

Topic	National Curriculum	Knowledge Musts	Skills		
<p>Year 3/4 "Where On Earth Are We?" (Voyagers Rising Stars scheme of work)</p>	<ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the eight points of a compass, four and six-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</p>	<ul style="list-style-type: none"> - All children can use world maps and globes and describe the relationship between globes and world maps. - Locate the Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, North and South Poles and Arctic and Antarctic Circles on world maps and globes and understand that these are imaginary lines we use as points of reference. - Correctly use the key vocabulary. - Locate the Prime/Greenwich Meridian on a globe and world map and explain time zones - Describe day and night in relation to the Earth's rotation on its own axis - Understand the significance of longitude and latitude for defining location - Locate the International Date Line on a globe 	<ul style="list-style-type: none"> - To understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways - To demonstrate the relationship between maps and globes and explore the idea of addresses - To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles - To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface - To understand how day and night are caused as the Earth rotates on its axis. - To be able to identify and locate lines of longitude. To be able to locate and name the Greenwich/Prime Meridian and the $\pm 180^\circ$ E-W line. 		
Key vocabulary		Links to local, regional, national and global history	Linked reading	Cross curricular	Assessment opportunities

<p>Antarctic Circle: imaginary line/circle about 66.5° south of the Equator</p> <p>Arctic Circle: imaginary line/circle about 66.5° north of the Equator</p> <p>Compass points: the four main directions on a magnetic compass and some of the divisions in between: N, NE, E, SE, S, SW. W. NW</p> <p>Day: time from sunrise to sunset each day, in relation to the Earth's rotation on its axis</p> <p>Equator: imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres. The Equator lies at 0°</p> <p>latitude: the midday Sun is always high in the sky. Because the sun is never far from being overhead, the sun's rays are very concentrated and so temperatures are high</p> <p>Global Positioning Systems (GPS): internationally used way of pinpointing an exact location on the Earth's surface using space-based satellite technology</p> <p>International Date Line (IDL): a line of latitude. It is an imaginary north-to-south line/circle running through the Pacific Ocean, approximately along the 180° meridian from avoiding land</p> <p>Lines of latitude: imaginary parallel lines/circles, horizontal to the Equator, that never meet, and get smaller towards the Poles.</p> <p>Lines of longitude: imaginary north-to-south lines/circles, meeting at the North and South Poles to make segments. They are all the same length and go from pole to pole</p> <p>Night: time from sunset to sunrise each day, in relation to the Earth's rotation on its axis</p> <p>Northern Hemisphere: half of the Earth north of the Equator</p> <p>North Pole: point where the northern end of the Earth's axis of rotation meets the Earth's surface</p>	<p>Learn about the story behind GMT coming into existence. Why is it internationally acknowledged and still used today?</p> <p>Talk about the difference between timetabling of public transport eg trains, air travel and why the met office's data on actual timings of the day couldn't be used by them.</p> <p>Compare salah timetables from different regions from the same time period eg October: take timetable for Edinburgh and also from London and look at the sunrise and sun set times. Why are there differences for the corresponding days? Why would these accuracies cause chaos if used in the world of (cross country) public transport?</p> <p>What about Svalbard and Birmingham? Compare daylight hours, night time hours across the seasons.</p> <p>How can you travel from London (by air) having had breakfast and land in New York in time for breakfast again? Prove it.</p>			<p>- Different ways of describing a location on the Earth's surface depend on scale. Locally, children know some compass points and the address defining the location of their home. Maps use grid systems, from alpha-numeric to OS grid references. Global Positioning Systems (GPS) use national grid references and angular measurement with imaginary lines drawn on the Earth's surface: lines of latitude and longitude are used together to describe precise location on the Earth's surface,</p>
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Ordnance Survey (OS) grid references: the UK is covered by a grid of maps that are given letters. A grid system of numbers are used to locate places on each map

Prime Meridian (Greenwich Meridian, PM): imaginary line/circle passing through the Royal Observatory at Greenwich, London, marking 0° longitude

Southern Hemisphere: half of the Earth south of the Equator

South Pole: point where the southern end of the Earth's axis of rotation meets the Earth's surface

Time zone: area between lines of longitude following a standard time

Tropic of Cancer: imaginary line/circle about 23.5° north of the Equator; the furthest north where the Sun appears overhead once a year

Tropic of Capricorn: imaginary line/circle about 23.5° south of the Equator; the furthest south that the Sun appears overhead once a year.

forming a geographic coordinate system. At the start of this unit, in Art or Design & Technology, each child should cover a round balloon with cling film, then glue tissue paper over it with wallpaper paste and let it dry; children should next draw on the continents and other main features of the world (quite loosely), to save time in further lessons

Start of each lesson: mini quiz (4 questions on past knowledge) key knowledge gained.

Cold task: as in maths to assess understanding

				End of unit assessment against learning from the unit.
Links to previous learning		Links to future learning		