



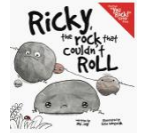
Term 1


Physical Geography - The Street Beneath My Feet by Charlotte Guillain

PRIOR LEARNING AND STARTING POINTS:

EYFS- Understanding the World - Children have; commented and asked questions about aspects of their familiar world such as the place where they live or the natural world. Talked about some of the things they have observed such as plants, animals, natural and found objects. Discussed why things happen and how things work. Developed an understanding of growth, decay and changes over time. Shown care and concern for living things and the environment.

From September 2022: Understanding the World – The Natural World- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Children have explored the earth through 'Ricky the Rock who Couldn't Roll'. The children are familiar with the language; rock, pebble, ground, mud.



INTENT	IMPLEMENTATION	IMPACT
<p>NC OBJECTIVES/KNOWLEDGE:</p> <ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Compare physical and human features that you would find above and below the ground. Divide objects into physical and human features Name different rocks and layers below the Earth's surface, create a piece of Artwork to illustrate this. Compare and contrast the underground of the city and countryside. Choose another place or object to explore and create your own cutaway illustrations and text for an accordion book. <p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Pupils to research their own locations and Pupils take on lead roles within group work. Pupils can debate the positives and negatives of human features on the natural world. <p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Use visual prompts and props to support learning of new ideas Verbally explain answers Sorting objects and giving hands on context 	<p>OUTCOMES</p> <p>PUPILS WILL KNOW:</p> <ul style="list-style-type: none"> Key physical and human features that are found above and below the Earth's surface. <p>PUPILS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Name physical and human features of a town/city and countryside Compare and contrast different locations <p>PUPILS WILL UNDERSTAND:</p> <ul style="list-style-type: none"> That some features are human and others are physical <p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1: Year 2 – Autumn 1 – Further Local Study</p> <p>Key Stage 2:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Key Stage 3: Pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes, Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); use physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;</p> <p>Key Stage 4: a greater stress on the multivariate nature of 'human-physical' relationships and interactions; Geomorphic processes and landscape</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>English – Locational settings of stories and narratives. Adjectives for setting description.</p> <p>History – Historical sources and use of artifacts to infer.</p> <p>Science – Everyday Materials; identify, describe and compare everyday materials and objects.</p> <p>Art/DT– Design own book.</p>
<p>VOCABULARY:</p> <p>Earth, Soil, Top soil, Clay, Layers, Rock, Sedimentary Rock, Bedrock, Coal, Sludge, Granite, Magma, physical, human, city, town, village, countryside, urban, rural</p> <p>Higher Level Vocabulary: Stalagmite, Stalactite, Igneous Rock, Crust, Mantle, Core, Minerals, Marble</p>	<p>RICH READING OPPORTUNITY:</p> 	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 3: Pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes, Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); use physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;</p> <p>Key Stage 4: a greater stress on the multivariate nature of 'human-physical' relationships and interactions; Geomorphic processes and landscape</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>English – Locational settings of stories and narratives. Adjectives for setting description.</p> <p>History – Historical sources and use of artifacts to infer.</p> <p>Science – Everyday Materials; identify, describe and compare everyday materials and objects.</p> <p>Art/DT– Design own book.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> Use key geographical language to describe physical features. First-hand observation Map skills 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils identify and differentiate between human and natural features? Can they identify the different layers below surface level and name some rocks Do pupils differentiate between urban and rural locations? Can they identify different key features? 	<p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 3: Pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes, Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); use physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;</p> <p>Key Stage 4: a greater stress on the multivariate nature of 'human-physical' relationships and interactions; Geomorphic processes and landscape</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>English – Locational settings of stories and narratives. Adjectives for setting description.</p> <p>History – Historical sources and use of artifacts to infer.</p> <p>Science – Everyday Materials; identify, describe and compare everyday materials and objects.</p> <p>Art/DT– Design own book.</p>
<p>SMSC THREAD:</p> <p>Social: Humans living in society together</p> <p>Moral: Effects of humans on the natural environment</p> <p>Spiritual: Awe and wonder at the magnitude of the Earth. The preciousness of nature.</p> <p>Cultural: Comparisons with locations in varying places.</p> <p>VALUES:</p> <p>Unity, belonging, respect, responsibility</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Map reading skills, observational skills</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> What is under the ground? How old is the earth? How many layers are there under the ground? How far can humans go underground? Where are you most likely to find human features and physical features; below or above the ground? 	<p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 3: Pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes, Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); use physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;</p> <p>Key Stage 4: a greater stress on the multivariate nature of 'human-physical' relationships and interactions; Geomorphic processes and landscape</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>English – Locational settings of stories and narratives. Adjectives for setting description.</p> <p>History – Historical sources and use of artifacts to infer.</p> <p>Science – Everyday Materials; identify, describe and compare everyday materials and objects.</p> <p>Art/DT– Design own book.</p>