



# Welcome to Minnie and Mickey's Magical Kingdom – A locality a long way from the UK

## Year 3 Summer 1

### ***Opportunities to meet Geography National Curriculum 2014***

<b><u>Locational Knowledge</u></b>	<b><u>Place Knowledge</u></b>	<b><u>Thematic Knowledge Human and Physical</u></b>	<b><u>Geographical Skills</u></b>
<ul style="list-style-type: none"> <li>• Know the location of the main continents and oceans of the world</li> <li>• Know the location of the USA and state of Florida</li> <li>• Know the location of Florida in relation to the UK and the locality of the school</li> <li>• Know the location of specific places in Florida such as Orlando</li> <li>• Know the location of Disney World</li> <li>• Know the location of hot and cold places in the world – noting equator and N/S poles</li> <li>• To locate selected places, environments and features within Florida</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe physical and human features of selected Florida locations</li> <li>• To compare places and environments in Florida</li> <li>• Recognise and describe the key features of International Drive – Orlando</li> <li>• Compare International Drive to the locality of their school</li> <li>• Recognise and describe similarities and differences between their local area and places in Florida</li> </ul>	<ul style="list-style-type: none"> <li>• Describe aspects of the weather of their own locality and localities in Florida</li> <li>• Compare weather in Florida to weather in their own locality</li> <li>• Describe and begin to explain why many people visit Florida as tourists</li> <li>• Recognise and describe how people travel between places</li> <li>• Investigate appropriate methods of travel between Florida and the UK</li> <li>• Describe the key features of airport locations – explore land use patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple atlas maps and globes to locate main continents and oceans and the USA</li> <li>• Use a map of the USA to locate the state of Florida</li> <li>• Use large scale maps of Florida, Orlando and Disney World to locate key features</li> <li>• Use letter and number coordinates</li> <li>• Use appropriate prepositional words</li> <li>• Use simple geographical terms</li> <li>• Simple decision making based on interrogating secondary geographical resources – including satellite images, aerial photos and ground shots</li> <li>• Use simple GIS such as Google Maps and Google earth to locate places and features</li> <li>• To make simple maps of Florida to show key locations</li> <li>• Follow simple routes on maps and identify features seen along them</li> <li>• Plan simple routes using maps and plans – for example around the Magic Kingdom</li> <li>• Ask and respond to geographical questions</li> </ul>

<b><u>Session</u></b>	<b><u>Key Questions</u></b>	<b><u>Learning Objectives</u></b>	<b><u>Activities (Learning Pathway)</u></b>	<b><u>Learning Outcomes</u></b>
1	What places had the person that owned the mystery bag visited?	<p>I can identify and describe secondary geographical resources</p> <p>I can link secondary sources together and draw simple/plausible conclusions (for example places the person/people visited)</p> <p>I can give simple explanations regarding decisions made</p>	<p>Introducing the unit of work to the children via a mystery bag full of artefacts. The children investigate each artefact in detail and summarise where the people had been.</p> <p>Bag to include:  Mickey and Minnie Mouse  Holiday brochure for Florida  Plans for Disney World/Gatorland/SeaWorld etc.  Map of Florida  Itinerary  Postcards from Florida  Plane tickets – London Heathrow to MCO  Plan of shops in Florida Mall – Highlight M&amp;M shop and Disney  Camera card with pictures from Florida on it  Guide Book of Florida  Picture book about Florida</p>	<p>All - identify and describe the resources</p> <p>Most - draw a simple conclusion as to where the person would have visited</p> <p>Some - give a simple explanation to back up their conclusion</p>
2	<p>Where on earth is Florida?</p> <p>Where is Orlando?</p> <p>Where is Magic Kingdom?</p>	<p>I can locate and name the main continents and oceans of the world.</p> <p>I can locate the USA and Florida using simple maps.</p> <p>I can identify and describe geographical resources including maps, plans and photographs (satellite, aerial and ground shots).</p> <p>I can describe the location of Florida within the USA and the location of Orlando/Magic Kingdom</p>	<p>Children to have atlases and photocopied world maps to enable them to search for and name the main continents and oceans prior to placing them on a map in their topic books. Locating and naming the USA and Florida and discuss its position in relation to the Equator.</p> <p>Resources sorters – Mystery envelopes  You will need a washing line in the classroom to complete this activity. One envelop for each pair of children with one of the following per envelope:</p> <ol style="list-style-type: none"> <li>1) diagram showing the layouts of the Planets</li> <li>2) Picture of the Earth from space. (Apollo 13 – the earth looks just like a Christmas bauble, but the most beautiful bauble I have ever seen)</li> <li>3) Map of the world showing countries</li> <li>4) Satellite image of North America</li> <li>5) Map of North America</li> <li>6) Map of USA</li> </ol>	<p>All – locate and name the main continents and oceans of the world - locate the USA and Florida using simple maps</p> <p>Most – identify and describe geographical resources including maps, plans and photographs</p> <p>Some – describe the location of Florida within the USA and the location of Orlando/Magic Kingdom</p>

			<p>7) Satellite image of South East USA  8) Map of Florida  9) Picture map of Florida – Portrait Florida (Meridian Graphics – Website)  10) Map of Orlando  11) Aerial image of Orlando  12) Map of Disney World  13) Picture of Main Street – Magic Kingdom  14) Picture of Mickey and Minnie Mouse</p> <p>All images from the internet.</p> <p>Pairs of children are nominated at random to talk about their geographical resource, what they show and then to place them on the washing line. Can the class put all the resources in order to show a journey from space to meet Mickey and Minnie Mouse in Magic Kingdom?</p> <p>Children to talk about the location of the USA and Florida and place Orlando within Florida – support them in using appropriate prepositional words/compass directions.</p> <p>Note Google Earth can be used to fly into Florida quickly and Orlando airport. You can also walk the streets of Orlando using Google maps – street view.</p>	
3	What is the state of Florida really like?	<p>I can recognise and describe physical and human feature of selected Florida locations.</p> <p>I can locate places and environments on a large scale map of Florida.</p> <p>I can begin to compare places and environments in Florida.</p>	<p>Read the story <b>Celebrating Florida</b> and locate the places mentioned in the story on the map of Florida. (A large wall map/projector image/hand drawn)</p> <p>Use home produced photo packs of different key Floridian places/landscapes (both human and physical) with names of locations. Children to work in pairs on chosen picture(s) to recognise and describe features in it. The output from this could include a short piece of descriptive writing. For those who find writing difficult – they can type.</p> <p>Whole class feedback – selected pairs show and tell their picture and what it is then place onto the Florida map with a title of what it is.</p> <p>You will construct a wall map of Florida – displaying</p>	<p>All – recognise and describe physical and human features of selected Florida locations</p> <p>Most – locate places and environments on a large scale map of Florida</p> <p>Some – begin to compare places and environments in Florida</p>

			<p>places and environments found there with words/labels and short descriptions.</p> <p>Speaking a listening activity:          Create a travel agent shop – they are experts in their photographed area. Tell another pair all about it. Or get a member of staff to hear from each place as to the best parts of Florida to visit.</p>	
4	<p>Why do lots of people visit Florida?</p>	<p>I can recognise and describe specific locations in Florida.</p> <p>I can locate places on large scale maps of Florida.</p> <p>I can describe and begin to explain why many people visit Florida as tourists.</p> <p><i>Extend/Additional</i>          I can begin to describe the weather in Florida.</p> <p>I can begin to compare the weather in Florida to the locality of my school.</p>	<p>Recap key characteristics of Florida. Draw “Wish You Were Here” secret locations out of a hat for specific children to talk about – describe (Descriptive writing opportunity)</p> <p>Wish You Were Here Postcards          A4 homemade postcards of different locations:</p> <ul style="list-style-type: none"> <li>• Kennedy Space Centre</li> <li>• Miami Beach</li> <li>• St Pete’s Beach</li> <li>• The Everglades</li> <li>• Busch Gardens</li> <li>• Sea World</li> <li>• Universal Studios</li> <li>• Lego Land</li> <li>• Gatorland</li> <li>• The Keys</li> <li>• Canaveral Shoreline</li> <li>• Florida Mall</li> <li>• Amelia Island</li> <li>• St Augustine</li> </ul> <p>Provide the children with a child friendly internet link to research their location.          Children to write descriptive postcards home from their selected location.</p> <p>Selected children to read their cards to the class at the end of the session. Add these postcards to the display.</p> <p>Discuss as a class why people might go to Florida on holiday – describe the concept of being a tourist/holiday destination.</p> <p>At this time weather differences can be explored – it is a key reason why so many people visit the state</p>	<p>All – recognise and describe specific locations in Florida</p> <p>Most - locate places on a large scale map of Florida - describe and begin to explain why many people visit Florida as tourists</p> <p>Some – describe the weather in Florida - compare the weather in Florida to the locality of my school</p>

			<p>through the year. Especially temperature and sunshine figures – The Sunshine State. However, during the summer Hurricane season/thunderstorms every day.</p> <p>Use weather information from the internet to explore the differences between the weather in Florida and home.</p> <p>Children to look through holiday brochures – what are the most popular places visited by people going to Florida and why?</p>	
5	<p>How can we get to Florida from our school?</p> <p>What do we see taking off from Heathrow and landing in Orlando?</p> <p>How are the areas around the two airports similar and different</p>	<p>I can describe and begin to explain why certain types of transport are more appropriate for travelling between the UK and Florida.</p> <p>I can identify, recognise and describe the key geographical features of airport location (Heathrow and Orlando).</p> <p>I can describe similarities and differences between these airport locations.</p>	<p>Order the major types of transport that people use to get from one place to another in terms of speed. Which would be the best method for getting to Orlando in Florida and why? You can use Google Maps to plan a route to Heathrow airport from school.</p> <p>Then: Turn the classroom into an airport and plane! Children to come in in holiday clothes with a soft toy travel companion and homemade passports (previous week’s homework). Nominate cabin crew and pilot</p> <p>Taking off for Orlando MCO from LHR</p> <p>Landing at MCO from LHR</p> <p>During the class flight to Orlando you can follow the route on a white board world map – reinforcing continents and oceans. Similarly you can have inflight entertainment by using a tourist clip for Disney or a Disney movie.</p> <p>Class Venn diagram – what did we see taking off from Heathrow? What did we see landing at Orlando? What was similar? What was different? Were they like airports they might have visited?</p> <p>You can track planes on <a href="http://www.flightradar24.com/50.85,-1.18/7">http://www.flightradar24.com/50.85,-1.18/7</a></p> <p>MCO because once it was McCoy Air force Base</p>	<p>All – describe and begin to explain why certain types of transport are more appropriate for travelling between the UK and Florida</p> <p>Most – identify, recognise and describe the key geographical features of airport locations</p> <p>Some – describe the similarities and differences between these airport locations</p>

6	How is the Orlando locality similar and different to ours?	<p>I can recognise and describe the key features of International Drive Orlando.</p> <p>I can compare this part of Orlando with the locality of my school.</p>	<p>Where are we staying? Howard Johnson Inn Orlando 6603 International Drive Orlando – Internet allows you to explore this well. Any hotel that allows this will be good!</p> <p>Use Street View to explore the roads near the hotel and compare them to the roads around school.</p> <p>Follow route from the hotel to Magic Kingdom on a simple map and using Street View – the children are feature spotters.</p> <p>Compare their locality with this area using one of the following methods: Venn diagram with photographs Comparative talking – Mickey and Minnie talk to class soft toy through the children. Comparative picture table – International Drive v BW Picture sorting Comparative writing Comparative collages</p>	<p>All – recognise and describe the key features of International Drive</p> <p>Most – compare this part of Orlando with the locality of my school</p>
7	What can people who visit Disney World in Orlando do?	<p>I can use simple maps and plans of Disney World.</p> <p>I can plan simple routes around Disney World.</p> <p>I can identify and begin to describe features seen along a simple route.</p>	<p>Enlarge plans of Magic Kingdom and mark on grid references for the children to refer to – Give them a secret code (grid reference) and see what place it takes them to. Picture matching – Secret codes (pictures) Which picture goes with which secret code location in Magic Kingdom?</p> <p>Children given a route to follow around the theme park and picture pack. Can they follow the route and sequence the pictures from the route in order on the floor? Draw a simple labelled map of routes they would like to take around Magic Kingdom. If they had a day to spend in the park which places would they visit, in which order and why? Chronological report.</p> <p>There are lots of videos on Youtube of a variety of journey around MK and activities that can be undertaken in the park – e.g. Hidden Mickey spotting which can develop this task.</p>	<p>All – use simple maps and plans of Disney World</p> <p>Most – plan simple routes around Disney World</p> <p>Some – identify and begin to describe features seen along a simple route</p>