

Subject: Geography

Assessment Y5/6

YEAR 5 UNIT 2 – A study of the Alpine Region

KS2 Programmes of Study

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Place knowledge
- 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

Human and physical geography

- describe and understand key aspects of:
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS2 Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
<p>Knowledge, skills and concepts In this unit, the children will:</p> <ul style="list-style-type: none"> • Use maps to focus on countries, cities and regions in Europe • Be taught to understand a region of another European country • Be taught to understand some of the physical and human processes that shape a region • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. 	<p>Key Questions</p> <ul style="list-style-type: none"> • Where are the Alps? • How were the Alps formed? • How are homes adapted to suit the Alpine climate? • What are the main industries in the Alps? • How have avalanches changed the Alpine landscape? • What should tourists know about the Alps?
<p>Key Vocabulary Continent, country, region: an area that is defined by certain unifying characteristics, which may be physical, human, or cultural Settlement, city, town, village Human features: created by humans, for example: roads, houses, canals Physical features: naturally occurring, for example: River: a natural watercourse, flowing towards the sea, an ocean or a lake Mountain - a landform that rises high above the surrounding terrain in a limited area, made from rocks and earth. A mountain is generally described as being higher and steeper than a hill Lake – a large area of water surrounded by land, which are usually connected to the sea by river or stream Locational vocabulary: longitude, latitude, tropic of cancer, north, south, east, west Names of continents and relevant European countries and regions Country, region, physical features: fold mountains, tectonic plates Country, region, physical features, human features, climate, natural resources Industry, agriculture, tourism Avalanche, mountain, physical and human features/processes</p>	<p>Assessment overview</p> <ul style="list-style-type: none"> • The assessment opportunities included in Rising Stars Geography are planned to have maximum impact on pupils while adding the minimum burden to teacher workload. Each unit has a key assessment opportunity which links with the Rising Stars Geography progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. • Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation • Finally, an online end-of-unit quiz is also included in each unit. By their nature, these usually test retention of what has been taught, rather than geographical knowledge and understanding, although they could be used by the pupils as research exercises and challenges beyond the direct scope of the unit. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing
<p>Cultural Capital</p>	<p>Opportunities Try and establish a link with a school in another country in an alpine region https://connecting-classrooms.britishcouncil.org/ This website has been set up to help teachers make global connections with others schools - to enable pupils to understand the big issues that shape our world and equip them with the knowledge, skills and attitudes they need to make a positive contribution. Connecting Classrooms through Global Learning is a partnership between the British Council and the Foreign, Commonwealth and Development Office.</p>

	Webcams in the alps https://www.snoweye.com/?page=fr-alpesdusud Live footage of the ski resorts	
	Trip advisor the Alps – https://www.tripadvisor.co.uk/Tourism-g2324478-The_Alps-Vacations.html	
	Virtual field trips - explore the world without leaving the classroom www.virtualfieldtrips.org	
Key Assessment Opportunity Key areas assessed in the Rising Stars Progression Framework <ul style="list-style-type: none">Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country and a region within North or South America.Deepen an understanding of the interaction between physical and human processes.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Assessment - Task in week 6 Children will answer the question: What should tourists know about the Alps? / Where should we go on holiday? They will answer this through the creation of their digital guidebook. This task enables the children to show what they have learned during the unit, selecting information for a specific audience.	Working towards expectations Y5 Progression Framework statement: Describe some key physical and human characteristics of Europe. <ol style="list-style-type: none">Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.Know and share information about a European region and understand that a region such as the Alps is unique.Explain some ways a biome is valuable and under threat from human activity.Understand how human activity is influenced by climate and weather.Understand hazards from physical environments such as avalanches in mountain regions.	NOTES on children
	Working at Expectations Y5 Progression Framework statement: <ol style="list-style-type: none">Describe key physical and human characteristics and environmental regions of Europe.Describe and understand a range of key physical processes and the resulting landscape features.Understand how a mountain region was formed.	

	<ol style="list-style-type: none"> 4. Know information about a region of Europe and its physical environment and climate, and economic activity. 5. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. 6. Understand how human activity is influenced by climate and weather. 7. Understand hazards from physical environments and their management, such as avalanches in mountain regions. 	
	<p>Working at greater depth Y5 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Locate places and regions of Europe and can identify the distinct characteristics of some regions. 2. Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe. 3. Describe and understand some key physical processes and the resulting landscape features. 4. Understand how fold mountain regions are formed. 5. Understand the importance of a region in Europe its human and physical environment, and how they are connected. 6. Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. 7. Understand how human activity is influenced by climate and weather. 8. Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. 9. Understand that no one type of energy production will provide all our energy needs. 	
	<p>Working towards expectations Y6 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Describe key physical and human characteristics and environmental regions of Europe. 2. Describe and understand a range of key physical processes and the resulting landscape features. 	

	<ol style="list-style-type: none"> 3. Understand how a mountain region was formed. 4. Know information about a region of Europe and its physical environment and climate, and economic activity. 5. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. 6. Understand how human activity is influenced by climate and weather. <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>	
	<p>Working at Expectations Y6 Progression Framework statement:</p> <ol style="list-style-type: none"> 1 Locate places and regions of Europe and can identify the distinct characteristics of some regions. 2 Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe. 3 Describe and understand some key physical processes and the resulting landscape features. 4 Understand how fold mountain regions are formed. 5 Understand the importance of a region in Europe its human and physical environment, and how they are connected. 6 Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. 7 Understand how human activity is influenced by climate and weather. 8 Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. <p>Understand that no one type of energy production will provide all our energy needs.</p>	
	<p>Working at greater depth Y6 Progression Framework statement:</p> <ol style="list-style-type: none"> 1 Locate places and regions of Europe and can compare and contrast the areas. 	

	<p>2 Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe.</p> <p>3 Can independently research physical processes and the resulting landscape features. Can explain why these happen.</p> <p>4 Understand how fold mountain regions are formed.</p> <p>5 Understand the importance of a region in Europe its human and physical environment, and how they are connected. Can make links to other regions of Europe</p> <p>6 Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.</p> <p>7 Understand how human activity is influenced by climate and weather and why this happens the most.</p> <p>8 Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Understand that no one type of energy production will provide all our energy needs and give own ideas on how we could solve this.</p>	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

Year 5	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 6	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			