

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: 5/6

KEY QUESTION: Where do forces act on the Earth?

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

- To be familiar with atlases, the continents and some aspects of volcanoes (previous work on Romans)

End of Unit Objectives

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

- To understand that the Earth is formed in layers and that the crust is formed from tectonic plates **KQ1**
- To describe by eg using a diagram for support, how earthquakes happen and how volcanoes erupt **KQ1**
- To identify the Equator and to name, and to recognise some features of, the world's major biomes **KQ2**
- To identify different parts of a mountain **KQ3**
- To recognise the difference between physical, political and OS maps and to name some of the features of each **KQ4**
- To use 4 figure grid references on simple diagrams **KQ4**
- To discuss and to organise, the pros and cons of tourism in mountain areas **KQ5**

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

- Recognise the Earth's tectonic plates and know that these move and it is on the edges of tectonic plates that volcanic and earthquake activity occurs **KQ1**
- To make models/ draw labelled diagrams to show volcanic and earthquake activity and to explain the main terminology associated with these **KQ1**
- To identify the tropics, to recognise that these are lines of latitude and to use them to help to divide the Earth into its major biomes **KQ2**
- To use diagrams to help to explain how mountains are formed **KQ3**
- To explain what these different maps show eg key for high ground, contour lines **KQ4**
- To use 4 and 6 figure grid references on sections of an OS map **KQ4**
- To write a discussion piece on tourism based **KQ5**

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

- To be able to explain the movement of tectonic plates in terms of eg. convection currents **KQ1**
- To produce more detailed diagrams and use more extensive vocabulary **KQ1**
- To use geographical language with greater precision when looking at photographs of major biomes **KQ2**
- To identify different types of mountains from photographs and to explain how they know **KQ3**
- To explain how these different maps are useful **KQ4**
- To use 6 figure grid references on an OS map and to pose relevant questions for others. **KQ4**
- To write a discussion piece on tourism based closely on geographical information **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 of multiple sources to research a topic
- Explanations of phenomena as demonstrated through models, diagrams and writing.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- The use of good quality videos and websites to enhance learning
- Research opportunities to guide their own learning
- The opportunity to create models etc to demonstrate and to consolidate learning.

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:

- English – discussion - effects of tourism
- Maths – grid references
- Science - our Earth - time zones

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Will have a go at an open-ended task.
Works hard	Responds to pink marking in order to further understanding.
Concentrates	Completes tasks within the given time frame.
Self-motivates	Asks questions to extend knowledge and understanding.
Imagines	Willing to eg create a model based on information given/collected
Improves	Corrects and extends work based on feedback.
Understands others	Works as part of a group to investigate a question or to complete a piece of work.
Doesn't give up	Perseveres even when the work is challenging.