

Rydon Community College

Year 6 Geography Scheme of Work 2013

Locality Study: 'A Special Place'

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>1. Placing the locality in The Home Region (Lesson 1 of 2)</p> <p>i) Examine physical and human features that make up our locality.</p> <p>ii) Identify our locality within the Home Region locally, regionally & within the UK.</p> <p>iii) Use photographs, maps and atlases to extend geographical understanding.</p> <p>iv) Complete high quality map work and use the Olympic Flame relay route to locate places</p>	<p>Physical Geography</p> <p>Human Geography</p> <p>Relief</p> <p>Location</p> <p>Storrington</p> <p>West Sussex</p> <p>South Downs</p> <p>Vegetation</p> <p>Climate</p> <p>Population</p> <p>Locality</p> <p>Regional</p> <p>National</p> <p>Olympic Flame Torch Relay</p>	<p>SM</p> <p>EP</p> <p>IE</p>	<p>Starter: Place the locality in The Home Region by looking at maps - Atlas p33 & p24 - 25, OS extract 1:25 000 Pulborough & Steyning sheet.</p> <p>Highlight different scales - national, regional and local to give the locality context.</p> <p>AFL: In pairs, discuss and identify 3 facts about</p> <p>Main: Look at the interactive route of the Olympic Flame Torch relay. Day 59: Monday 16 July. Who witnessed the torch relay? Make the connection with the route and where people live in West Sussex. Refer to p46 in the atlas to look at urban towns / cities on the South Coast.</p> <p>Start own map work - refer back to scale and emphasise our locality within The Home Region.</p> <p>Organise the class into 7 x groups and distribute the photos / atlas. Use the IWB prompts to direct pupils to make informed deductions about their given heading from the photographic evidence / maps in the atlas.</p> <p>'Snowball' / Cascade information with another group - depending on time.</p> <p>Plenary: Tell your partner 3 things you have learnt in the lesson</p>	<p>1. Complete own map work.</p> <p>2. Most to plot the route of The Olympic Flame Torch relay: Day 59.</p> <p>3. Notes for 1 or 2 headings which begin to describe features and characteristics of our locality</p>	<p>IWB</p> <p>Philips Atlas (2007)</p> <p>Photos</p> <p>Maps of South East England & The Home Region</p> <p>Coloured pencil crayons</p> <p>http://www.london2012.com/olympic-torch-relay-map</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD):

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>1. Placing the locality in The Home Region (Lesson 2 of 2)</p> <p>i) Examine physical and human features that make up our locality.</p> <p>ii) Identify our locality within the Home Region locally, regionally & within the UK.</p> <p>iii) Use photographs, maps and atlases to extend geographical understanding.</p> <p>iv) Complete high quality map work and use the Olympic Flame relay route to locate places</p> <p>v) Produce a report on The Home Region using key headings that help define a place</p>	<p>Physical Geography</p> <p>Human Geography</p> <p>Relief</p> <p>Location</p> <p>Storrington</p> <p>West Sussex</p> <p>South Downs</p> <p>Vegetation</p> <p>Climate</p> <p>Population</p> <p>Locality</p> <p>Regional</p> <p>National</p> <p>Olympic Flame Torch Relay</p>	<p>SM</p> <p>EP</p> <p>IE</p>	<p>Starter: Organise the class into 7 x groups and distribute the photos / atlas. Use the IWB prompts to direct pupils to make informed deductions about their given heading from the photographic evidence / maps in the atlas.</p> <p>'Snowball' / Cascade information with another group - depending on time.</p> <p>Main: Explain to pupils that they are creating their own report on our locality in The Home Region, using evidence that they have gleaned from photographs, maps & atlases and their own research. Show the opening slides of the Power Point (on Moodle) to model what information is required for specific headings.</p> <p>Show an example to help with layout.</p> <p>Pupils can then begin their own interpretation of the task using the heading from the Power Point as prompts.</p> <p>Less able pupils could choose 'the best' image to fit the heading and explain in 1 x sentence.</p> <p>Plenary: Tell your partner 3 things you have learnt in the lesson. As a pair, choose 3 and share with the class</p> <p>HW: Finish report</p>	<p>1. Complete own report on our locality in The Home Region.</p> <p>Highlight that factors such as population, relief and drainage help explain the uniqueness of places.</p>	<p>IWB lesson1: slide 7</p> <p>Computers / laptops</p> <p>Philips Atlas (2007)</p> <p>Photos</p> <p>Maps of South East England & The Home Region</p> <p>Power Point</p> <p>Previous pupil examples</p> <p>Cloze activity</p> <p>Traffic lights</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English:** Use of VCOP, PEE paragraphs, Use of sub-headings, preparation for SATs.

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>3. Exploring photographs to investigate why the South Downs has been designated a National Park.</p> <p>(2 lessons)</p> <p>i) Identify and explore the variety of landscapes within the South Downs N.P..</p> <p>ii) Share perceptions and feelings about different places</p> <p>iii) Understand and develop geographical vocabulary</p> <p>iv) Peer assess written and oral responses</p> <p>v) Design an alternative logo for the South Downs N.P.</p>	<p>Physical Geography</p> <p>Human Geography</p> <p>National Park</p> <p>Relief</p> <p>Location</p> <p>Storrington</p> <p>West Sussex</p> <p>South Downs</p> <p>Vegetation</p> <p>Landscape</p> <p>Chalk grassland</p> <p>Heathland</p> <p>Downland</p> <p>Gentle slope</p> <p>Valley</p> <p>River channel</p>	<p>SM</p> <p>EP</p> <p>CT</p> <p>RL</p> <p>TW</p>	<p>Lesson 1:</p> <p>Starter: Read the extract describing the South Downs. Pupils close their eyes / listen and try to create a mental picture of the landscape.</p> <p>Pupils draw or write (in silence) what they can remember. Share thoughts with a partner - then in a four. Can they guess the place?</p> <p>Main: Reveal the logo. What do pupils know about the South Downs & the N.P? Have they visited any places? Do they think it was a good description and why?</p> <p>Give a group of 3 a set of photographs and organize as a diamond nine - photos they like the best at the top and least at the bottom. As 10 images they must discard 1.</p> <p>Agreement with choices? Look at other groups. Is there a 'winning' image?</p> <p>Pupils choose 1 x photo to stick in book and annotate using as many geographical words as they can using IWB prompts. Then challenge pupils to write a vivid, detailed description. Could be timed in preparation for SATs.</p> <p>Plenary: Peer assess</p>	<p>1. Individual interpretations in response to reading of the extract - written or drawn.</p> <p>2. Diamond Nine ranking of photographs.</p> <p>3. Annotated photograph of 1 x image focusing on geographical vocabulary.</p> <p>4. Written description of chosen image. Could be used as an assessed piece of writing / APP.</p>	<p>Notebook</p> <p>Extract describing the South Downs</p> <p>Photographs - packs of 10 (see RW)</p> <p>Pupil photographs</p> <p>O.S. Map extract</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English:** Descriptive writing, use of VCOP, preparation for SATs, peer assessment

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>3. Exploring photographs to investigate why the South Downs has been designated a National Park.</p> <p>(2 lessons)</p> <p>i) Identify and explore the variety of landscapes within the South Downs N.P..</p> <p>ii) Share perceptions and feelings about different places</p> <p>iii) Understand and develop geographical vocabulary</p> <p>iv) Peer assess written and oral responses</p> <p>v) Design an alternative logo for the South Downs N.P.</p>	Physical Geography Human Geography National Park Relief Storrington West Sussex South Downs Vegetation Landscape Chalk grassland Heathland Downland Gentle slope Valley River channel Logo	SM EP CT RL TW	<p>Lesson 2:</p> <p>Starter: Re-read extracts and / or peer assess. Show pupils the grid for feedback and encourage positive comments.</p> <p>Main: Either as a class or in small groups, pupils read their extracts in turn and then the rest of the class / group assess quality using the criteria (1 - 5 scale) .</p> <p>What would improve the descriptions? Any extra information? Does visiting the place aid the quality of the description?</p> <p>Highlight that one of the characteristics of the South Downs NP is the variety of landscapes. Ask pupils which images they think best represent the South Downs and which should be included in any leaflets/ /brochures promoting the NP. (5 images)</p> <p>Plenary: Show the South Downs NP logo. Thinking about the images that pupils have viewed, is it a good logo for the NP? What does it show? What doesn't it show? Anything that they think should be included?</p> <p>Draft an alternative.</p>	1. Written description of chosen image. 2. Completed assessment grid. 3. Draft alternative logo for the South Downs NP	Notebook Photographs - packs of 10 (see RW) Assessment grid O.S. Map extract

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English:** Peer assessment and feedback; **Art:** Sketching & use of oil pastels

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>4. The South Downs National Park: A very special place</p> <p>i) All to locate some of Britain's National Parks.</p> <p>ii) Identify why National Parks are known as 'Britain's breathing spaces'.</p> <p>iii) Recognise some of the unique features of the South Downs NP and why NPs need protection.</p> <p>iv) Extend and develop map reading skills using OS Map 121 Arundel & Pulborough - our locality</p>	<p>National Park</p> <p>Conserve</p> <p>Protect</p> <p>Relief</p> <p>Storrington</p> <p>West Sussex</p> <p>South Downs</p> <p>Vegetation</p> <p>Landscape</p> <p>Chalk grassland</p> <p>Heathland</p> <p>Downland</p> <p>Scale</p> <p>Distance</p> <p>Key</p> <p>Settlement</p> <p>Tourism</p>	<p>SM</p> <p>EP</p> <p>TW</p>	<p>Starter: Show Power Point outlining some background information about Britain's National Parks.</p> <p>Choose 5 NPs to label on own map. More able pupils could label more. Emphasise skills of annotating a map: Title, pencil & ruler for lines, pen for horizontal labels (writing)</p> <p>Main: In groups look at OS Map extract 121 Arundel & Pulborough. Find The South Downs. What information can pupils find about the landscape, the height of the land, how the land is used? What is an AONB?</p> <p>Use the Power Point prompt to extend pupils' map reading skills. Complete answers in their books.</p> <p>Plenary: Check answers.</p> <p>Tell me 3 things about The South Downs NP & why it needs protecting.</p>	<p>1. Neatly annotated map of Britain's National Parks (NPs)</p> <p>2. Written information about The South Downs using OS map extract 121</p> <p>3. Answers to map reading questions</p>	<p>Power Point</p> <p>O.S. Map extract 121 Arundel & Pulborough</p> <p>Map Reading questions</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English:** Peer assessment and feedback

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>5. Why are there so many habitats in the South Downs National Park</p> <p>i) All to know about the variety of habitats in the South Downs National Park.</p> <p>ii) Extend pupils' understanding of landscape and the link between factors such as soil, geology, habitat and geographical features.</p> <p>iii) Use mind mapping as a technique for presenting information and a memory aid (refer back to CHAMPS / visual learners)</p>	<p>National Park</p> <p>Habitat</p> <p>West Sussex</p> <p>South Downs</p> <p>Vegetation</p> <p>Landscape</p> <p>Chalk downland</p> <p>Heathland</p> <p>Woodlands</p> <p>Wetlands</p> <p>Coastal and marine habitats</p> <p>Arable farmland</p>	<p>SM</p> <p>EP</p> <p>TW</p>	<p>Starter: Play the interactive quiz</p> <p>Main: In groups, sort the 10 key images (photos used in the diamond nine) into 2 groups: those showing natural landscapes and those showing landscapes which people have changed. Share findings. Reveal that all landscapes have been changed by people, over 1000s of years,</p> <p>Explain that each landscape type has its own habitat which is home to a range of different plants and animals.</p> <p>In pairs or threes, create a mind map to show the variety of habitats and landscapes in the South Downs NP. Stick the logo in the centre and note the key habitats around: chalk downland, heathland, woodland, wetland, coastal & arable. Either A4 paper / in books?</p> <p>Use The mind mapping Power Point as a prompt - You may choose to do 1 or 2 strands to build up the mind map. Add illustrations and additional key words using the knowledge cards and fact sheets.</p> <p>Discuss what pupils have found out and whether there is anything else they would like to find out more about.</p> <p>Plenary: Revisit the key question 'Why is the South Downs National Park a special place?'</p>	<p>1. Mind map displaying 1, 2 or more different strands showing the different habitats of the south Downs NP</p> <p>HW: Collect a variety of images from magazines or newspapers to illustrate / finish mind map.</p> <p>Could also be continued during any spare slots in SATs week.</p>	<p>IWB</p> <p>South Downs Logo</p> <p>Photographs</p> <p>South Downs National Park fact sheet</p> <p>Habitats knowledge cards</p> <p>Mind mapping Power Point</p> <p>http://www.mediakitchen.co.uk/</p> <p>portfolio_games_southdowns_quiz.htm</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): All subjects; Mind mapping; PSHEE: 'CHAMPS'

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>6. The South Downs National Park: a very special place - users and conflicting pressures</p> <p>i) Identify uses and users within the South Downs National Park</p> <p>ii) Introduce the idea of conflict between different groups .</p> <p>iii) Examine the impact of tourism on this very special place.</p> <p>iv) Rehearse a conversation between conflicting users</p>	<p>National Park</p> <p>South Downs</p> <p>Conflict</p> <p>Conservation</p> <p>Protection</p> <p>Farming</p> <p>Tourism</p> <p>Recreation / Leisure</p> <p>Housing</p> <p>Forestry</p> <p>Small Businesses</p> <p>South Downs National Park Authority (SDNP)</p>	<p>SM</p> <p>CT</p> <p>EP</p> <p>TW</p>	<p>Starter: Show images of different users / uses and ask pupils to explain the links. Think - Pair - Share.</p> <p>Design own star diagram of South Downs NP users / uses.</p> <p>Main: What is conflict? Can pupils think of any examples in the way different groups of people use the South Downs?</p> <p>Give an example: Providing housing and destroying the natural beauty.</p> <p>Show cartoon of tourism and its impacts on the local community. Identify the impacts.</p> <p>More able pupils can consider solutions / how to minimise the impact.</p> <p>Give pupils scenario / role cards. In pairs, 'mind movie' their version in head before discussing their movie with a partner. Rehearse this conversation and create a speech bubble for each user.</p> <p>Share some examples. Role play / drama.</p> <p>Plenary: Revisit the idea of conflict and ascertain ideas for minimising the impact. How can the impact of tourism be managed in the South Downs National Park? What is the role of the SDNPA?</p>	<p>1. Star diagram outlining different users / uses in the South Downs National Park.</p> <p>2. Annotated diagram of impacts of tourism.</p> <p>3. Speech bubbles— edited extracts from a conversation from conflicting users.</p>	<p>IWB</p> <p>South Downs National Park fact sheet</p> <p>Map of South Downs National Park</p> <p>Tourism cartoon</p> <p>Scenarios / Role play cards</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English & Drama:** Debate, Role Play

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place'

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>7. Examining conflict in Volcanoes National Park, Rwanda</p> <p>i) Identify uses and users within Volcanoes National Park, Rwanda</p> <p>ii) Examine the impact of tourism on this very special place.</p> <p>iii) What is Ecotourism and how can it benefit the local community?</p> <p>iv) Introduce the idea of sustainable tourism and its benefits</p>	<p>Volcanoes National Park</p> <p>Virunga National Park, Congo (closed due to insecurity)</p> <p>Conflict Resolution</p> <p>Conservation Protection</p> <p>Farming Tourism Poaching Poverty War / militia Deforestation Charcoal Developed Developing</p>	<p>SM CT EP IE</p>	<p>Starter: Play DVD clip: Rwanda tourist board. What can pupils remember about Rwanda?</p> <p>Show images of different users / uses and ask pupils to explain similarities and differences with conflicts in the South Downs National Park. Think - Pair - Share.</p> <p>Main: Why do tourists visit Rwanda? Showcase Rwanda's gorillas as a valuable resource for the people. Who would like to visit the gorillas and why? Can tourism benefit the local community in any way?</p> <p>Introduce the idea of sustainable tourism.</p> <p>Show DVD clip.</p> <p>Explain how sustainable tourism benefits these groups: local villagers / farmers; conservationists; tourists.</p> <p>Refer back to the idea of conflict—resolution. Discuss.</p> <p>Plenary: Compare and contrast conflict of use in the South Downs National Park and Volcanoes National Park. In which country is conflict easier to manage and resolve?</p> <p>HW: Design a poster / brochure promoting sustainable tourism in the South Downs National Park or Volcanoes National Park.</p>	<p>1. Conflict: Identify 3 similarities and 3 differences between users / uses in the South Downs NP and Volcanoes NP, Rwanda.</p> <p>2. Spider gram why tourists visit Rwanda.</p> <p>3. Complete a table noting how sustainable tourism benefits different groups.</p>	<p>IWB</p> <p>Map of Volcanoes National Park, Rwanda</p> <p>DVD clips</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **English:** Story Mountain; Presentational features; 'Dear Olly'

Year 6 Geography Scheme of Work

Locality Study: 'A Special Place' - Cross curricular supporting activities

Key Questions / Key Ideas	Vocabulary	Personal Learning and thinking skills (PLTS)	Suggested learning activities	Possible outcomes	Resources
<p>1. Visiting artist: Helen Brown, Brighton artist and print maker</p>	<p>National Park West Sussex South Downs Landscape Rhenalon dry point printing</p>	<p>SM EP CT RL</p>	<p>Demonstration of printing technique by Helen Brown. Pupils use a photo of The South Downs, a sketch or an A5 image, and then carve into a piece of plastic, making all different designs before printing.</p>	<p>1. Pupils create own art work. 2. Pupils reflect on their understanding of landscape shapes and structures in their designs.</p>	<p>Visiting artist Print and specialist art materials</p>
<p>2. Fieldwork visit: Sullington Warren, Storrington High Street, Methodist Church & St Mary's, Storrington.</p>	<p>Sullington Warren Heathland National Trust Storrington Survey Retail</p>	<p>IE SN EP TW</p>	<p>i) Walk to Sullington Warren to view the local landscape / South Downs NP. ii) Examine a heathland habitat iii) Visit local churches iv) Complete a retail survey of Storrington High Street</p>	<p>1. Complete own sketches. Take photographs / Helen Brown. 2. Complete booklet on local churches. 3. Complete mapping of Storrington high Street.</p>	<p>Sketch book Camera Clip board, pens & pencils RE booklet Map of High Street</p>

PLTS: IE Independent Enquirers; SM Self-manager; CT Creative Thinker; EP Effective Participator; TW Team Worker; RL Reflective Learner

Whole Curriculum Dimension (WCD): **Art:** Rhenalon dry point printing. **RE:** Visit to local churches—a comparison. **History / Geography:** How has Storrington changed? Evidence for changes including retail use, architecture, place names. **Geography:** Appreciation of The South Downs as a special place in our locality.