

Around The World



Recommended year group: Year 4

Theme focus: Geography

Suggested term: Summer

Theme introduction

'Around the World' is a theme that is focused on learning about different places around the world. Learning in this theme is focused on Geography but also includes Music, Art, Computing and History. In 'Around the World', we look at the geographical biomes of tundra, savannah, woodland, desert, rainforests and grassland. Pupils will learn about what life is like for people in different parts of the world and how certain people have influenced both art and music, e.g., the Bedouin and Tchaikovsky. They will make comparisons between various cities across the world and look at the climate in each city.

Driving Question

Why are the world's environments so diverse?

Switch on Science Unit

Year 4: Living things

Switch on Computing Unit

We are artists

Linked Reading Texts

Around The World In Eighty Days (abridged version),
by Jules Verne, Classic Starts

Extracts from: *National Geographic Infopedia* and *Our Planet*

Writing Outcomes

Leaflets: Create a leaflet to persuade people to visit one of the cities studied in theme.

Non-chronological Report Information Text:
Biomes of the world, e.g., tundra, desert, rainforest, savannah, grassland

Curriculum Coverage

Geography – The wider world; similarities and differences; physical geography

Art – Drawing; evaluating and appreciating; other techniques

Computing – Research and information literacy; digital communicator

Music – Appreciate and understand

PSHE – Relationships

History – Significant individuals

Excite

Immerse pupils in the sights, sounds and tastes of different places around the world. Stop off in different European, North American and South American countries alongside others such as India. Listen to their popular music, visit their landmarks and taste their popular foods.

Explore

There are fourteen explore sessions:

Explore 1: Locating countries

Explore 2: Geographical features

Explore 3: Comparing capital cities

Explore 4: Cityscapes

Explore 5: How accurate is the information we find?

Explore 6: Biomes

Explore 7: Tchaikovsky

Explore 8: Wellbeing

Explore 9: Extreme lives

Explore 10: Islamic art

Explore 11: Desert and tundra

Explore 12: Rainforest poetry

Explore 13: Rainforest in a shoebox

Theme essential vocabulary:

biome, climate, continent, culture, environment, impact, landscape, Northern Hemisphere, population, Southern Hemisphere, temperate

Essential knowledge/concepts

1. *Around the World in Eighty Days* is a book written by Jules Verne in 1872.
2. The continents of the world are Europe, Asia, Africa, North America, South America, Australia and Antarctica.
3. Know the position of the equator, the Northern and Southern Hemispheres and the Tropics of Cancer and Capricorn.
4. Russia sits across two continents: Europe and Asia.
5. Know that over 80% of Russians living in Russia live in the west of the country because of the physical environment.
6. The world's biomes are tundra, savannah, woodland, desert, rainforest and grassland. Each of these has its own characteristics.
7. Tchaikovsky was a Russian composer famous for works such as *Swan Lake* and *The Nutcracker*.
8. There are various nomadic tribes who live across the world, including the Bedouin in North Africa and the Middle East.
9. Islamic art is often colourful and has repeating patterns of geometric shapes.
10. Muslims believe that Islam makes life beautiful, and that Islamic art is an expression of this.

Excel

The key assessment outcomes of this unit are:

Explore 3 Comparing capital cities: City comparison grid of geographical features

Explore 6 Biomes: Sorting biomes and their characteristics

Explore 9 Extreme lives: Interview with the Bedouin people

Explore 11 Desert and tundra: Annotated world map showing different climate zones

Exhibit

Postcards from around the world. In small groups pose for photos on your trip around the world. Using simple image-editing software, place yourselves in the locations that you have learnt about in the theme (this could be done using a green screen). Write postcards home to tell someone about your trip. Post the postcards online or print them off and take one home.

Possible wider experiences

Eat some food from different parts of the world (or visit a world buffet restaurant), e.g., Italian, Argentinian, Russian, Vietnamese, Chinese. Alternatively, set up a buffet in school.

Watch some travel shows on different places of the world.

Flipped learning opportunities

Research different places around the world. These could be places that you have visited or might like to visit. What do you notice about the physical environment? Collate photos on the physical environment of the place and bring them to see if we can identify what climate or biome the place is in.

Find out what life is like in some of the places named in the theme, e.g., Russia, Brazil, Moscow, Paris.

Family learning suggestion

Visit a travel agent and pick up some brochures of a place of your choice in the world. Create a presentation on your chosen place to share with class.

Cultural awareness

Key piece of music

Fly Away – by Lenny Kravitz

Leaving On A Jet Plane – by John Denver

Key piece of art

The World – by Paula Scher

Key poem

A Prayer For Travellers (May The Road Rise To Meet You) – by Anon (Irish Blessing)