

ST GEORGE'S CATHOLIC SCHOOL



St George's Catholic School

Geography Curriculum

<p>Achievements and follies of mankind</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'parliament' and 'peasantry'</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Changes in an aspect of social history,</p>	<p>health and education. In other matters (taxation, foreign policy, criminal law) Wales is governed by the UK-wide parliament based in London.</p> <p>The Welsh language (Cymraeg) is the oldest language in Britain; it could be up to 4,000 years old.</p> <p>The longest and fastest zip wire rides in Europe are in Bethesda, North Wales.</p> <p>Dylan Thomas is a famous Welsh writer.</p> <p>The Mabinogion is a collection of Welsh traditional stories that's over 1000 years old! It features dragons, giants, enchanted trees and brave heroes and heroines.</p> <p>The Welsh national game is rugby.</p> <p>After many battles to maintain independence, Wales was annexed by the English in the thirteenth century and politically united with England under the Tudor monarchs.</p> <p>The deepest cave in Britain, Ogof Ffynnon Dddu, is in Wales. It's 1,010ft (304m) deep!</p> <p>Wales is well known for its hills and mountains, with the highest mountains found in the northwest of the country. Snowdon (Yr Wyddfa in Welsh) is the highest mountain in Wales and England, 1085 metres (3560 feet) high.</p> <p>The Clwyd, Conwy, Taff and Usk are some of the rivers found in Wales.</p> <p>The climate of Wales is mild and damp and the more mountainous regions have a high rainfall.</p> <p>The Welsh are descendants of the ancient inhabitants of Britain, known as Celts. Nearly a quarter of the population can speak Welsh. Most Welsh speakers live in the north and southwest. There is a real effort to preserve the Welsh language; the Welsh-language television station, SC4, broadcasts in Wales, and there are around 450 Welsh-medium primary schools (25 per cent of Year 2 children are taught in Welsh as their main language).</p> <p>People like to sing in Wales! There is a strong tradition of choral singing in the country and many famous singers like Tom Jones and Charlotte Church were born there.</p> <p>The special festivals of Wales, known as eisteddfodau (pronounced eye-steth-vod-eye) celebrate Welsh literature and music.</p> <p>Wales has lots of unique traditions for the Christmas and New Year period: at Noson Gyflaith (Taffy or Toffee Evening) on Christmas Eve a special kind of toffee is made and pulled; on Christmas Day some Welsh communities attend a plygain carol service at the parish church between 3am and 6am! At New Year another Welsh tradition survives in some communities: children go door to door to collect Calennig, New Year's Day gifts.</p>
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A significant turning point in British history, for example, the closing of mines..

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

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

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

Revision

Week 1.

Introduction and research skills :

Find out how much the students already know about the UK and Wales. Some may have visited (or be Welsh) so use their knowledge to share with the group.

Draw a map of the UK on the board or use a map and ask students some simple questions to locate the countries that make up the UK.

When they have located Wales, ask if anyone has been there or has associations with Wales.

Use Curriculum Visions: Wales to show pictures and photos. Teach how to use Curriculum Visions for finding information. Teach how to use keyword searches , how to use an index and a contents page.

Get the class to ask for information about the places and people. Then brainstorm some ideas they have about the country and get students to write or draw their thoughts.

Ask the class to generate questions.

What would they like to know about Wales?

How do they think they could find out about Wales? What resources or enquiry techniques could they use?

Ask them to generate research ideas.

Record these in their topic books.

Week 2

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use historical data to describe change over time.</p> <p>Use Literature as a primary source of evidence when understanding about place.</p>	<p>Locational Knowledge:</p> <p>Revise rivers, areas of highland and major cities of the UK and focus on Wales. Mark rivers, highland, coastline and major urban areas onto a map of Wales. Look for other significant areas such as energy sources, areas of outstanding natural beauty and National Parks.</p> <p>Locate these areas on to a map of Wales.</p> <p>Week 3 :</p> <p>Locational knowledge:</p> <p>Look at climate maps of Wales.</p> <p>Describe the climate of Wales. Compare to other areas studied.</p> <p>Putting together knowledge from Week 2 and 3 , create a 'shared' text to describe Wales form the knowledge gained so far.</p> <p>Share knowledge organiser for Wales at this point.</p> <p>Create a class plan for what might be studied next and how to give children ownership over deepening their understanding. Use the knowledge organiser to create this plan.</p> <p>Possible Week 4</p>
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Is Wales a country? What does this mean? Should it be independent within the UK?

How is it similar to or different from England ?

Link to Literacy - Poster.

Research the history of Wales and its governance.

Teacher lead and model research skills, efficient searching, safe searching, copyright.

Have a political debate - divide class into groups, some people advocating the independence of Wales and others inclusion within the UK and English Law?

To show this knowledge, children could make a poster : Wales is a country and bullet point why!

Possible Week 5 / 6 / 7

What makes someone Welsh? Link to Literacy - letter writing.

Look at the knowledge organiser. Highlight things that they would consider as making someone welsh?

(Speak welsh language, like rugby, like singing, live in Wales, celebrate Welsh festivals)

Do these characteristics have to be true for all people?

Find someone welsh and write to them. Ask them what they think makes them welsh and how many of these characteristics do they think they possess? A real reason to write a letter.

Plenary : Brainstorm / word cloud / Jamboard what characteristics could make someone welsh.

Possible Week 5 / 6 / 7

Personal Research time. Link to Computing. Link back to Lesson 4 and the skills taught there (it might be better to do this as lesson 5 so that research skills can be used soon after being taught).

Research something from the knowledge organiser in depth to share with the class. It could be the zip wire, A National Park, a mountain, a writer, a festival, rugby, a river, the language. Work in groups of 4.

Revise research skills, copyright, safe and efficient searching techniques and applications for showing knowledge (sites , slides , jamboard).

Be prepared to create and give a presentation to the class to share knowledge which will be shared in a Jamboard after each presentation.

Week 8 / 9 / 10

Guided Reading Project

Focus on Dylan Thomas /Roald Dahl, famous writers who both had connections to Wales and wrote about living in Wales.

We can learn a lot about Wales and Wales' history by talking to people who live in Wales (as we have done) and by reading books written by people who live / lived in Wales or Welsh stories.

What sort of sources of evidence are these? Primary or secondary?

Are they biased or unbiased? What does that mean?

Look at appropriate extracts of Under Milk Wood. When was it written? What does it tell us of life in Wales? Was life like this for everyone?

Read an extract of A Child's Christmas in Wales -and continue to use as class reader until Christmas?

Look at some of Thomas' poems. What do we learn about Wales / what impression of Wales do we get from these?

Compare with Roald Dahl's Boy, Tales of Childhood as he went to school in Wales and spent nine years there.

Read stories from the Mabinogan. Read a Welsh myth. Why was it written? What makes it a myth? What does it say about the past?

Use these texts in Guided Reading to learn more about the personal details of life in Wales.

In Guided Reading Session, shared write what we learn about life in Wales from reading the work of Welsh writers. Consider the reliability of the information and the impact of bias. Dahl came from a wealthy family who had settled in Wales at the time of an economic boom when coal mining was prevalent. Dylan Thomas' father was a teacher and his mother was the daughter of a farmer. His family regarded education highly.

These things will have an impact on the experiences of both writers.

Week 11

Change over time.

Wales has changed over time.

Revise the Celts and then look at modern history.

Describe the change in energy usage and the reliance on Wales (due to its physical geography) on farming and coal. Look back at the maps of Wales. How did topography and climate affect industry in Wales?

Does farming still exist in Wales? What other industry might take place there now? (Tourism) What natural resources does Wales have that are used now?

Is coal still mined in Wales? Why / why not? Where does the UK get power from now?

How would the closure of the mines have affected life in Wales? Read newspaper archives as sources of evidence for change in time and the impact of change on people's lives.

Write a newspaper report as if you were a miner affected by the closure of a pit and in the interview what your plan was to get work and how you saw your life changing.

Week 12

Vocabulary :

Learn the Welsh Language. Challenge the children to learn some Welsh words and to have conversations in Welsh.

Week 13.

Finish with the quiz.

Year (End of Year Expectations)

World map.

UK map. Locate cities, rivers, sources of energy, landscape features and topography . Examine rural - urban drift.

Human and Physical geography. Describe distribution of population and relation to energy, resources and transport.
Look at change over time.

Geographical skills : Use various maps and data sources for research.

Historical skills:

Make connections and contrasts. Describe Change over time. Look at reform. Identify turning points in history.
Use varied sources of information for historical enquiry. Draw conclusions .