

# PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

**SUBJECT: Geography**

**YEAR: A**

**TERM: Autumn 1**

**YEAR GROUPS: 1/2**

**KEY QUESTION: *Where do I live?***

**PREVIOUS KNOWLEDGE** *We would expect most children to already be able to:*

- Recognise that our world is made up of different countries.
- Understand that Earth is made up of land and water.
- To understand that different countries have different landscapes.

## End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

Understand that a map shows us what our world is like. **KQ1**

Identify the village/town where they live **KQ2**

Know that different countries make up the United Kingdom. **KQ3**

Identify the difference between urban and rural areas (e.g. city and countryside). **KQ4**

To identify London as the capital city of England. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

Point out where the equator, north pole and south pole are on a globe or atlas. **KQ1**

Tell someone their address? **KQ2**

Name the four countries which make up the United Kingdom **KQ3**

To name the capital cities for the four countries in the United Kingdom. **KQ4**

Identify some of the major landmarks of London and discuss what they like. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

Name the major cities of England, Wales, Scotland and Ireland? **KQ1**

Describe the village/town where they live and find where they live on a map of the UK? **KQ2**

Locate the four countries on a map which make up the United Kingdom and label independently, locating where they live. **KQ3**

Name key features associated with a capital city. **KQ4**

Find out about a locality by using different sources of evidence? **KQ5**

**ASSESSMENT OPPORTUNITIES – What are children aiming for?**

*Children will be able to demonstrate their learning through:*

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Use multiple sources e.g. maps, photographs, descriptions, to research the UK.
- Identify the four countries of the United Kingdom and recall basic facts e.g. flag, currency, capital city
- Offer their opinions with reasoning and describe what is special about a locality.

**ENRICHMENT OPPORTUNITIES –**

**What can we give children along the journey to help them remember more?**

*We will endeavour to include:*

- To use a variety of different sources to secure their understanding.
- Research opportunities to guide their own learning.
- To sing songs and play games to help remember the names of the countries.

**CROSS-CURRICULAR LINKS –**

**What links can we make to help children make sense of what we want them to know and be able to do?**

*This itinerary fits with our other learning through:*

- Drawing London Landmarks (Art).
- Creating a model of a London Landmark (DT).
- Writing their address and learning to recite it (English).
- Writing our own version of the Queen's Hat story based in Pembridge (English)
- Animation of the Queen's Hat (Computing)

**LEARNING BEHAVIOURS** *Children will be expected to:*

|                           |                                                                                  |
|---------------------------|----------------------------------------------------------------------------------|
| <b>Tries new things</b>   | Uses a variety of different sources to gather information.                       |
| <b>Works hard</b>         | Completes tasks within the given time frame.                                     |
| <b>Concentrates</b>       | Be involved in all the activities.                                               |
| <b>Self-motivates</b>     | Asks relevant questions to further understanding.                                |
| <b>Imagines</b>           | Imagines what is like to live in different countries.                            |
| <b>Improves</b>           | Responds to pink marking in order to further understanding.                      |
| <b>Understands others</b> | Understands that people from different countries may have different experiences. |
| <b>Doesn't give up</b>    | Perseveres with challenges that are set.                                         |