BRACKENWOOD INFANT SCHOOL JOURNEY MAP

CONTEXT	Oceans	CLASS	1S	TERM	S2

Step Number and Direction (Lesson Number and Subject)	Rucksack (Fingertip Knowledge)	Left Boot (National Curriculum / Other)	Right Boot (Subject Expertise + Milestone)	Route (Lesson Outline)
1.Geography	N/A – intro lesson	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.	*Level 2:* Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? **GOING DEEPER** *Level 3:* Ask and answer geographical questions about the physical and human characteristics of a location.	Introduce Oceans topic. This half term we are going to be learning all about Oceans. We are going to become Geographers (share definition). Explain how it is really important for geographers to question what goes on in the world around them and how that came to be (share 'Right Boot'). Using your own knowledge from home, tv programmes, books or trips you may have been on with your families, let's answer some simple questions to get us started (*use following act. To begin a KWL to help assess progress by end of topic*). 1. What do we already know about Oceans? Now we become the real geographers and get to ask our own questions… 2. What would you like to know about oceans? Once completed discuss any unknown geographical vocab which came up that may not be familiar to all children. Add words and simple definitions to our WOW words wall. ***Going Deeper (Level 3)*** Ask geographical questions about the physical and human characteristics of a location. GD children should remember there two terms from when we learned about aerial maps in China. Share definition with rest of class also to add to Wow words wall.

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2.Geography	There are 5 oceans on Earth. They are: The Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.	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.	*Level 2:* Use world maps, atlases and globes to identify continents and oceans. **GOING DEEPER** *Level 3:* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Today, we are looking at all of the world's oceans. Before we begin though, we need to know exactly what an ocean is (share definition). Recap what continents are (chn should be secure with this following our song from A2 and SP1 topics). https://www.youtube.com/watch?v=K6DSMZ8b3LE The thing separating all of the seven continents is salt water. This water makes up the world's five oceans. They each have a name, just like our continents. https://www.youtube.com/watch?v=X6BE4VcYngQ How are we going to identify them in the world? What could we use to help us? Today we are going to be using 3 different tools Geographers use to help them locate places on earth (have examples of globe, atlas and world map). Show chn globe. What shape is it? What colour do we think the oceans are going to be? What colour do we think the continents are going to be? How are we going to know which ocean is which? **ACT. – Each table has a globe. Can you work as a team to try and find the 5 oceans. Remember the song to help you with their names.** Show chn an Atlas but ensure you explain that atlases don't show the whole world at one. They are used to show small areas at 1 time, so they are good for things like local maps to help you find a shop or a friend's house, but not great to see all of the world's 5 oceans. In bay's, world map is on display. Labels remain on our maps from when we learned about the continents. Can we work as a class to add labels to the 5 oceans? **ACT. – Work as a class to label the oceans on the world map. Think about the facts that the song gave us about the size of oceans or their location in relation to continents.** ***Going Deeper (Level 3)*** Explore google earth to show 'aerial maps' (Recap from China SP1).

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3.Geography	Different oceans are home to different types of aquatic plants and animals. The largest coral reef in the Great Barrier Reef off the coast of Australia.	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.	*Level 2:* Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. Ask and answer geographical questions **GOING DEEPER** *Level 3:* Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location.	Recap previous learning of the 5 oceans and recap WOW words and meaning so far. Begin lesson working in small groups to brainstorm a list of things that they would see under the sea- be sure to bring your ideas back to the carpet. Share ideas and record them all onto the whiteboard. Do you think we find all of these creatures in the same ocean? In the mind of a geographer can you tell me, why not? Introduce ocean habitats (share definition). Every home is different depending on the individual who lives there. It is the same with oceans. Different oceans are home to different types of aquatic plants and animals. Take this opportunity to explore any questions (as geographers) the children may have and explore a variety of answers. Show short clip of Our Planet (David Attenborough [coastal seas-episode 3]). Recognise that DA mentioned coastal seas. What does the word ***coast*** mean? Can we add it to our WOW word wall? ***Beach*** included? ***Focus - coastal seas and tropical oceans***. Tropical oceans are where you find habitats such coral reefs (share definition). The largest coral reef in the Great Barrier Reef off the coast of Australia. In the questioning mind of a geographer: 1. Which of our 5 oceans are tropical? (*could we change the colour of our labels on our world map for tropical oceans?)* 2. What do they need to be tropical? 3. What creatures might we find there? (Refer back to list of ocean animals and think about which ones need warm ocean waters to survive) 4. What creatures are we not going to find there and why? (**ACT. Use these answers to help form a tropical oceans fact file**.) ***Going Deeper (Level 3)*** Recognition that in some areas of the world, coral reefs are exploited by humans (land use) causing damage and destruction. ➔ Ask and answer geographical questions about the physical (why coral is there) and human characteristics (tourism/boats etc.) of a coral.

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4.Geography	Different oceans are home to different types of aquatic plants and animals.	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.	*Level 2:* Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. Ask and answer geographical questions. **GOING DEEPER** *Level 3:* Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location.	https://www.youtube.com/watch?v=X6BE4VcYngQ - 5 oceans song Recap previous learning about tropical ocean habitat and recap WOW words and meaning so far. Let's look back at the list of aquatic creatures we made last lesson. Do they all live in a tropical ocean habitat? Why not? Today we are going to focus on the other extreme oceans which are polar oceans. Do you think the same sorts of animals will live here as they do in the coral reefs? Show short clip of Our Planet (David Attenborough [frozen world-episode 2]). Recognise that DA mentioned mountains. What does the word ***mountain*** mean? Can we add it to our WOW word wall? ***season*** included? Remember → different oceans are home to different types of aquatic plants and animals. Discuss animals and habitat features to generate ideas for 2nd fact file. In the questioning mind of a geographer: 1. Which of our 5 oceans are polar? (*could we change the colour of our labels on our world map for polar oceans?)* 2. What do they need to be polar? 3. What creatures might we find there? (Refer back to list of ocean animals and think about which ones need cold ocean waters to survive) 4. What creatures are we not going to find there and why? (**ACT. Use these answers to help form a polar oceans fact file**.) ***Going Deeper (Level 3)*** Recognition that in some areas of the world, polar regions are under major threat due to human activity such a pollution (land use/settlement increase) causing melting icea/loss of habitat. ➔ Ask and answer geographical questions about the physical (why is ice there) and human characteristics (pollution/rising sea level etc.).

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5.Geography	Different oceans are home to different types of aquatic plants and animals. There are 5 oceans on Earth. They are: The Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.	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.	*Level 2:* Use world maps, atlases and globes to identify continents and oceans. Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. Ask and answer geographical questions. **GOING DEEPER** *Level 3:* Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location.	https://www.youtube.com/watch?v=X6BE4VcYngQ - 5 oceans song Recap last 2 lesson's learning about tropical and polar ocean habitats and recap WOW words and meaning so far. So far we have looked at two extreme types of oceans, warm and cold but there is somewhere we haven't looked which is quite important to us here in the UK. Let us look at our world map and identify which ocean is next to the United Kingdom. **ATLANTIC** (similarly to the American Continent, it is split into north and south for ease. [Briefly touch on compass points **N**aughty **E**lephants **S**quirt **W**ater] The UK is located in the North Atlantic. In the questioning mind of a geographer: 1. Do you think we will find the same aquatic life in the Northern Atlantic as we see in tropical or polar oceans? 2. Why not? 3. What creatures might we find there? (Refer back to list of ocean animals and think about which ones need cold ocean waters to survive) 4. What creatures are we not going to find there and why? Remember → different oceans are home to different types of aquatic plants and animals. Today we are going to continue our geographer journey and compare (share definition) our nearest ocean (to the UK) with either tropical oceans or polar oceans. **ACT. We must look for similarities and differences but it is individual's choice whether to compare Atlantic to tropical, or compare the Atlantic to polar.** ***Going Deeper (Level 3)*** Describe and compare key physical/human aspects of a location. Can you compare all 3 oceans (local and global)? What do maybe two have in common but the third is missing?

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6.Geography	Plastic pollution in the oceans is one of the biggest environmental issues of our time.	Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river.	*Level 2:* Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. Ask and answer geographical questions. **GOING DEEPER** *Level 3:* Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location.	https://www.youtube.com/watch?v=X6BE4VcYngQ - 5 oceans song. Recap all of the words on our WOW wall and their meanings. Begin today by introducing one of the biggest challenges facing the world's oceans at this current time PLASTIC! (share definition as well as introducing word biodegradable and its definition). Plastic pollution in the oceans is one of the biggest environmental issues of our time. Why? How has it become such an issue? Read story 'Finn the fortunate Tiger Shark' as stimulus for today's lesson. Discuss the book and answer any questions. **ACT. Game: What can Finn have for dinner?** ***Gather some natural items, such as bananas, oranges or orange peel etc, and some man made items such as trainers, plastic bottles and hats, and some man made items made from natural materials such as paper and wooden spoons.*** ***Lay them out and ask the children to pick out what Finn and his friends could eat safely, and what would make him poorly. This game can teach young children the difference between what is natural and man-made and what is considered harmful to animals.*** ***Some objects can be more obvious than others and it can be a good way to discuss materials and what things are made of. All the natural materials can be eaten of course, but it should also raise a discussion about whether they should be in the ocean in the first place. (Finn's normal diet is jelly fish, crustaceans, fish, seals, birds, squid, turtles, sea snakes, dolphins, and even other smaller sharks.)*** Encourage children to recognise the physical nature of ocean, beaches, seas and rivers and then how they are being impacted by the human actions all around the world (*land use and mass increase of settlements*. (***Going deeper Level 3***) How does plastic end up in our oceans video - https://www.youtube.com/watch?v=Our5CZz5qoU. What can we do about it? Brainstorm ideas at tables and keep to inform next lesson.

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7.Geography	Boyan Slat is a Dutch inventor who founded The Ocean Clean up organisation. The Ocean Clean up develops technology to collect plastic out of our oceans and bring it back to land for recycling.	Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river.	*Level 2:* Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. Ask and answer geographical questions. GOING DEEPER *Level 3:* Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location.	Recap previous learning about plastic and where it comes from. *How does plastic end up in our oceans video* - https://www.youtube.com/watch?v=Our5CZz5qoU. At the end of last lesson, we brainstormed some ideas about what we could do to help reduce the amount of plastic going into our oceans. Let's get them back out and discuss some of our ideas. *How can we keep plastic out of our oceans video* - https://www.youtube.com/watch?v=HQTUWK7CM-Y It is not just our oceans that are being affected by plastic in our physical environment. It is also our beaches, coastal areas, rivers and marine wildlife. But some organisations/ people around the world are doing big things to help deal with this human issue which is having major impacts on the world's physical environment. Explore inventor Boyan Slat → Boyan Slat is a Dutch inventor who founded The Ocean Clean up organisation. Use the website to find out what 'The Ocean Clean up' strive to do/achieve→ The Ocean Clean up develops technology to collect plastic out of our oceans and bring it back to land for recycling (share definition). **ACT. What can you do?** **Ask all the children what changes they would like to make to their lives to use less plastic or to stop plastic getting into the Ocean. Ask them to write their pledges up and we can share them with the class. Use the A-Z at the back of the book (Finn the fortunate Tiger Shark) to discuss ideas.** ***Level 3: going deeper*** – on your poster/pledge, can you ask rhetorical questions about key physical/human aspects of a location to evoke thought by the reader?.

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8.Art	Jane Perkins is a British artist who makes art work out of recycled material such as plastic.	Use a range of materials creatively to design and make products.	*Level 2:* Respond to ideas and starting points. Explore ideas and collect visual information. *GOING DEEPER* *Level 3:* Comment on art works using visual language.	Recap previous learning about plastic and what people around the world are/could be doing to help reduce the amount of plastic going into the world's oceans. We are going to start an art project all about recycling plastic. Over the next week, I would like everyone to bring in some **COLOURED** plastic that is about to go into the bin. We are going to collect it up and use it to make a big under the sea art display to show to your parents. (**ACT.** ***We are going to use the plastic that chn bring in to create large sea creature collages*** (share definition) ***made from recycled plastic in correct colours***). Have some coloured plastic examples to show chn what sorts of things we will be using. But how do we know what to create without a starting point? We are going to start by looking at some art work produced by a British artist (share definition – add to WOW word wall) called Jane Perkins. Jane Perkins is a British artist who makes art work out of recycled material such as plastic. https://www.youtube.com/watch?v=AyIXZm47EBg Watch a short video which has examples of Jane Perkins work on. At tables, you have examples of Jane Perkins art work, our job is to simply observe her work and see, what do we like? What do we not like? Can you explain why using 'because'? What recycled (recap definition) objects can you see in her work? What do you notice about most of her collages? Are there some ideas we could magpie for our own creation (share definition for 'create' and add to WOW word wall)? ***Level 3: going deeper*** – using visual language such as line, colour, shape, form etc to comment on art work.

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9.Art	Jane Perkins is a British artist who makes art work out of recycled material such as plastic. Plastic pollution in the oceans is one of the biggest environmental issues of our time.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	*Level 2:* Explore different methods and materials as ideas develop. Use a combination of materials that are cut glued. Sort and arrange materials. *GOING DEEPER* *Level 3:* Adapt and refine ideas as they progress. Select and arrange materials for a striking effect. Ensure work is precise.	Recap previous learning about Jane Perkins/recycled art work and recap WOW words and meaning so far. Since last lesson we have made a display of some of the work by Jane Perkins – as well as some of our visual ideas about how to create our art work. Why are we using plastic to create art? *Plastic pollution in the oceans is one of the biggest environmental issues of our time.* At tables (in groups of 6) - Sort and arrange coloured plastic collected into 5 main colour groups (red, orange, yellow, green and blue). Now we, like Jane Perkins are going to become artists (recap definition from WOW word wall). Jane Perkins uses her collage skills to create portraits (*recap Andy Warhol print work from beginning of school year to remember what a portrait is*) but we are going to be collaging to create sea creatures. Can we, as a class, agree on 5 sea creatures? Why don't we use the coloured plastic groups to help us to decide? For example: Blue plastic – dolphin Green plastic – turtle Yellow plastic – sea horse Orange plastic – starfish Red plastic – crab Once we have decided on 5 creatures, we are going to be working as a team in your groups of 6to create a sea creature (*aim for 1 sea creature per table and for creature to be A2 in size*). **TA** IN THIS TIME, FIND AND PRINT A3 COLOUR IMAGE OF EACH ANIMAL FOR CHN TO GET IDEAS FROM ON THEIR TABLES. Chn to collect their resources (paint/paintbrushes, water pots, pastels, pens, pencils, water colours [*material choice is up to chn, not to be directed by T*])– during this time T/TA to draw basic outline of each sea creature but lacking in detail so that the chn have the freedom to draw on areas needing detail or position plastic accordingly. STEP 1 – we must first fill the sea creature In one colour in whatever medium the group has chosen, ideally same colour as out plastic. Work as a team, how can you best colour it all in without getting tangled and ensuring work is precise (***Level 3: going deeper***).

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10.Art	Plastic pollution in the oceans is one of the biggest environmental issues of our time.	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	*Level 2:* Use a combination of materials that are cut glued. Sort and arrange materials. Mix materials to create texture e.g. torn. *GOING DEEPER* *Level 3:* Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	Recap last lesson and where we got up to. Also encourage chn to put on their artist hat ready for our lesson. Remind me, what is an artist? Why are we using plastic to create art? (Rucksack knowledge) Last lesson we finished with colouring our 'team' sea creature in whatever medium each team felt best. Today we are moving on. We are moving on today to using our recycled materials to collage our sea creatures. We need to be sure we are arranging materials in such a way that we add detail to the sea creature (*model on your own example to show the chn what you are looking for when you say detail*). Can we manipulate the edging of some of our recycled materials to add extra texture? E.g. cut, tear, rip. **Level 3: going deeper →** - Can we manipulate the edging of some of our recycled materials to add extra texture? E.g. Overlap materials, coil/twist or mosaic smaller pieces together. - Remain within the lines of your sea creature to ensure it is precise. - By preparing your sea creature and sketching on areas you want to add detail, chn can selectively arrange materials for a striking effect.  EXAMPLE → in our case, 1 colour per creature and 5 creatures per class. Once completed in both Year 1 classes, invite parents in to exhibit the children's art work, including their pledges on what they want to do to reduce amount of plastic.

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11.Geography	**All rucksack knowledge gained from theme 'Oceans'**	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. 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.	*Level 2:* Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify continents and oceans. Use basic geographic vocabulary to refer to key physical features including: beach, coast, ocean and river. *GOING DEEPER* *Level 3:* Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe key aspects of physical and human geography including: rivers, mountains, volcanoes, earthquakes, water cycle, settlements and land use.	Refer back to first lesson where we began to think like geographers and ask lots of questions. We identified what we already knew about oceans but also what we wanted to know. Now we have come to the end of our Oceans topic, I want to know 'what you have learned. What pieces of information have you been able to put into your rucksack, to take with you beyond year 1? Use time for discussion in partners to work together to jog memories, allow time to walk around classroom, looking at our world map, WOW word wall, our Jane Perkins art display and also our recycled plastic art work. **ACT. Once we have all of your rucksack knowledge at our fingertips, can we use it to fill in our final column on our KWL Oceans table?** Use this lesson and work as an opportunity to assess progress and understanding.