

Seven Wonders of the World
5/6 weeks



Rationale/Intent

Following a delivery of a treasure map, the children will build on their map knowledge from the Troll project and locate some of the wonders of the world. As Geographers, the children will name and locate the world's seven continents and five oceans, whilst identifying areas with natural and man-made wonders of the world. The children will understand the geographical similarities and differences through studying the human and physical geography of Bournemouth in the United Kingdom, and of a small area in a the world. This will then lead them to become seamstresses to design and create a carpet full of the colours of the world. As part of our ASCENT values, the children will be demonstrating the values of success and trust, which will be shown through the project outcomes. As part of our British Values, they will show an understanding of mutual respect and tolerance and individual liberty. This will be through learning about different countries/cultures and decide on how they would like to represent their colours of the world on their carpet.

Hook

A treasure map has been delivered to each classroom with locations of the missing pieces of a world map. However, this is no ordinary map. It is a map full of the man-made and natural wonders of the world. Can the children find all the pieces of the map and put them together to find the location and facts about these Wonders?

Objective: To use simple fieldwork and observational skills

Outcome

The children will master sewing skills to create a magic carpet with all the colours of the world.
Children will perform their recorder work to parents.

English

**Link text: Stories from around the world
The magic paintbrush – Julia Donaldson**

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing tasks

Poetry:

Read poems and recite a poem then imitate, discussing their different styles and imagery in order to learn and recite one/a verse from memory.

Invent an acrostic, shape and rhyming poem to describe a wonder of the world.

Non- narrative-explanation;

Create a brochure for the wonders of the world-- guide book to encourage readers to visit locations of geographical significance to the wonders of the world.

Other writing tasks

Traditional tales from other countries.

Instructions on how to pack for a holiday

Writing skills to cover

Noun phrases Similes, Onomatopoeia, alliteration

Present tense

Conjunctions, present tense

Spelling, Punctuation and Grammar

homophones and

near homophones

months of year

months of year time

question words and spag terms

Similes, Onomatopoeia, alliteration

Common exception words KS1

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Geography

HOOK: Locate missing pieces of a map placed around the school, using a key and map of the school grounds

NC: ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Identify key physical and human features of our local area and what are our 'wonders' in Bournemouth

NC: ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Identify and describe the world's highest mountains and give reasons why it's a physical wonder

NC: ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Identify the major rivers in different continents of the world and know the difference between a river and a desert.

NC ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United

DT - Textiles

Carpet - Using colours of the world

Generate and develop ideas for what they would need to sew a carpet through talking and practicing sewing

Design - Design a functional and appealing carpet based on a class design criteria (generated by the children)

NC: design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make - Use a range of materials including, scissors, needle, thread to running stitch the colours for their carpet

NC select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate - Evaluate their carpet against the design criteria. Describe how they can improve their carpet.

NC: evaluate their ideas and products against design criteria

Kingdom, and of a small area in a contrasting non-European country

Use maps to name and locate an 'ancient' and old-world wonder and the 'modern' world wonders.

Compare the ancient world wonders with those built in the last hundred years.

NC: ♣ name and locate the world's seven continents and five oceans ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Create a map to show and know three major world cities: Hong Kong, San Francisco and Lagos and know what types of landscapes they are.

Understand what would be seen there.

NC: ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Explain where the wonders of the human and physical world are. Explain the difference between the world wonders, and I can compare them.

NC: ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

♣ name and locate the world's seven continents and five oceans

Cultural capital; Science - revise and consolidate

Science investigations - NC - Non- statutory =Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

ICT

Use a search engine to find out about the key geographical features of the Seven Wonders of the world.

Use a search engine to gather facts about the wonders of the world.

Home Learning

Create a book of your local 'wonders of the world' through paintings, drawings and photographs

Visits and visitors

Community visitors from around the world sharing facts about their country/experiences.