

Dore Primary School

Y5 Learning Journey 3



Out and About – Interpreting Maps and Understanding Our Local Area

<p>ENDPOINTS Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:</p>	<p><u>Key stage 2 Geography</u> Locational knowledge</p> <ul style="list-style-type: none"> 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 : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork <i>local environment study</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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><u>Key stage 2 Design and technology</u></p> <ul style="list-style-type: none"> Design, make and evaluate <i>Twig Loom</i> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
Purpose of Learning Journey:	Geography – using maps to interpret the world around us and to understand the land use shown on a map through knowledge of common symbols used

Links to Prior Knowledge:	Maps as a 2d representation of a 3d space, grid references, compass points.
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Links for Relevance and Currency:	Land use issues – housing development and issues of gentrification.
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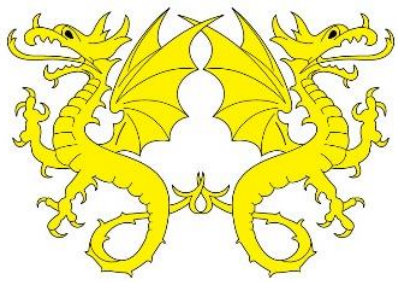
Immersion Event / Activity:	Producing a field map of the school's outdoor space
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Celebration of Learning:	Local walk – putting practical map skills into practise. Contrasting area walk – considering similarities and differences of the land uses.
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English Links:	Map work incorporated into “The Ridge” and “Animal Diary” and work on vocabulary describing terrain.
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Maths Links:	Compass directions, grid references, distance, scale
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Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C		TASC
Immersion	1	<p>I use a range of geographical skills to help me investigate places and environments.</p> <p>I recognise and describe geographical patterns.</p>	Children introduced to various forms of maps – should identify what are these are maps of?	<p>Children have begun to represent information accurately on maps and have started to orient objects mark them to scale.</p> <p>They have produced a map of the field.</p>		x			x



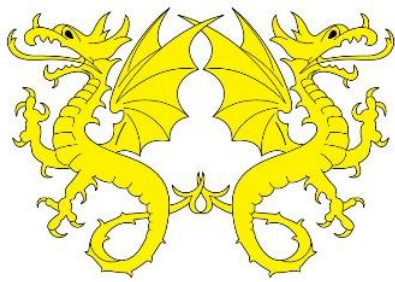
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		<p>I recognise and describe the physical and human features of places.</p> <p>I investigate the character of my own area.</p>	<p>Intro to form and function of a map – Children discuss what they would use a map for and in which form.</p> <p>Children consider a map and discuss how it displays information <u>accurately</u>.</p> <p>Children are given a blank grid with the location of the school marked. They are given a list of challenges to consider around representing information accurately.</p>	Children understand the importance of displaying information accurately on map.					
Geography	1	<p>I investigate the character of my own area.</p> <p>I use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments.</p> <p>I recognise how people affect the environment.</p> <p>I use skills and sources of evidence to respond to a range of geographical questions.</p> <p>I give reasons for my observations and views about places and environments.</p>	<p>Children introduced to topic and objectives thereof.</p> <p>Children open Google Maps and look at local landmarks and features, Class orientates themselves through this. Asked questions about ethics of everyone's gardens/ houses being visible online.</p> <p>Using atlases and challenge sheets, children work their way through various geographical challenges to do with identifying features of country and world maps.</p> <p>Look at local area</p>	Children develop research skills and knowledge of geographical areas within and outside UK and gather information thereon.					



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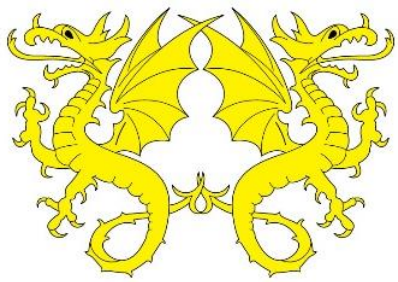
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Geography Geography	2	<p>Analyse and give views on the effectiveness of different geographical representations of a location</p> <p>To use an atlas to locate countries of the world Describe and understand key aspects of physical geography, including: climate zones</p> <p>I select and use appropriate skills and ways of presenting information to help me investigate places and environments. I describe physical and human characteristics of places by referring to regions, countries and continents. I present my findings both graphically and in writing using appropriate vocabulary. I show understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of people who live there.</p>	<p>Groups uses atlases and globes / Netbooks – swap half way through</p> <p>Recap the use of atlases and discuss the globes. Advantages & disadvantages of each?</p> <p>Using the class set of atlases as well as the globes and find the information in relation to similarities and differences of various geographical areas.</p> <p>Then use the netbooks to find images which show the climates mentioned on your map. What do you see?</p> <p>Polar, Temperate, Arid, Tropical, Mediterranean, Mountains</p> <p>Each group looks at a different region – you need to present to the rest of the class what you find about your region – temperatures, rain, plant-life, people’s lives? Work on separate Word documents so everyone can have a copy of each group’s research.</p> <p>Complete a Venn diagram showing what we have found.</p>	<p>Children develop research skills and knowledge of geographical areas within and outside UK and gather information thereon. Children build a familiarity with the particular characteristics of a given climate/area and have been able to compare this to other such areas.</p>					
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Out and About – Interpreting Maps and Understanding Our Local Area

Geography	3	<p>Analyse and give views on the effectiveness of different geographical representations of a location.</p> <p>I investigate the character of my own area. I use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments. I recognise how people affect the environment. I use skills and sources of evidence to respond to a range of geographical questions. I give reasons for my observations and views about places and environments.</p>	<p>Look at the maps on the tables, examine the keys and think about what the symbols represent.</p> <p>What features on the ground would I see if I were stood in these locations? Why are symbols used?</p> <p>Choose 5 from the key, use the sheet to copy them and describe what they represent, who might need to use that feature/facility and suggest an alternative design of your own.</p> <p>Remind the children North is at the top of their map, introduce the grids and ask whether they can see why they are there:</p> <ul style="list-style-type: none"> • Use the maps to identify a grid square. • What features are within that grid square? • What physical features might be the reasons for them being in that location, as opposed to somewhere else? eg railway station, pub, motorway, houses. • Discuss the suitability of the different land types which might influence their location. 	Children begin to have a working knowledge of desk based navigation skills and can use grid squares and map symbology to identify features and describe them.					
Geography	4	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	<p>Introduce 4 figure and 6 figure Grid Refs. Use Digimap Grid Ref Lines and Grid Ref tools.</p> <p>Locate 10-12 landmarks on your map and then describe their grid reference as well as their location.</p> <p>Write 8-10 sentences describing where the landmarks are in relation to each other. Try some which reference more than two landmarks, e.g. the tree is north of the pond and south of the church.</p>	Children build on previous learning in relation to grid squares and develop ability to identify set points on maps using six figure references.					



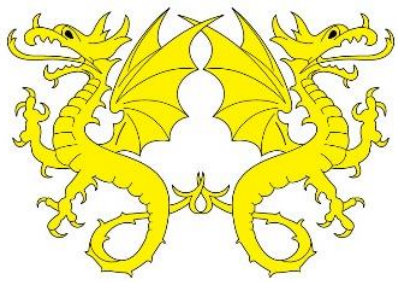
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			Challenge is to use the grid lines to estimate distance.						
Geography	5	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>I use a range of geographical skills to help me investigate places and environments.</p> <p>I use primary and secondary sources of evidence in my investigations. I describe physical and human features of places.</p>	<p>Can you work out what the long, continuous lines and loops represent? <i>Height above sea level.</i> Do you know what they are called? <i>Contours</i></p> <p>Look at the copies of the maps – draw attention to the contour lines.</p> <p>Use the Lego to create a landscape with 4-5 different tiers on the large grey bases – try to use different colours for each tier, eg a red level, then blue, then green etc.. Look at the edges of the bricks, where the steps are. That is where a contour line would be drawn on a map, showing that all the land along that line is at this height above sea-level.</p> <p>Children challenged to create gradients with different characteristics.</p>	Children build a knowledge of how contour lines show elevation and gradient and can use these skills to interpret and describe mapped features.					
Geography	6	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>I use a range of geographical skills to help me investigate places and environments.</p> <p>I use primary and secondary sources of evidence in my investigations. I describe physical and human features of places.</p>	<p>Children are introduced to concept of following directions on maps without notable landmarks.</p> <p>Input on importance of interpreting distance on maps and how to do this practically.</p> <p>Children practise multiple methods for calculating distance on a map.</p> <p>Children fill in a route card for a walk in the Castleton area, including the use of practical landmarks and</p>						
Geography	7	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Following on from map study. Give children different grid refs.</p> <ul style="list-style-type: none">Children find this on Digimap.Insert the Grid Ref marker.Describe its location; town/city/village, in which county, other descriptions, e.g. 3 miles west of Sheffield.What is the land used for now?What was the land used for in 1890s?Can they explain the land use and any changes? <p>Extension: Children find own grid refs for others to explore.</p>	See above – Children continue their practical map skills from last lesson, increasing their proficiency and are able to use these skills to describe changes in the local environment over time.					



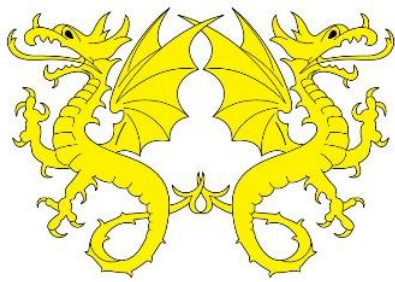
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			LA: Grid references guidance sheets						
Geography	8	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. I recognize and describe geographical patterns.	Look at the aerial photos and the maps of each and see if you can match them. What are the clues? What would you see if you were standing in those locations? Can you construct a map, looking at the physical features in the satellite pictures? Do you recognise where these places are? NBB They are all local to us, can you work out where they are? Choose one and see how well you do – can your partner work out which photo you started with?	Children can interpret satellite imagery and orientate landmarks and themselves easily.					
Geography	9	I understand that physical and human processes can change the features of places. I explain how these changes affect the lives and activities of people living there.	Examination of the concept of land use and input on the nature of common land usage. Discuss in the context of human and physical geography. Children navigate a route in the local area looking at the land usage in Dore. Looking in particular at abundance of housing and agricultural land. Looking at transport links and discussing in the context of Sheffield's industrial past (railway).	Children gain an appreciation of the land usage in their local area		x			
Geography Trip	10	I understand that physical and human processes can change the features of places. I explain how these changes affect the lives and activities of people living there.	The children compare and contrast the locality of Dore with that of a different locality. Travel to alternative locality (Lower London Road/Queens road) Walk around the area and not different land usage. Look in particular at the presence of industrial and large retail land usage as well as differences in nature of similar land use (eg terrace housing vs detached/semi-detached housing.)	Children gain an appreciation of land use in a contrasting locality.	x				
Geography/P4C	11	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. I understand that people can both improve and damage the environment. I understand that physical and human processes can change the features of places. I explain how these changes affect the lives and activities of people living there. I understand the importance of wider geographical location in understanding places. I recognise that people seek to improve and sustain environments.	Show the pictures and film of the quarry and rubbish landfill sites. Discuss why they are there. Identify what changes they will make to the local (and wider) area whilst they are active and afterwards. Write captions for the two photos: The quarry – come up with two newspaper headlines, one supporting and one opposing the quarry. The rubbish dump – come up with a caption for the photo then three reasons for and against a rubbish dump.	Children gain an appreciation of varied types of land use and that some may cause issues with local populations/the environment. They discuss and investigate the arguments in favour and against such land use.	x		x		



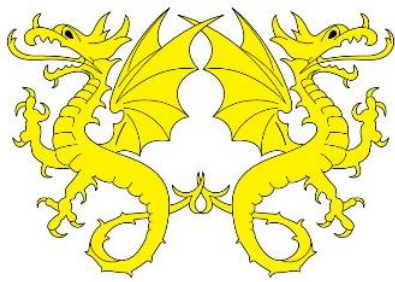
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						Compose and undertake a philosophical investigation on a question relating to land use and the rightness/wrongness of the same. Look at the landscaped quarry / rubbish dump. Discuss – might opinions be divided according to where you live?									
Geography celebration						Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Using local OS maps, children plan a walking route around the local countryside. Adults pick winning walk and adapt it with the help of the pupil. Year group then takes part in day hike, with children navigating routes at set points and completing navigation challenges.	Children take part in a local walk and are able to	x	x						
Outdoor Learning/ DT	1-2					Use weaving and lashing techniques to produce twig looms. Over the course of two lessons, the children produce twig looms using uniform weaving techniques and considering wool choice and colour combinations to ensure that they produce an attractive product	Children use accurate weaving skills to produce an attractive and uniformly weaved twig loom			x					
Art						I investigate and develop a range of practical skills. I use the qualities of materials and processes to suit my aims when I design and make. I think about how I might adapt and refine my ideas, skills and methods. To develop my ideas I use lots of methods to explore and experiment. I consider and discuss the ideas, methods and approaches that are used by artists, crafts people and designers. I relate the work of others to both context and purpose. I evaluate my own work and that of others, reflecting on my own view of its purpose and meaning. Children discuss their memories and life events based on particular topics (food, family etc) share in groups. Explore history of the tube map and its evolution into a non- scale map/diagram. Children plan and create artwork using the map as inspiration, but with all of the “lines” as memories and life events. Stations where lines converge should be to do with both topics.	Children produce a tube map with stations and lines that represent their own personalities and experiences.	x							
RE						Religion: Sikhism Theme: Beliefs and Moral Values Key question - Are Sikh beliefs and moral values still important today? Children to learn to understand the beliefs and stories may be relevant today.	Children can choose a child-friendly acrostic poem to express what they know about Sikhism. They may be made to do this today.								
Music						Classroom Jazz Music is focused on the five note scale and the five note swing. Children to listen and other supporting tunes and dimensions of music through improvising, perform and share.	Children to listen and other supporting tunes and dimensions of music through improvising, perform and share.								



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									leadership, creating musical ideas for the group to copy or respond to.						
RE		RE Religion: Sikhism Theme: Beliefs and Moral Values		Religion: Sikhism Theme: Beliefs and Moral Values Key question - Are Sikh stories important today?	Children to learn to understand the ways Sikh stories may be relevant today.	Religion: Sikhism Theme: Beliefs and Moral Values Key question - Are Sikh stories important today?	Children to learn to understand the ways Sikh stories may be relevant today.	Children can choose a concept and write an acrostic poem to express what that means to them e.g. love, peace, equality, community, religion, friend, spirituality, God, truth, story, family, soul.	Children can choose a concept and write an acrostic poem to express what that means to them e.g. love, peace, equality, community, religion, friend, spirituality, God, truth, story, family, soul.						
Music		Music Classroom Jazz The learning is focused around the tuning: Three Note Bossa and Five Note Swing.		Key question - Are Sikh stories important today? Classroom Jazz The learning is focused around two tunes: Three Note Bossa and Five Note Swing.	Children to listen and appraise the two tunes and other supporting tunes.	Classroom Jazz The learning is focused around two tunes: Three Note Bossa and Five Note Swing.	Children to listen and appraise the two tunes and other supporting tunes.	Most children will know the pulse, rhythm and beat of the music. Others will take on a leadership role and be able to lead the group to copy or respond to.	Most children will know the pulse, rhythm and beat of the music. Others will take on a leadership role and be able to lead the group to copy or respond to.						