

## Geography

### KS1-2

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### Elizabeth's globe and Tudor exploration

The portrait of Queen Elizabeth I features a globe at her elbow. The original portrait was painted in 1583 when she was 50 years old. In that year, a merchant adventurer, Sir Humphrey Gilbert, sailed west aiming to establish the first English colonies in the 'New World' - Newfoundland, North America. He was unsuccessful, but was followed by Sir Walter Raleigh a year later and ultimately colonies were established in the area named Virginia in honour of the Queen. During her reign (1558-1603) exploration and world-wide trade became a huge source of income for England. Exploration by English adventurers, along with others from many European countries, (in particular Spain, Portugal,

Holland and France) led to the import of new, exotic goods and foods, expansion of trade routes and ultimately trade wars particularly against the Spanish (including state-sponsored Privateers – or 'legal' piracy). The rapid exploration and expansion race unfortunately quickly led to the exploitation of indigenous peoples by all the sea-faring countries of Europe.

## Years 4-6

### Mapping and exploring the world

Exploration led to an explosion in the development of maps and globes. The first real atlas was called the *Theatrum Orbis Terrarum* (The Theatre of the Globe of the Earth) and was published in Holland in 1570. This book of maps formed the basis of all geographical knowledge until around 1612. The maps were all hand drawn and then engraved for printing by Dutchman Abraham Ortelius. Over nearly 50 years, there were 16 editions and it was translated into all the major European languages. Owning a map or a globe was a signal that you were modern, scientifically-minded and outward looking. And probably wealthy!

### *Compare and contrast*

Take a close look at the map of the world by Ortelius. Alongside, study a modern map of the world. Close looking reveals many surprises.

- Which continents can you recognise?
- Are any continents a different shape or missing? Why do you think that is?
- What countries or features can you recognise in the 1570 map?
- What looks different on a modern map?
- Along the bottom you can read: **Terra Australis. Nondum cognita** which means 'Land of Australia. Nothing known'. Australia was believed to exist as a continent, but wasn't 'discovered' by Europeans until Captain Cook sailed there in 1770. Are there any similar 'nondum cognita' areas on the modern map of the world?
- There are some surprising creatures shown on the 1570 map. Why do you think they were included? What might they tell us about the Tudor understanding of the world?
- The modern map below is a 2015 geographical and political map which means it shows landscape features such as mountains, forests and deserts, as well as the boundaries and names of countries. Maps can go out of date very quickly – political maps especially. Can you think of any reasons why maps might change and need updating today?









## Virtual Explorers

On the modern map of the world, see if you can find a country you know very little about.

- Do some research to find out a little about it. A good place to start would be to enter the name of your chosen country into a travel company website search box for a simple overview  
<https://www.lonelyplanet.com/>  
<https://www.roughguides.com/destinations/>  
 You can also virtually explore the world with National Geographic Kids website  
<https://www.natgeokids.com/uk/category/discover/geography/>
- Which continent is your chosen country in? Where is it located? Look at the landscape and the cities – what is interesting or remarkable? What is that country famous for? What kind of foods do people produce? What or who is important in its history? Where would you like to visit if you went there?
- Create a map which illustrates your discoveries. What do you think is most interesting? What do you think visitors should know about? It could include drawings, symbols, labels, diagrams. Add a key for the symbols.
- Imagine you were travelling back in time and returning to Queen Elizabeth's court. What would you tell her of your findings? Write a short summary for her of your discoveries. The things you include will reveal something about you and your interests.
- Zoom in and look closely again at the globe in our Queen Elizabeth I portrait on the webpage. Which part of the world is showing and what are the illustrations? What do you think the globe is saying about the Queen and her interests?
- Further KS1 and 2 teaching resources for exploring the world  
<https://www.natgeokids.com/uk/teacher-category/places/>

## Mapping my world

### Yrs 2-3

For a good explanation on how maps work on a local level for Yr2-3, the BBC have a short video [Explaining Maps](#)

Maps don't only show us what a place is physically like; they also show us how we see or understand the world and what's important to us.

- Make a map of a route you regularly take, such as from home to school. Include the roads and features, but also anything which you think are important features for you. (It could be the shop where you buy sweets after school, the bus stop you use, the crossing patrol, the place where you play football or where your friend lives).
- Add in symbols or pictures of the most important places around the edge: why have you included these places? Which places have you deliberately left out and why? Label the pictures with your reasons.
- Who your map is for also makes a difference. Look at a road atlas and compare it with a local walkers' map or guide. What do notice are the big differences? Who would find your map useful?
- Do the things you have included say anything about you? Why do you take the route you do rather than another route?
- What do the things you left out reveal? Where are the 'Nondum cognita' areas on your map?
- Younger pupils could make a map of their home and include all the features which are most important to them. Which areas are 'theirs' and which belong to others? Is there a cupboard which is 'out of bounds'? Where are the comfortable places? Where are the useful places? Where do they feel safest? Draw a symbol or emoji to illustrate these places.

Map makers throughout history have had to make the same choices.

- Zoom in and look closely again at the globe in our Queen Elizabeth I portrait on the webpage. Which part of the world is showing and what are the illustrations? What do you think the globe is saying about the Queen?