



## Explorers and Map Making

Year 4

Spring 1

### **Study overview (Invasion, Exploration and Settlement (History), Understanding maps and fieldwork (Geography))**

A historical study of the explorers who created our understanding of the world. Looking at the earliest maps in history, through Greek maps and map development during the ages.

Although a mainly history topic, this topic will have strong geography links to the children's understanding of mapping. The children will learn the 8 points of a compass and study grid references and common mapping symbols and keys. They will also conduct their own piece of mapping fieldwork, by mapping an area of Bury St Edmunds using their own observations, measurements, keys and symbols and comparing it to a modern map equivalent.

### **Key Vocabulary**

**History:** expedition, journey, voyage, discovery, galleon,

**Geography:** compass, coastline, features, continents, grid-reference, co-ordinates, sketch maps,

### **National Curriculum Objectives (History and Geography)**

- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
- Gather more detail from sources such as maps to build up a clearer picture of the past
- Regularly address and sometimes devise own questions to find answers about the past
- Begin to undertake their own research.
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time
- To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.

### **Knowledge to be gained:**

- To know about the lives of some famous explorers such as Ibn Battuta, Christopher Columbus and Ferdinand Magellan.
- To understand how some of the explorers covered treated indigenous people
- To know the 8 points of the compass and longitude and latitude
- To understand how map accuracy has changed over the years

## Key Text

- The Polar Bear Explorers Club – Alex Bell (main text)
- Amazing tales of the world's greatest adventurers
- Range of texts about explorers

## Key Experiences

Creating their own maps

## Linked learning in English and Grammar

Persuasive letter (to Elizabeth the first to fund a mission) – formal language, subordinate clauses, 2<sup>nd</sup> person, superlatives

Fiction writing (fantasy story of a mission to an unexplored island) – expanded noun phrases, subordinate clauses

## Linked learning in Art and Design

Short art project on portraiture of a famous explorer. Focus on proportion.

## Linked learning in Design Technology

Cooking after the Columbine Exchange. Making potato/pasta dishes.

## Discrete learning in Science

Living Things and Their Habitats – Conservation. Learn how to recognise that habitats can change and that this can cause a danger to living things.

## Linked learning in Geography/History

See above

## Discrete learning in Music

Ukulele lessons.

## Discrete learning in PSHE

Dreams and Goals. Recognise the values in setting yourself a challenge, as well as what you may need to do to achieve your goal.

## Discrete learning in Physical Education

Dance: Explore the theme of space through movement.  
Netball: Develop different passing; defence and attacking techniques.

## Discrete learning in Religious Education

Islam – Explore why the prophet Muhammad is so important to Muslim.

## Discrete learning in Computing

Programming with Logo: Planning, modifying and testing commands to create shapes and patterns.

## Discrete learning in MFL

Know French numbers and use them in relation to calendars and birthdays.