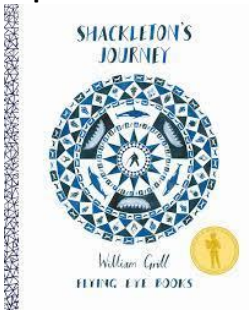




<p>Year 3 and 4</p>	<p>Explorers - Shackleton's Journey (Cycle 1)</p> 	<p>North America (Cycle 2)</p> 	<p>Bronze and Iron age settlements</p> 
<p>Substantive Concepts</p>	<p>Explain own views about locations.</p>	<p>Explore more of the world, understand how the world has zones and the significance of those zones.</p>	<p>Maps, location, size, scale, view, landscape, country, city, place, environment, physical, human</p>
<p>Key Vocabulary</p>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic circle and Date Time zones, latitude, longitude, equator, northern hemisphere, southern hemisphere,</p>	<p>continent, state, map symbol, urban, rural, America, North, tsunami, tornado, earthquake.</p>	<p>county, country, town, physical features, human features, hill, river, United Kingdom</p>
<p>Substantive Knowledge</p> <p>What do they need to know?</p>	<p>Locational Knowledge</p> <p>Name the world's continents and oceans.</p> <p>Name equator, northern and southern hemisphere.</p> <p>Name the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and Date Time zones (the latter using an atlas).</p> <p>Place Knowledge</p> <p>Know the difference between a city, town and village.</p> <p>Children can develop contextual knowledge of the location of globally significant places- both terrestrial and marine.</p> <p>Know the eight points of a compass.</p>	<p>Locational Knowledge</p> <p>Name the World's continents and Oceans.</p> <p>To know key vocabulary to describe places - county, state.</p> <p>Place Knowledge</p> <p>To extend their knowledge and understanding of North America.</p> <p>To know what a state is and how they are governed.</p> <p>To know that maps use symbols and keys.</p> <p>Human and Physical Geography</p> <p>Compare Human and physical features of America to those in the UK.</p> <p>Explore similarities and differences, comparing the human</p>	<p>Locational Knowledge</p> <p>Name 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</p> <p>Know key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, physical features, human features, hill, river</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>

	<p>Know what a four figure grid reference is.</p> <p>Know symbols and keys to communicate knowledge in the wider world.</p> <p>Human and Physical Geography</p>	<p>geography of a region of the UK and a region of North/South America.</p> <p>To know that different areas can be used for different things and understand the terms urban and rural.</p> <p>To know how weather impacts people including tsunamis, tornadoes and earthquakes.</p>	<p>Human and Physical Geography</p> <p>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.</p>
<p>Disciplinary Skills</p> <p>How do they demonstrate their knowledge?</p>	<p>Locational Knowledge</p> <p>Locate the world's continents and oceans.</p> <p>Locate and describe the characteristics of equator, northern and southern hemisphere.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Observe and record human and physical features in the local area using a range of methods including sketch maps and plans.</p> <p>Ask geographical questions about physical and human characteristics of a location.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Geographical Skills and Fieldwork</p>	<p>Locational Knowledge</p> <p>Locate the world's continents and oceans</p> <p>Locating places and features accurately on maps.</p> <p>Place Knowledge</p> <p>To use key vocabulary to describe places - county, state To use symbols and keys.</p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns</p> <p>To use the words urban and rural to describe places in America.</p> <p>To explain how weather can impact people's lives (tsunami, tornadoes and earthquakes).</p> <p>Geographical Skills and Fieldwork</p> <p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys.</p> <p>They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems.</p> <p>Use symbols and keys (including the use of Ordnance</p>	<p>Locational Knowledge</p> <p>Locate counties and cities in the United Kingdom</p> <p>Identify and describe human and physical features</p> <p>Place Knowledge</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, physical features, human features, hill, river</p> <p>Human and Physical Geography</p> <p>Children can describe and understand key aspects of human geography, including: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand: pollution, settlement, settler, site, need, shelter, food.</p> <p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>use symbols and keys (including the use of Ordnance</p>

	<p>Use the eight points of a compass. Use four figure grid references. Use symbols and keys to communicate knowledge in the wider world.</p>	<p>Survey maps), to build their knowledge of the United Kingdom and the wider world</p>	<p>Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>
Project Enquiry Question		Does everyone have the same dream?	
Fieldwork Activity	Having explorers visit and inspire the children.		<p>Village walk Create a village map Use OS maps of village Compared old and new maps</p>
Authentic Outcomes		Children create a speech about hopes and dreams. What world do they want to live in.	Salisbury Museum visit