

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: Summer 2

YEAR GROUPS: 1/2

KEY QUESTION: Why is farming popular around Pembridge?

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:*

- Find where they live on a map of the UK **KQ1**
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **KQ2**
- Recognise that people do different jobs. **KQ3**
- To understand that different farms grow different crops. **KQ4**
- Identify what they can see in their local environment. **KQ5**

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

- Name key features associated with a town or village, e.g. church, farm, shop, house. **KQ1**
- Find out about a locality by asking some good questions to someone else. **KQ2**
- Name different jobs that people living in their area might do. **KQ3**
- To recognise what crops are grown around Pembridge. **KQ4**
- Find out about a locality by using different sources of evidence. **KQ5**

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

- Explain the importance of the key features associated with a town or village, eg, church, farm, shop **KQ1**
- Describe a locality using words, pictures and maps **KQ2**
- Explain why certain jobs are more popular in this area. **KQ3**
- To understand what different farms grow different crops. **KQ4**
- Explain how people try to make the area better/can spoil the area. **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 and photographs of Pembridge
- Recognising the main features of Pembridge
- 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:

- A visit to 'The Leen'
- Use a variety of different sources e.g. video clips, maps and photographs to secure their understanding.
- A visit to explore Townsend farm to see how it has diversified.

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:

- **Science** – Which plants would you find in our school grounds?
- **Art** – How can I use simple IT mark-making tools to design a poster for my local delicacy?
- **PSHE** – How should we care for others and the world, and why does it matter?
- **Maths** – using maths and directions.
- **DT** - What do I need to make a local delicacy?

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	be willing to attempt challenging activities.
Works hard	explain their understanding by responding to pink for think marking.
Concentrates	remain fully focussed and on task.
Self-motivates	gather information from a variety of different sources to find out more.
Imagines	imagine what is like to live in different countries.
Improves	respond to pink marking in order to further understanding.
Understands others	understand that people from different countries may have different experiences.
Doesn't give up	persevere until the expected outcome is achieved.