

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: Spring 1

YEAR GROUPS: 1/2

KEY QUESTION: *Where in the World is ... ?*

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.
- Recognise the country

End of Unit Objectives

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

- Identify the country they live in. **KQ1**
- Recognise that a continent is a large solid area of land. **KQ2**
- Recognise an ocean as a large body of salt water.
- Point out where the equator, north pole and south pole are on a globe or atlas. **KQ4**
- Talk about what they see, hear and feel using a wide vocabulary. **KQ5**

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

- Find where they live on a map of the UK. **KQ1**
- Name the seven continents of the world and find them in an atlas. **KQ2**
- Identify the world's oceans and find them in an atlas. **KQ3**
- Name some of the main towns and cities in the UK **KQ4**
- Identify and describe some of the physical and human features of their locality. **KQ5**

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

- Devise a simple map and use and construct basic symbols in a key. **KQ1**
 - Order the continents by size. **KQ2**
 - Locate and name some of the world's major rivers and mountain ranges. **KQ3**
 - Name the major cities of England, Northern Ireland, Scotland and Wales. **KQ4**
- Use aerial photographs to recognise landmarks and basic human and physical features.
- **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
- Using multiple sources e.g. maps, photographs, descriptions, to research the world.
- Identifying where they live on a world map, the 7 continents of the world and the 5 oceans.
- Identifying whether a feature is natural or human

SMSC OPPORTUNITIES –

How are we helping children develop personally?

- Exploring the relationship between humans and the environment.
- The impacts of geography on human societies.
- The beauty and complexity of nature can inspire awe and wonder.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- a variety of different sources e.g. maps, videos, photographs to secure their understanding.
- research opportunities to guide their own learning.
- songs and games to help remember the names of the continents and oceans.

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 parts of a landmarks using pencil (Art).
- Writing their address and learning to recite it (English).
- Using search engines and google maps (computing)

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use maps and photos to gather information.
Works hard	be able to lead their own learning forward.
Concentrates	remain focussed on all activities.
Self-motivates	access activities independently and completes independent research.
Imagines	imagine what is like to live in different countries.
Improves	respond to feedback in order to further understanding.
Understands others	understand that people from around the world have different experiences.
Doesn't give up	show perseverance until the conclusion of an activity.