

St Bernadette's Catholic Primary Voluntary Academy



Geography Medium Term Planning - LKS2 Term Lent Cycle A - Incredible Inventions

Covered throughout the unit:

L.O.1: To be able to build their knowledge and understanding beyond the local area, including the location and characteristics of a range of the world's most significant human and physical features.

L.O.2: To begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

L.O. 9 To be able to use maps, atlases and globes to locate countries and describe features studied.

Prior Knowledge					
Year 3 Children's Prior Knowledge					
EYFS			KS1		
EYFS 1 Advent topic "Brilliant British Authors": <ul style="list-style-type: none"> Explore the journey to the postbox using our senses and talk about what we experience to deliver Christmas cards. Talk about a familiar journey and create a map to represent it (journey to the post box). 			KS1 Cycle B "Hometown Glory" topic: <ul style="list-style-type: none"> Know we live in Scunthorpe and it is a town. Know human and physical features of the school grounds. Fieldwork - Use observations to identify human and physical features along Ashby High Street. Create a map of Ashby High Street from the walk and include features seen. 		
Year 4 Children's Prior Knowledge					
EYFS			KS1		
EYFS 1 Advent topic "Brilliant British Authors": <ul style="list-style-type: none"> Explore the journey to the postbox using our senses and talk about what we experience to deliver Christmas cards. Talk about a familiar journey and create a map to represent it (journey to the post box). 			KS1 Cycle B "Hometown Glory" topic: <ul style="list-style-type: none"> Know we live in Scunthorpe and it is a town. Know human and physical features of the school grounds. Fieldwork - Use observations to identify human and physical features along Ashby High Street. Create a map of Ashby High Street from the walk and include features seen. 		
	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive (Knowledge)	Disciplinary (Skills)	
Lesson 1	L.O.2: To begin to develop my use of geographical knowledge, understanding and skills to enhance my locational knowledge .	Focus - Present Day Scunthorpe Looking at maps of Scunthorpe – locate school and main roads.	<ul style="list-style-type: none"> Know we live in Scunthorpe and that it is a town. 	<ul style="list-style-type: none"> Build their ability to describe key human/physical features of a place, using more 	Scunthorpe Town Human features Physical features Maps

	<p style="text-align: center;"><u>Scunthorpe</u></p> <p>NC: L.O.2: To begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Ongoing Geographical Skills</p>	<p>Discuss what Scunthorpe is like now. Where are things located that the children use? Model labelling on the sketch map. Activity - Use the chromebooks to look at Google Maps and the children label their own paper map of Scunthorpe with human and physical features of Scunthorpe.</p> <p>All must label – school, Steel Works, railway, major road, river, Bottesford Beck, Ashby Ville.</p>	<ul style="list-style-type: none"> ● Know a human feature has been made by humans and are unnatural (Recap) ● Know a physical feature is made naturally (Recap). 	<p>technical and geographical vocabulary.</p> <ul style="list-style-type: none"> ● Use maps to recognise features 	<p>School Steel Works Railway Road River Bottesford Beck Ashby Ville</p>
Lesson 2	<p>L.O.2: To begin to develop my use of geographical knowledge, understanding and skills to enhance my place knowledge.</p> <p style="text-align: center;"><u>How Has Scunthorpe Developed Over Time?</u></p> <p>NC: L.O.2: To begin to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Ongoing Geographical Skills</p>	<p>Focus - How has Scunthorpe developed over time? Use Digimaps 1890s and 1950s maps of Scunthorpe and explore what it used to be like. Focus on how it was 5 villages. Where did the steel works used to be? How was it different? Which area is school in? How has the size of Scunthorpe changed over time? Why? Activity - Stick present day, 1950s and 1890s maps into books and explain what they can see how Scunthorpe has changed over time. Focus on the population and how Scunthorpe has grown.</p>	<ul style="list-style-type: none"> ● Know that Scunthorpe was originally 5 villages which developed into a town. 	<ul style="list-style-type: none"> ● Begin to ask and respond to geographical questions and offer their own ideas. 	<p>Town Village Change Frodingham Brumby Ashby Crosby Scunthorpe</p>
Lesson 3	<p>L.O.8: To describe and understand key aspects of human geography, including: types of settlement.</p> <p style="text-align: center;"><u>Types of Housing</u></p> <p>NC: L.O.8: To describe and understand key aspects of human geography, including:</p>	<p>Focus - Types of Housing -Explore different types of housing - e.g. detached, semi detached, flats, bungalows, prefabricated etc. -Explain why prefabricated houses were built - Link to WW2 and the topic focus. -Activity - Complete activity where the children must</p>	<ul style="list-style-type: none"> ● Know that there are different types of houses. ● Know the names of at least 3 different types of housing: -Detached House -Semi-detached House -Prefabricated house 	<ul style="list-style-type: none"> ● Using pictures, identify different types of housing by using their characteristics. 	<p>Housing Detached Semi detached Flats Bungalow Prefabricated</p>

	<p>types of settlement and land use, and the distribution of natural resources including food and water.</p> <p>Human and Physical Geography</p>	<p>identify the different types of house from the pictures given.</p> <p>-Explain that in the next lesson we will be exploring the types of housing along Anne's Crescent.</p>			
Lesson 4	<p>L.O.11: To be able to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods.</p> <p><u>Collecting Data For Geographical Enquiry</u></p> <p>NC: L.O.11: To be able to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and graphs.</p> <p>Geographical Skills and Fieldwork</p>	<p>Focus - Carry out Geographical Enquiry - What type of housing is there along Anne's Crescent? Explain what we are trying to find out - type of housing along Anne's Crescent. Recap tally charts as they will make a tally chart to record the types of houses observed using clipboards.</p> <p><u>Activity</u> Complete tally charts for types of houses observed while walking along Anne's Crescent - detached (brick), semi detached (brick), semi detached house (pre-fabricated), terraced, flats, bungalow, school.</p> <p><u>Extension</u> - "What car parking facilities are along Anne's Crescent?". Focus on drive, garage or no parking.</p>	<ul style="list-style-type: none"> • (Recap) -Know the names of at least 3 different types of housing: -Detached House -Semi-detached House -Prefabricated house • Know how to make a tally chart. 	<ul style="list-style-type: none"> • Make detailed observations of the types of housing on Anne's Crescent. • Measure and record the number of different types of housing using a tally chart. 	<p>Anne's Crescent Fieldwork Observe Measure Record Local Area</p>
Lesson 5	<p>L.O.11: To be able to use fieldwork to record the human and physical features in the local area using a range of methods, including sketch maps.</p> <p><u>Sketch Map</u></p> <p>NC: L.O.11: To be able to use fieldwork to observe, measure</p>	<p><u>Focus - Sketch Maps</u> Look at the tally chart from last lesson's fieldwork. What route did we take. Model drawing a sketch map with a key and symbols on the board.</p> <p>Activity - Draw a sketch map of where we carried out our fieldwork. Use symbols and a</p>	<ul style="list-style-type: none"> • Know a sketch map is a simple drawing showing what the landscape looks like. • Know a key explains what the symbols on the map mean. 	<p><u>With some support:</u></p> <ul style="list-style-type: none"> • Begin to use more detailed sketch map • Begin to recognise/use map symbols and keys in their own maps. 	<p>Sketch Map Symbols Keys Human Characteristics Physical Characteristics</p>

	and record the human and physical features in the local area using a range of methods, including sketch maps and graphs. Geographical Skills and Fieldwork	key and human and physical characteristics seen.			
Lesson 6	L.O.11: To be able to use fieldwork to record the human features in the local area using a range of methods, including graphs . <u>Bar Graphs and Conclusions</u> NC: L.O.11: To be able to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and graphs. Geographical Skills and Fieldwork	Focus - Bar Graph and Making Conclusions Look at the tally chart data collected during fieldwork. <u>Activity 1 - Bar Graph</u> Draw a bar graph showing the data collected on the types of housing along Anne's Crescent. <u>Activity 2 - Conclusions</u> Make conclusions and comparisons on the type of housing that were most/least frequent. -Link prefabricated houses to WW2 and the topic focus.	<ul style="list-style-type: none"> • Know a bar graph shows information using rectangular bars. • Know a conclusion tells us the main thing that was found out from the fieldwork. 	<ul style="list-style-type: none"> • Draw a bar graph to present data with some support. • Analyse evidence and draw conclusions by making comparisons between human features (types of housing found on Anne's Crescent). 	Anne's Crescent Bar Graph Conclusions Comparison
<u>End of Topic Retrieval Quiz - Google Forms</u>					