**Foundation Subject Planning document (Geography)**

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| Big question - Are we damaging our world?  Purpose - | | | | | | |
|  | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Question | How do we use our oceans? | What is the Great Barrier Reef? | Why are our oceans suffering? | What can we do to help our oceans? | How littered is our marine environment?  Trip | Are we damaging our world? |
| Content LO: | To explain the importance of the ocean | To locate and describe the significance of the Great Barrier Reef. | To explain the impact humans have on coral reefs and oceans. | To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. | To collect data on the types of litter polluting a marine environment. | To present, analyse and evaluate data collected. |
| Skills LO | To use geographical sources to form conclusions. | To research the impact of environmental and human processes on a place. | To research the impact of environmental and human processes on a place. | To carry out research to recognise actions that are being taken to protect the oceans. | To collect and use data collected from fieldwork to form conclusions. | To provide detailed arguments in a debate. |
| Retrieval | Locational knowledge of Australia, Climate zones, Names of oceans, Water cycle, Bodies of water | | | | | |
| Concepts: | Use geographical sources | Interconnection | Interconnection | Use geographical sources | Fieldwork | Fieldwork and Environment |
| Vocabulary | Ocean, Trade, import, export, coral reef, coral bleaching, ecology, geology, | | | | | |
| Assessment: | **All:**  With support, children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored.  **Most:**  With increasing confidence, children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored.  **Some:**  Children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored. | **ALL:**  With support from a teacher, children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative.  **Most:**  With increasing confidence, children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative.  **Some:**  Children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative. | **ALL:**  With support from a teacher, children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative.  **Most:**  With increasing confidence, children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative.  **Some:**  Children will develop an understanding of the impact of environmental and human processes on places and what we can do about them, both positive and negative. | **All:**  With support, children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored.  **Most:**  With increasing confidence, children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored.  **Some:**  Children will use a number of interesting and pertinent observations about various representations of locations that are developed and explored. | **All:**  With support, children will use a growing range of statistics and other information selected and used to draw some conclusions about locations.  **Most:**  With increasing confidence, children will use a growing range of statistics and other information selected and used to draw some conclusions about locations.  **Some:**  Children will use a growing range of statistics and other information selected and used to draw some conclusions about locations. | **All:**  With support, the children will partake in reasoning and debating looking at protecting the environment.  **Most:**  With increasing confidence, the children will partake in reasoning and debating looking at protecting the environment.  **Some:**  Children will partake in reasoning and debating looking at protecting the environment. |