

Subject: Geography

Assessment Y5/6

YEAR 6 UNIT 2 – Protecting the environment

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</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK 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>Key Questions</p> <ul style="list-style-type: none"> • Are we damaging our world? • What are minerals, and do we have an endless supply? • Where does our energy come from? • Why should we protect our oceans? • How can we be more sustainable in school? • Can we plan a campaign?
<p>Key Vocabulary</p> <p>Sustainability, habitat destruction, endangered, extinction, conservation Mineral, renewable, non-renewable Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal)</p> <p>Marine, ocean (and the names of the world's oceans), endangered species Sustainability, enquiry, biodiversity, recycle, waste Sustainability, recycle, environment</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</p> <ol style="list-style-type: none"> 1. Visit the Sea life centre – Manchester or Blackpool – or a zoo such as Chester Zoo evaluate the role these centres have in terms of conservation of endangered species 2. Protecting the environment – contact Fylde Council - see if an environmental officer could talk in person or via MSTeams to the children – on local strategies

	<p>For example</p> <ul style="list-style-type: none"> • Coastal Strategy – the protection of the Dunes and Beaches • Recycling strategy • Conservation and Heritage <ol style="list-style-type: none"> 3. Contact our local councillor to see if he can support with this 4. Contact the planning team for the development of the A585 – can they provide a talk for the children on the environmental studies that had to be carried out prior to the development of the new road and the impact of the road on the wildlife etc. 5. Contact Living Seas North West - to discuss their marine conservation project – Fylde Sand Dunes https://www.livingseasnw.org.uk/what-we-domarine-conservation-projectscommunity-engagement/fylde-sand-dunes-project Watch their live seal cam https://www.livingseasnw.org.uk/marine-life/live-seal-cam/watch-our-live-seal-cam 6. Contact AKS school – can they run a beach study day for you – linked to the conservation of the Sand dunes 7. Establish a link with BAE systems – Contact Alec Davies – focus on Carbon Footprint – what are they doing as a company to reduce carbon emissions in the plans / ships that they design and develop – can they do a talk / or offer a tour? 8. Larger locality – look at the rejuvenation of Blackpool <ol style="list-style-type: none"> a. https://www.blackpool.gov.uk/Residents/Planning-environment-and-community/Documents/Blackpool-Masterplan-Draft-Regeneration-Strategy.pdf b. https://www.blackpool.gov.uk/Your-Council/Creating-a-better-Blackpool/Blackpool-Council-plan/Blackpool-Council-plan.aspx
	<p>Key Assessment Opportunity</p> <p>Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Deepen an understanding of the interaction between physical and human processes.

<p>Assessment - Task in week 6</p> <p>Children will plan a campaign, based around a national or international environmental issue of interest to the children.</p> <p>They show what they have learnt through the development of a campaign of their choosing. This task enables the children to show what they have learnt during the unit, selecting information for a specific purpose and presenting it in an effective format</p>	<p>Working towards expectations Y5 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. With support, can develop some knowledge of where some of our main natural resources come from. <p>Can begin to describe how some biomes can be valuable.</p>	
	<p>Working at Expectations Y5 Progression Framework statement:</p> <ol style="list-style-type: none"> 2. Know where some of our main natural resources come from. 3. Explain some ways a biome (including the oceans) is valuable and under threat from human activity <p>Identify an important environmental issue.</p>	

	Working at greater depth Y5 Progression Framework statement: <ol style="list-style-type: none"> 1. Understand where our energy and natural resources come from. 2. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. 3. Explain several threats to wildlife/habitats. 	
	Working towards expectations Y6 Progression Framework statement: <ol style="list-style-type: none"> 4. Know where some of our main natural resources come from. 5. Explain some ways a biome (including the oceans) is valuable and under threat from human activity 6. Identify an important environmental issue. 	NOTES on children
	Working at Expectations Y6 Progression Framework statement: <ol style="list-style-type: none"> 4. Understand where our energy and natural resources come from. 5. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. 6. Explain several threats to wildlife/habitats. 	

	<p>Working at greater depth Y6</p> <p>Progression Framework statement:</p> <ol style="list-style-type: none"> 1 Understand where our energy and natural resources come from, and the impacts of their use. 2 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. 3 Understand how human activity is influenced by climate and weather. 4 Understand that no one type of energy production will provide all our energy needs. 	
<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			