

PEOPLE AND THEIR COMMUNITIES:

Where in the world do these people live?

Unit overview

In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for a focus on teaching about continents then moving children beyond just locational knowledge to a deeper understanding of place knowledge. As a teacher we must be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location? Balancing images and specific case study examples, even within a lesson, allows for challenges against stereotypes and misconceptions.

Knowledge, skills and concepts

In this unit, the children will:

- 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 vocabulary.

Background information

This unit directly links to the National Curriculum objective of studying specific locations with a range of resources. Feel free to alter, add or build your individual lessons using other relevant case studies if you have specific knowledge. Send a note home: you never know what extra help you might be able to get to support the children's learning. Children could be asked: *Have you always lived in the same place? Have your parents lived somewhere else?* Build on their answers to these questions. Get a range of atlases and world maps for you and any other adults to use in class. Trawl your own personal photo archives for things to share with children at the start of this unit, so it is not removed from real life experience. It's good for them to see you as a 'voyager' too! Children will not always have the vocabulary to express their knowledge, therefore photos and simplified world maps will help them to structure their ideas. There are many online sources that are great to use to explore the world maps, such as Google™/Bing™ image searches, Google Maps or Street View (this covers much of the developed world). You can also perform simple searches for country, region or local websites as well as explore the Rising Stars online resource bank for suggestions. This is a preparatory unit which leads directly into the Rising Stars Geography Lower Key Stage 2 unit, 'Is climate cool?'

Cross-curricular links

- **English:** writing at length on the different landscapes and people studied (Weeks 3, 4).
- **Maths:** considering the distance (in hours and days) to travel to these places and link to children's mathematical understanding (Weeks 5, 6).
- **Art:** finding out about notable artists from the Amazon and Mali (Week 5), especially if they create art of landscapes (Week 6).
- **Music:** considering native musicians (Week 3).

The Big Finish

The children will decide which of three locations (forest, desert or city) they would like to visit and learn even more about. The teacher will then model a role play for the children based on going to a travel agency and booking a holiday to the chosen location, and then undertake this role-play with them. (Few children will have ever done this, as bookings are done online by many people today.) Children will then use some of the artefacts made during this unit to complete their own passport ready for take-off! You can also dress your classroom to look like an aircraft, for example putting chairs into rows and forming an aisle. If appropriate, children could wear non-uniform, or bring in holiday clothes suitable for their journey.

Map work

World wall maps (including blank ones for the Independent Learning Area) are essential. These should be a key reference point for the children, and whenever a new continent, country or city is mentioned, it can then be labelled. Use the maps available on the online resource bank.

Fieldwork

Depending on the location of your school, you might be able to link to a community which has settled there over time, to extend or adapt this unit. Historic examples might be immigration into cities and districts in East London, North Manchester, North Birmingham, East Glasgow, or many more small city, town or localised examples. This might lead to a fieldtrip to investigate these links or you might like to invite a guest speaker to talk to your class. This will need to be done sensitively and in an inclusive and supportive manner, particularly with children of this age. Again the focus on breaking down barriers and misconceptions about the people, places and environments that are near them is important.

Independent learning area

Role play is key to this unit, and therefore having a range of artefacts and items that children can dress up in will be essential. Also important is a continuing emphasis on small world play, as this is an important feature of children's geographical imagination that is developed in their EYFS settings. Include trays of water and ice, sand with an 'oasis' of water, a city scene with blocks (possibly with photos of famous buildings stuck on). You could also include a jungle scene or other world landscape in the area for the children to explore. General fiction and non-fiction books with multiple images, locations and maps can also be used to stimulate children's thinking. There are many fascinating homes that different people live in around the world, which link people to the climate and physical landscape they occupy. Examples might be tree houses, stilt houses, tents and mud huts, but again be wary of stereotyping!

Assessment

All children can:

- know and understand their locality and a series of locations and places outside of Europe
- describe the physical and human geography of a distant place
- use geographical vocabulary: e.g. near, far, long way away
- be supported in a role play that summarises this understanding.

Most children can:

- understand that within a location/country there are different ways of living
- describe the physical and human geography of several different places
- use geographical vocabulary: e.g. near, far, long way away (distant), North, South, East and West
- complete a travel document and work with a peer in a role play that summarises this understanding.

Some children can:

- know, describe and understand their locality and a series of locations and places outside Europe
- understand that within a location/country there will be differences in how people live
- describe in detail the physical and human geography of a distant place using geographical vocabulary
- understand, explain and describe aerial photographs and video material of different places.