



## Medium-Term Planning

### Geography Focus With Art And DT As Secondary Subjects

<b>Term and Year:</b> Autumn 1 - 2019	<b>Topic:</b> Geography – Local area
<b>Teacher:</b> Miss Defty	<b>Key Question(s):</b> Where do I live?

<b>Key Geography vocabulary:</b>  Local area, school, home, address, compass, directions, position, North, East, South, West, aerial view, key	<b>Key Geography skills to be developed:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <b>G</b> - Investigate their surroundings observations about where things are e.g. within school or local area. some places within/around the UK. E.g. Home town, cities, countries         </div> <div style="width: 35%; text-align: right;"> <b>G</b> - Make <b>G</b> - Learn names of         </div> </div>	
<b>National Curriculum Objectives</b>	<b>'I can... ' Statement(s)</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</li> </ul>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;">Lesson 1</div> <div> <p>I can name and locate the continents and oceans of the world.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- say the names of the 7 continents of the world.</li> <li>- begin to name 2-3 of the world's oceans.</li> <li>- use an atlas to locate the continents and oceans of the world.</li> <li>- label a world map accurately.</li> </ul> </div> </div>	<ul style="list-style-type: none"> <li>Show a map of the world. Highlight land, sea and continents visible. Highlight the seven continents of the world and the five oceans, ensure children understand that some continents have many countries whereas others do not, and that some are islands whereas other continents are attached to each other.</li> <li>What can you see? What are the green areas? Blue areas? Can you find our country? What continent is The UK in? What is at the most northern/southern point?</li> </ul>

<p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• 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</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	Lesson 2	<p>I can locate continents, countries and oceans of the world accurately.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- confidently locate the seven continents of the world using a world map.</li> <li>- research and explain my own key facts about continents of the world.</li> <li>- begin to tell my partner two to three facts about some of the continents of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a large world map and invite two children to the whiteboard to stand side by side. Call out a continent, country or ocean and the children 'race' to locate it on command.</li> <li>• Use Google Earth to show children the size of the Earth in comparison to continents, countries, counties and other smaller locations, including children's own locality.</li> <li>• Match the continents. Learn some facts about each continent.</li> </ul>
	Lesson 3	<p>I can locate our school in our local area.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- say 2 (or more) key features of a map.</li> <li>- find (locate) our school on a street map using ICT and I can tell my partner 3 places/ buildings which are nearby.</li> <li>- compare distances and understand where home and school are.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps to identify the United Kingdom and its countries. Narrow it down to the North East, County Durham and then Easington Village.</li> <li>• Using a large scale OS map of the local area; children pinpoint the school and where they live using a photograph of themselves. As a class, identify who lives the nearest/furthest from school.</li> </ul>
	Lesson 4	<p>I can observe what my local area is like.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- go on a field-trip of our local area following a street map.</li> <li>- use our 'looking' and 'listening' skills to record what I can see and hear in our local area.</li> <li>- make decisions (choices) about what we like and dislike about our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a guided walk of the local area, point out significant places, landmarks, human and physical features, types of land use relevant; open space, businesses, facilities, places of worship, services, children's houses. Children could take photographs/video of key places.</li> <li>• Once back in the classroom, hold a discussion with children to reflect on the walk, what they found out and the observations made. Encourage children to look back at their completed maps. What did you see? What did you hear? Name 3 places we saw? What was your favourite place? What do you like/dislike about the local area?</li> </ul>

	Lesson 5	<p>I can describe the route I take to school.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- describe the routes we take to school using direction words.</li> <li>- show my route accurately on a street map.</li> <li>- explain a different route we could take to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the different methods of transport that children take to school.</li> <li>• Using a web based map programme (e.g. Google Maps), model two to three different routes from a child's home address to school (e.g. one by car/walking/bus) to compare and contrast the route, distance and estimated times taken to travel</li> <li>• Using a printed copy of a street map of the local area, children highlight the route taken to school looking carefully at street names, places/landmarks they pass. Children should draft their route in pencil first, teacher/adult support to check the accuracy.</li> <li>• Children describe their route to a partner, whilst their partner tries to plot the route following the instructions given on a blank street map. Model an example of a child's route to school. Show appropriate use of language: directional and positional language, road names, points of crossing and any interesting information for the listener. Children to ask questions to further their understanding of the route</li> </ul>
	Lesson 6	<p>I can describe where things are on a map.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- talk about 3 things that we saw on our local area walk.</li> <li>- label places on a map of our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and stimulate discussion about the fieldwork and human/physical features observed in and around the local area. Tell your partner 3 things places you observed on the walk. Where were these places? Can you describe where they were? What do you like/dislike about our local area? Listen for children who can recall key places, name types of land use and describe geographically the location of places/landmarks.</li> <li>• Use a collection of photographs of the locality, ask children to sort them into groups using sorting hoops and labels such as near and far, buildings, shops, countryside, housing.</li> <li>• Using a map highlight with the children the route we took during our fieldwork. Go through some of the key points and observations with children. Model how to use labels, a key and a title.</li> </ul>

	Lesson 7	<p>I can begin to recognise map symbols.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none"> <li>- I can recognise 4 (or more!) map symbols and explain what they show.</li> </ul>	<ul style="list-style-type: none"> <li>• What are map symbols? Where would you find map symbols? Can you describe or draw any you have seen? Invite children to the whiteboard/IWB to draw the symbol. Why do you think we use map symbols?</li> <li>• Explain the purpose of map symbols and show examples.</li> <li>• Show the OS map and how the symbols can be shown on the map and then described/ labelled in the key. What can you see on the map? What symbols do you recognise?</li> <li>• Children to design a new map symbol of their choice</li> </ul>
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<b>Key Art and DT vocabulary:</b>	<b>Key Art and DT skills to be developed:</b>	
<b>Art National Curriculum Objectives</b>	<b>'I can...' Statement(s)</b>	<b>Activities</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Work from observation and known objects</li> <li>• Begin to collect ideas in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>- I can use objects from our local area to create pictures</li> <li>- I can create buildings out of junk materials</li> <li>- I can help create a 3D map of our local area</li> </ul>	

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| <ul style="list-style-type: none"><li>• Work with different materials</li><li>• Begin to think what materials best suit the task</li><li>• Investigate a range of different materials and experiment with how they can be connected together to form simple structures</li><li>• Develop collages, based on a simple drawing, using papers and materials</li><li>• Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)</li><li>• Investigate a range of textures through rubbings</li></ul> |  |  |
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ICT and PE

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units