



**Medium-Term Planning**  
**Focus Subject: Geography**  
**Secondary Subject: Art and DT**



<b>Term and Year:</b>	Year 2/3 – Autumn 1 - 2020
<b>Teacher:</b>	Miss O'Neil
<b>Topic:</b>	Geography – Place Knowledge (UK/USA)
<b>Key Question(s):</b>	How does the UK compare to the USA?
<b>Key Themes:</b>	Legacy, diversity, equality
<b>Debate Question/Discussion:</b>	Would you rather live in the UK or the USA?
<b>Memorable Experience:</b>	Trip to Durham – field sketching landmarks e.g. Cathedral, river, castle, Elvet bridge

**National Curriculum Objectives Addressed for Geography:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America
- Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere
- Name and locate countries and cities of the United Kingdom, geographical regions and key topographical features (including coasts and rivers)
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use basic geographical vocabulary to refer to: key physical features and key human features
- Describe and understand key aspects of: physical geography, including: rivers, earthquakes, and the water cycle and human geography, including: the distribution of natural resources including water
- Use world maps, atlases and globes and digital/computer mapping to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage and describe features studied
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Key Geography Skills:**

- Begin to ask/initiate geographical questions
- Begin to respond to open questions
- Compare observations of the local area with those of the wider world
- Draws a sketch of a simple feature from observation or photo
- Adds title and descriptive labels with help
- Use letter/no. co-ordinates to locate features on a map
- Locate and name on UK map major features e.g. London, River Thames, home location, seas

- Begin to identify points on maps A, B and C
- Use large scale OS maps
- Begin to use map sites on internet
- Begin to use junior atlases
- Begin to identify features on aerial/oblique photographs

**Key Geography Vocabulary:**

continents, Antarctica, Africa, Asia, Australia (Oceania), Europe, North America, South America, oceans, Pacific, Atlantic, Indian, Southern, Arctic  
 England, Scotland, Northern Ireland, Wales, North, East, South, West, Equator, Northern Hemisphere, Southern Hemisphere, Longitude, Latitude  
 human features, physical features, regions, mountains, valleys, hills, deserts, cliffs, forests, rivers, weather, climate, biome, glaciers

<b>'I can...' Statement(s)</b>		<b>Activities</b>
Lesson 1	<p><b><u>Where in the world is the UK and the USA?</u></b></p> <ul style="list-style-type: none"> <li>• Can I name the 7 continents and the 5 oceans of the world?</li> <li>• Can I label a world map accurately?</li> <li>• Can I find the UK on a map of the world?</li> <li>• Can I find the USA on a map of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Show a map of the world. Highlight land, sea and continents visible. Listen to continent song: <a href="https://www.youtube.com/watch?v=gFIS3aLQPfs">https://www.youtube.com/watch?v=gFIS3aLQPfs</a></li> <li>• Label the world map accurately including the Equator, Northern Hemisphere, Southern Hemisphere</li> <li>• Can you find the UK? What continent is the UK on?</li> <li>• Can you find the USA? What continent is the USA on?</li> </ul>
Lesson 2	<p><b><u>What are the geographical regions of the UK?</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify the 11 regions of the UK?</li> <li>• Can I label the 11 regions of the UK on a map?</li> <li>• Can I explain the differences geographically between the regions?</li> </ul>	<ul style="list-style-type: none"> <li>• Show a map of the UK. Recap the countries of the UK.</li> <li>• Show children a map of the 11 regions of the UK (Scotland, North East, Yorkshire &amp; Humber, East Midlands, East of England, London, South East, South West, Wales, West Midlands, North West and Northern Ireland)</li> <li>• These regions are all part of the UK but they are all very different, they have their own special features and characteristics.</li> <li>• Write a few notes about each region e.g. mountainous terrain north-west, Scotland is the most mountainous country in the UK, Northern Ireland is mostly hilly</li> </ul>
Lesson 3	<p><b><u>What are the geographical regions of the USA?</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify the 5 regions of the USA?</li> <li>• Can I label the 5 regions of the USA on a map?</li> <li>• Can I explain the differences geographically between the regions?</li> </ul>	<ul style="list-style-type: none"> <li>• Show a map of the USA. Discuss how the USA is split into states and each state belongs to a region.</li> <li>• Show children a map of the 5 regions of the USA (West, Midwest, North East, South West, South East)</li> <li>• These regions are all part of the USA but they are all very different, they have their own special features and characteristics.</li> <li>• Write a few notes about each region e.g. Northeastern region is the largest metropolitan area, the West region contains several major biomes, it is also the most</li> </ul>

		geographically diverse, incorporating geographic regions such as the temperate rainforests, the highest mountain ranges, numerous glaciers, and all of the desert areas located in the United States.
Lesson 4	<p><b><u>What is the USA?</u></b></p> <ul style="list-style-type: none"> <li>• Can I learn some facts about the USA?</li> <li>• Can I identify which region Kansas is in?</li> <li>• Can I learn some facts about Kansas?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use National Geographic Kids to find out some information about USA (<a href="https://www.natgeokids.com/uk/discover/geography/countries/usa-facts/">https://www.natgeokids.com/uk/discover/geography/countries/usa-facts/</a>)</li> <li>• Children to use Cool Kid Facts to find out some information about Kansas (<a href="https://www.coolkidfacts.com/kansas-facts/">https://www.coolkidfacts.com/kansas-facts/</a>) Create a leaflet for Kansas</li> </ul>
Lesson 5	<p><b><u>What are the similarities and differences between physical features of County Durham (UK) and Kansas (USA)?</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify physical features?</li> <li>• Can I compare rivers in County Durham and Kansas?</li> <li>• Can I compare weather and climate in County Durham and Kansas?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to understand what a physical feature is and write a definition in their books.</li> <li>• Children to look at physical features in the UK and USA and sort them into similarities and differences.</li> <li>• Children to compare rivers and climates in these two areas – short sentences. E.g. In County Durham the longest river is the River Wear which is 60 miles long and in Kansas the longest river is the Missouri River. It is 2,340 miles long but only 75 miles are in Kansas. The river passes through 6 other states including Missouri, Iowa, Montana, Nebraska, South Dakota, and North Dakota.</li> </ul>
Lesson 6	<p><b><u>What are the similarities and differences between human features of County Durham (UK) and Kansas (USA)?</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify human features?</li> <li>• Can I compare landmarks in County Durham and Kansas?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to understand what a human feature is and write a definition in their books.</li> <li>• Children to look at human features in the UK and USA and sort them into similarities and differences.</li> </ul>
Lesson 7	<p><b><u>Would you rather live in the UK or the USA?</u></b></p> <ul style="list-style-type: none"> <li>• Can I answer the question “Would you rather live in the UK or the USA?” by comparing the two countries?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use the information they’ve learned over the last half term to explain whether they would rather live in the UK or the USA by comparing the two.</li> </ul> <p>*answer to topic question will be in the form of topic presentation. Class teacher can choose how to record this e.g. pictures, video, posters, written answer to question.</p>

# Art and DT

## **National Curriculum Objectives Addressed for Art:**

### **Key Stage One:**

Pupils should be taught:

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### **Key Stage Two:**

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

### **Key Art Skills:**

- Pencil drawings
- Colour mixing
- Shades
- Using shades to show textures
- Replicating the work of a well-known artist

### **Key Art Vocabulary:**

Shades, light, dark, texture, lines, shapes, colours, self portrait

**'I can...' Statement(s)**

**Activities**

Lesson 1	<ul style="list-style-type: none"> <li>• Can I accurately portrait the shapes of my face?</li> <li>• Can I blend colours to create shades?</li> <li>• Can I use shades to show texture?</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing self-portrait, friends, teachers</li> <li>• (share ideas, experiences and imagination)</li> <li>• Explore colour, line and shape looking at</li> <li>•</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• Can I accurately portrait the shapes of my face?</li> <li>• Can I blend colours to create shades in an artist's style?</li> <li>• Can I use shades to show texture in an artist's style?</li> </ul>	<ul style="list-style-type: none"> <li>• Self-portrait In their own style then in Paul Klee's</li> <li>• the face, skin, mix paints, hair colour in their own style then in the style of Paul Klee and compare side by side.</li> <li>• Assessment</li> </ul>

**National Curriculum Objectives Addressed for DT:**

**Key Stage One**

**Key DT Skills:**

**Key DT Vocabulary:**

<b>'I can...' Statement(s)</b>	<b>Activities</b>
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Lesson 1	•	•
Lesson 2	•	•