**Bright Lights Big City Medium Term Plan**

**Subject/ Topic:** Geography – urban areas **Year Group:** 1/2 **Date**: Spring I 2017

Key questions are differentiated - orange = basic, turquoise = advancing and Purple = deep (HOTS)

Objectives and success criteria are colour coded – black = all children, green = most children (AAPs and HAPs) and pink a few (HAPs)

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| **Learning Objective** | **Lesson/Activities/ Differentiated Questions/Key Vocabulary** | **Success Criteria** | **Resources** | **Cross Curricular**  **Links** |
| Lesson 1 | Chocolate bar  What Do You Know about the world, countries towns and cities? Display/read the following questions for the children to discuss in pairs. What do you know about the different places in the world? Can you name any key places ? Where do we live?  Feedback and share ideas. Address any misconceptions (filling in grid on PowerPoint – true, false, need to find out)  What Would You Like To Find Out?  Compile a list of what the children would like to find out more about during this topic. |  | A4 Paper  Class recording sheet (true, false, need to find out) – to be displayed on topic display |  |
| Lesson 2  **Ge1/1.1a**  **To name and locate of the 7 world’s continents and some oceans**  **To name and locate the world’s 7 continents and 5 oceans**  **To name and locate the Equator**  **To name a country in each continent** | Introduction:  Introduce Google Earth and show the children the whole of planet earth – Q What is this? Can you explain how you know? Can you justify it is planet Earth by what you can see? Explain that today we are going to look at what makes up planet Earth. Can anyone name a place they know? Explain to children that Earth is made up of **seven continents** - Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, showing these on Google Earth. Highlight the seas and oceans and the Equator. Can you locate which continent we live in? How can we distinguish between North America and South America?  Pupil activity:  Cool – World map jigsaw puzzle. Children cut out continent shapes, rearrange the shapes so they look like the world map and match the key word cards names to each continent and sea/ocean.  Mild: Children use given labels and stick them onto the correct continent.  Spicy: Children label the 7 continents and oceans  Hot: Using an atlas children label the 7 continents, oceans and the Equator and then list some of the countries in each continent.  Extension  On laptop children go onto http://www.sheppardsoftware.com/World\_Continents.htm  Mild – click on the correct continent that is said. Spicy - match the oceans and continents to the correct part of the world map. Hot – label the continents correctly.  Plenary AFL:  Show a blank map of the world. Ask pupils to come up and identify each continent, ocean and where the Equator is. Can you locate…? Can you explain how you know ….. is there? Can you justify why this continent is not North America?  Introduce a map of the UK ask pupils what is a map of. Explain tomorrow we will be looking at the country we live in.  Key vocabulary:  World, planet Earth, land, seas, oceans, continents, Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Equator, countries, map. | I can name and locate the 7 continents  I can name and locate some oceans  I can name and locate the 5 oceans  I can locate the Equator  I can name a country in each continent | Google Earth  Topic books  Key word labels (continent and ocean names) Atlases  World map activity sheets | Geography  Continent and oceans |
| Lesson 3  **Ge1/1.1b**  **To name, locate and the countries of the UK**  **To name and locate the seas surrounding the UK**  **To name and locate the capital cities of the United Kingdom**  **To describe the characteristics of the 4 countries** | Introduction:  Introduce a map of the UK and surrounding seas. Q What is this map of? Can you explain how you know? Can you prove it is the country you live in? Highlight to the children the UK is made up of 4 countries naming them and locating them on the map. Can anyone name the capital city of England? Explain it is London. Can anyone locate it on the map? Reveal its location. Repeat for Scotland, Wales and Northern Ireland. Does anyone know which seas surround our country? Highlight these on the map. Can you distinguish between England, Scotland, Wales and Northern Ireland? Introduce PowerPoints about the 4 countries describing key features of each country to the children.  Pupil Activity:  Mild – Using key word cards children stick the given labels to label the 4 countries of the UK and the surrounding seas  Spicy – Children label each sea and country and then locate and label each capital city in its correct location on the map.  Hot – Children label each sea and country and then locate and label each capital city in its correct location on the map. Children recall facts about the 4 countries in the UK.  Extension:  Use a map of the UK or atlas and use this to help locate and label Dunscroft on the map  Plenary AFL:  Talk partners - What do you know about the UK? Can name the 4 countries? Can name the seas? Can locate them on the map? Can you summarise what each country is like? Can you compare the countries – what is similar and what is different about them?  Key vocabulary:  Map, country, UK, England, Scotland, Wales, Northern Ireland, Seas, North Sea, Atlantic Ocean, Irish Sea, Celtic Sea, English Channel, Strait of Dover, City, London, Edinburgh, Cardiff, Belfast. | I can name, locate and the countries of the UK  I can name and locate the seas surrounding the UK  I can name and locate the capital cities of the United Kingdom  I can describe the characteristics of the 4 countries | Map of the UK  PowerPoint  Topic books  UK map  Activity sheets  Maps or atlases  Key word cards | Geography  Countries in the UK |
| Lesson 4  Ge1/1.4d  **To use simple fieldwork and observational skills to study the geography of their school.**  **To observe what my local area is like.**  **To use simple compass directions (North, South, East and West)** | Walk around the school ground and look at what we can see. Take photos using IPads and cameras. Once back in the classroom hold a discussion with children to reflect on the walk, what the y found and the observations made. Encourage children to reflect   |  | | --- | | , hold a discussion with children to reflect on the walk, what they found out and the observations made. Encourage children to  What did you see? What did you hear? Name 3 places we saw? What was your favourite place?  What do you like/dislike about the local area? |   Extension:  Design a new school playground including 5 things you would like to have in our playground.  Y2 compass work |  |  |  |
| Lesson 5  **Ge1/1.4b**  **To use simple compass directions (North, South, East and West)**  **To use locational and directional language to describe the location of features and routes on a map**  **To draw a map of an area with symbols and a key**  **To draw a map of an area with symbols, a key and grid references** | Introduction:  Go on a walk around Dunscroft and look at the features of the area. Pupils use IPads and cameras to take photos of features we see. Can you describe what you can see? Can you list what things we saw? Can you summarise what Dunscroft is like? Can you justify what type of area Dunscroft is? Back in school introduce the terms human and physical features using the PowerPoint to show examples of these features. Can you name some human features we saw in Dunscroft? Can you name some physical features? Whilst on the walk complete traffic surveys and services survey.  Pupil Activity:  Mild – Children use photographs (taken on walk) to create a map of the Sheep Dip Lane and add compass directions.  Spicy – Children draw their own map of Sheep Dip Lane, labelling features with a key and compass directions  Hot - Children draw their own map of Sheep Dip Lane on squared paper, labelling features with a key, compass directions and grid references  *Green challenge - Children asked questions to describe where features are in Dunscroft. Can they use locational and directional language to describe using their maps?*  Extension:  In pairs children stand back to back one children has a map of Dunscroft and the other gives directions to find a key feature. Children with map follow the instructions to guess what features their partner was thinking of.  Plenary:  Introduce Google Earth and zoom in to Dunscroft. Highlight the compass direction. Use mouse to show route we walked. Ask pupils what human and physical features they can see. Introduce the terms urban and rural and these different types of areas on Google Earth – a countryside village/hamlet and urban city. What features can you see? Can you summarise what the area is like? Can you justify why there are more human features in the city and more physical features in the countryside/village location  Key vocabulary:  Locality, local area, community, human features, physical features, map, direction, compass, north, east, south, west, key, symbols, grid reference, village, town, city, countryside, rural, urban. | **I can use simple compass directions (North, South, East and West)**  **I can use locational and directional language to describe the location of features and routes on a map**  **I can draw a map of an area with symbols and a key**  **I can draw a map of an area with symbols, a key and grid references** | Letter home  Risk assessment  Pupil contacts  Camera  IPad  Compass  Recording activity sheets  Photographs  Squared paper  Key word cards  Google Earth  Example of street maps |  |
| **Lesson 6 Ge1/1.4d**  **To use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.**  **To summarise and explain what an area is like.**  **To justify why it’s good to live in Dunscroft.** | Introduce the PowerPoint Different environments and their features explaining what rural and urban areas are and what human and physical features are. Read the slides together discussing the questions and teach children that urban areas have more human features and rural areas have more physical features. Can recall some of features you would see in an urban area like Dunscroft and Doncaster? Can you explain why rural areas have less human features? Can you justify which types of environment you would rather live in?  Pupil Activity:  Cool – Children use photos from the walk around the locality and say/identify human features and any physical features and sort them into the two categories.  Mild - Children use photographs from the walk around Dunscroft to draw a list human and physical features in Dunscroft  Spicy - Children use satellite images of Dunscroft and maps to create a list human and physical features in Dunscroft and summarise what the area is like  Hot - Children use satellite images of Dunscroft and maps to create a list human and physical features in Dunscroft and present an argument about why it’s good to live in Dunscroft  Extension:  Children create fact cards about Dunscroft or pick a challenge card and complete the activity e.g. Design a new park for your local area.  Plenary/AFL:  Introduce the PowerPoint Human and Physical features. What is a physical feature? What is a human feature? Can you explain how you know? Show children images and ask them to decide whether they are human or physical. Can you argue why the last tree shown is a human feature | **I can use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.**  **I can summarise and explain what an area is like.**  **I can justify why it’s good to live in Dunscroft.** | PowerPoint  Photographs, satellite images and maps of Dunscroft  Recording/activity sheets  Topic books |  |
| Lesson 7  Circle time | Debate  There are not enough houses and shops in Dunscroft so the council is going to dig up the park and football pitches to build more.  Is this a good thing or a bad thing? Can you explain why this is right or wrong? Can you argue reasons for and against doing this? |  |  |  |
| Lesson 8 | Introduce the story ‘A Walk in London’ by Salvatore Rubbino and read it to the children. What sights did you see in London? Can you explain whether it is a rural or urban environment? How can you prove this?  PowerPoint about London reading it together. Show children its location on the map compared to the UK. |  |  |  |
| Lesson 9 | Introduce the PowerPoint about Peru reading it together. Show children its location on the map compared to the UK. Watch video clips to get a feel for what this country and capital city Lima is like. Can you describe what Lima is like? Can you summarise key points about this city? Can you compare it to Dunscroft?  Mild  Spicy  Hot – Children use internet to find out facts about Lima, Peru and describe what it is like under the headings location, landscape, weather, people, jobs, buildings, transport and facilities. Children create a PowerPoint about the city.  Plenary/AFL:  Using website <http://www.timeforkids.com/destination/peru/challenge> children show progress they have made and what they have learnt about Peru and Lima by answering the quiz questions. Where is Peru? Can you explain what you have learnt about this country and city? In your opinion what is the country/city like? Would you like to go their why/why not – can you justify your opinion? |  |  |  |
| Lesson 9  Geography  To recognise and describe what different types of settlements are like  By recognising human and physical features  I can compare different types of settlements. | Recap previous learning using the PowerPoint urban and rural and read together, introducing the key terms of rural and urban, settlement, city, town, village and human and physical features. Reading it together. PT what types of settlements do you know? What is an urban area? Show pupils a range of photographs of London. What human and physical features are in London? Can you explain if you would like to live there? Can you justify why/why not? Show pupils a range of photographs Lima. What human and physical features are in Lima? Can you explain what you know about this city? Can you convince me why I should visit Lima? Which settlement would you prefer to live in and why?  Teacher led  Cool – using given photographs children say what they can see in each area (London and Lima) and say 1 thing that is similar and 1 that is different.  Mild – using given photographs children draw and write a list of human and physical features for each area (London and Lima). Can children identify write 1 sentence to explain how they are similar and/or different?  Spicy - using given photographs create a list of human and physical features for each area (London and Lima) and write a comparison to describe the similarities and the differences under key headings e.g. location, size, buildings, transport, facilities, jobs and weather.  Hot - using given photographs create a list of human and physical features for each area (London and Lima) and describe the similarities and differences using the headings location, size, buildings, transport, facilities, jobs and weather. Children write a reflection about both places – in my opinion London/Lima is…  Extension:  To make an information poster about one of the localities (London or Lima) highlighting What is this kind of place like? What will you see there? What there is to do there? What are the human features? What are the physical features?  Plenary  AFL: What is a human feature, what is a physical feature? What human features and physical features did you find in London and Lima? Can you explain which place you would prefer to live in? Can you justify and reflect on why you would rather live there? | I can recognise and describe different types of settlements  I can recognise human and physical features  I can compare different types of settlements. | PowerPoint  Photographs  Recording sheets  Topic books |  |
| On going | Throughout the half term children use BBC weather to track the weather in Dunscroft, Sheffield and …… recording on the chart what the weather is like each day. At the end of the half term or term or year children describe the similarities and differences between the weather in each places  Cool – Children match the weather symbols to the correct place e.g. rain in Dunscroft, sun in ……  Mild – Children describe orally or in simple written sentence what the weather is like in each place.  Spicy – Children summarise what the weather is like in each place and compare how it is similar and/or different  Hot – Children investigate what the weather is like in each place in each season and compare how the weather is similar and different. Children then justify why the weather is like it is e.g. The weather in Dunscroft is … Because … |  |  |  |
| Art | Cityscape paintings and pastel learning.  Collages  Paddington artwork |  |  |  |
| Homework | Make a compass  Make your own cityscape artwork  Create a 2D city shape picture, labelling shapes names and their properties  Use the internet to find images of different cities around the world  Create a weather chart and track the weather in a chosen location (different to those monitored in school)  Create and label a picture or map of a fantasy city. What types of buildings would be in your city and what would like look like? What types of transport would people use in the city?  Build a real or fantasy city using lego, blocks or 3D junk materials from home | | | |