

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: 5/6

KEY QUESTION: Should there be a McDonald's on every High Street?

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

- The differences between human and physical geography
- The fact that physical geography has an impact on the population and vice versa.
- To recognise that there is usually more than one point of view on an issue.

End of Unit Objectives

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

- Locate North America and some major cities and features with support and sort photographs of the continent. **KQ1**
- Use some supported research to decide on some of the pros and cons of a company such as McDonald's. **KQ2**
- Investigate the climate of a state. **KQ3**
- Identify biomes across the continent, picking these out from photographs. **KQ4**
- Collect population data and record in a graph and on a map. **KQ5**

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

- Sort photographs of aspects of North America and locate major cities and features linked to these. **KQ1**
- Identify some of the environmental and cultural issues related to this topic. **KQ2**
- Explain the impact of the climate on an area and its population. **KQ3**
- Identify lines of latitude as well as biomes and their features. **KQ4**
- Compare physical maps with population data. **KQ5**

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

- Make comparisons between the USA and UK based on their map work. **KQ1**
- Justify a point of view. **KQ2**
- Make links between climate and its impact on the environment and population and put this in the wider context of climate change. **KQ3**
- Link this work to biomes across the world. **KQ4**
- Show an awareness of the impact that physical features may have on population distribution and density and speculate on future population. **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 to research particular aspects of the topic
- Ability to use research and data to speculate, explain and justify
- Use and understanding of physical and political maps.

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 resources such as photographs, videos and power points.
- Research opportunities to guide their own 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:

- DT – designing a burger
- English – written work based on research, explanations and justification of a point of view
- Maths – population graph
- Science - climate change and the environment.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things Use a variety of different sources to gather information.

Works hard Respond to pink marking in order to further understanding.

Concentrates Complete tasks within the given time frame.

Self-motivates Ask questions to extend knowledge and understanding.

Imagines Empathise with others e.g. coping with drought.

Improves Make additions or corrections based on feedback.

Understands others Work as part of a group to find out about places.

Doesn't give up Persevere with challenges that are set.