



Medium-Term Planning
Focus Subject: Geography
Secondary Subject: Art



Term and Year:	Year 1 - Autumn 1 - 2020
Teacher:	Miss Defty
Topic:	Geography – Locational Knowledge (UK)
Key Question(s):	What is it like to live in the UK?
Key Themes:	Legacy, equality, diversity
Debate Question/Discussion:	I am proud to live in the UK – discuss.
Memorable Experience:	Local walk around village

National Curriculum Objectives Addressed for Geography:

- 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map
- 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.

Key Geography Skills:

- Children encouraged to ask simple Geographical questions
- Respond to simple closed questions
- Make observations of where things are in the immediate vicinity of the school
- Listen to an adult asking another adult or child about familiar environments or activities
- Use a simple picture map to move around
- Recognise that it is about a place
- Follow a route on a map
- Draw simple features they observe in their environment
- Joins labels to correct features`
- Learn name of some places within/around the UK
- Locate and name on UK map major features
- Use picture maps, globes, teacher drawn maps, large scale OS maps and infant atlases
- Find land and sea on a globe

Key Geography Vocabulary:

Continent, Antarctica, Africa, Asia, Australia (Oceania), Europe, North America, South America, Country, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Easington, City, town, village, landmarks, River Severn, River Thames, Buckingham Palace, Royal family, Loch Ness, Giant's Causeway Bus stop, car park, church, farm, hairdressers, library, park, playground, post box, post office, pub, school, shop, road, street, Atlas, globe, map

'I can...' Statement(s)		Activities
Lesson 1	<p><u>Where is the UK?</u></p> <ul style="list-style-type: none"> • Can I name the 7 continents of the world? • Can I name the 5 oceans of the world? • Can I label a world map accurately? 	<ul style="list-style-type: none"> • Show a map of the world. Highlight land, sea and continents visible. Listen to continent song: https://www.youtube.com/watch?v=gFIS3aLQPfs • 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. • What can you see? What are the green areas? Blue areas? • Can you find our country? What continent is the UK on?
Lesson 2	<p><u>What are the countries of the UK?</u></p> <ul style="list-style-type: none"> • Can I find the UK on a map of the world? • Can I name the countries of the UK? • Can I label a map of the UK accurately? 	<ul style="list-style-type: none"> • Show a map of the world. Recap the names of the continents and oceans. Listen to continent song: https://www.youtube.com/watch?v=gFIS3aLQPfs • Show a map of the UK. Identify countries of the UK. • Has anyone been to these different countries? Does anybody know anything about these countries? • Label a map of the UK.
Lesson 3	<p><u>What are the capitals of the UK?</u></p> <ul style="list-style-type: none"> • Can I name the countries of the UK? • Can I identify characteristics of each country? • Can I label the capital cities accurately on a map of the UK? 	<ul style="list-style-type: none"> • Show a map of the UK. Recap the countries of the UK. • We already know that the UK has four countries – England, Scotland, Wales and Northern Ireland. • These countries all belong to the UK but they are all very different, they have their own special features and characteristics. • Write a few notes about each country on your Activity Sheet as you go! • Label the capital cities accurately on a map of the UK.
Lesson 4	<p><u>What is London like?</u></p> <ul style="list-style-type: none"> • Can I find our capital city on a map of the UK? • Can I learn about life in London? • Can I identify landmarks in London? 	<ul style="list-style-type: none"> • Children to follow Bearamy Bear's adventures around London. • Looking at pictures and videos the children should be able to find out some information about life in London. • Identify landmarks in London and label them • Write a postcard from Bearamy about his visit to London.
Lesson 5	<p><u>What is Easington like?</u></p> <ul style="list-style-type: none"> • Can I explore our local area? • Can I record what I can see and hear in our local area? • Can I identify landmarks in our local area? 	<ul style="list-style-type: none"> • Give a guided walk of the local area • Take photographs of key places with Bearamy. • Identify landmarks in Easington and label them • Write a postcard from Bearamy about his visit to Easington Village .

Lesson 6	<p><u>How is London different to Easington?</u></p> <ul style="list-style-type: none"> • Can I name similarities between London and Easington? • Can I name differences between London and Easington? 	<ul style="list-style-type: none"> • Children to fill out a similarities and differences grid. • Write a sentence about how London is different to Easington.
Lesson 7	<p><u>What is it like to live in the UK?</u></p> <ul style="list-style-type: none"> • Can I answer the question “What is it like to live in the UK?” 	<ul style="list-style-type: none"> • Children to use the information they’ve learned over the last half term to explain what is it like to live in the UK and to discuss whether they are proud to live in the UK. <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

National Curriculum Objectives Addressed for Art:

Key Stage One

- To use a range of materials to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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 Art Skills:

- Record and explore ideas from first hand observation, experience and imagination
- Ask and answer questions about the starting points for their work and develop their ideas
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in their future work
- Use a variety of tools including: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media
- Use a sketchbook to gather and collect artwork
- Begin to explore the use of line, shape and colour
- Create images from imagination, experience or observation
- Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.

Key Art Vocabulary:

media, pattern, line, colour, shape, highlight, shade, texture, collage, colour, rubbing, smudge,

'I can...' Statement(s)		Activities
Lesson 1	<ul style="list-style-type: none"> I can explore the art created by Tracey English 	<ul style="list-style-type: none"> Look at a range of art pieces from Tracey English Explore the materials used to make the pictures Express your opinion about the art <ul style="list-style-type: none"> - Do you like it? - What is your favourite thing about it? - What would you change about it?
Lesson 2	<ul style="list-style-type: none"> I can sketch a London bus picture in the style of Tracey English 	<ul style="list-style-type: none"> Using pictures and toy models, children to explore sketching a London bus. Children to use pencils and rubbers to create a sketch Experiment with lines and shading to make sketches
Lesson 3	<ul style="list-style-type: none"> I can create a London bus collage picture in the style of Tracey English 	<ul style="list-style-type: none"> Children to use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. to create a collage of a London bus Experiment with colours, textures and layering
Lesson 4	<ul style="list-style-type: none"> I can plan an Easington Village picture in the style of Tracey English 	<ul style="list-style-type: none"> Children to explore other pictures created by Tracey English Discussion about how we can create a picture of Easington Village in the style of Tracey English Children to ask and answer questions about the starting points for their work and develop their ideas
Lesson 5	<ul style="list-style-type: none"> I can sketch an Easington Village picture in the style of Tracey English 	<ul style="list-style-type: none"> Using pictures of the village, children to pick a landmark to explore sketching Children to use pencils and rubbers to create a sketch Experiment with lines and shading to make sketches
Lesson 6	<ul style="list-style-type: none"> I can create an Easington Village collage picture in the style of Tracey English 	<ul style="list-style-type: none"> Children to use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. to create a collage of an Easington village landmark Experiment with colours, textures and layering
Lesson 7	<ul style="list-style-type: none"> I can review what I have done I can say what I think and feel about my work I can identify what I might change in my future work 	<ul style="list-style-type: none"> Children to reflect upon and evaluate their art work from this half term Children to fill out evaluation sheet to stick in sketchbook