



Around the World in 80 Days

Synopsis:

Children use the stimulus of Around the World in 80 Days to further deepen their understanding of the world. There will be a focus on time zones whilst looking at where different countries are. In D&T children will research and design their own neck cushion for use during long distance travel. In writing children will produce a series of formal and informal letters from various locations around the world. They will also produce a travel brochure. (Persuasive features.) Alongside the brochure children will use digital media to enhance images (art).

Geography

Learning Sequence:

Using the story, Around The World In 80 Days, plot Fogg's journey around the world

Using atlases and globes, confidently identify which continents / countries and oceans he crossed and which directions he travelled eg. He headed north east to get to...

Use map scale to estimate approximately how far he travelled on his trip

Imagining he were in a hot air balloon for whole trip, share aerial photos of various locations on his trip – can children use geographical understanding and language to identify which is which eg. This photo shows a land-locked area so it can't be... This area shows long mountain ranges so it must be...

Attach these images to map of route, examining similarities and differences

Discuss time zones with children and discuss new terminology eg. Prime Meridian etc.

Set range of challenges eg. Fogg leaves NYC at 8pm on a Sunday and flies to Calcutta. The journey takes 9.5 hours so what time does he arrive in local time?

Locational Knowledge

Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features

Identify position of latitude, longitude and N/S Hemispheres

Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic

Identify position of Prime/Greenwich Meridian and time zones

Human & Physical Geography

Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)

Skills & Fieldwork

Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world

Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length

Use 8-point compass, grid references and Ordnance Survey maps

Place Knowledge

Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

D&T

Learning Sequence:

Gather children's experiences of travelling and what they needed to take with them. Are they familiar with any travel products eg. travel pillows etc. What are the features and why?

Discuss long-haul flights and how there is a lack of space on a plane so travel products must be small / light and space-saving

Show examples of amenity packs used on planes eg. with fold-away travel toothbrush etc. Discuss the designs and the sorts of problems they solve

Decide on a product or products for travellers that solve problem, drawing on real-life examples

Use design criteria to design product, communicating design in a range of ways

Select appropriate materials to make a prototype of their design, evaluating and adapting throughout

Encourage children to focus on aesthetics, functionality and branding – what is the key message of your design /product? Whom is it aimed at?

Research key players in field of aviation and find out about them and their impact

Consider the relevance and impact of the Wright brothers

Design	<p>Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams</p> <p>Use research to inform design and generate own design criteria</p> <p>Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p>
Evaluate	<p>Generate own design criteria and evaluate ideas and products against these</p> <p>Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts</p> <p>Understand how key events and individuals in D&T helped to shape the world</p>
Technical Knowledge	<p>Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products</p> <p>Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)</p>
Make	<ul style="list-style-type: none">• According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes

Art

Learning Sequence:

Examine photographs / depictions of holiday destinations etc and comment on them in terms of perspective, colours, content etc

Gather images relating to places all across the globe in sketchbooks and critique these using artistic language

Use sound, video and photographs to create a montage about chosen destination

Consider how to manipulate sound, images and movement to best effect

Research other artists who use photography etc to capture the world around them

Evaluate their work and own work

Media & Materials	<p>Capture artistic process in sketch book</p> <p>In drawing, use a range of pencils to begin to develop personal style, drawing on the work of other artists for inspiration</p> <p>In collage, with increasing confidence, combine visual and tactile qualities</p>
Significant Artists	<p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and comment on artworks using artistic language</p>

Vocabulary	Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate
Skills	Improve mastery of art/design techniques with wide range of materials
Writing	
<p>Learning Sequence: Formal and informal letters from across the world - 'Dear Norman'. Persuasive writing - travel brochure.</p>	
Language & Vocabulary	<p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p>
Plan, Draft, Edit & Evaluate	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Use a further range of organisational devices</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>
Grammar & Punctuation	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p>
Text Structure & Features	<p>Summarise and present familiar stories in their own words</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>

