

YEAR 2 UNIT 3 – OUR WONDERFUL WORLD: What are the wonders of our world?

Unit overview

In this unit, the children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.

Knowledge, skills and concepts

In this unit, the children will:

- name, locate and identify characteristics of the seven continents and oceans
- use world maps, atlases and globes
- understand geographical similarities and differences when studying both human and physical geography
- identify the locations of hot and cold areas around the world
- use basic vocabulary to refer to physical and human features
- develop knowledge about the world.

Background information

This is the summative unit in Key Stage 1, and draws upon approaches that have been used throughout the different units and lessons. Children should be well aware by now of the different continent and ocean names, and should also know where they live, as well as the 'layers' and 'areas' of the world that lie between any teaching of 'here' (local) and 'there' (beyond). They will be developing an increasing ability to recognise, visualise and locate themselves in the world at different 'scales' as they refine their ideas of the world as a whole.

There are many lists of world wonders that differ from the ones set out in this unit, so feel free to deviate from the ones chosen. This is especially recommended if there are connections with other topic work that the children are studying in history, art and design, etc. The 'wonders' covered here have been chosen to complement previous and upcoming lessons, as well as from personal taste. The key thing to think of when choosing alternative 'wonders' is: *are they in any way representative of a country or continent?* Most aren't especially, and may lead to stereotyping, therefore using a range of images of one place or environment is always important to give children a rounded view. Covering a range of human impacts on the world, as well as looking at different physical environments is important too.

Cross-curricular links

- **English:** creating written work to express their opinions of local area 'wonders' (Week 1).
- **Science:** exploring materials in both natural and manmade environments (Weeks 1–4).
- **Art & Design:** create their own paintings/drawings/photographs of their world as well as local 'wonders' to illustrate their own world wonders book (Weeks 1–6).
- **Computing:** carrying out Internet research into (various lists of) the world's wonders (Weeks 1–5).
- **Design & Technology:** learning about the architecture/engineering of buildings, bridges, etc. (Weeks 5 and 6); learning about materials, aesthetics and the purpose of different structures – from the Egyptian Pyramids to modern architecture (Weeks 4–6).
- **History:** adding dates to build a time line for the local and global man-made 'wonders' (Weeks 1–6)
- **Music:** listening to and learning a song: *What A Wonderful World* by Louis Armstrong, and adding their own compositions of new verses (Weeks 1–6).

The Big Finish

Throughout this unit, the class will be building up two resources: a 'world wonders' big book, and a class version of the classic song *What A Wonderful World* which includes their own composed verses. This could then lead to a recording and/or mini performance. In addition to the ideas given below, encourage the children to research alternatives to the wonders as you introduce them.

Map work

The 'world wonders' big book should include a map in the front, as well as multiple maps throughout. There will be significant time for children to do their own research, therefore, it is important you have a variety of atlases to explore (picture, infant or junior atlases). You will also need blank maps – you can use the simplified world map in the Resources or you could use a wall map or the Barnaby Bear World map published by the Geographical Association. Globes, too, remain important for children to use, especially to see hidden continents like Antarctica.

Fieldwork

There is an opportunity to use fieldwork in the first lesson. There are also opportunities for your class to go on virtual fieldtrips using Street View™/Streetside™ technologies online. Much of the learning will be through interpreting images and video material found in the links or worksheets in the Resources section. Having different, unusual and contrasting views of places (selected by you and given, or for children to discover themselves) is important to give a variety of information to the children. As well as the 'usual' atlases children might use, there is scope for using a wider range of atlases in this unit. Examples would include: *Atlas of Adventures: A collection of natural wonders, exciting experiences and fun festivities from the four corners of the globe* by Lucy Letherland (2014) or *Maps* by Aleksandra Mizielińska and Daniel Mizieliński (2013). Enquiry skills will be developed through this unit, and you might want to pose the following questions to children to help with this:

Is it important/necessary to identify the 'wonders' of the world? What is the purpose of these lists? Who made these lists? Why did they make them? Would people living in other countries agree with these lists, or would they have different opinions? Are these the only wonders in the world or are there lots more? Is our world getting more or less wonderful?

Independent learning area

The most important thing you can have in an area such as this for this unit is leaflets and maps of the region, UK or world. Lots of them! When you go to libraries, service stations, tourist information centres, hotels and anywhere tourists congregate, you can still find many excellent examples of leaflets promoting different attractions. Many of these have very colourful maps in them, which can get children thinking geographically about locations, landmarks, significance and developing place knowledge about where are the wonderful places to go, especially in the UK.

Assessment

All children can:

- identify and name continents
- identify and name some of the wonders
- use atlases, maps and globes to locate some of the wonders
- give an opinion about local and global wonders
- correctly use some of the key vocabulary.

Most children can:

- identify and name the relevant countries and oceans
- communicate in detail something about these countries
- identify and name most of the wonders studied
- use atlases, maps and globes to locate some of the wonders
- give reasons for their choice of local wonders
- correctly use most of the key vocabulary.

Some children can:

- give detailed geographical information about the countries where the wonders are located
- express opinions about world wonders
- begin to explain geographical processes that formed the natural wonders
- explain their choice of local wonders
- respond to some of the open questions (see Background information)
- correctly use all of the key vocabulary.