Wood Farm Primary School

'Be outstanding'

Project Summary

Phase: KS1 **Term:** Spring 1

Project Title:	Australia
Main curriculum area	Geography
Secondary curriculum area(s)	Science: Animal, living things and habitats

Project purpose:

During this project the children will predominantly learn about the country, Australia. Children will understand that the continent Australia is known as Oceania and Australasia but the also can be known as Australia itself as it takes up most the space. Children will consider the countries climate and how its size affects this. They will compare this to the climate of England and use the Equator to understand. Initially, children will focus on a well-known city, Sydney, comparing its physical and human features to another iconic city, Oxford. The children will spend time appreciating culture, architecture and nature from both locations, before building upon their prior knowledge of using maps to locate these locations and develop the use of their geographical language. Towards the end of the project, children will focus on two notorious landmarks – Lye Valley and Great Barrier Reef. Children will identify human and physical features of both and consider human effects on them. Using PSHE the children will be able to share, understand and value the range of cultural differences within their own community, school and class. To complete our project, children will have created a booklet to share their learning.

Building on Prior Learning:	Preparing for future learning:	Connections to other curriculum areas:
Around the UK Journey to the River Sea	KS2 Settlements and use of land Civilization builders Trade and natural resources Baghdad Egypt Amazon Rainforest North America River and mountains	Science- animals and their habitats PSHE – noticing similarities with other cultures and places and comparing to own lives. Art- discussing and expressing opinions about art from Australia.

Planning stages overview:

Engage	Develop	Innovate	Express
1/ What is a passport? Create a passport. 2/ Virtual flight to Australia 3/ Learning about Aboriginals 4/ Art – Didgeridoos and Boomerangs	1/ Australia – location, climate, animals 2/ UK – location, climate, animals 3/ A place is unique because of its features. What is a feature? Physical and Human. 4/ Compare 2 cities – Sydney and Oxford - location, landscape (satellite) features, famous? 5/ Learn features from each city. Compare e.g. bridge, theatre, harbour/canal.	Use their booklets to share and reflect on what they have learnt about Australia and how it is similar/different to England.	Page folded in half for each lesson. Australia on one side, England on the other: Sydney and Oxford Great Barrier Reef and Lye Valley

	6/ Map work – getting from WF to Lye Valley 7/ Map work - getting from Sydney to Great Barrier Reef 8/ Physical and Human features of Lye Valley 9/ Physical and Human features of Great Barrier Reef		

Wood Farm Values		
Opportunities for ambition:	**Opportunities for beauty**	**Opportunities for connection**
Children will produce high quality work throughout the project that demonstrates their understanding of the similarities and differences between two localities. Children will also present their findings in a well-presented booklet.	Children will appreciate art, music, architecture and landscapes from Australia.	Children will make connections with Australia - noticing similarities with an English speaking country.

Knowledge and skills aims (taken from WFS 'I can' Progression document)

Locational knowledge
I can name and locate the Earth's seven continents and five oceans on a globe or map
I can identify the Equator and the North and South Poles using a map or globe

United Kingdom/Europe
I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
I can describe seasonal and daily weather patterns in the United Kingdom

Physical and human geography
I can use geographical vocabulary to describe human features (city, town, village, factory, office, port, harbour)
I can use geographical vocabulary to describe physical and human features (mountain, sea, ocean, river, soil, farm, house, shop)
I can locate hot and cold areas in the World in relation to the Equator and the North and South Poles.

Patterns
I can describe geographical similarities and differences through comparing a local area of the United Kingdom and a non-European country

Map skills
I can a simple map using pictures and symbols.
I can use relative and directional language

Asking questions
I can ask and respond to questions about places and environments using information given and observations
I can comment and ask questions about aspects of the world such as the place in which I live or the natural world.