

PLACE KNOWLEDGE

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

National Curriculum

Essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced options, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Chris Quigley Education Ltd

SUMMER TERM 2018-19 - MEDIUM TERM PLANNING - GEOGRAPHY THEME

<p>INDIVIDUAL LEARNING OBJECTIVES (See individual pupil IEPs for their actual individual targets)</p>	<p>ESSENTIAL LEARNING OBJECTIVES (Chris Quigley)</p>	<p>ESSENTIALS FOR PROGRESS (Chris Quigley)</p>
<p><u>P8</u></p> <ul style="list-style-type: none"> - to be aware that people around the world dress differently - to be aware that people around the world have different homes - to be aware that people around the world eat different foods - to be aware that people around the world speak different languages - to find information from secondary source eg pictures of different homes - to identify the features of the place where they live - to look at pictures for information 	<ul style="list-style-type: none"> - to investigate places. 	<ul style="list-style-type: none"> - to ask and answer geographical questions. - to identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - to use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - to use aerial images and plan perspectives to recognise landmarks and basic physical features. - to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - to name and locate the world's continents and oceans.
<p><u>Level 1</u></p> <ul style="list-style-type: none"> - to compare their own locality with a contrasting area - to state the country they live in - to know that places exist outside their own locality - to use pictures for information in non-fiction books - to browse through non-fiction books - to use a simple atlas - to identify similarities and differences - to make simple comparisons 		
<p><u>Level 2</u></p> <ul style="list-style-type: none"> - to describe similarities and differences between local and contrasting area - to compare photos of different places - to identify likes and dislikes of a place giving a reason - to use picture information - to locate and use an index page when directed and supported - to be aware you dip into reference books - to find information using the contents page in a book - to read and use a simple atlas - to read pictures captions in non-fiction books 		

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LEARNING ACTIVITIES
Lesson 1: Where is Berwick? Children recognise a map of the UK, identify and label the countries that make up the UK as well as locate and label Berwick-upon-Tweed.
Lesson 2: Where is Chembakolli? Children find India on a map and locate and label Chembakolli.
Lesson 3: Comparing Homes Children compare and contrast their homes and the homes in Chembakolli.
Lesson 4: Comparing Schools Children compare and contrast their school and the school in Chembakolli.
Lesson 5: Comparing Food Children compare and contrast food they eat and the food in Chembakolli.
Lesson 6: Comparing Transport Children compare and contrast transport they use and the transport in Chembakolli.
Lesson 7: Comparing Religions and Cultures Children compare and contrast religions and cultures in Berwick and the religions and cultures in Chembakolli.
Lesson 8: Comparing Wildlife Children compare and contrast local wildlife and the wildlife in Chembakolli.
CROSSCURRICULAR LEARNING OPPORTUNITIES
PHSE/Citizenship: Fairtrade Art: Rangoli Patterns ICT: Make an India Factfile