

Discover Ltd / Education for All Morocco

Y6 – Y7 Geography Transition Unit

For Primary School Leaders and Teachers

June 2020

Dear Colleague

I am delighted to attach a copy of the Y6-7 Geography Transition Unit. This unit of work has been designed to address the needs of Year 6 pupils in primary schools as they prepare for their transition into Year 7 at their secondary school. It has been prepared now (May 2020) in an attempt to address any uncertainty around school openings and traditional transition arrangements.

We at Discover Ltd and Education for All Morocco decided to use the wealth of resources we have collected over many years for a variety of audiences to prepare a unit of home or school-based study around the 'geography' of Morocco.

Our intention is that this supports:

- a) primary school colleagues planning home learning units;
- b) provides Year 6 pupils with a high quality study pack which aims to develop and enhance their knowledge, skills and understanding across the 3 key aims of the NC for Geography (skills; places / context; and physical / human geography); and
- c) supports secondary school colleagues as you revise and modify your traditional transition arrangements this term, should you not be able to hold face-to-face sessions with your new Year 7 intake of students.

The aim is then that the pupils in Year 6 would bring their 'completed' study pack with them at the start of Year 7 to share with their geography teacher. We fully recognise that this is but a tiny part of the primary-secondary transition process but we hope that it makes that step from Y6-Y7 that little bit easier and slightly less stressful for Y6 pupils'.

If you have any questions at all about this pack – please do not hesitate to contact us me at andy@apa-ec.co.uk

Yours truly,

Andy Phillips, *on behalf of Discover Ltd / Education for All Morocco*

p.s. We would like to stress that we are offering schools these materials, free of charge. We are extremely grateful to those colleagues, photographers and editors who have given their time freely to prepare these materials.

p.p.s. Whilst there are references to 'fund raising' on the two videos (web-links on page 36 – PLEASE can we clarify that this is NOT the purpose of the these materials – and please pass this onto pupils and their families.

Part a) *Aims of the pack*

The aims of this study pack are:

- To develop a unit of work which pupils in Year 6 can complete in the later part of the summer term in order to take with them to Secondary School when they start in Year 7.
- To support the transition of pupils from Y6-Y7 when traditional transition arrangements may be difficult to follow.
- To support the development of pupils' knowledge, skills and understanding against the 3 key aims of the National Curriculum for Geography:
 - **Contextual and place knowledge** (Morocco and the towns of Marrakech, Asni and Imlil)
 - **Physical and human features** of both a country (Morocco) and a location within the country (Asni & Imlil, in the Atlas Mountains)
 - **Develop pupils geographical skills** in using and interpreting information geographic sources of information and communicating their findings geographically.
- Through the unit, pupils will develop their understanding of the:
 - similarities and differences between a locality in Morocco (Imlil) and their own local area.
 - impact that sustainable tourism has on both urban and rural communities, and
 - importance of education for all pupils (girls as well as boys) and the impact that this has not only on the pupils who are able to go to school but also on their families and the wider community

How the unit relates to the KS2 National Curriculum for Geography **Locational knowledge**

- locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge

- understand geographical similarities and differences (of places through the study of human and physical geography

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, mountains,
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Part b) The geographical knowledge, skills and understanding the pupils will learn through this unit

NC Aims	Develop contextual knowledge of the location places – including their defining physical and human characteristics	Understand the processes that give rise to key physical and human geographical features of the world	Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data interpret a range of sources of geographical information,
	<p>Pupils:</p> <ul style="list-style-type: none"> • describe the location of Africa in relation to Europe, the Mediterranean Sea and the Atlantic Ocean; • describe where Morocco is in relation to countries of Europe and North Africa; • describe the major physical geographical features of the country (Sahara Desert; Rif, Atlas and High Atlas mountains; coastal plain) and surrounding areas (Mediterranean Sea; Atlantic Ocean; Canary Islands) • describe the location of the major cities of Morocco: 	<p>Pupils:</p> <ul style="list-style-type: none"> • understand how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there; • understand that people can both improve and damage the environment; • offer reasons for their own views about environmental change and recognise that other people may hold different views; • demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change. 	<p>Pupils:</p> <ul style="list-style-type: none"> • use maps to identify the location of places within Morocco and in the surrounding area • use resources that are given to them, and their own observations, to ask and respond to questions about places and environments; • use a range of geographical skills to investigate places and environments; • select and begin to evaluate sources to establish evidence for their investigations; • suggest plausible conclusions to their investigations and communicate their findings both graphically and in writing using appropriate vocabulary.

Part c) Sections of the study pack

- 1) What I already know (self-audit of all things geographical)
- 2) The geography of Morocco
 - a) the country: rivers; mountains and the climate (physical geography)
 - b) the people: where do they live and what do they do (human geography)
- 3) How tourism impacts on a village; a city; the country and its people?
- 4) Why is it important that all children have the opportunity of an education?
- 5) What do I now know about Morocco and its geography and my local area
– what is similar and what is different?
- 6) What I'd like to know more about....