



Long Term and Medium-Term Planning History and Geography Focus With Art and DT As Secondary Subjects

Term and Year: Summer 1 - 2018	Topic: History - Finish Maya Topic Geography - Locational Knowledge - UK
Teacher: A. Mayer	Key question(s): Where do we live? What are the geographical features of our country?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives		'I can...' Statement(s)	Activities
History CONTINUED FROM LAST TERM	Pupils should be taught about: <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Pupils should understand how our knowledge of the past is constructed from a range of 	Lesson 1	<u>Exploration and Discovery</u> <ul style="list-style-type: none"> I can identify at least three sources of evidence about the Maya and explain what they tell me. I can examine a historical picture and answer questions about an aspect of the Maya civilisation. <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> produce a fact sheet describing the differences between primary and secondary sources. 	<ol style="list-style-type: none"> 1. Work through 'Exploration and Discovery.ppt'. Q&A. 2. Discuss the complete 'Using Sources of Evidence' worksheet. 3. Discuss the complete differentiated 'Historical Picture Study' worksheet. <p style="color: green;">Challenge – Produce a fact sheet for other pupils to explain the differences between primary and secondary sources.</p>

	sources.	Lesson 2	<p><u>Maya Writing</u></p> <ul style="list-style-type: none"> I can identify key facts about the Maya writing system. I can answer questions about the Maya writing system and codices. I can construct Maya words using syllabograms and logograms. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> use the Maya syllabary to write different Maya words independently. 	<ol style="list-style-type: none"> Brief introduction. Work in pairs to complete 'Maya Writing Fact Hunt' activity. Feedback to class. Complete 'Maya Writing Comprehension' differentiated worksheet. (if time is short this could be done in guided reading or set as homework.) Complete 'Logograms' worksheet. <p>Challenge - use the Maya syllabary to write some more Maya word. Produce a fact sheet about Maya writing for Y2.</p>
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<p>Geography</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom.</p> <p><u>Locational Knowledge</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1</p>	<p><u>Cities and Regions of the UK</u></p> <ul style="list-style-type: none"> I can identify the countries within the UK and their capital cities on a map (KS1 recap). I know that the UK is made up of geographical regions and can locate English cities on blank regional map. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> identify the county given cities can be found. 	<p>Point 1 and 3 to take 10 mins.</p> <ol style="list-style-type: none"> Identify UK on a world map. Class discussion. Identify the countries within the UK and their capital cities (recap from KS1). Complete a blank map (A3) in groups of 6. Provide atlas as support if necessary. Feedback and discuss. Briefly show the flags of each country to remind pupils of them. Explain that England is separated into different regions. Identify the North-East region and explain that this is then split into counties. Study map together. Pupils are to be given a blank map of England that has been split into regions. Use an atlas to plot a list of cities on the map. Work in pairs. (LA to be given fewer cities.) Feedback – discuss outcomes. <p>Challenge – identify the counties that each city can be found in.</p>
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		Lesson 2	<p><u>Human and physical characteristics of the UK (focus on human features)</u></p> <ul style="list-style-type: none"> I can identify the difference between the human and physical features of the UK. I can plot some of the human features of the UK on a map. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Independently research other human features of the UK and plot them on a map. 	<ol style="list-style-type: none"> What is meant by the human and physical characteristics of a place? Discuss. Run 'Human vs. Physical' slideshow. Discuss in pairs. Feedback to class. Use an atlas/iPad to locate human features of the UK and plot them on a blank map. Work in mixed ability pairs. Run plenary slideshow. Pupils to hold up flash cards to show whether they think is place is a human or physical feature. <p>Challenge – independently research other human characteristics of the UK and plot them on the map in a different colour.</p>
		Lesson 3	<p><u>Seas and rivers (physical features of the UK)</u></p> <ul style="list-style-type: none"> I can locate the main seas and rivers of the UK and plot them on a map. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Independently research rivers in the UK and produce fact cards about them. 	<ol style="list-style-type: none"> Explain that we are going to focus on some of the physical features of the UK today. Discuss terminology. What is the difference between a sea and a river? What do they look like on a map? Discuss. Run through 'Rivers and Seas.ppt'. Pupils to complete the seas worksheet followed by the rivers worksheet. Feedback to class and self-assessment. <p>Challenge - produce fact cards for some of the rivers of the UK. Where does it start? Where does it end? How long is it? What towns does it pass through?</p>

	Lesson 4	<p><u>Hills and Mountains (physical features of the UK)</u></p> <ul style="list-style-type: none"> I can name and locate areas of high ground in the UK. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> produce a poster giving advice to mountain climbers about what to do before/during their walk. 	<ol style="list-style-type: none"> What is a hill/mountain? What's the difference? Look at some images. What's the weather like? What would it be like to be on top of the hill/mountain? Open and work through 'Hills and Mountains.ppt). Complete hills and mountains activity sheet. Use an atlas/iPad. Feedback to class. Plenary. What do people do in the mountains? Show sorting cards. What can/can't they do? Why? Discuss. <p>Challenge – Imagine you work for the mountain rescue team. (Design a poster for walkers to give them advice about what they should/shouldn't do before and whilst walking in the mountains. Pupils may need to research this.)</p>
	Lesson 5	<p><u>Land use patterns and how land has changed over time.</u></p> <ul style="list-style-type: none"> I can identify how land use in the UK has changed in the past and how it may change in the future. 	<ol style="list-style-type: none"> Work through 'Land Use and Changes.ppt'. Pupils to complete the worksheet about how land use has changed after each video clip. Work in groups to produce a for/against argument for the development of high speed railways in the UK. Present findings to the class. <p>Challenge – time to complete challenges from previous lessons.</p>

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Art	Pupils should be taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. about great artists, architects and designers in history. 	Lesson 1-3 HISTORY	<u>Followed on from spring 2, lesson 2 - Maya Religion and Gods.</u> <ul style="list-style-type: none"> I can use papier mache to sculpt a 3d mask of a Mayan God. I can use paint to accurately decorate the mask. Some of us will be able to: <ul style="list-style-type: none"> sculpt features such as a nose onto the mask. 	<ol style="list-style-type: none"> Show an image of what pupils are going to make. Demonstrate how to apply paper to the balloon. Pupils are to use papier mache to create a 3d mask of a Mayan God. Some will add features such as a nose and ears. Paint the mask.
			Lesson 1-2 GEOGRAPHY	<u>Pointillism</u> <ul style="list-style-type: none"> I can study paintings done in the pointillistic style and participate in class discussions about the technique used. I know that Georges Seurat and Paul Signac started the pointillism movement and that artists such as Van Gough were inspired by them. I can create a painting of a physical feature of the UK using pointillism.
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DT	<ul style="list-style-type: none"> 	Lesson ...	<ul style="list-style-type: none"> 	

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