

Explorers

project pack



We're heading off on an adventure!

Science and Geography based teaching ideas and resources



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Finding your way around the project pack

This project pack is a cross-curricular collection of creative teaching ideas and resources around the theme of *Explorers*. Our aim is to bring together different resources from Teachit Primary into a cohesive whole, giving more support and structure than we can offer with stand-alone resources. The pack contains teaching activities linked to Geography, Science, Design, and Famous Explorers through history. Where appropriate, each subject has links to the new 2014 curriculum.

The pack lends itself to being used in different ways. It could form the basis of a whole week's project, or you could dip in and out of it over the course of a term, or even the whole school year.

The project is broken down into individual subject areas. Each section of the pack includes a set of teaching ideas, followed by accompanying resources. Wherever a teaching idea has a supporting resource we've indicated this and explained how the resource is relevant: for example, as a means to acquire background knowledge for the activity, to facilitate the recording or presentation of the activity or as an extension task related to the activity.

The ideas and activities in this pack are open and therefore accessible to a wide age range. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

We've included links to each separate resource included in this pack so that you can access the resources directly on the www.teachitprimary.co.uk. We've also included the file number for each original resource – just pop this into Teachit Primary's search engine. Most of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Explorers Project Pack](#) page on Teachit Primary (please log in to access this!).

Explorers project pack – Science and Geography based teaching ideas and resources

We're heading off on an adventure!

Finding out about the world we live in need not mean going far afield – even exploring our own backyard often reveals amazing wonders we never knew were there.

Obviously a trip to the Arctic is out of the question, so take a virtual tour around the world with us instead – together we can find out about the people who've seen it, done it! What made them head out into the unknown? What did they discover whilst they were there? All great questions just waiting to be explored.

And why limit ourselves to this world when we have the technology to go beyond into outer space? Discover facts about the planets and those people brave enough to explore the unknown.

Fasten your seat belts – we're heading off on an adventure!



Kick things off with an event!

Begin your adventures by looking at an environment close to home – the school grounds. Create a series of close-up photographs taken around the school and use them as clues for an orienteering event. Puzzling out just where they were taken can prove trickier than it sounds! For older children you could reverse the challenge and ask them to create the photographic clues.



Web links

So that you don't get lost exploring the great expanse of the world-wide web, here are a few sites to help support this project pack:

[Ordnance survey](#) has created this fantastic bank of interactive resources at [Mapzone](#) – a fun way into mapping skills.

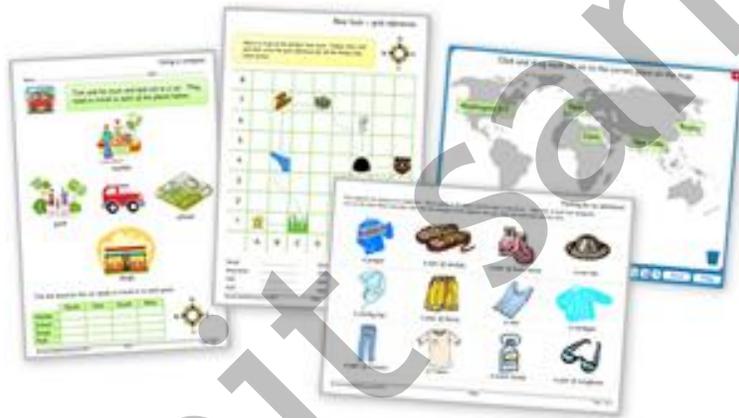
[All about explorers](#) has some great differentiated webquests which promise to deliver everything you ever wanted to know about every explorer who ever lived ... and more!



Geography

Heading out into the big wide world

Whether we're heading out on a bona fide expedition or just taking an 'armchair' trip, it's essential not to get lost! As the world is such a big place, it's best to break it down into more manageable pieces. Planning for such expeditions is vital – we need to research as much as we can about our destination before setting out so that we know what to expect when we get there.



2014 curriculum links:

Geography aims met within this project pack

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Children are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps.

Key stage 1 subject content covered within this pack

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- 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.

Geographical skills and fieldwork

- 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.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Key stage 2 subject content covered within this pack

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

Teaching ideas

- Introduce the idea of simple route maps as a way of recording a journey from a story, try using well-known stories such as *The Gruffalo* or *We're going on a bear hunt*. Ask children to draw the route the main characters take and the key places they pass on their way. Build on this to create route maps for local journeys that the children are familiar with – even trips around the school can be used as an opportunity to introduce directional language. [Resource 17987: 'Gruffalo grid references'](#) and [resource 17847 'Bear grid references'](#) help demonstrate how to record simple co-ordinates, [Resource 17951 'Follow the route'](#) works well as an introduction to planning and recording children's own routes around the local area.
- Make use of your local area as a teaching resource – the park, the woods, or even a zoo if you're lucky enough to have one close by – as an opportunity to create interactive maps. Take photos, collect objects and record sounds as you go. Using a large bed sheet and plenty of fabric pens, ask the children to draw simple maps to represent your area. Add the laminated photographs and place the objects into feely bags. Then play your sound clips to complete the experience. [Resource 17971 'Using a compass'](#) works well as a simple introduction to compass directions. [Resource 15549 'Barnaby bear in the woods'](#) and [resource 15550 'Exploring the park with Barnaby bear'](#) both provide descriptions of familiar locations for children to create maps from if it's not possible to go out exploring.
- Getting a sense of where we are in the world is tricky – after all it is a vast and diverse place. Dust off your globes and atlases and start to build up the big picture. Start simply by challenging the children to find a selection of symbols used in the atlases and then produce some of their own. [Resource 17994 'Map symbol cards'](#) provides a place to record children's knowledge of different map symbols.
- Plot on a large map places the children have visited on holidays or trips out. If you're lucky enough to have an international link school or pen-pals, plot their locations too. Then add in landmarks, man-made or natural. You could even plot major news events as and when they happen. [Resource 17989 'Exploring the World – cities, natural and man-made landmarks'](#), [resource 17917 'Exploring the world – oceans, continents and countries'](#) and resource [17912 'Exploring Europe – countries, cities and sites!'](#) all help to provide background geographical knowledge to help locate major landmarks, countries and cities.
- Where in the world would you like to go? A great question for gaining an idea of the children's knowledge of the world – will they base their answers on holiday experiences or will they have been inspired by intrepid Blue Peter explorers to go further afield?

Challenge the children to gather information about their ideal destination to present to the rest of the class. Hold a simple vote to decide on a class destination for the best ever class trip – then all they have to do is to plan the trip! [Resource 10528: 'Super school trips'](#) provides writing tips and prompts to focus ideas for writing about their imaginary trips.

- Packing for any journey is important and a suitcase can reveal a lot about where a person is heading. Pack a couple of suitcases with items which give clues to the traveller's destination – a mosquito net or a pair of thermal gloves give a pretty clear hint! [Resource 17806: 'Packing for an adventure'](#) helps children to consider two very different locations prior to packing for their own adventures.
- Animals are adapted to live in their environment whereas explorers have to be equipped to deal with the environment they travel to. Choose an environment and ask the children to create safety rules for prospective explorers to follow. Ask them to include things travellers would need to take with them as well as how they would need to behave whilst there. [Resource: 17970: 'Desert explorers – safety rules'](#) is an ideal introduction activity where children are asked to rank the importance of items an explorer may take with them.
- Turn your classroom into a rainforest, desert or underwater habitat. Ask the children to 'provide' the animals – most have a collection of suitable toys at home. Download sounds to match your environment or record the children creating music to fit the habitat. Then bring out the junk modelling to add the finishing touches. Have an explorers' day where the children come dressed for your chosen destination – a great conclusion to the project.

Resources to support geography teaching ideas

Gruffalo grid references.....	7
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Follow the mouse's trail on the map, then write the grid references for each character and feature.



8								Keep out - Gruffalo!
7							
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

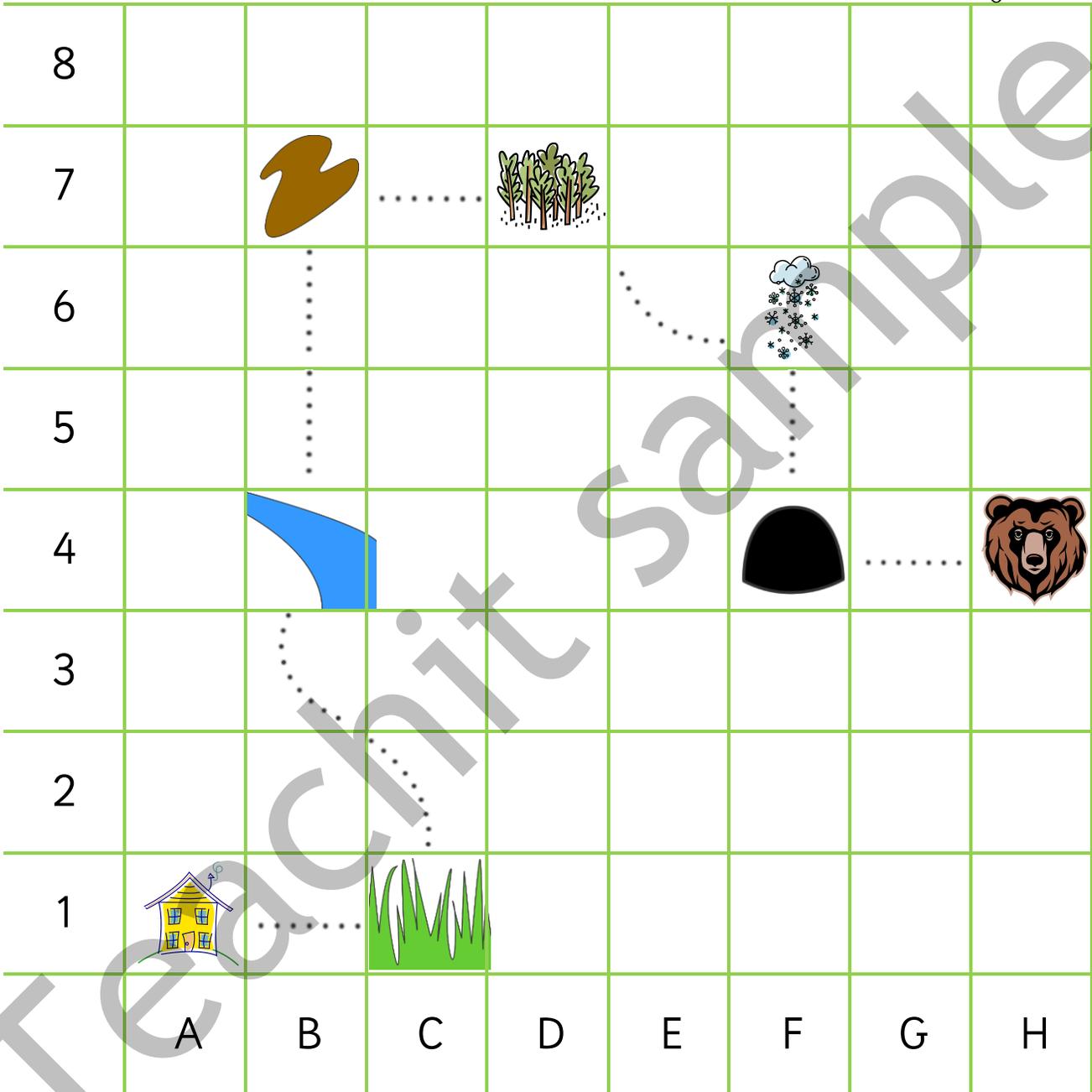
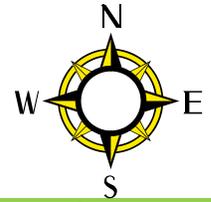
character/feature	letter	number

character/feature	letter	number

To access this resource please log in to the Teachit Primary website and type 17987 into the search bar.

8							Keep out - Gruffalo!	X
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

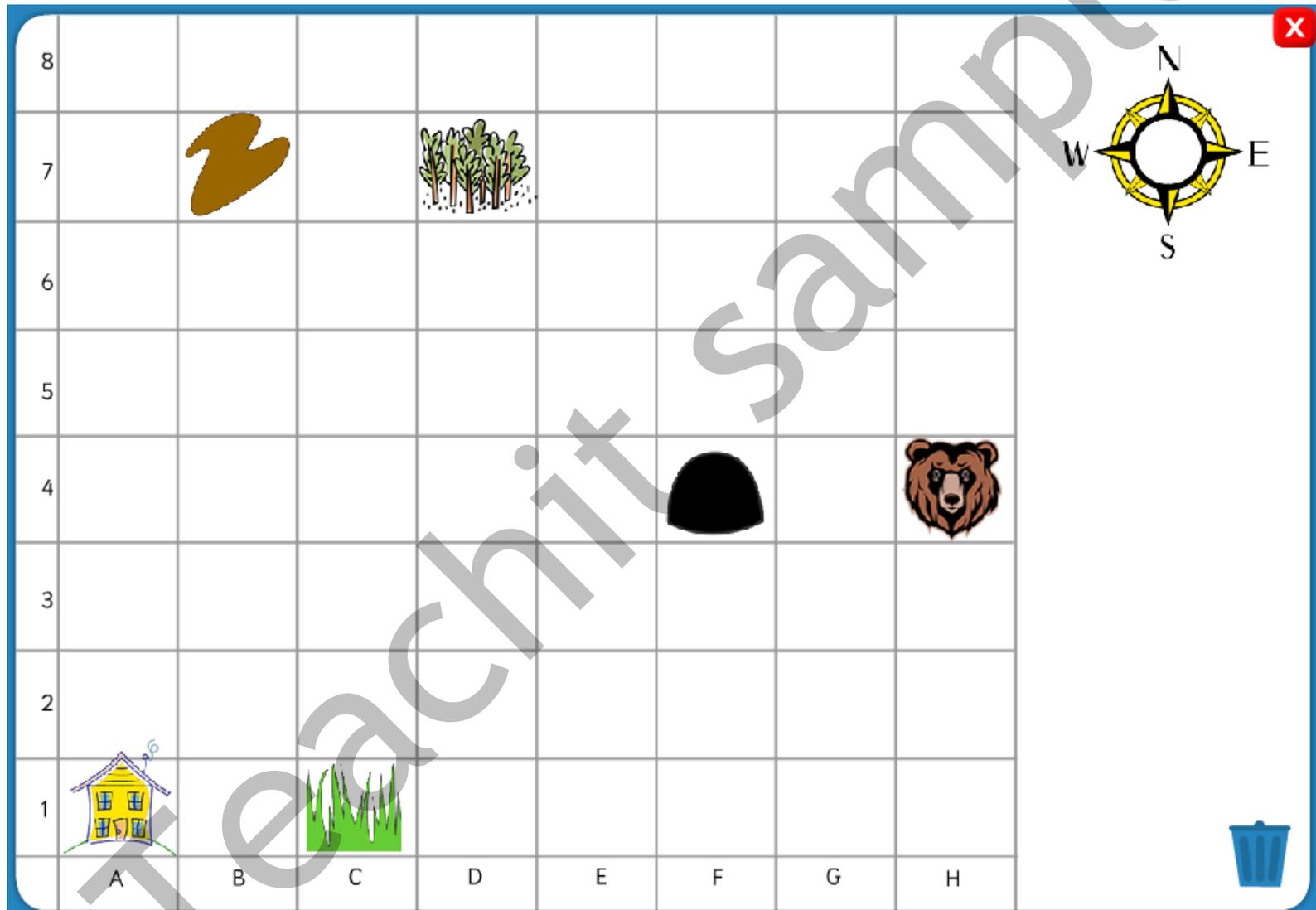
Here is a map of the family's bear hunt. Follow their trail and then write the grid references for all the things they come across.



house
 long grass
 river
 mud

forest
 snowstorm
 cave
 bear

To access this resource please log in to the Teachit Primary website and type 17847 into the search bar.



Follow the directions to see where they lead you.
Remember to use the key and the compass to help you.

- 1. Start at the house and head north.
Go east at the school.
At the junction, go straight on.
Head north at the hospital.
Head west at the post office.
Head north at the rail station.



I am at the

- 2. Start at the wind farm and head south.
Turn left at the first road.
Go straight on at the crossroads.
Turn right at the post office.
Carry straight on until you see the building on your right.

I am at the



- 3. Write directions to help someone go from the museum to the house.



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- 4. Write directions to help someone from the school to the picnic area.



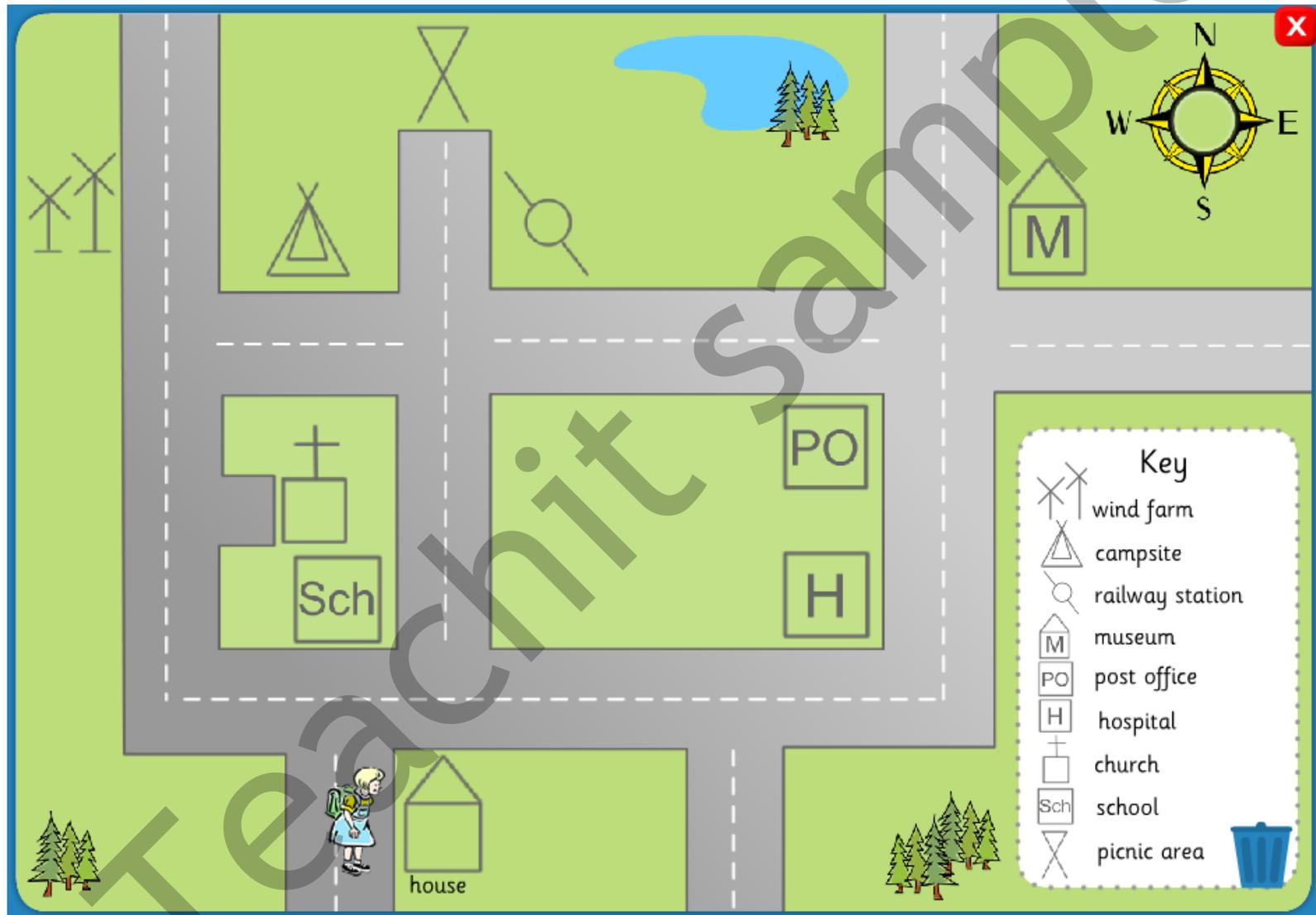
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To access this resource please log in to the Teachit Primary website and type 17951 into the search bar.



Name:

Date:



Tom and his mum and dad are in a car. They need to travel to each of the places below.



market



park



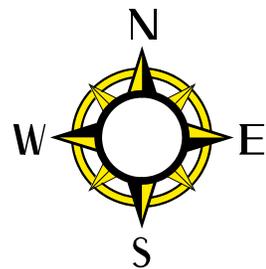
school



shops

Tick the direction the car needs to travel in to get to each place.

	North	East	South	West
Market				
School				
Shops				
Park				





Barnaby Bear in the woods

Barnaby bear decided to visit his cousin in Manchester. His cousin is called Kim.

Kim had a great idea. 'Let's go to the woods!' she said. Barnaby loved the woods and couldn't wait to go.

'I know,' said Barnaby, 'while we are there we could play a game of I spy'.

'That sounds good,' said Kim, 'let's spy things beginning with B!'

So, Kim and Barnaby set off for the woods. They took a camera and a packed lunch.

The first thing they came across was a bed of bluebells. Barnaby took a photograph for his album.

Next Kim noticed a bench. 'We can sit on the bench and have our packed lunch', she said.

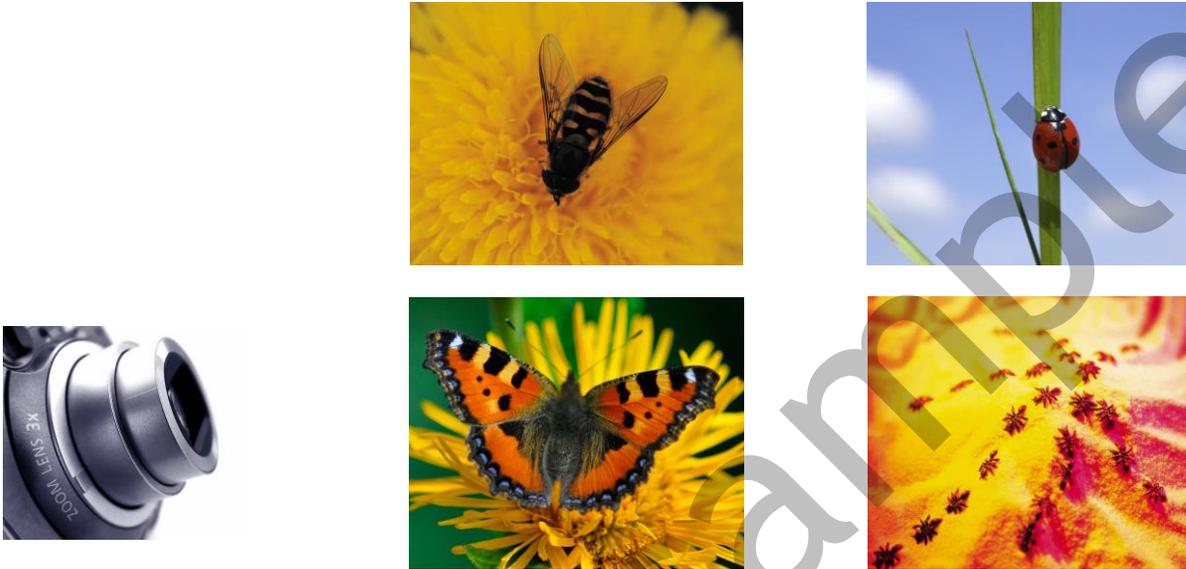


But first, she took a photograph of the bench for Barnaby's album.

After lunch, Kim and Barnaby took a walk around the lake. They saw lots of birds. Barnaby took these pictures.



Kim and Barnaby looked around for something else beginning with **B** in the woods. There were lots of bugs. There were bees and ladybirds, ants and a butterfly. Barnaby took some snaps.



Next, Barnaby noticed a wall. 'I think that wall is made of brick,' said Barnaby, 'I'll take a picture of it.'

'That's not a very exciting picture!' said Kim. Kim thought she saw a buttercup, 'That will make a better picture,' she said.

Barnaby was tired of this game but he wanted to take one more picture. 'I will just take a photo of those beech trees,' he told Kim, 'then I think we need to go home!'

Barnaby and Kim decided to go to bed for a nap when they got home. They both agreed that it had been a great day in the woods!





Barnaby Bear was visiting his cousin. His cousin is called Kim.

Kim had a great idea. 'Let's go to the park!' she said.

Barnaby loved the park and couldn't wait to go.

'I know,' said Barnaby, 'while we are there, we could take some photographs for my album.'

'That sounds great,' said Kim, 'let's look for things that *move* in the park.' So, Kim and Barnaby set off for the park.

They took the camera and two cans of cola in case they got thirsty. Kim had some money for ice creams.

Kim saw a roundabout. 'That moves,' she cried, 'it goes round and round. First they had a ride and then Barnaby took a photograph for his album.'

