



TRAVEL & EXPLORATION

End point - When children finish their curriculum at Moorthorpe Primary School, we intend for them all to:

- Understand how transport has changed over time and influenced the modern world
- Explain the historic role, value and consequences of explorers discovering new places
- Know about, appreciate, compare and want to explore different places around the world

EYFS

The theme of travel, transport, and exploration is covered in a variety of ways in EYFS, most notably through our unit of work 'Ticket to Ride'. We also make use of online video resources such as Go Jetters and Come Outside to **begin broadening children's horizons**.

Play-based learning activities such as small-world play, construction activities and role-play are used to explore the theme. This can include creating a train station or airport in the classroom, designing and constructing different modes of transport or pretending to go on a **journey**.

Stories about travel, transport, and exploration are read aloud and discussed. These stories can include both fiction and non-fiction stories, such as stories about different modes of transport, **explorers, and journeys to different places around the world**. *Car, Car, Truck, Jeep* by Katrina Charman, *The Train Ride* by June Crebbin, *The Hundred Decker Bus* by Mike Smith and *The Journey Home From Grandpa's* by Jemima Lumley are stories that we find particularly useful for this theme. We also intend going on a school trip to Whistlestop Valley which includes a trip on a train.

Physical development activities such as gross motor activities and outdoor play are also incorporated to support children's physical development, including balance, co-ordination and **spatial awareness**, which is important for travel and exploration.

KSI

In Key Stage One children study the topic of Transport to develop an understanding of the **progression and advancements of different vehicles**, and how they have changed society along the way. The First Flight allows for a more in-depth study of a particular mode of transport and the **impact** this had on our ability to travel far, quickly.

When studying Australia children are given the opportunity to see how **voyages** to far off places from people within the UK have led to **long-lasting changes** which we see in the



THEMES OF LEARNING



world today. The Arctic Project offers an alternative lens to view exploration through, with a focus on the purpose of utilising **exploration for conversation**.

LKS2

In Around the World in 80 Days, children are able to begin guiding their learning towards their own interests by opting to study areas around the world which are **of interest to them**. This is rooted in maps skills and using atlases effectively to gather information about **different places** around the world. The topic of Ancient Egypt also provides an opportunity to **develop interests** by focusing on the Seven Wonders of the World.

UKS2

The topic of Space is a great opportunity for children to make links to previous work on **technological advancements** by looking at the 1969 Moon Landings and relating them to the **current trend** of space tourism. A specific study on Expeditions and Voyages guides children to look at the experiences of Ernest Shackleton, Charles Darwin and Edmund Hilary as they sought to explore places that had never been visited before. Children will consider the **impact that these expeditions had on society**, and how these still **inform and inspire us in the present day**.

A unit of work on Brazil and an Africa Study allow children to learn deeply about **places around the world**, further embedding work on maps and atlases but also to **inspire an interest in the world beyond their current horizon**.

Enrichment

The theme Transport and Exploration is brought to life and made real to the children through a variety of experiences, including:

- Regular school visits using local transport, especially train journeys from Moorthorpe station
- Inflatable Planetarium experience in the school hall
- Themed days centred on places studied
- “Let’s say...” approach to ‘visiting’ places around the world