



# Learning objectives and skills

Advent		Lent		Pentecost	
Improving the Environment – Part 1	Improving the Environment – Part 2	Village Settlers – Possible trip to Amersham Museum	Life India	How do we spend our leisure time?	What's in the news?
<p>1. To distinguish between the human and physical features in the local area.</p> <ul style="list-style-type: none"> <li>Use 4 compass points well;</li> <li>Begin to use 8 compass points;</li> <li>Begin to identify significant places and environments</li> </ul> <p>2. To explain the differences between renewable and non-renewable resources</p> <ul style="list-style-type: none"> <li>Use 4 compass points well;</li> <li>Begin to use 8 compass points;</li> </ul> <p>3. To distinguish between rubbish and litter and to examine their impact on the environment.</p> <ul style="list-style-type: none"> <li>Collect and record evidence with some aid.</li> </ul> <p>4. To introduce ways of saving materials and energy by reducing waste and by recycling and reusing objects.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>5. To think about how we can produce less rubbish and waste if we reduce the amount of materials we use, or recycle or reuse objects and materials.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>6. To understand how fossil fuels are formed, obtained and used.</p> <ul style="list-style-type: none"> <li>Extend to satellite images, aerial photographs</li> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> </ul>	<p>7. To think about the advantages and disadvantages of relying on crude oil as a source of fuels and other materials.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> </ul> <p>8. To examine the problems caused by burning fossil fuels and to look at ways of reducing these problems.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p>9. To look at the causes and effects of global warming.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p>10. To look at the causes and harmful effects of noise. To carry out an experiment on the effectiveness of various materials as sound insulators.</p> <ul style="list-style-type: none"> <li>Collect and record evidence with some aid</li> <li>Use 4 compass points well;</li> <li>Begin to use 8 compass points;</li> </ul> <p>11. To look at ways in which the external environment of the school could be improved.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>12. To suggest ways to improve a local area.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> </ul>	<p>1. To explain where and why the earliest villages were built and how they have changed over time.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> <li>Identify features on aerial/oblique photographs</li> <li>Use map sites on internet.</li> </ul> <p>2. To categorise the different types of buildings in a settlement. To consider the features necessary in a site for a new village.</p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Use 4 compass points well;</li> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> <li>Identify features on aerial/oblique photographs</li> <li>Use map sites on internet.</li> </ul> <p>3. To examine the geography of an an oasis village in Oman. To determine the location and geography of Balad Sayt village.</p> <ul style="list-style-type: none"> <li>Extend to satellite images, aerial photographs.</li> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Begin to identify significant places and environments</li> <li>Identify features on aerial/oblique photographs</li> <li>Use map sites on internet.</li> </ul>	<p>1. To introduce the landscape, climate and economy of India and study the geography of India.</p> <ul style="list-style-type: none"> <li>Use junior atlases</li> <li>Identify features on aerial/oblique photographs.</li> <li>Use map sites on internet.</li> <li>Begin to identify significant places and environments</li> </ul> <p>2. To compare the students' lives with that of a girl who lives in rural India.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>3. To compare Indian and British climate.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>4. To compare the difference between life in an Indian village and an Indian city.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p>5. To examine life in the city of Kolkata, India.</p> <ul style="list-style-type: none"> <li>Use junior atlases</li> <li>Begin to identify significant places and environments</li> </ul> <p>6. To research the basic geographical facts about India.</p> <ul style="list-style-type: none"> <li>Use junior atlases</li> <li>Begin to identify significant places and environments</li> </ul>	<p>1. To introduce the concept of 'leisure' as time that is free from school, work, chores and the need to eat and sleep.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Collect and record evidence with some aid.</li> <li>Investigate places and themes at more than one scale.</li> <li>Know why a key is needed.</li> </ul> <p>2. To carry out an individual survey, by means of a diary of the time spent on work, leisure and recreation.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> <li>Collect and record evidence with some aid.</li> <li>Investigate places and themes at more than one scale.</li> <li>Know why a key is needed.</li> </ul> <p>3. To determine where different leisure activities are carried out.</p> <ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul> <p>4. To consider the use of land for leisure and other purposes and the effects of leisure activities on the environment.</p> <ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul> <p>5. To investigate the usual or preferred location for different leisure activities.</p> <ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order;</li> <li>Make a simple scale drawing.</li> </ul> <p>6. To look at the need for special areas of land or special buildings for various leisure activities.</p>	<p>1. To introduce the internal structure of the Earth and the significance of the Earth's tectonic plates. To collect details of earthquakes and volcanic eruptions from the news media and to map these.</p> <ul style="list-style-type: none"> <li>Use junior atlases</li> </ul> <p>2. To explain that earthquakes are natural phenomena that can cause damage, disruption and even loss of life.</p> <ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p>3. To select life-preserving items for use after a major earthquake.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> </ul> <p>4. To locate some famous European volcanoes.</p> <ul style="list-style-type: none"> <li>Use junior atlases</li> <li>Begin to identify significant places and environments</li> </ul> <p>5. To construct a model of the Earth's plates and to predict what will happen when the continents change position.</p> <p>6. To name the parts shown in a section of a volcanic cone.</p>

		<p><b>4. To research the basic geographical facts about Oman.</b></p> <ul style="list-style-type: none"> <li>Extend to satellite images, aerial photographs.</li> <li>Collect and record evidence with some aid.</li> </ul> <p><b>5. To explain how Abu Dhabi grew from a small village to become the capital city of the United Arab Emirates.</b></p> <ul style="list-style-type: none"> <li>Extend to satellite images, aerial photographs.</li> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/maps</li> <li>Follow a route on a large scale map</li> </ul> <p><b>6. To encourage students to observe the changes in two pictures of Amersham and Chesham. One showing the town 60 years ago and the other showing it today.</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> <li>Extend to satellite images, aerial photographs.</li> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/maps</li> <li>Use 4 compass points well;</li> <li>Begin to use 8 compass points;</li> <li>Use large and medium scale OS maps.</li> </ul>		<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Identify features on aerial/oblique photographs.</li> </ul>	
--	--	--	--	---	--

### #BTK and Links with other subjects

#BTK – Looking after the environment. Litter picking on Amersham Road.	Literacy – Leaflets, explanation texts.	History – How has our local area changed?	#BTK – Understanding the diverse world we live in.  #BTK/PHSE – We are all different and God loves us all.	PE – What can we do to stay healthy?	#BTK – What can we do to help people who are victims of natural disasters?
Literacy – Writing letters to Mr. Holdsworth asking for permission. Persuasive letters to parents to ask for help.					
RE – Famine, story of Ruth					
Art – Design your own Earth ship					

Acid Rain Atmosphere Compost Continent Crude Oil Drought	Acid Rain Atmosphere Compost Continent Crude Oil Drought	Continent Drought Environment Export Famine Fertile	Continent Drought Environment Export Famine Fertile	Leisure time Population Port Terrace Trade Season	Active volcano Atmosphere Continent Core Crater Crust
---	---	--	--	--	--

Energy Export Famine Fossil Fuel Global Warming Landfill Site Litter Natural Resources Noise Non-renewable resources Pollute Pollution Recycle Renewable resources	Energy Export Famine Fossil Fuel Global Warming Landfill Site Litter Natural Resources Noise Non-renewable resources Pollute Pollution Recycle Renewable resources	Fertiliser Irrigation Jute Monsoon Nomad Population Refugee Season Shanty Town Temporary Terrace Textile Trade Wadi	Fertiliser Irrigation Jute Monsoon Nomad Population Refugee Season Shanty Town Temporary Terrace Textile Trade Wadi		Dormant Volcano Drought Earthquake Environment Erupt Extinct Volcano Famine Fault Lava Magma Mantle Monsoon Ore Plate Rock Volcano
---	---	--	--	--	---

	<b>I can</b>
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer my own ideas.</li> <li>Extend to satellite images, aerial photographs.</li> <li>Investigate places and themes at more than one scale.</li> <li>Collect and record evidence with some aid.</li> <li>Analyse evidence and draw conclusions. e.g. make comparisons between locations photos/pictures/ maps</li> </ul>
<b>Direction/Location</b>	<ul style="list-style-type: none"> <li>Use 4 compass points well.</li> <li>Begin to use 8 compass points.</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>
<b>Drawing maps</b>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order.</li> <li>Make a simple scale drawing.</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>
<b>Using maps</b>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul>
<b>Scale/Distance</b>	<ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>
<b>Perspective</b>	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul>
<b>Map knowledge</b>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul>
<b>Style of map</b>	<ul style="list-style-type: none"> <li>Use large and medium scale OS maps.</li> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs.</li> </ul>