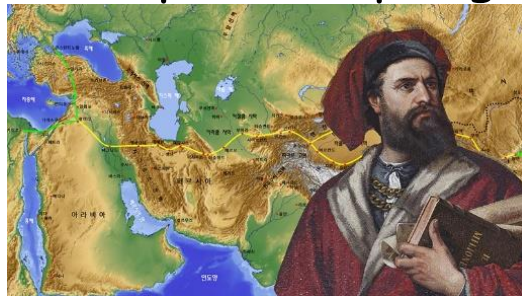




# Sacred Heart Primary School Curriculum Theme Plan

## Understanding the World Explorer - Marco Polo Reception - Spring



**Rationale:** This unit builds from the Titanic unit where children continue to compare and contrast figures from the past. They will continue to learn ways of recognising people and events from the past.

**Pre-unit task:** Show painting of Marco Polo as well as linked artefacts. Children to ask questions and say what they notice about them. How do we know this figure is from the past?

**Attention Grabber:** Have a variety of foods from the countries that Marco Polo visited and children sample them and discuss where they might be from. Each food is marked with a flag from country it originates from and children match the flag on the food to the one on the large class map.

**Class story time book:** *Marco Polo for Kids: His Marvellous Journey to China* by Janis Herbert

### Learning Objectives:

- *Compare and contrast figures from the past and ask questions about them*
- *Learn that information can be drawn from books and computers*
- *Learn to recount an event including key features*
- *Comment on images of familiar situations in the past.*
- *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*

### Overview:

Lesson 1: Why do you think we still remember Marco Polo, even though he's been dead for nearly 700 years!

Lesson 2: How did Marco Polo become famous?

Lesson 3: What was Marco Polo's motivation?

Lesson 4: What was life like during such a long journey?

Lesson 5: How have opinions of Marco Polo changed in the light of new evidence?

Lesson 6: How and why should we remember him?

Should we travel to other countries? How can we show respect for other peoples and their cultures?

**Cross Curricular Links**

Geography: compass directions and directional language; ICT: Beebots, programming them to reach a destination; Maths: position and direction; PD – exploring food from other countries; science – using the senses to explore different foods

**Resources**

Maps, atlases & globes; Pens, pencils, and rulers. 'Golden' counters; Coloured envelopes  
Class set of compasses. Internet access; Various sources

**Opportunities for enrichment:**

Food tasting session

**Impact/Assessment**

**Enquiry question and assessment focus:**

How has exploration changed over time?

Which of Marco Polo's adventures would you like to go on? Why?

Why do we remember Marco Polo?