

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: B

TERM: Autumn 1

YEAR GROUPS: 1/2

KEY QUESTION: *Where do leaves disappear in winter?*

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

- Experience the weather through shadow making, a wind activity day, snow days.
- Compare and experience different seasons over the year.
- Explain some similarities and differences between life in this country and life in other countries
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

End of Unit Objectives

<i>Some children will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children will show that they have reached the expected level because they can:</i>	<i>Some children will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Identify the four seasons KQ1 • Answer simple questions about the weather in Pembridge. KQ 2 • To understand that the weather varies in different countries. KQ 3 • Understand that the weather affects people and their choices. KQ4 • To realise that our climate is changing. KQ5	• Explain how the weather changes with each season and why they would wear different clothes at different times of the year. KQ1 • Keep a weather chart and answer questions based on the information gathered. KQ2 • Point to wear the equator, north pole and south pole are on a globe or atlas. KQ3 • Identify how the weather can affect people KQ4 • To identify some changes due to climate change KQ5	• Describe the impact of the weather changes reflecting on clothing and activity choices. KQ1 • Make inferences by looking at a weather chart and make plausible predictions about what the weather may be like later in the day or tomorrow. KQ2 • To understand the impact that the position of the country on the earth makes to the weather it experiences. KQ3 • Explain how the weather affects different people. KQ4 • Understand and describe the impact of climate change. KQ5

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Use multiple sources e.g. video clips maps, photographs, descriptions
- Offer their opinions about the weather with reasoning.
- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Plausible explanations of how the weather will affect different people.
- Inferring information from a weather chart.

SMSC OPPORTUNITIES –

How are we helping children develop personally?

- How are humans contributing to climate change?
- Listen to the sounds of the weather – how do they make you feel?

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.
- Active learning e.g. weather reports, forest school activities

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:

- Forest school – experiencing the seasons
- Art – painting an Autumn leaf, Andy Goldsworthy
- Maths – finding information from data

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use a variety of different sources to gather information e.g. video clips, maps, photographs.
Works hard	fully engage in all lessons and offers opinions and thoughts.
Concentrates	remain focussed until a task is complete.
Self-motivates	ask relevant questions to further understanding.
Imagines	consider the impact of different types of weather.
Improves	ask questions to clarify understanding.
Understands others	understand that the weather affects different people in different ways.
Doesn't give up	respond positively to feedback and endeavours to complete work to the highest standard.