

Year 5

LO: To learn about where places are in the world

LO: To learn about the different '*Environments*' around the world

LO: To learn about where places are in the world

LO: To learn about the different '*Environments*' around the world

LO: To learn about the physical features of the world

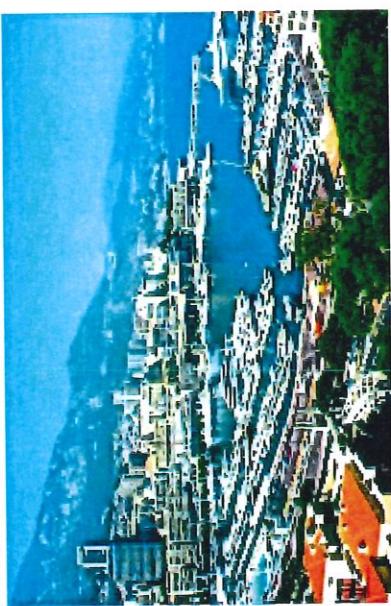
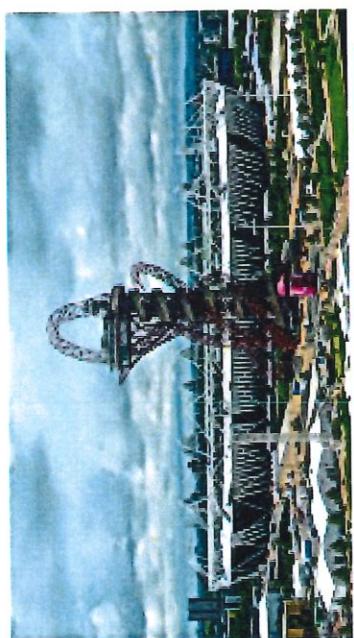
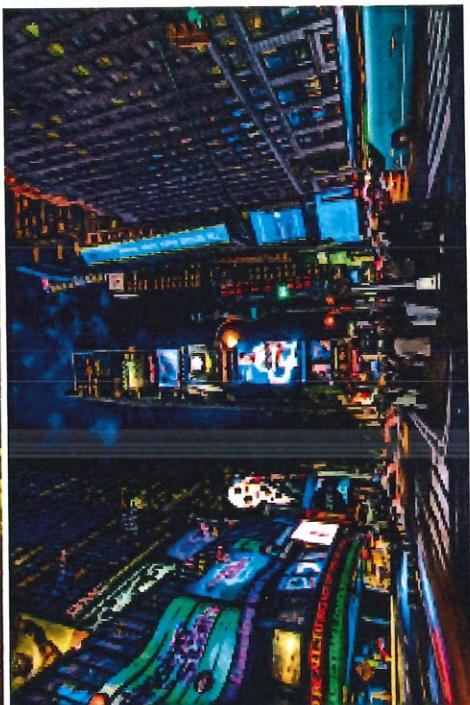
LO: To learn where these features are located

LO: To compare and contrast two different countries and the ways in which their geographies are different and reasons for these differences.

LO: I can identify some features of a biome.

Word Bank

Hot
Cold
Weather
Beach
Money
Harbour
Cruise
Farming
City
Town
Abroad
Sport



Here we have a selection of postcards from different Summer holidays. Using the work bank to help you, describe 3 of the postcards, first to your partner, then in your books

Year 6

LO: To identify the purpose of OS maps.

LO: To reflect on the meaning and significance of sustainability and why it is becoming more significant.

LO: To understand what a 4 figure grid reference is and how to develop that into a 6 figure grid reference.

LO: To successfully learn about the different features of rivers

LO: To combine successfully my views and the images of different rivers

LO: To identify the key features of the hydrological cycle.

LO: To understand that certain surfaces have different infiltration rates to others.

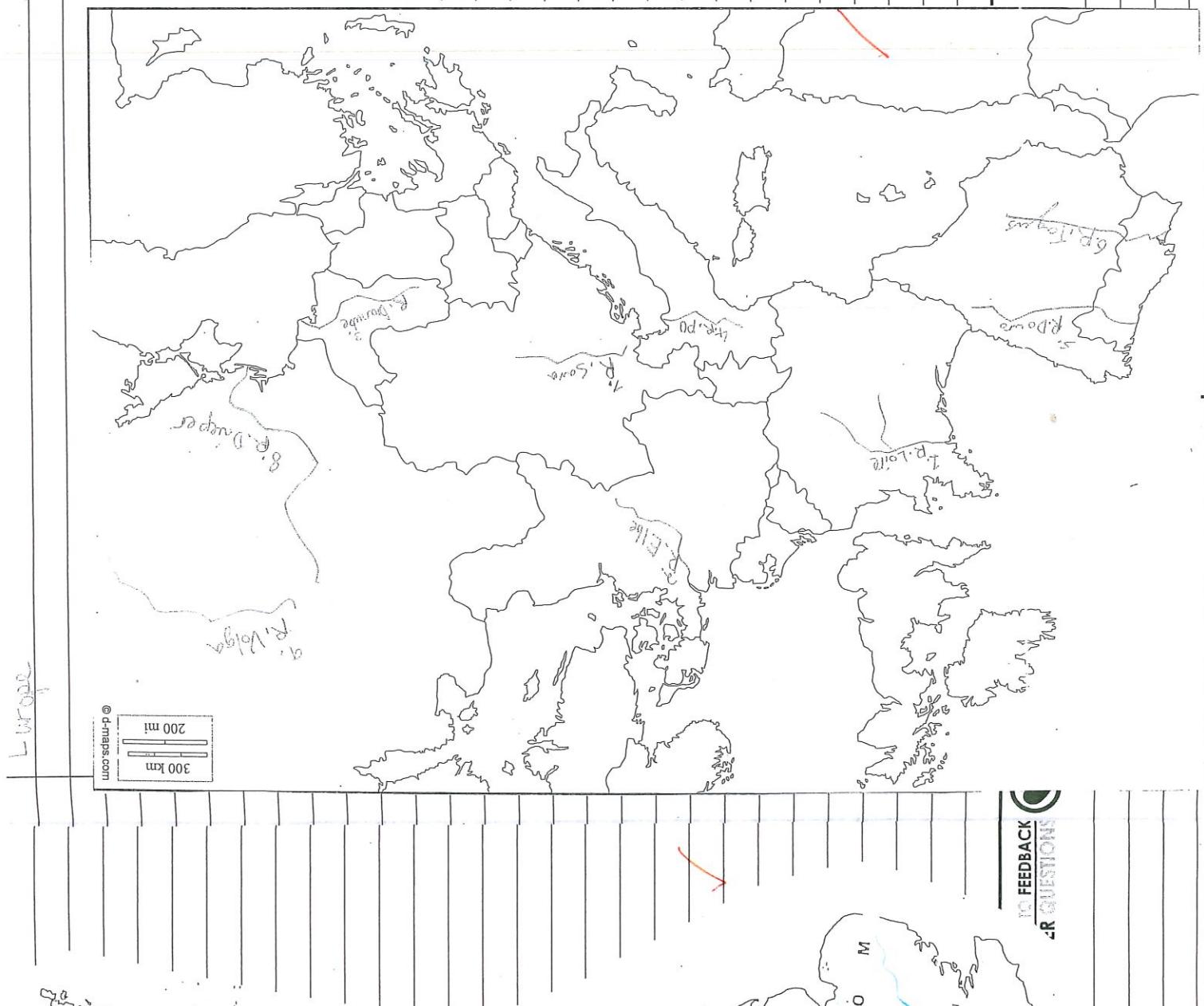
LO: To be able to identify all sections of a drainage basin and understand that a river has 3 different sections to it.

LO: To identify the features that cause a river to shape the ways in which they do.

LO: To successfully locate the largest rivers in the world.

LO: To successfully compare the locations of the rivers across the globe.

LO: To evaluate how the Physical geography can affect the Human geography of a region.

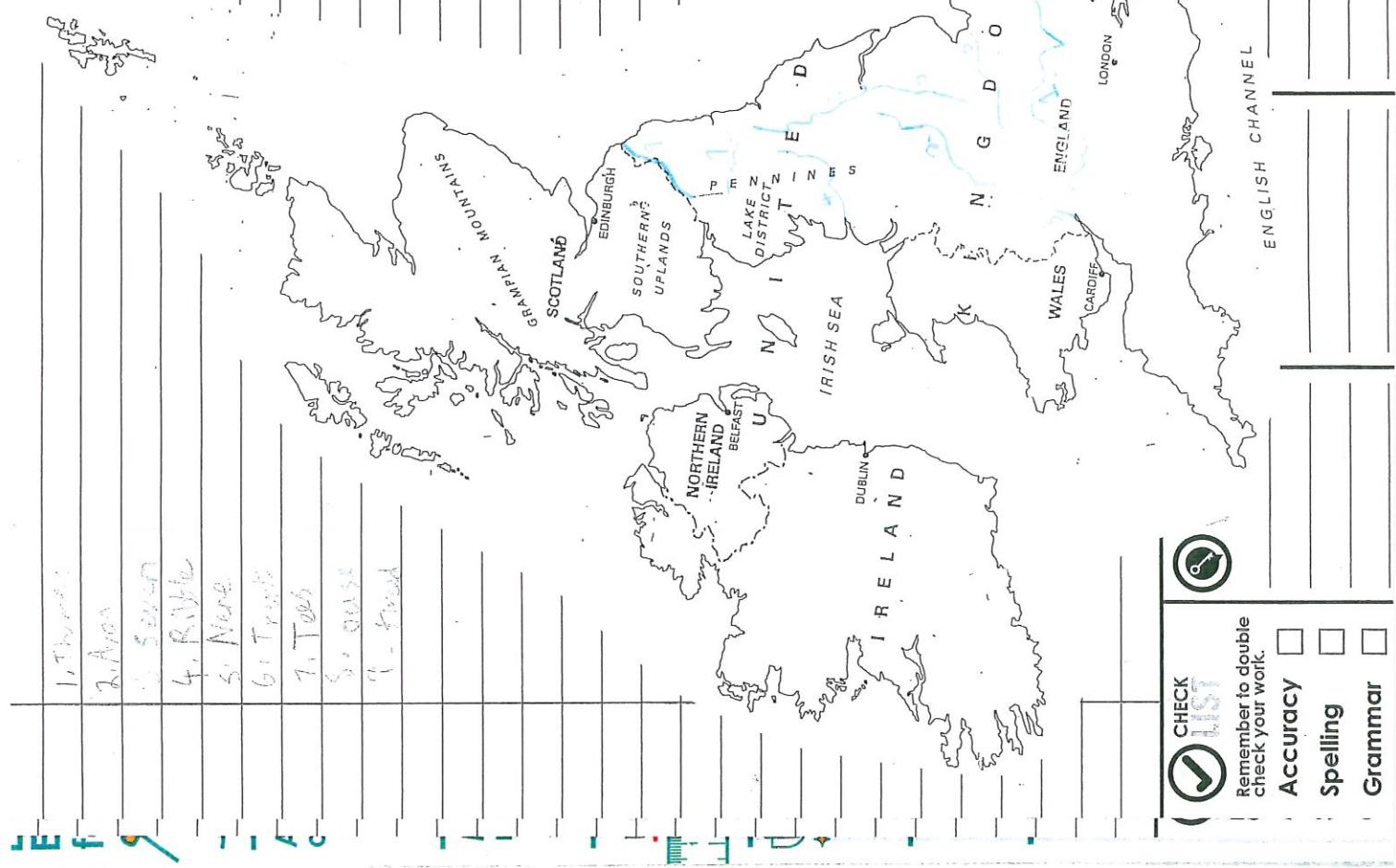


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300 km
200 mi

FEEDBACK
QUESTIONS

ENGLISH CHANNEL



Remember to double
check your work.

Accuracy

Spelling

Grammar

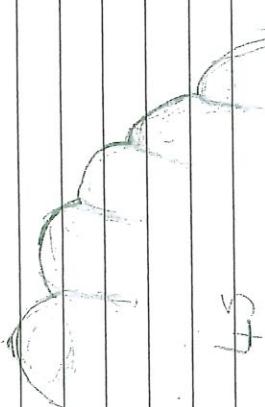
LO: To understand the term Eco-Footprint.

LO: Where does our food come from?

Homer: Recognise why Eco-Footprints will be different depending on where you live, wealth and lifestyle.
Understand the links between Eco-Footprints and how we can reduce our impact on the planet.

Marg: To understand what food really has to say in saving our environment.
To have an understanding of food miles.

Lisa: To understand where our food comes from.



Not as an
Serves as
much

EBI FEEDBACK

WHAT WENT WELL

KEY POINTS

KEY WORDS

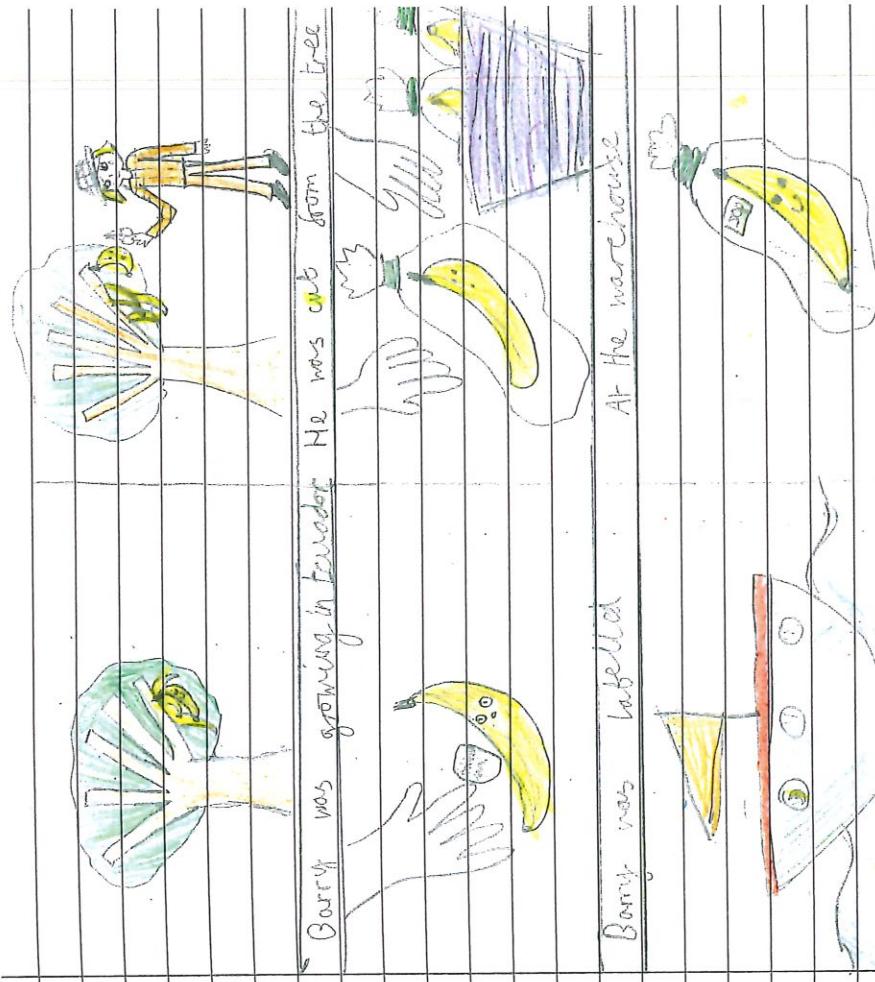
CHECK LIST

Remember to double check your work.

A Accuracy

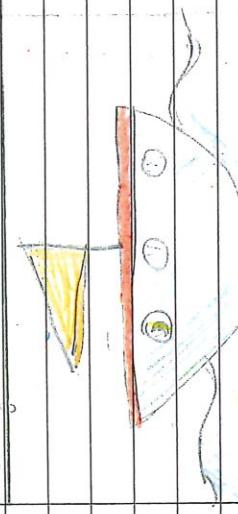
S Spelling

G Grammar



Barry was growing in banana. He was cut from the tree.

Barry was labelled At the warehouse



loaded on a boat on sale



Barry was bought in my fruit bowl

EBI FEEDBACK

10

WHAT WENT WELL



RESPOND TO FEEDBACK



FURTHER QUESTIONS



KEY POINTS



WORDS



REMEMBER



REMEMBER TO DOUBLE
CHECK YOUR WORK.

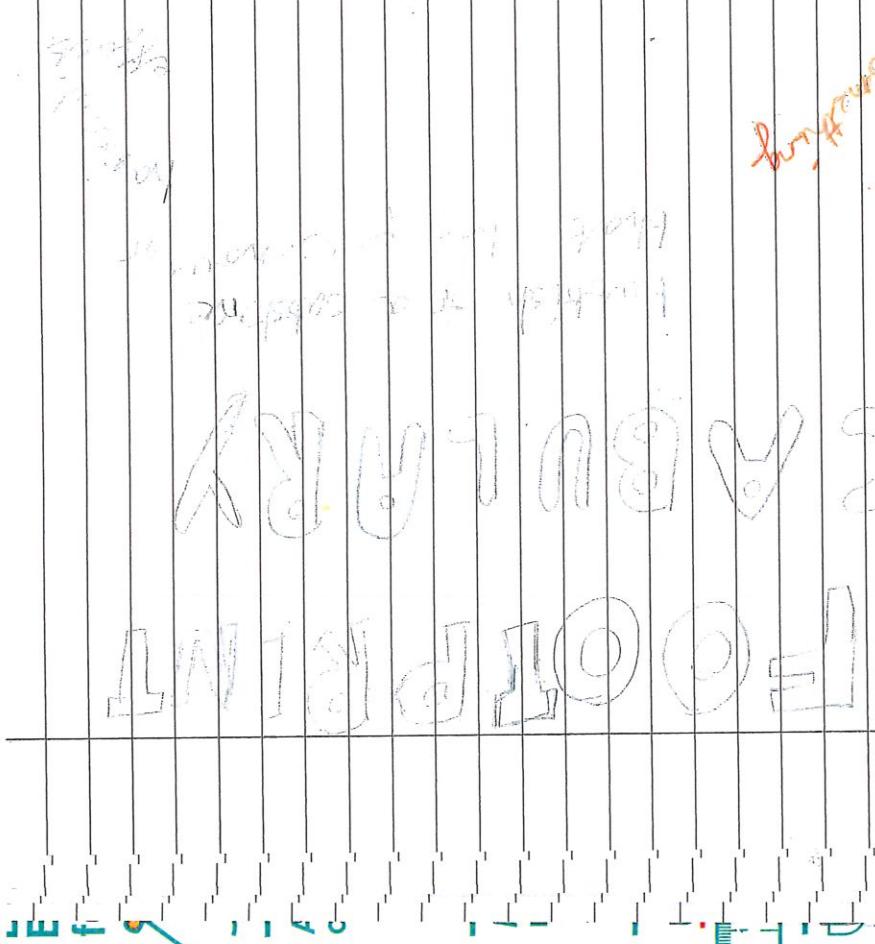


C Accuracy



S Spelling

C Grammar



E f

A G

C H

D I

B J

O K

L M

N P

Q R

Increased use of correct Geographical Terminology

Peer	Where does our food come from?	Teacher
	I can give a brief description of the banana's journey	==
	I can give a more detailed description of each stage of the journey.	==
	I have used figurative language to describe the journey. e.g. Metaphors, similes, alliteration etc.	==
	I have shown empathy towards the banana.	==
	I have used geographical language in my writing. E.G. directions, locations, weather conditions, physical and environmental terms.	==
	S.P.A.G. Spelling, Punctuation and Grammar.	==

What you could do to improve your work next time?

Highlight your geographical language.

EBI FEEDBACK

WHAT WENT WELL

RESPOND TO FEEDBACK

FURTHER QUESTION

QUESTION

ANSWER



Bronze Award

Your Rain Forest Project showed:

Satisfactory detail and research methods. However some features could have been notably improved through increased attention to detail.

Challenge: List the research methods you used to find your information. Can you name another 3 ways in which you could improve your work next time?



You have been awarded 1 smiley.



Remember to double check your work.

Accuracy

Spelling

Grammar

Date

/ /



KEY WORDS



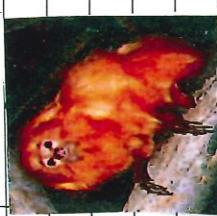
KEY POINTS & FACTS

What do you need to remember?



RESPOND TO FURTHER

coastlines and rivers of rainforest regions of Africa, Caribbean, Amazon Basin and Florida. There is a probability that about 30 percent of these animals will be extinct in the next three generations.



This animal is found in the state of Rio de Janeiro. The reason for its population decline is humans hunting for its magnificent fur.

These birds are brightly marked and have large, colourful beaks. They are mostly found in Central and South America.

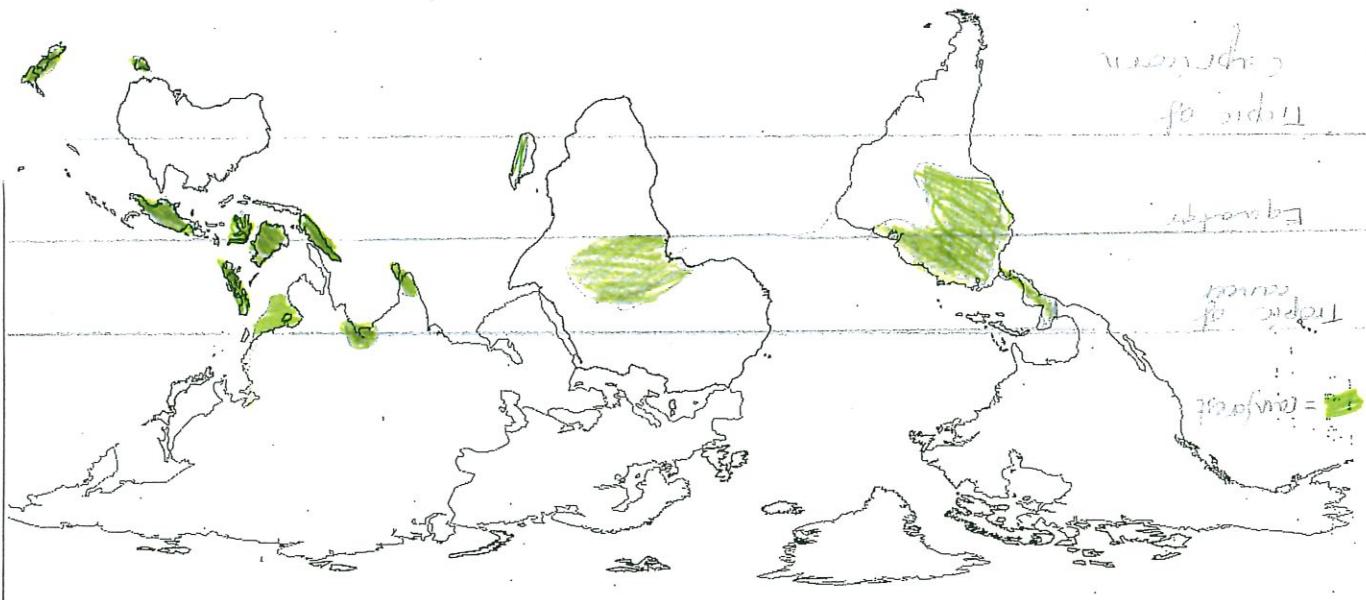
This bird species is a near threatened species and it is endangered mainly because of habitat loss and hunting.

This species is found in the South eastern rainforests of Sumatra and Borneo. It has a red colour fur and is critically endangered.

EBI FEEDBACK

WHAT WENT WELL

CHECK LIST
Remember to check your work
Accuracy
Spelling
Grammar
Punctuation



Where in the World?

Year 7

I Love Geography

LO: To use questioning and problem solving to identify the 3 different types of Geography.

LO: To recognise my strengths and weaknesses in using atlases.

LO: To be able to use OS Maps to evidence points and to consolidate my understanding with using 4 and 6 figure grid references.

LO: To use grid references to write creatively and with imagination.

LO: To understand that maps are to scale so that everything is in proportion.

LO: To recognise the significant differences between HIC's and LIC's.

LO: To identify the reasons why people might migrate in relation to push and pull factors.

LO: To use a specific case study and reflect on the reasons why people may choose to migrate from their home country to another.

LO: To reflect on the different sectors of work that people in the UK belong to.

LO: To recognise the biggest issues of living in shanty towns.

LO: To learn about geographical enquiry and begin to plan and prepare our own.

Global Ecosystems and Biomes

LO: To explore the different ecosystems that make up the globe.

LO: To successfully describe the distribution of biomes on a global scale and begin to identify the features of a tropical rainforest.

LO: To reflect on the polar regions around the earth.

LO: To identify what a coral reef is.

LO: To identify what issues are facing coral reefs currently and how humans have had a significant impact upon these regions.

Europe, Africa, Russia and USA

LO: To explore the regions of Europe, Africa, Russia and the USA and begin to compare and contrast their geographies.

LO: To understand that different surfaces pertain to various rates of infiltration.

LO: To identify factors that may affect flooding.

LO: To demonstrate empathy and geographical reasoning by evaluating the school's ability to deal with flooding.

LO: To understand the processes that occur on a river's journey.

LO: To reflect on the impacts of flooding on HIC's and LIC's and begin to evaluate the measure of development of regions that flood the most.

LO: To use case studies to highlight and demonstrate the impacts of flooding on a global scale.

Coasts

LO: To identify the different types of waves.

LO: To identify the different types of erosion that affect our coastlines.

LO: To look at the use of coastlines by humans and begin to evaluate ways in which we might best manage these environments.

Tourism

LO: To identify key aspects of tourism and begin to explain its significance to specific regions.

LO: To be familiar with the range of factors that have led to the rapid growth of the tourism industry.

LO: To familiarise ourselves with the National Parks of the UK and how tourism can help preservation of environments.

LO: To use marketing and advertising to promote tourism within an area.

19th November 2018

Planning for letter; as piece of writing from a migrant

Who are you? - Anna Reyson

Where are you from? - Syria

Where are you going to? - England

Are you alone? - No; with family

Why are you leaving? - The Civil War

What is pulling you to the new country? - The war, jobs, education

Are there any dangers? - Over-crowded boats on rough water

How can I help you on the journey? - You can't

What will the journey be like? - dangerous, scary,

Do you cross through land or at sea? - No

What happens when you arrive? - Start a new life

My name is Anna. I am a refugee from Syria. Me and my family escaped the bombs and fled from the war. We made it; Many people didn't.

My journey began back at home, in Syria. We could hear the bombs getting closer. Me and my sisters were scared. We could tell that our parents were worried too: they just sat with us in silence. After a while, it sounded as if it was finished, but then ^{something} it happened. We heard a whistling whistling sound, louder than the rest. We knew instantly what it was, ~~and~~ dived into the hallway, slamming the door, and covered our heads. Then there was the explosion. Dreadfully loud, unbelievably powerful. The walls, ceiling and floor shook vigorously,

WHAT WENT
WELL



EBI FEEDBACK

REVIEW, DISCUSS, ACT

we screamed and cried as we feared for our lives; it was even worse when part of the ceiling collapsed, completely burying us in rubble. After a few more seconds, it was over. There would have been complete silence if not for crackle of little fires here and there. We stood up and walked into the front room. It was destruction. Utter destruction. We couldn't stay here any longer: our neighbour's house was a pile of wood and stone, and it was clear it was too dangerous. That day, we joined a large group of people like us, and we made our way to the coast. It took days to get there and we had no food or drink on the way. When we were standing beside the sea, a few small, wooden boats tied to the rocks, I was so tired. I sat on if I couldn't go on. I knew we had come too far now to go back; we had to keep going.

Everyone piled into the first boat, pushing and shoving with the eagerness to leave. Me and my family found a spot, but it wasn't comfortable. We were wedged in the corner of the boat and there were people sitting across our laps. We pulled our legs up towards us, and huddled together in a tight circle. All we could hear was

shouting and crying from the other children, who didn't like this just as much as anyone else. Once all the boats were full, someone cut the ropes binding us to our country, and we started to drift. We only had little rowing boats, but it took five people on each one to get us going in the right direction. I didn't think it was fair when someone said the group from yesterday got a real mechanical boat and we only had little rowing ones. The man at the front looked at his phone; he was checking the directions and showing them to the people with the carts, to make sure they knew.

After a while, it started to get dark. The man said there was no nearby land, so we had to take shelter with the others or the people with whom could rest. The water was rougher at night: big splashes of salty, ice-cold water hit our backs and the wind blew strong, cold gusts of air. It took more days to get to England, maybe even a week. In the end, we saw the British Coast. I looked around for the other three boats - I couldn't see them, so I asked the man with the directions where they were. He suddenly looked really sad. He said they didn't make it past Spain, that during the night there was a wave, a freak wave, that pushed them all under. He said we only just escaped it! I was too full of relief to be sad, and it wasn't long before our boat was dragged up onto a beach. We were here. We made

EBI FEEDBACK PTO-B

WHAT WENT WELL
RESPOND TO FEEDBACK



FURTHER QUESTIONS



remember?



KEY POINTS



FACT



CHECK



REMEMBER



REMEMBER



REMEMBER



REMEMBER



REMEMBER



REMEMBER

REMEMBER

We had brought our money with us, to start a new life, so we found a bank and converted it to British pounds. My family rented a house in Cornwall, and me and my sisters went to school. It was at the start of a better life. We had heard of Britain when other refugees had been talking about it; it was just as they said: bright green, full of life, great jobs, great food and I loved it, but I don't know if I'll ever get over Syria. It was so terrible. But I had to look at the bright side. I was here! In England! It was the best feeling I've ever felt.

Date:	P 12.18	T+
Attainment:	S2-	T=
Next Steps:	To Improve further.....	T-

A fabulous account which shows real empathy but also manages to discuss push + pull factors

Your sea journey in a raw boat would have been v. tricky; possibly crossing the Mediterranean + then going by land would have been more plausible.



CHECK LIST

Remember to double check your work.

Accuracy

Spelling

Grammar

Date / /



KEY WORDS



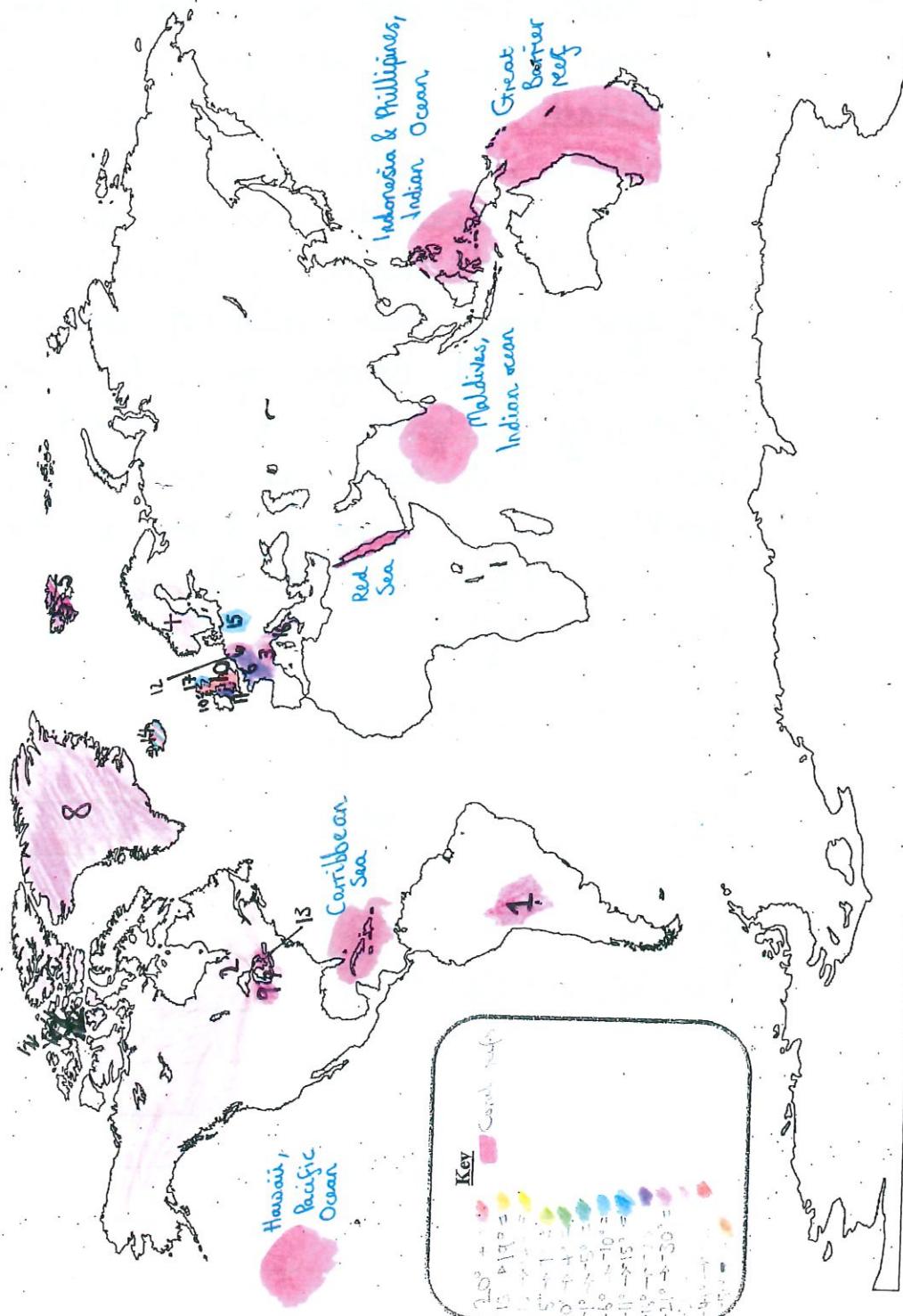
KEY POINTS & FACTS

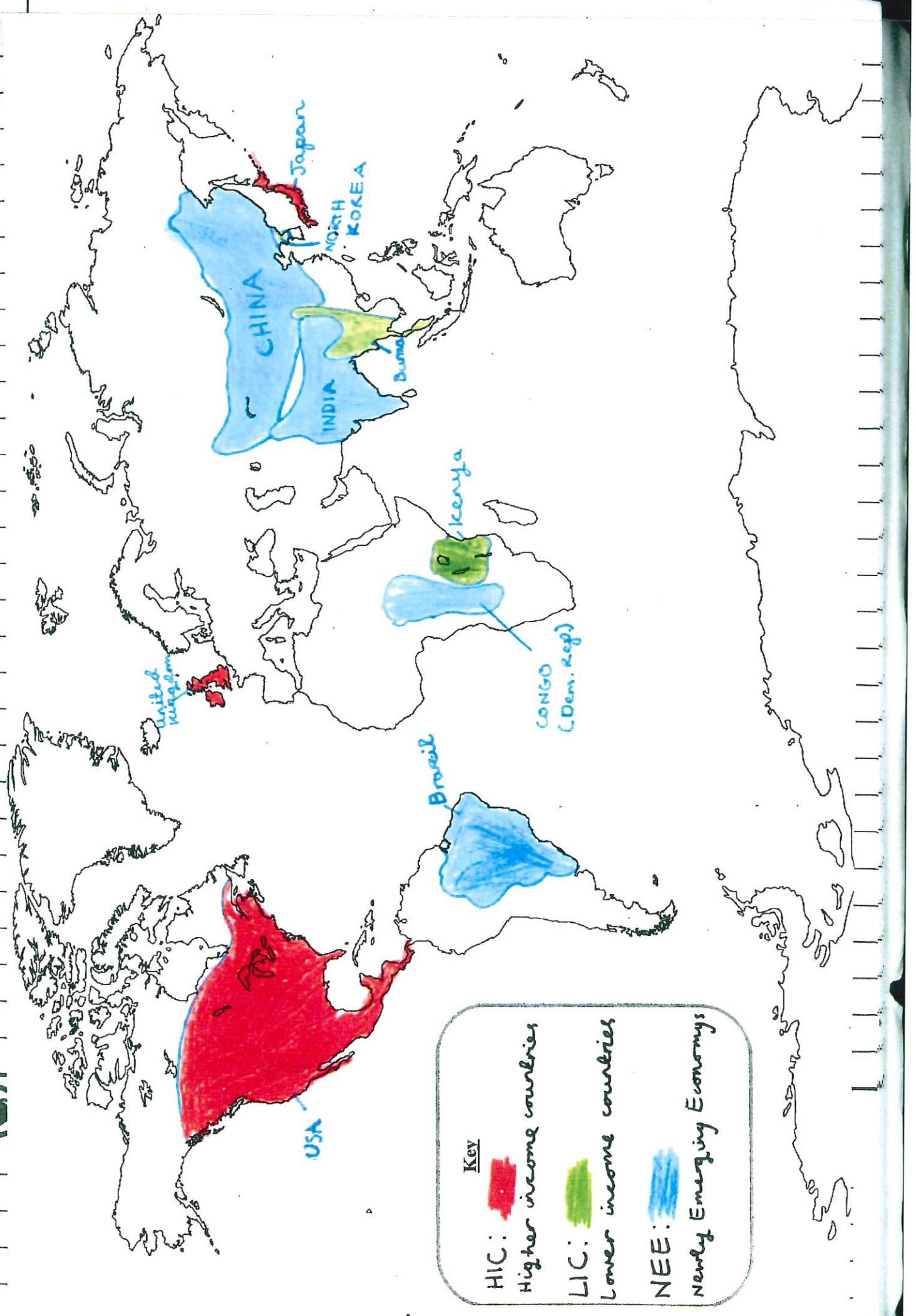


RESPOND TO FURTHER Q

The children took up singing again in April.
Within a week they had learned all the songs
as well as new ones. They sang at the
annual meeting of the church.

15





Year 8

Natural Hazards

LO: To understand what is meant by the term 'plate tectonics'

LO: To explore the tectonic plate boundaries and identify the different types of plate boundary that exist.

LO: To recognise the most significant impacts of earthquakes on different regions across the globe.

LO: To evaluate the best practice in managing and reducing the impacts of earthquakes.

LO: To use case studies to compare and contrast impacts of earthquakes and to evaluate how development affects tectonic events.

LO: To understand the formation and structure of a volcano.

LO: To reflect on the hazards that volcanoes bring to regions on a local, national and global scale.

LO: To reflect on the various types of volcanoes and the eruptions that might occur at each one.

LO: To use marketing and advertising to sell the positives of living in volcanic regions.

LO: To understand the skills and qualities required to be a volcanologist.

Extreme Weather

LO: To understand what happens when a hurricane forms.

LO: To reflect on the impacts of hurricanes.

LO: To be able describe the distribution of hurricanes on a global scale.

LO: To understand why hurricanes only occur at specific locations in the USA.

LO: To evaluate the structure and impacts of super cell storms and how they differ to hurricanes.

LO: To understand how tornadoes form and the impacts they might have on a specific region using case studies.

LO: To compare and contrast the extreme weathers that the UK experiences and compare these with other countries across the globe.

Glaciation

LO: To analyse the difference between glaciers and ice sheets and the characteristics that make them different.

LO: To identify the global distribution of glaciers.

LO: To understand the processes that occur on glaciers in relation to them advancing and retreating.

LO: To identify the variety of landforms that are caused by glaciers and the processes that take place to create these landforms.

LO: To review the significance of glaciers in monitoring climate change and to begin to evaluate the effectiveness of raising awareness through the documentary 'Chasing Ice'.

LO: To identify how glaciers can be used for tourism and the effects of tourism on these glaciated areas.

Settlement

LO: To begin to understand why people live where they do.

LO: To question the reasons why settlements grew in the ways that they have, using UK settlements as case studies.

LO: To explore the different types of settlements that exist and provide examples alongside the settlement hierarchy.

LO: To recognise settlement shapes and begin to look at predicting where settlements might grow in the future.

LO: To explore the local area and complete a decision making exercise about where would be the best location to situate Frome Airport.

Tourism

LO: To recognise the impact that movies can have on an area's tourism statistics.

LO: To map out a global description of locations that have benefitted from movie tourism.

LO: To reflect on whether or not movie tourism can have a negative impact upon areas as well as the positives.

LO: To explore the concept of 'Dark Tourism'.

LO: To identify some case study examples of where in the world has experienced 'Dark Tourism.'

LO: To discuss and debate the moral and ethical implications of these areas being used to boost tourism.

20th November 2018
advertisements

Volcanologist Job description

Volcanologist
specialisng in chemical reactions and science.

Want to be a volcanologist? Well you can if you work with us. You have to have personal skills. You must be good on planes because at some point you will have to travel on planes to places like Fjallajökull in Iceland. You will need to be brave because you may have to ascend into an extinct or dormant volcano to collect data about chemicals, rock types, magma and more.

You may need to get close to volcanoes so you must don't forget your passport! You may need to travel to places like ICELAND. You get to visit amazing picturesque fissures, dormant and extinct volcanoes.

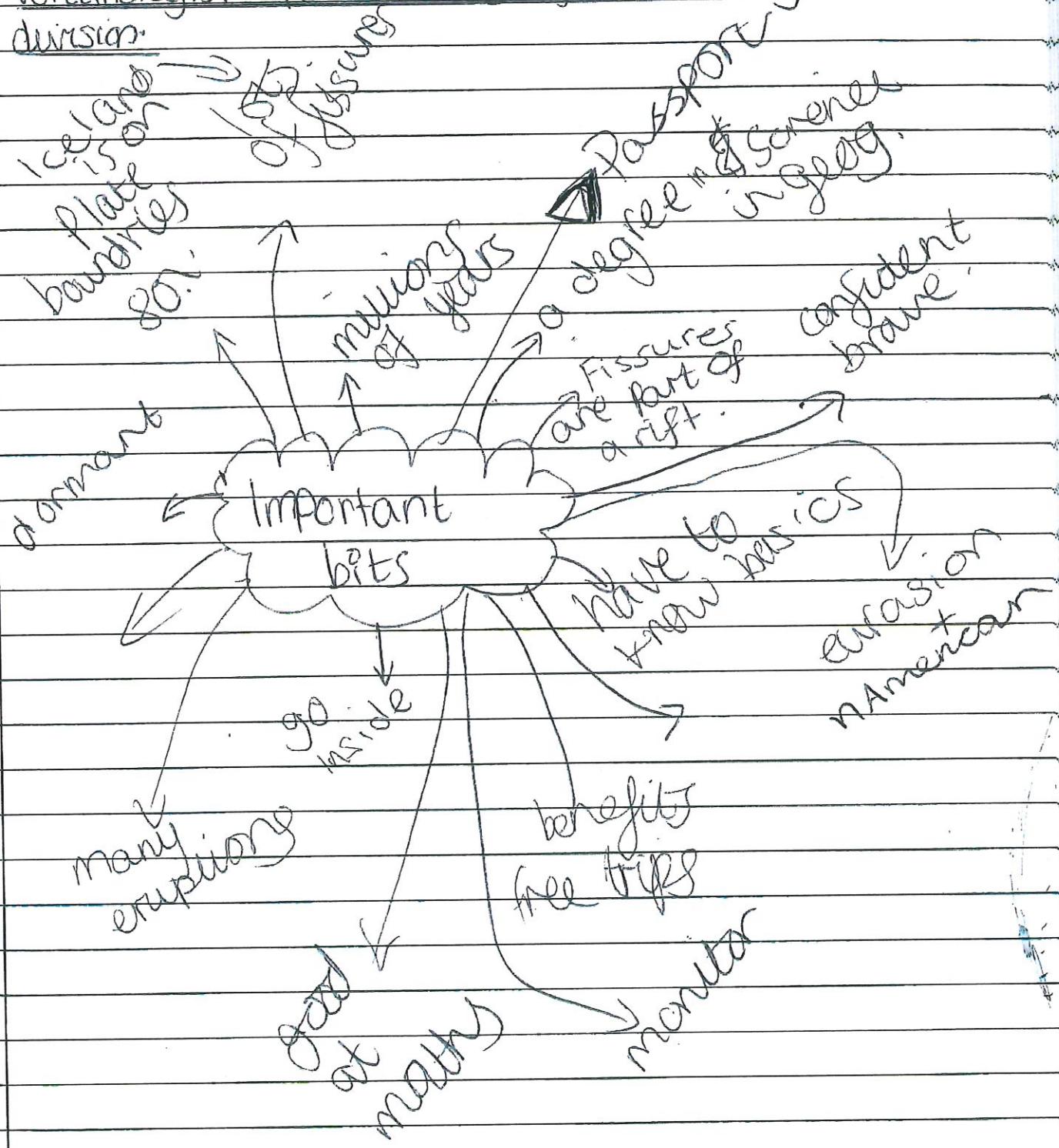
APPLY NOW! on 0800666741

<input checked="" type="checkbox"/>  CHECK	 KEY POINTS	 FURTHER QUESTION
Remember to double check your work.		
Accuracy <input type="checkbox"/>		
Spelling <input type="checkbox"/>		
Grammar <input type="checkbox"/>		
Date 1/1		



tuesday 20th November 2018

-Volcanologist position at Oakfield Academy Volcanic division.



	Geography: Earthquakes (Peer Assessment)	
Peer	Objective	Teacher
	They have mentioned at least 2 case studies in their work	
	They have detailed the impacts of the earthquake on Human Geography	
	They have described the hazards caused by the earthquake and their impact on human and physical geography	
	They have discussed how the earthquake happened	
	They have detailed impact of the earthquake on the location,	
	They have compared and contrasted the different earthquakes in HIC/LIC	
	They have reflected and evaluated the effects of the earthquake based on how developed the area is	
	They have concluded using examples of short and long term impacts	
	S.P.A.G. Spelling, punctuation and grammar	
Next Steps	You have chosen 2 good case studies as the impact on both was very different and did depend on their development. I would maybe try to expand on those points around GDP; so if Haiti is using a significant portion of its GDP to fund the clean up, what will lose out & how?	<p>Atainment</p> <p>£2+</p> <p>What R.A.G. would I give myself?</p>

Increased use of correct Geographical Terminology

I merit

I think that an earthquake is worse in a LIC than a HIC because they don't have as much money to pay damages. I know this because of the 2 case studies I have looked at.

In Haiti the earthquake was 7.0 on the richter scale and 5.2 aftershocks measured 4.5. The earthquake was so big because the pressure had been built up for over 300 years. There were 250,000 fatalities with another 350,000 injured. With that many people injured 1 million became homeless. All the schools, hospitals, water and food had been damaged costing \$10 billion dollars. 98% of the rubble remained because it was hurricane season. Bodies left in the street, looking and people desperate for food and clean water.

Where as in Kobe the earthquake was 7.2 on the richter scale and only lasted 20 seconds. By October 31st 1995 2500 aftershocks had been felt. Over 200,000 buildings collapsed and 7 km of motorway got destroyed. 6343 deaths occurred and 1000 gas pipes were ruptured. They have to pay \$200 billion dollars worth of damage (25% of its GDP).

If you look at the difference in the amount of deaths/people injured it is significantly lower in Kobe than Haiti. Although Kobe have to spend more money on repairs it is only a small percentage of their GDP. In Haiti living becomes a problem because it is so poor unlike Kobe. Kobe's earthquake was higher on the richter scale but didn't damage as much or kill a large amount of their population. A HIC > Having an earthquake in a LIC is worse than having one in a HIC.

11.19 10: What role did arrogance and preparation play on the amount of impact humankind had on their areas?

I think that hurricanes have been known to cause damage that could have been avoided by preparation and arrogance of the citizens of the area affected. In Mexico, 2011 hurricane Patricia sped through Mexico causing a lot of damage, although they were used to extreme weather so were well prepared for the hurricane. ~~In~~ Hotels, tourists couldn't evacuate so they improvised their hotel rooms by putting up mattresses around the walls to try and stop the glass windows shattering on them. Luckily, in Mexico, they listened to instructions for evacuation and most people reluctantly left their homes for shelters just in time. As a NEE, they only had access to the compulsory supplies. While as New York had access to much more. In New York, 2012 Hurricane Sandy caused major damage. Unfortunately many citizens choose to ignore warnings and be arrogant and not leave. The damage fees for this HIC cost around \$7 billion with a short term primary impact of fire due to electrical disturbance and

floods due to burst pipes. The long-term flood damage caused people to have no electricity. There wouldn't have been so many casualties if people listened to the government and evacuated before it was too late.

The government could of helped NYC by making sure that the residents had access to all areas of warnings and made sure people actually evacuate rather than laying down the checks till after.

Increased use of correct Geographical Terminology

Geography: Hurricanes (Written tasks)			
Grade	Objective	Pupil	Teacher
E1 to E1	They have used the correct locations New York City, Philadelphia, New Jersey, Mexico, Caribbean etc.		
E1 to E1+	They have discussed all the problems the hurricane created		
E1 to E2	They have discussed the primary and secondary impacts of the hurricane/s		
E2 to E2+	They have tried to look at all types of locations, (LIC, NEE, HICs)		
E2 to E3-	They have discussed impact on people's lives and money		
E2 to E3+	They have looked at what could be the next steps for areas facing hurricanes and the long terms impacts		
S.P.A.G.	Spelling punctuation an Grammar		
Next Steps	What role could the government have played that may have helped NYC better?	<p>Attainment</p> <p>E2+</p>	
		<p>What R.A.G. would I give myself??</p>	



FEEDBACK
FURTHER

ITS | remember?

KEY POINTS

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Remember to double check your work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

www.nature.com/scientificreports/

	Geography: Chasing Ice Film Review (Fieldwork tasks)	
Self/Peer	Objective	Achieved?
	Pupils have used their opinion to write about the film and its message	
	Pupils have clearly shown an understanding about the issues the film raises regarding climate change	
	Pupils were able to offer evidence for these issues and examine the impact of this evidence on humans: P.E.E.L.	
	Pupils clearly demonstrate they understand the message of the film and who the intended audience could be	
	The review looks at how the film could have/has had an impact on these geographical issues, (climate change, glacial melting etc.)	
	S.P.A.G. Spelling, Punctuation and Grammar	
Next Steps		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Attainment </div> <div style="border: 1px solid black; padding: 5px;"> What R.A.G. would I give myself? </div>

Increased use of correct Geographical Terminology

