



## Medium-Term Planning

### History and Geography Focus with Art And DT As Secondary Subjects

<b>Term and Year:</b> Autumn 2 - 2019	<b>Topic:</b> UK Geography – Where do we live?
<b>Teacher:</b> A. Mayer	<b>Key Question(s):</b> Where in the world is the UK? What are the four countries and capital cities of the UK? What are the human and physical characteristics of the UK? Why do we use different types of maps? What are map symbols and grid references?

#### **National Curriculum Objectives Addressed for History/Geography:**

##### **Key Stage 1**

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port and shop.
- Use world maps, atlases and globes to identify the United Kingdom and its countries...
- 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.

##### **Key Stage 2**

- 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).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use .... four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

#### **Key Geography/History Skills:**

##### **Year 2:**

Geographical enquiry:

- Use maps, pictures/photos and internet as sources of information.

##### **Year 3:**

Geographical enquiry:

- Use atlases, pictures/photos and internet as source of information.

- Make simple comparisons between features of different places.

- Investigate places and themes at more than one scale.

Direction:

- Follow directions NSEW.

Direction/location:

- Use 4 compass points to follow/give directions.
- Use letter/no. co-ordinates to locate features on a map.

Representation:

- Begin to understand the need for a key.

Representation:

- To know why a key is needed.

Using maps:

- Use a plan view.
- Use an infant atlas to locate places.

Using maps:

- Locate places on a larger scale map.

Scale/distance:

- Begin to spatially match places.

Scale/distance:

- Begin to match boundaries on different scale maps.

Map knowledge:

- Locate and name on UK map major features.

Map knowledge:

- Begin to identify points A, B and C on a map.

Style of map:

- Find land/sea on a globe.
- Use large scale OS maps.
- Use an infant atlas.

Style of map:

- Use large scale OS maps.
- Begin to use map sites on the internet.
- Begin to use junior atlases.

**Key History/Geography Vocabulary:**

- Geography, continent, ocean, seas, map, globe, atlas, index, contents, digital, United Kingdom (UK), England, Wales, Scotland, Northern Ireland, capital city, regions, physical, human, hills, mountains, coast, river, mouth, compass, grid reference, symbol, key, ordnance survey (OS), direction, NSEW/NE/NW/SE/SW.

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

**Activities**

Lesson 1

Year 2 and 3:

- I can colour in/label the 7 continents of the world and the 5 oceans on a world map.
- I can find the UK on a globe (observed).

Year 3:

- I can find the UK using a digital map (observed).

Challenge:

- I can use an atlas (Y2) or digital map (Y3) to independently find out which countries are closest to the UK.

1. How do we know where places are in the world? Briefly look at globe, world map, atlas and digital map. Emphasise vocab.
2. How is the world mapped out? Study continents and seas together. 'Continents of the world slide.pdf.'
3. Which continent is the UK in?
4. Colour and label 7 continents and 5 oceans. ('Continents.pdf' - Y2 Worksheet 1B, Y3 worksheet 1C [ADD BOX TO LABEL SEAS BEFORE PHOTOCOPYING].)
5. Circle/highlight the UK on the world map worksheet.
6. Locate the UK on a globe (teacher to observe).
7. Y3 – Find the UK on a digital map in addition to the above tasks.
8. Plenary. Review answers and answer the challenge together.

Challenge:

Y2 – Use an atlas to find out which countries are closest to the UK.

Y3 – Use a digital map to find out which countries are closest to the UK? What are their capital cities?

Lesson 2

Year 2 and 3:

- I can work in a team to use an atlas to find the UK and name it's four countries.
- I can colour/label a map of the UK to show its countries, capital cities and surrounding seas.

Y2:

- I can label a map of the UK to show the different regions.

Challenge:

- I can independently find out what the flag of England looks like.
- I can explain what the Cross of St. George represents and how it is different to the Union Jack.

1. What is an atlas? What is it used for and how do we use it? Teacher demo.
2. Group work – find the UK in an atlas. What are the four countries of the UK? What are the surrounding seas? What is the difference between a sea and an ocean? Label/colour 'UK countries and seas.pdf'. Feedback findings.
3. What is a capital city? What does it look like on a map? Pupils are to use an atlas/the internet to find out the capitals of each UK country. They need to highlight the capital cities on 'UK A4 map.pdf'.
4. Y2 – TA to circulate class and ask pupils to find UK/Scotland boarder and UK/Welsh boarder on a different scale map (observe).
5. Y3 - What is a region? Study map together then pupils are to identify at least five regions of the UK on a map independently. Complete 'UK Regions Worksheet.doc' [Blank out region names before photocopying.].

Challenge:

Y2– Find out what the flag of England is called and what it looks like?

Y3– Independently find the answer to the following questions. What is the Cross of St. George and what is the Union Jack? What do they represent/how are they different? Do the other countries of the UK have different flags?

Lesson 3

Year 2:

- I can identify the rivers and mountains/hills of the four countries.
- I can make simple comparisons between features of different places (participate in discussion).

Year 3:

- I can identify physical characteristics including hills, mountains, coasts and rivers.

Challenge:

- I can independently find out what the longest river and the highest mountain is in each country in the UK.

1. What is meant by physical geography?
2. What is the difference between hills and mountains? How are these shown on a map? Study map and discuss.
3. Pupils are to label hills and mountains on a map of the UK. Worksheet \* 'UK Hills and mountains Activity Sheet.pdf'.
4. What are the differences between coasts and rivers?
5. Pupils to label some of the main rivers of the UK. They need to indicate where the coastline is when asked (observed). Worksheet \* 'UK seas and rivers.pdf'.

Challenge:

Independently find out what the longest river and the highest mountains are in England, Scotland, Wales and Northern Ireland. Complete the table.

Lesson 4

Year 2:

- I can identify characteristics (human) of the four countries including: city, town, village, factory, farm, house, office, port and shop.
- I can make simple comparisons between features of different places.

Year 3:

- I can identify human characteristics of the UK.

Challenge:

- I can independently locate a human feature of the UK using a digital map and state which country it can be found in.

1. What is the difference between a city, town and village?
2. What are the characteristics of a farm, house, office, port and shop?
3. Group work. Study photographs of some of the human features of the UK. Sort the pictures into the following categories: city, town, village, farm, house, office, port and shop. Write down a typical characteristic of each location.
4. Photograph evidence.
5. Feedback to class. How are offices and shops different? How are ports and farms different? How are cities, towns and villages different?

Challenge:

Independently locate a human feature of the UK using a digital map and state which country it can be found in.

All

- I can take part in a game where I can follow directions given using the commands north, south, east and west.

Year 2

- I can find a location on an OS map and state the direction I would need to travel in to reach a second location (using NSEW).

Year 3

- I can find a location on an OS map and give its four-figure grid reference.
- I can begin to use six-figure grid references on a map.

Challenge:

- I can explain why keys/symbols are used on maps.
- I can write a set of instructions to tell somebody how to find a place on a map using a four-figure grid reference.

Useful links:

<https://maps.durham.gov.uk/OLBasic2/Index.aspx?appid=72>

<https://www.ordnancesurvey.co.uk/education/teachers/resources-ages-7-11.html>

1. What is north, south east, west? Study compass together. (Introduce 8-point reference to KS2).
2. Play direction game (go into the hall if possible - stick NSEW onto the walls). How does this relate to using a map to help us travel? Find and locate point A on a map. Find and locate point B on a map. Where is point B in relation to point A? *Could also use 'Compass Directions Worksheet.pdf'*.
3. Why do we use key/symbols on a map? What do you think the symbols mean? Group activity – Study the symbols and guess what they mean. Feedback can discuss. *Could do paired activity 'Map Symbol Matching Activity.pdf'*.
4. What are the different types of maps we could use and when would we use them? How do we find a place on a map? Introduce grid references – study on the board together.

Year 2:

- Study a large-scale OS map (plan view). Find given points on the map using the key. Describe the location of other features on a map using 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.

Y3

- Study an OS map. Find given points on a map using the key and write down the four-figure grid references. Progress to using six-figure grid reference lesson.

Challenge:

Explain why keys/symbols are used on maps.

Write a set of instructions to tell somebody how to find a place on a map using a four figure grid reference.

### National Curriculum Objectives Addressed for Art:

See LT planning.

#### Key Art Skills:

##### Year 2:

Exploring and developing ideas:

- Record and explore ideas from first-hand observation.
- Ask questions about the starting points of their work and the processes they have used. Develop their ideas.
- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Evaluating and developing work:

- Review what they and others have done and say what they think about it.
- Identify what they might change in their current work or develop in their future work.

3D form:

- Manipulate clay in a variety of ways.

Breadth of study:

- Work on their own and collaboratively with others, on project in 2 and 3 dimensions and on different scales.
- Investigate different types of art, craft and design.

##### Year 3:

Exploring and developing ideas:

- *Select and record from first-hand observation*, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and developing work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work accordingly to their views and describe how they might develop it further.

3D form:

- Join clay adequately and work reasonably independently.
- Construct a simple clay base for extending and modelling other shapes.

Breadth of study:

- Work on their own and collaboratively with others, on project in 2 and 3 dimensions and on different scales.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Key Art Vocabulary:		
<ul style="list-style-type: none"> <li>Model, sculpture, natural object, tool, technique, clay, Andy Goldsworthy,</li> </ul>		
'I can...' Statement(s)		Activities
Lesson 1	<p>Year 2 and 3:</p> <ul style="list-style-type: none"> <li>I can make a simple clay model of a natural object.</li> <li>I can add detail to my model.</li> <li>I can explain how I created my sculpture and evaluate it.</li> <li>I can evaluate a peer's sculpture.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>I can make a solid base for my model.</li> <li>I can evaluate my sculpture as it progresses and make at least one necessary change to it.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>I can use several different techniques to add detail to my model.</li> <li>I can create a second model of a more difficult object such as a squirrel.</li> </ul>	<ol style="list-style-type: none"> <li>Work through 'Lesson Presentation Mini Models.ppt' - Q and A.</li> <li>Demo how to handle clay and how to use the modelling tools. Refer to 'Working with clay: techniques to try.pdf'.</li> <li>Allow children to experiment with a small piece of clay.</li> <li>Demo how to create a sculpture of an acorn – constantly refer to the picture/object being modelled and show how to handle to clay to produce an accurate model.</li> <li>Pupils are to choose an object to model and create it out of clay. Y3 are to make at least one necessary change to their sculpture to improve it.</li> <li>Pupils are to explain the steps they took to create their model. They should state what they like and what they'd change about their model. They should review another pupil's work. Y3 should compare their own work with a peer's.</li> </ol> <p>Challenge: Use several techniques to add accurate detail to the model. Attempt to create a trickier model such as that of a squirrel.</p>
Lesson 2	<ul style="list-style-type: none"> <li>I can say if an object is natural or not natural.</li> <li>I can collect natural objects on a woodland walk.</li> </ul>	<ul style="list-style-type: none"> <li>Who is Andy Goldsworthy? Read through fact sheet/presentation. Critique his artwork – Q and A.</li> <li>Explain that we are going to find some natural materials to create land art like Andy Goldsworthy. Take children out to collect the materials. Children to use their judgement to select natural materials only.</li> </ul> <p>COLLECTING MATERIALS COULD BE SET AS HOMEWORK IF STAFFING WON'T PERMIT A TRIP OUT OF SCHOOL.</p>

Lesson 3	<ul style="list-style-type: none"> <li>• I can work in a group to make a big nature sculpture.</li> <li>• I can tell you a way that our sculpture is similar to the work of Andy Goldsworthy.</li> <li>• I can tell you a way that our sculpture is different to the work of Andy Goldsworthy.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• I can evaluate my piece of art change elements of it to experiment with the materials I am working with.</li> <li>• I can explain whether the changes have improved the original design and say why.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap facts about Andy Goldsworthy and look at some of his work again.</li> <li>• Children are to work in groups. They are to decide what type of land art they are going to create considering the materials they have.</li> <li>• Create the land sculpture and evaluate it as a team. Take a photograph. Discuss how it is similar/different to the work of Andy Goldsworthy (observed by teacher or TA).</li> </ul> <p>Challenge:</p> <p>Study other pupils' projects. Pupils to discuss and make changes to their own art. Have the changes improved it? How?</p>
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**TIME PERMITTING – A LESSON ON DRAWING NATURAL OBJECTS AND/OR FABRIC PRINTING TO BE PLANNED.**

ICT and PE – planned by –

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