

## Unit 24 Passport to the world

### ABOUT THE UNIT

This is a 'continuous' unit, designed to be developed throughout key stages 1 and 2. Each of the activities is short and can be linked to other geography units, eg Unit 1 'Around the school – the local area', Unit 5 'Where in the world is Barnaby Bear?', Unit 22 'A contrasting locality overseas – Tocuaró' and to other areas of the curriculum.

The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that, over time, children learn about places, where the places are and how they are connected. Some of the activities may be suitable as homework tasks.

The unit can be enriched by children having a 'passport' in which they record all the places they have 'visited' in the course of their work.

Although activities have been identified as more suitable for either key stage 1 or key stage 2, they may be adapted for either age group as appropriate.

The unit offers links to personal, social and health education and citizenship, ICT and literacy.

#### Geographical enquiry and skills

##### Key stage 1

observe and record  
communicate in different ways  
use geographical vocabulary  
use globes, maps and plans  
use secondary sources  
make maps and plans

##### Key stage 2

collect and record evidence  
analyse evidence and draw conclusions  
communicate in different ways  
use geographical vocabulary  
use atlas, globe, maps and plans  
use secondary sources  
draw maps and plans  
use ICT

#### Knowledge and understanding of places

##### Key stage 1

describe what places are like  
describe where places are  
compare places  
linkage of places

##### Key stage 2

describe places  
locate places  
describe where places are  
compare places  
wider context/interdependence

#### Knowledge and understanding of patterns and processes

##### Key stage 1

observe features

##### Key stage 2

recognise and explain patterns

#### Knowledge and understanding of environmental change and sustainable development

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### VOCABULARY

In this unit, children are likely to use:

- a variety of place names in the UK, Europe and elsewhere in the world

They may also use:

- place names in the language of the relevant country

### RESOURCES

- large wall maps of the British Isles, Europe, the world
- collections of stamps, postcards
- floor jigsaws
- photographs of the local area
- newspapers
- stories about places
- information books
- internet access to data about weather
- a recording of the television news
- copies of books such as *The Swap and Other Stories* by George Layton (Macmillan Children's Books, Heinemann Educational) and *Journey to Jo'burg* by Beverley Naidoo (Harper Collins, Addison Wesley Longman Education)

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### KEY STAGE 1

### CHILDREN SHOULD LEARN

#### Where can I go from my home?

- to link their homes with other places in their local community
- Ask the children where they live and mark on a large map of the local area. Mark other places in their local communities. Discuss where these other places are, *eg who has seen/visited them, how close/far away they are.*

#### What links do I have with other places in the world?

- that they have connections with other places in the world
- the location of other places
- that places are linked to other places in the world
- to collect and record information about places
- about the ways in which places are linked
- Ask the children where their relatives live and mark and name the places on a map of the British Isles (and further afield if appropriate).
- Ask the children to bring in postcards of where they went on holiday or pictures of where they would like to go. Identify the places on a wall map and display the pictures round it.
- Ask the children to bring in envelopes with clear postmarks showing where they came from. These may be displayed in the same way as the holiday postcards.
- Ask the children to collect a range of food packages and identify the places or countries of origin. Display the packages and 'locate' them on a world map. This could be linked to a visit to a local supermarket.
- Use Unit 5 'Where in the world is Barnaby Bear?' A class bear 'visits' other places with volunteers, and children receive postcards and pictures of him in a variety of locations. These are then mapped and recorded.

#### How are places similar to, and different from, other places?

- about places around them and beyond the UK
- that other places may be similar to, and different from, where they live
- to recognise the different shapes of countries
- Display photographs taken in the local area. Ask the children to identify where they were taken. Photographs taken at odd angles will provide a challenging activity for some pupils. For younger children pictures of the school grounds and buildings can be used in the same way.
- Ask the children to collect stamps, coins and paper money and to mark their countries of origin on a map.
- Use floor jigsaw puzzles of Britain, Europe and the world at appropriate points in the curriculum.

#### What can we find out about places from different media?

- to use a variety of media, *eg newspapers, stories, TV and the internet* to identify and locate a variety of places and to recognise their features
- Using photographs and/or headlines taken from a local newspaper, ask the children to identify local events, *eg fêtes, sports events*, and map them on a large-scale map of the area.
- Give children opportunities to read stories set in different places. Ask the children to identify the places that occur in the stories they read and locate them on a large wall map. Some stories with a multicultural background should be included.
- When using non-fiction texts (such as a book on weather or homes and houses) help the children to locate the places mentioned as examples on a map or globe. Ask the children to record their locations on a map. Over a term or year, this will give them a personal record of all of the places 'visited' in the course of their work.
- Talk with the children about how each place is described in words and pictures.
- A more challenging exercise might be to ask children to describe what these places might be like – *What would it be like to live there? Where in the world is it?*

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- talk about places in their local community and how they can get to them from their home

Many of the mapping activities are cumulative. By the end of a term or year, children may build up a detailed map of the places and environments they have studied in these activities.

- recognise that there are other places and localities beyond their own
- identify places on a map
- recognise the links they have with other places in the world
- appreciate that our food comes from all over the world
- draw maps of Barnaby's travels
- appreciate that places are linked together in many ways

PSHE and citizenship: these activities help children to recognise that they belong to various groups and communities, such as family and school, and to find out about the world immediately around them. They also help children to develop a global perspective and to begin to understand the notion of interdependence.

Literacy: many of the activities offer children opportunities to: use correct vocabulary; use their imagination to consider other places; describe different places; and write about events in and beyond personal experience, *eg in the form of a postcard.*

- recognise and identify correctly places in their own locality
- understand that different countries use different currencies, have different stamps, etc
- identify countries by their shape

- use secondary sources to locate places
- understand that stories can be set in a variety of locations
- recognise the importance of places in a variety of types of books
- understand that other places may have different characteristics from their own area

Literacy: these activities provide opportunities for children to read stories from a range of cultures. The use of stories from other countries or set in varying locations widens children's understanding of other places.

Literacy: these activities provide opportunities for children to consider how writers convey the impression of different places. Children may be asked to consider questions like: *What do the pictures tell us about a place?* and *How does the author describe a place?* This provides a useful link with work on settings of stories.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### KEY STAGE 2

### CHILDREN SHOULD LEARN

#### How can we find out where places are?

- to investigate places
  - to analyse evidence
  - to use secondary sources of information
- On each day for a week, give the children two facts about a city or location. As soon as they recognise the place ask them to post their answer in a box. Reveal the identity of the place at the end of the week. The level of demand, for example in the nature of the facts given or in how well known the cities or locations are, can be varied to allow this activity to be used in different years of the key stage.

#### How do we find out about places?

- to investigate places
  - to collect information using an interview survey
  - to record and present information
  - to use secondary sources of information
  - to identify the location of different places in the world
- Ask the children to interview a number of people to find out their favourite holiday location and the reasons for their choice.
  - Ask the children to use an atlas to find out where the places are and, with their help, produce a display map showing the holiday locations. Ask the children to enter their survey findings on a database.
  - Ask the children to graph the results and analyse the findings, eg *Which factor has the most impact on a choice of holiday? Where are the favourite destinations?*
  - Ask pairs of children to 'adopt' a city, possibly including those shown on the National Curriculum exemplar maps, and research it. A possible starting point would be to plot the weather over a week using the daily weather data provided by a national newspaper or on the internet. Ask the children to produce short reports and display them on a wall map of the world.

#### What are the reasons for places being mentioned in the news?

- to collect and record evidence about places
  - to use secondary sources of information
  - about current affairs
- Ask the children to watch a recording of the previous day's television news. Ask them to list and then mark on a map all the places mentioned on the news. The base map for this activity may include places and environments shown on the National Curriculum exemplar maps.
  - Discuss the reasons why places become newsworthy.
  - Ask the children to repeat the exercise for homework for a week, and to record the number of times in a week places are mentioned and the reasons for the differences.

#### How are places described in stories?

- to recognise and investigate places through literature
- Use a class storybook such as *Journey to Jo'burg* or *The Swap and Other Stories* to discuss with the children the similarities and differences between communities and the lives of people who live in them.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- use information from a range of sources
- know about a range of places

- conduct an interview survey and present the results appropriately
- understand the links between factors like weather and choice of holiday
- obtain information from secondary sources
- record and present evidence in ways appropriate to the task and audience
- appreciate variations in weather in different parts of the world

- use television to help in geographical enquiry
- appreciate the impact of world events on places
- show knowledge of current affairs

- appreciate what life is like for young people in other communities

ICT: these activities provide opportunities for creating a datafile for a database, using a graphing package and using the internet to find out information about cities.

Mathematics: these activities provide opportunities for representing and interpreting data using graphs.

Literacy: these activities provide children with the opportunity to apply their knowledge of non-chronological writing by producing a report.

PSHE and citizenship: these activities involve using the media in a structured way to develop a knowledge of current affairs.

*The Swap* deals with a school exchange between a northern town and London. *Journey to Jo'burg* is about movement of young people in Southern Africa (suitable for years 5/6).

## PRIOR LEARNING

It is helpful if the children have:

- studied their local area as this will provide a starting point for understanding what places are like
- used globes, maps and atlases
- talked about other places and the relationship of these places to themselves and other members of their family

## EXPECTATIONS

**at the end of this unit**

*most children will:*

be familiar with a range of places in the UK and overseas;  
appreciate similarities and differences between places and understand the reasons for them;  
use a range of resources to find out about places

*some children will not have made so much progress and will:*

have a more limited knowledge and understanding about a smaller range of places;  
use a more limited range of resources

*some children will have progressed further and will also:*

understand ways in which places are interconnected;  
understand ways in which places change over time

## FUTURE LEARNING

The unit provides children with a framework of locational knowledge to which they will add further knowledge about places in the world, both in the UK and overseas.

It also provides a basis for them to develop further understanding of how all places are connected to other places and depend on them for their survival and success.