



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



<b>Term and Year:</b>	Year 5/6 – Autumn 1 - 2020
<b>Teacher:</b>	Mrs Appleby
<b>Topic:</b>	Geography – Human and Physical Geography
<b>Key Question(s):</b>	Why did the Romans come to our shores?
<b>Key Themes:</b>	Legacy, influence
<b>Debate Question/Discussion:</b>	Is Easington a Roman settlement?
<b>Memorable Experience:</b>	Binchester Roman fort/ Arbeia (South Shields)?

**National Curriculum Objectives Addressed for Geography:**

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Key Geography Skills:**

- Initiate own questions for investigation
- Understand and respond to complex decisions
  - Make observations about how places, patterns and processes are changing
  - Give increased detail of views, giving detailed reasons influencing views and how they are justified
- Follow a short route on an OS map.
- Describe features shown on OS map
- Locate places on a world map
- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
- Confidently identify significant places and environments
- Use OS maps

- Confidently use an atlas

**Key Geography Vocabulary:**

Early settler, natural, settlement, topological map, climate map, vegetation belt, raw materials, valuable metals, invasion, Eborcum, Lindum, Deva, Aquae Sulis, Verulamium, Londinium, Dubris, Durnovaria, Isca, Stane Street, Dere Street, Ermine Street, Akeman Street, Portway, Fosse Way, Watling Street

<b>'I can...'</b> Statement(s)		<b>Activities</b>
Lesson 1	<p><b><u>How were early settlements chosen?</u></b></p> <ul style="list-style-type: none"> <li>• Can I understand what natural facts would influence where you build your settlement?</li> <li>• Can I identify the advantages and disadvantages of places?</li> <li>• Can I give detailed reasons to explain why we picked the site we did?</li> </ul>	<ul style="list-style-type: none"> <li>• Imagine you're a Roman settler, what natural factors would influence where you build your settlement/</li> <li>• There is no running water, bricks, internet, electricity etc. so think about:             <ul style="list-style-type: none"> <li>- Where are you going to get water from?</li> <li>- Where are you going to get heat for cooking and keeping warm?</li> <li>- Where are you going to get building materials?</li> <li>- What does the land need to be like to build on?</li> <li>- How are you going to get food?</li> </ul> </li> <li>• Imagine you are an early settler (e.g. Roman) and are looking for a place to live. Look at the images and write down the natural advantages and disadvantages. As a group decide and explain which site you would choose.</li> </ul>
Lesson 2	<p><b><u>What did Britain's physical features have to offer the Romans?</u></b></p> <ul style="list-style-type: none"> <li>• Can I use a variety of maps to explore Britain's physical features?</li> <li>• Can I give detailed reasons to explain why Britain was appealing to the Romans?</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate how Britain's physical features differed from those in Italy.             <ul style="list-style-type: none"> <li>- Topological map</li> <li>- Climate map</li> <li>- Vegetation belts map</li> </ul> </li> <li>• Why might Britain's physical features seem more appealing to the Roman's?</li> </ul>

Lesson 3	<p><b><u>What did Britain's human features have to offer the Romans?</u></b></p> <ul style="list-style-type: none"> <li>• Can I research the human features that Britain had to offer the Romans?</li> <li>• Can I give detailed reasons to explain why the Romans wanted these goods?</li> </ul>	<ul style="list-style-type: none"> <li>• Britain had lots of goods that the Romans wanted including: <ul style="list-style-type: none"> <li>- Corn</li> <li>- Raw materials (wool, leather)</li> <li>- Valuable metals (Lead, Tin Gold, Silver)</li> <li>- Wood</li> <li>- Slaves</li> </ul> </li> <li>• Can you write explanations of why the Romans wanted these goods?</li> <li>• Which in your opinion was the most important cause of the invasion?</li> </ul>
Lesson 4	<p><b><u>What did the Romans do when they got to Britain?</u></b></p> <ul style="list-style-type: none"> <li>• Can I explain why the Roman's built roads in Britain?</li> <li>• Can I explain the impact building the roads had on Britain?</li> </ul>	<ul style="list-style-type: none"> <li>• The Romans built the first real roads in Britain.</li> <li>• Why did the Roman's build roads in Britain?</li> <li>• How did building the roads impact Britain? <ul style="list-style-type: none"> <li>– The army could therefore move quickly around Britain.</li> <li>– The army could easily get supplies (food, weapons, armour, etc.)</li> <li>– Towns grew up, joined by roads.</li> <li>– Trade boomed. Britain exported many goods including lead, tin, silver, gold, copper, corn, pottery, wool and people (to work). Britain only imported luxury goods for the rich – wine, olive oil, glass and spices.</li> </ul> </li> </ul>
Lesson 5	<p><b><u>How did the Romans settle in Britain?</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify Roman towns/cities on a modern map of Britain?</li> <li>• Can I plot some Roman roads on a modern map of Britain?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children to look at a Roman map of Britain with cities (including: Eborcum, Lindum, Deva, Aquae Sulis, Verulamium, Londinium, Dubris, Durnovaria, Isca) and using 4 figure co-ordinates confidently to locate towns/cities on a modern map of Britain.</li> <li>• Using the outline of a map of Britain (with cities) draw the Roman roads (Stane Street, Dere Street, Ermine Street, Akeman Street, Portway, Fosse Way, Watling Street)</li> </ul>

Lesson 6	<p><b><u>Is Easington a Roman settlement?</u></b></p> <ul style="list-style-type: none"> <li>• Can I investigate whether Easington was a Roman settlement?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to access research (e.g. books, websites) to explore whether Easington was a Roman settlement <ul style="list-style-type: none"> <li>– <a href="http://www.durhamheritagecoast.org/our-story/history/early-history/">http://www.durhamheritagecoast.org/our-story/history/early-history/</a></li> <li>– <a href="https://durhamrecordsonline.com/library/easington-district-history/">https://durhamrecordsonline.com/library/easington-district-history/</a></li> <li>– <a href="http://www.archaeologicalpractice.co.uk/pdfs/Easington%20Timeline%20A3.pdf">http://www.archaeologicalpractice.co.uk/pdfs/Easington%20Timeline%20A3.pdf</a></li> <li>– <a href="https://www.archiuk.com/">https://www.archiuk.com/</a></li> </ul> </li> <li>• Children to explore the evidence and make a justified decision about whether Easington was a Roman settlement</li> </ul>
Lesson 7	<p><b><u>Why did the Romans come to our shores?</u></b></p> <ul style="list-style-type: none"> <li>• Can I answer the question “Why did the Romans come to our shores?”</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use the information they’ve learned over the last half term to explain why the Romans came to our shores</li> </ul> <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>