

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: Spring 2

YEAR GROUPS: 3/4

KEY QUESTION: What Skills Do I Need To Be A European Explorer?

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

- Use of maps to locate continents and some countries.
- Use of aerial photographs to recognise some land features.
- Recognise the direction of North, East, South and West.
- Start to recognise what climate and weather is.

End of Unit Objectives

Some children will not yet have met what is expected and show they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and show that they are exceeding because they can:
• recognise that countries have different time zones across the world and identify some European countries on a map and globe. KQ1 • use the four compass points to describe the location of a European country, recognise which countries are closer and further away and identify the two main oceans that surround Europe. KQ2 • identify that there are different climates within Europe and, with support, start to interpret graphs. KQ3 • match physical features of a country by looking at aerial photographs and maps. KQ4 • start to conduct some research and organise given information about a European country. Independent Study	• use time zones to identify the location of different 'people' and use atlases to label European countries on a globe and blank map. KQ1 • use the eight compass points to describe the location of a European country and use scales to identify the distance between countries on a map. KQ2 • describe the different climates within Europe and interpret information in graphs and other sources. KQ3 • describe physical features of a country using geographical language such as coast, mountain range, mainland... KQ4 • research and compile information about a European country. Independent Study	• explain why we have different time zones. KQ1 • describe how the mode of transport would affect my travel time. KQ2 • explain how different climate would impact people's lives. KQ3 • explain why there are differences between the physical features of European countries. KQ4 • compare the European country of choice to the UK. Independent Study

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Conduct research using internet search engines.
- Use a range of geographical material, including maps, atlases, globes, aerial photographs and graphs, to gather information about European countries.
- Create graphs based on geographical information from a European country.
- Verbal and written responses during the lesson.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Practical experiences of map reading during Longtown Outdoor Education sessions.
- Use of a range of map reading sources: globes, atlases, Google maps and aerial photographs.

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:

- Computing – internet research.
- Maths – interpreting graphs.

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Uses a variety of different sources to gather information.
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	Explain how land use has changed over time.
Improves	Makes additions or corrections based on feedback.
Understands others	Works as part of a group to find out about events or question various sources.
Doesn't give up	Perseveres with challenges that are set.