



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

What is the geography of Feniscowles like?

Medium Term Plan - Autumn Term

Enquiry: <i>What is the geography of where I live like?</i>																								
What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none">• The physical and human features of a range of significant locations around the world• The physical and human features of their local area• What land use refers to• How to carry out fieldwork to identify, describe and record the main types of land use in their locality• How to present their results graphically and as a land use map• That the main types of land use are <i>transport, residential, economic activity, public services and open space</i>• Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world• Ways in which the environment of the local area is changing and the likely reasons for this• How to plan and plot a geographical walk around the local area that includes its key physical and human features <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Name and locate the world’s seven continents and five oceans• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p>Human and physical geography</p> <ul style="list-style-type: none">• Use basic geographical vocabulary to refer to key physical and human features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features• Use simple observational skills to study key human and physical features of environments• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<p>Fieldwork data collection: Observe, record and interpret land use data relating to the local area</p> <p>Data representation: Bar Graph; Line Graph; Pictogram; Tally Chart; Land Use map</p> <p>Mapwork: World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs. GIS Google Earth Pro and Google Street View</p> <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">• Describe the difference between physical and human features• Identify, describe and compare and contrast the physical and human features of a range of significant locations around the world• Identify, describe and compare and contrast the physical and human features they observe and record in the locality• Categorise their observations into the five main types of land use• Describe what each of these land use categories is – <i>transport, residential, economic activity, public services and open space</i>• Present their findings using a range of graphs, charts and maps• Describe and suggest reasons for what their results show• Locate and describe where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world• Describe and suggest reasons for ways in which they observe the environment of the local area changing <p>Pupils working at greater depth will also:</p> <p>Use Google Earth Pro and Google Street View to describe and explain the similarities and differences in the land uses of their locality and those of the locality of other schools at different locations in the United Kingdom</p> <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils learned:</p> <ul style="list-style-type: none">• The physical and human features of the coast and seaside areas• The distinction between rural and urban environments• Some of the negative impacts people can have on environments• That the United Kingdom is one country of Europe• What the environments of temperate, polar and tropical regions are like• To observe, record, present and interpret information collected through fieldwork (Weather) <p>In Nursery and Reception pupils have:</p> <ul style="list-style-type: none">• Understood the difference between natural and human made features of the school grounds and local area• Located key features of the school grounds on an outline plan• Observed the school grounds and local area on Google Erath Pro• Gathered information from a map and drawn their own simple maps• Observed the location the United Kingdom is on a world map and globe• Learned that they live in the United Kingdom
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