



Medium-Term Planning

Subject: Geography



Term and Year:	Autumn Term 1, 2021
Teacher:	Miss O'Neil
Subject:	Geography
Key Question:	Our County
Key Themes:	
Memorable Experience:	Trip to Durham to walk along the river and take field sketches of the land use around the river whilst following a route. 29.09.2021
Vocabulary that will be taught:	<ol style="list-style-type: none">1. landscape2. relief3. landmark.4. Satellite image5. symbol6. grid reference7. land use8. Field work9. Sketch map10. Annotate
<u>National Curriculum Objectives:</u> <ul style="list-style-type: none">• Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• 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.	
<u>Geography Skills that will be taught and assessed:</u> <u>Year 3:</u> <ul style="list-style-type: none">• Begin to ask/initiate geographical questions.• Use NF books, stories, atlases, pictures/photos and internet as sources of information.• Investigate places and themes at more than one scale• Begin to collect and record evidence• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.• Use 4 compass points to follow/give directions:	

- Use letter/no. co-ordinates to locate features on a map.
- Begin to draw a sketch map from a high viewpoint.
- Follow a route on a map with some accuracy. (e.g. whilst orienteering)

Year 4:

- Ask and respond to questions and offer their own ideas.
- Extend to satellite images, aerial photographs
- Investigate places and themes at more than one scale
- Collect and record evidence with some aid
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
- Use 4 compass points well:
- Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- Draw a sketch map from a high viewpoint.
- Follow a route on a large-scale map.

<p style="text-align: center;">Focus of each lesson 'Can I...' Statement(s)</p>		<p style="text-align: center;">Activities/Key points</p>
<p>Lesson 1</p>	<p>LO: What Geographical features can we spot on a satellite image of the UK?</p> <ul style="list-style-type: none"> • Can I use some directional language to describe the satellite image of the UK? • Can I use a range of maps (OS, Globe, GIS) to locate the regions of the UK accurately? • Can I give detailed examples of the benefits and limits of a satellite image? 	<ul style="list-style-type: none"> • https://www.britainfromabove.org.uk is useful for aerial images of Britain. • Discuss prior knowledge of the countries of the UK. Check directional and compass language usage. Ensure they can discuss continents relating to the UK. • Discuss the regions of the UK. Children should locate the regions of the UK on a map. Children should include the 8-point compass. • Looking at the satellite image of the UK, discuss the relief, coastline, rivers, vegetation, and settlements. Does this image give us enough information? What are the limits and the benefits of a satellite image? FOCUS ON COUNTY DURHAM - how to the features here compare to the rest of the UK? • Plan and complete a geographical question - What can I learn about the UK from my satellite image? (Discuss mountains, vegetation and use some compass directional terms including what is not easy to see)

Lesson 2	<p>LO: Where are County Durham's hills, mountains, and rivers?</p> <ul style="list-style-type: none"> • Can I use a 4-figure grid reference? • Can I use an 8-figure grid reference? • Can I create my own location question using grid references? 	<ul style="list-style-type: none"> • Use atlases and globes. • Recap the knowledge from last lesson and discuss where we noticed some of the mountainous regions were and any notable rivers. • Discuss how these are examples of physical geographical features. • Children to work in groups to add the mountains to a map. Teacher will display an atlas or globe on the screen with the location of the rivers. Children are given 30 seconds to find each river using the grid reference e.g. Wear. They have to add this to their map. • Now set up the task so that pupils have to locate -The Pennines, Roseberry Topping, Black hill, Burnhope Seat, Tow Law, Barnard Castle Hill, Billy Hill, Bink Moss, the rivers Tyne, Derwent and Tees 													
Lesson 3	<p>LO: What are the major landmarks in County Durham and where will I find them?</p> <ul style="list-style-type: none"> • Can I use a 4-figure grid reference? • Can I use an 8-figure grid reference? • Can I create my own symbol to locate landmarks? 	<ul style="list-style-type: none"> • Use atlases • Recap the knowledge from last lesson and discuss how we used grid references. • Discuss landmarks and how these are man-made and therefore an element of human geography. • Model locating a landmark in the county using a grid reference and recording this in their book USING A SYMBOL. • Children are to then locate the landmarks (use symbols or numbers to record this on their maps or numbers. Add grid references to chart) 													
Lesson 4	<p>LO: What are the human and physical features of my local area?</p> <ul style="list-style-type: none"> • Can I create accurate field sketches? • Can I identify landmarks and photograph them? • Can I use directional language to describe the land use? 	<ul style="list-style-type: none"> • Children are to make field sketches of landmarks on their walk around the village. They need to label whether they are human or physical. • Children are to photograph the landmarks that they have found. • Children to complete a land use survey of the high street using this as an example: <table border="1" data-bbox="952 1013 1758 1141"> <tr> <td>Type of use</td> <td rowspan="6" style="text-align: center; vertical-align: middle;">LOCAL HIGH STREET</td> <td>Type of use</td> </tr> <tr> <td>Building no 1</td> <td>Building no 2</td> </tr> <tr> <td>Building no 3</td> <td>Building no 4</td> </tr> <tr> <td>Building no 5</td> <td>Building no 6</td> </tr> <tr> <td>etc</td> <td>etc</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Type of use	LOCAL HIGH STREET	Type of use	Building no 1	Building no 2	Building no 3	Building no 4	Building no 5	Building no 6	etc	etc		
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Lesson 5	<p>LO: How can I represent the data from my field work?</p> <ul style="list-style-type: none"> • Can I accurately annotate OS maps using my field work data? • Can I interpret my fieldwork data to create a graph? • Can I analyse my data when answering my geographical question? 	<ul style="list-style-type: none"> • Children are to use an OS map and grid references for where the landmarks were that they found. They are to record this, then label the map using a ruler to show where the landmarks were found in Easington and in Durham. • Children are to use their land use survey of the high street to make a graph showing the most common types of buildings on the high street. • Children are to make a sketch map of the river Wear using grid references to annotate the map. • Children are to create and answer their own geographical question.
Lesson 6	<p>LO: Can I accurately answer the debate question.</p>	