create new pages for big book find different views perspective of the same place ➤ Write a new verse for What a wonderful world
Which new places are world wonders?	<p>Resources: • Voyagers resource: World wonders mnemonic • Voyagers link: World panoramic photographs • Voyagers resource: Silhouettes of cities and buildings • Voyagers resource: World wonders spinner • Voyagers resources: World wonders city game • Voyagers link: London Bridge replica in China • Voyagers link: The Eiffel Tower in Las Vegas • Voyagers link: Las Vegas strip.</p>
Activities	<ul style="list-style-type: none"> ➤ What is the newest building children can think of? Reinforce WONDER mnemonic. Children to discuss advantages and disadvantages of new buildings ➤ What buildings are made from ➤ Play world wonders game to create a cityscape ➤ Build a wonder city ➤ Put one wonderful city to put in the book
The big finish: 'Our wonderful world' finale	<p>Resources: • Voyagers map: Blank world map • Sugar paper for the big book additional pages • Additional non-fiction books on the continent • Voyagers link for research wonders of the world internet sites • Voyagers resource: World wonders mnemonic.</p>
Activities	<ul style="list-style-type: none"> ➤ Say mnemonic children again of the W O N D E R <p>W ow factor! (three middle fingers held up) O ne-off (single finger) N ot anywhere else (wagging finger) D raws a crowd! (beckon with hand) E xcites my senses! (twirling motion round head with fingers/hands) R eal! (thumbs up!)</p> <ul style="list-style-type: none"> ➤ Create new pages of wonders for the book after seeing what is already in there ➤ Children to write new verse for wonderful world.