



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



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| Term and Year: Spring Term, 2020. | Topic: Geography – Place Knowledge – Comparing Easington to The Amazon Rainforest. Topic to focus on comparing locations looking at the human and physical features of these locations. This should link to map work and field studies. |
| Teacher: S O’Neil – Year 2/3 | Key question(s): Why isn’t there a rainforest in Easington? |

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

| Subject | National Curriculum Objectives | ‘I can...’ Statement(s) | Activities |
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| <p>History</p> | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ge2/1.2a understanding geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America • Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1 – Where is The Amazon in comparison to Easington?</p> | <p>wb: 24.2.20</p> <p>LO: To use a range of maps to locate Easington and The Amazon.</p> <ul style="list-style-type: none"> • I can locate and label the continents that Easington and The Amazon are in. • I can locate and label the countries that Easington and The Amazon are in. <p style="color: green;">Some of use will be able to:</p> <ul style="list-style-type: none"> • Locate nearby settlements such as cities in The Amazon and Easington. <p><u>Year 3 Map Skills:</u></p> <ul style="list-style-type: none"> • Using a digital map to locate those locations. • Labelling some of the countries of South America specifically around Brazil. | <ol style="list-style-type: none"> 1. HOOK ACTIVITY-Explain that we will be studying The Amazon and Easington. This will involve us going on a walk around the village. Before we do that, we must look at specifically where these locations are. Re-cap continents with the song from YouTube: https://www.youtube.com/watch?v=K6DSMZ8b3LE 2. Children to locate the continents that Easington and The Amazon are located on using Atlases, maps and globes. This is to be recorded using pictures as well as labelling their blank maps. 3. Using digital maps (Y3 NC) on the IWB children are to locate the countries that Easington and The Amazon are in. Y3 to continue using maps of the countries around Brazil to label the countries surrounding The Amazon. 4. Re-cap the compass points using YouTube song: https://www.youtube.com/watch?v=f2I81_BFb-s 5. Use the compass points to describe the global location of Easington and The Amazon. Y3 to label the tropic of cancer and of Capricorn. Discuss that this is where the rainforests are usually found. <p style="color: green;">Challenge – some children will be to use iPad and atlases to label the settlements around Easington and The Amazon.</p> |
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| | <p>the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> • Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2 – Field Work</p> | <p>wb: 24.2.20</p> <p style="text-align: center;">ENRICHMENT</p> <p>Children to go on a walk of Easington village to locate typical human and physical features. They are to record this as a sketched map. When we have returned to the classroom children are to use their sketch and an aerial photo of the school and grounds to create a key to locate key features.</p> <p>Some children will be able to create a map of Easington’s main street including their own key symbol for specific locations such as Seaton Holme.</p> <p style="text-align: center;"><u>EVIDENCE IN FLOOR BOOK</u></p> |
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| | | Lesson 3- What is the weather like? | <p>Wb. 2.3.20</p> <p>LO: To compare the climate in Easington with the climate in The Amazon.</p> <ul style="list-style-type: none"> I can explain how the location of these places impacts on the climate. I can describe the climate in Easington and The Amazon. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Comment on the possible changes to climate and what negative affects this could have such as fires. | <ol style="list-style-type: none"> Ask children if they can remember what country The Amazon is in and where rainforests are usually found. Ask them to name equator, Capricorn and cancer. Look at a digital globe and map to locate the equator and lines of longitude and latitude. Children to label these on a map. Y2 – equator and the North and South pole. Y3 equator, label the longitude and latitude of the equator. Discuss how this has an impact on the average temperature and the seasons. Explain that the closer the longitude and latitude is to that of the equator then the warmer it will be. Y2 the further away it is from the poles and closer to the equator then the warmer that it will be. Explain the difference between weather and climate. This is to be recorded in their books. Children are to create a weather forecast for The Amazon and for Easington. Y2 cut and stick with several sentences to describe the weather. Y3 to use weather icons and then write in detail about the conditions. Children to present their weather forecast to the class. <p>Challenge: Can you explain how the weather might have a negative impact on the location? What happens if it gets too hot or if the rains don't come?</p> |
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| | | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 4- Locating Human and Physical Geographical features.</p> <p>wb: 2.3.20</p> <p>LO: To locate and describe the human and physical features of Easington and The Amazon.</p> <p>Y2</p> <ul style="list-style-type: none"> I can categorise Human and Physical features. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Explain whether the human or physical features of the rainforest are more in danger of being destroyed. <p>Y3</p> <ul style="list-style-type: none"> I can define biome and vegetation belt. I can locate and describe the layers of the rainforest. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Explain the importance of the layers of the rainforest. | <ol style="list-style-type: none"> Y2 to look at the definition of Human and Physical features. They are to match Human and Physical feature cards into the correct column on sugar paper whilst teacher delivers input to Y3. Y3 to follow input with teacher. Discuss the terms biomes and vegetation belts. biomes are large naturally occurring areas of plants and animals. Geographers classify these biomes into vegetation belts such as forest, grassland, tundra, desert and ice sheet. Children are to write their own definition of these terms. Explain that as they know the biome we are looking at is the rainforest. Model locating the various layers of the rainforest and the features of these layers. Children are to then number the label for each of the layers and a short description onto a picture of a rainforest in their books. Y2 are to follow the teacher input. They are to feedback their findings of the various features. Recap the definition of Human and Physical. Children are to then cut and stick images of Human and Physical features found in the rainforest into 2 columns in their book. |
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| | | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 5 – Comparing rivers.</p> <p>Wb. 9.3.20</p> <p>LO: To compare the similarities and differences of the river Wear and the Amazon river.</p> <ul style="list-style-type: none">• I can use maps, atlases, globes and digital maps to locate the 2 rivers.• I can use a range of research methods to research the rivers. <p>Some of us will be able to:</p> <ul style="list-style-type: none">• Explain why I think there are more life forms in the Amazon river than in the Wear. | <ol style="list-style-type: none">1. Teacher to discuss and explain some of the key differences and similarities of the 2 rivers, showing lots of images of both to bring comparison to life.2. Children are to complete a fact files comparing the 2 different rivers. They will use maps, atlases, digital maps and globes to complete their tables to show their findings. They will have to find out: what continent and county/countries the rivers run through, how long the river is, what types of fish; amphibians and animals live in these rivers (links to science), any interesting facts about these rivers (such as The Stadium of Light). Fact files and iPads will be used for research. Some children will have information that they have to match to the correct category.3. Children to share their findings with the class and discuss what they think is the key difference between the 2 rivers. |
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| | | Lesson 6 – Compare settlements, land use and economic activity. | <p>Wb. 9.3.20</p> <p>LO: To compare land use in The Amazon to Easington.</p> <ul style="list-style-type: none"> I can use a range of research methods to find information about these locations. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Consider the environmental impact of the economic activity. | <ol style="list-style-type: none"> Teacher to explain the definition of: land use, settlements and economic activity. Explain that they will be completing a fact file and show them this video to begin their research. https://www.youtube.com/watch?v=K-seAAIsJLQ Children are to complete a fact files comparing the 2 different areas. They will have to find out: what the land use is (farming, logging, mining, dams), what kind of settlements there are (cities, towns, villages), what is the main economic driver of the area (factories, logging etc.) Fact files and iPads will be used for research. Some children will have information that they have to match to the correct category. Children to share their findings with the class and discuss what they think is the key difference between Easington and The Amazon. <p>Challenge: Consider the environmental impact of the economic activity.</p> |
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| | | Lesson 7 – Art Week | <p>Wb. 16.3.20</p> <p>LO: To create a rainforest landscape using a range of brush strokes.</p> <ul style="list-style-type: none">• I can select an appropriate colour palette.• I can use long, short and dabbled brush strokes. <p>Some of us will be able to: Blend primary and secondary colours to achieve a range of shades.</p> | <ol style="list-style-type: none">1. Explain that we are going to create our own landscape painting of the rainforest.2. Model using images to inspire my landscape.3. Model the range of brush strokes and colour selection needed to create a landscape.4. Children are to paint their own rainforest landscape. <p>Challenge: Blend primary and secondary colours to achieve a range of shades.</p> |
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| | | Lesson 11 – Reflection Activity | <p>wb: 30.3.20</p> <ul style="list-style-type: none">I can present an argument and support it using geographical evidence. <p>Some of use will be able to: Provide a balanced argument giving evidence and reasons from all sides in order to support and justify opinions and statements.</p> | <ol style="list-style-type: none">Children to use their learning throughout the whole topic to answer the question: Why isn't there are rainforest in Easington? They will be able to use the previous work in their book as a reference to add facts to their arguments.Children must present their arguments and focus specifically on the use of viewpoints, bias and perspective.Children to be able to decide on the format of their recording (poster, written argument, leaflet) <p>Challenge: Provide a balanced argument giving evidence and reasons from all sides in order to support and justify opinions and statements.</p> |
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