



SS John Fisher & Thomas More Catholic Primary School

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Medium Term Planning Creative Learning Journey

Subject: Geography	Topic: My Local Area - Wythenshawe	Autumn 1
NC Links: Geographical skills and fieldwork <ul style="list-style-type: none">• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of their local area.• Use basic geographical vocabulary to refer to key physical and human features.• Devise a simple map and use basic symbols in a key.• 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.		
Lesson 1: LO: I can find out about my local area. Geographical skills I can use a map to locate my local area and other key features. I can use locational and directional language.	Tell the children that we will be learning about our local area in <i>Geography</i> . TOL - What is our local area called? What do we know about where we live? Is it a town, a city or a village? What types of places do we know about? - Mind map what children already know. Explain that Wythenshawe is a town. It is in Manchester, a city which is in the North West of the United Kingdom. Show children a selection of photographs of the local area, e.g. our school, Civic Centre, Forum etc. Do they recognise them where these were taken? Discuss whether these places are near or far from school/your home. Discuss the difference between near and far. Introduce children to a simple map of Wythenshawe. Explain what the purpose of a map is and what an aerial view (bird's eye view) is. Children to spot Wythenshawe on the map and other key places	Y1 LA/MA: Build a local area using road. Children to choose key features of our local area. (pic collage) Y1 HA: Complete research map by drawing and labelling key features. Y2 Task: Children to work in pairs using iPads to locate Wythenshawe and other key features within their local area such as their school, the police station, playground/parks, shops, churches etc. Y2 LA/MA: Complete research map by drawing and labelling key features.



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	<p>such as Wythenshawe Park, our school, Hollyhedge Park etc.</p> <p>Model how to use Google Maps/ Google Earth to locate Wythenshawe and other key features.</p>	<p>Y2 HA: Locate and record the street name and description of where they live and where their school is. E.g. My school is on Woodhouse Lane.</p>
<p>Lesson 2: I can draw a map of my local area.</p> <p>Geographical skills I can devise a simple map of my local area. I can use and construct basic symbols in a key.</p>	<p>Quick recap - What is a map? How do we use a map? What different maps can we use? E.g. world map, street map etc. All about maps video - https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zjd66v4</p> <p>Show children a map of their local area or use Google Maps to pinpoint key features or landmarks of the surrounding area e.g. local park, shops, bus stops, houses and those relevant to their own local area. Model drawing a sketch map, using our school as a focal point. Children to talk about the things they see on their journey to school, including some simple physical and human geographical features.</p> <p>TTYP - what would you include in your map? What key features will you add? Come up with a map checklist as a whole class. Remind children to include a map title, a key with symbols and key features when devising their map.</p>	<p>SEND/LA: Create a simple sketch map of their local area.</p> <p>MA/HA: Children draw a sketch map of their local area using basic symbols in a key.</p> <p>Y2 Challenge: Include compass directions and link with the use of symbols e.g. which symbol is North of our school? Which symbol is West from the shops?</p>
<p>Lesson 3 LO: I can use fieldwork to observe my school grounds.</p>	<p>Show children an aerial plan of the school TTYP - Can they spot the key areas on the plan? What else does the plan show? Describe what an aerial plan is. Highlight the key areas, inside and outside, E.g. classrooms, playground and school field.</p>	<p>Fieldwork - observe school grounds. (pic collage)</p> <p>Y1: Jot down what they can observe in</p>



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<p><u>Geographical skills</u> I can look at aerial view photographs. I can use simple fieldwork and observation skills to study the school.</p>	<p>Discuss the words human and physical in relation to features of their local area. https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb Human and physical features are things that you can see all around you.</p> <p>Take children to conduct some fieldwork by walking around the school environment, observing both human and physical features and talking about what they see, hear, smell and touch. Talk about what fieldwork is and the things that they might do on a fieldwork walk.</p> <p>Children may take photos at various points around the school using iPads to support their fieldwork. Record their observations and feedback to the whole class what different features of the school they have observed, what the school looks like.</p>	<p>our school environment.</p> <p><u>Y2:</u> Complete a scavenger hunt, identifying key features.</p> <p><u>Challenge:</u> Draw an aerial plan of the school using a key, labels and a title.</p>
<p><u>Lesson 4:</u> LO: I can compare rural and urban areas.</p> <p><u>Geographical skills</u> I can use basic geographical vocabulary to refer to key physical and human features. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>	<p>Tell children that we're going to learn about the countryside and towns. Explain that countryside places are called 'rural' and towns and cities are called 'urban'.</p> <p>HAT - Do you think we live in a rural or an urban area? What about our school, would you describe it as rural or urban? TTYP - what differences there might be between rural and urban areas.</p> <p>Show children some images from an urban and a rural area. Ask children what do they notice about the pictures? Do they all look similar or different? Where might they be? Talk about what an urban area would look like and ask children to think of</p>	<p><u>SEND/LA:</u> Sort pictures into urban and rural areas and write some captions e.g. noisy - urban, calm - rural.</p> <p><u>MA/HA:</u> Write down the similarities and differences between urban and rural areas. E.g. An urban area can be noisy and cramped whereas a rural area is more calming and quieter.</p> <p><u>Y2 Challenge:</u> Discuss whether living in either urban or rural areas make you</p>



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features of their local area.	some words that best describes an urban area? Repeat with rural areas.	different from each other.
<p>Lesson 5: I can identify human and physical features in my local area.</p> <p>Geographical skills I can use simple fieldwork and observation skills to study my local area. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Fieldwork - Visit the local area. Quick recap on human and physical features. TTYP - Name a human and a physical feature of our school grounds. Explain to children that we are going to go on a walk to Wythenshawe Civic Centre. What are the physical and human features that they might see on their way to Civic Centre?</p> <p>Children use Google maps on their iPads to type in their starting location and destination. Using a printed copy of a street map of the local area, children highlight the route to take to get to Civic Centre, looking carefully at street names, places/ landmarks they pass. Take pictures at various points.</p> <p>As a whole class, come up with the best and safest way to get to Civic Centre. Children to follow the directions on the map.</p>	<p>Fieldwork - observe local area and identify human and physical features. Feedback to the class about what they could see, hear, smell and touch (pic collage).</p> <p>Mixed ability groups: Sort given pictures into human and physical features.</p> <p>Y2 Challenge: Explain what a human and physical feature of a local area is and how can they tell.</p>
<p>Lesson 6: I can write a set of instructions on how to get to Wythenshawe Civic Centre.</p> <p>Geographical skills I can use locational and directional language.</p>	<p>Recap on previous fieldwork trip to Civic Centre. How did we get there? Which directions did we go? How far is it from our school? What did we see?</p> <p>Discuss the key features of instructions. Look at WAGOLL, and identify key features. Children to quickly plan their route then write their instructions. Model how to write a set of instructions, including locational and directional</p>	<p>SEND/LA: Write a simple set of instructions on how to get to Civic Centre.</p> <p>MA/HA: Include key features such as title, imperative (bossy) verbs, and time adverbials.</p>



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I can use basic geographical vocabulary to refer to key physical and human features.	language.	Y2 Challenge: Include geographical vocabulary linked to human and physical features and locational and directional language.
Applied Write opportunities: Children to apply knowledge learnt including fieldwork and observations conducted in previous lessons to write a set of instructions on how to get to Wythenshawe Civic Centre (Lesson 6).		
Key Vocabulary: Tier 2 - town, locate, compass, direction, map, key, school, record, measure. Tier 3 - local area, Wythenshawe, physical features, human features, countryside, vegetation, rural, urban, grounds, fieldwork, aerial view,		



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Subject: Geography	Topic: Manchester	Spring
<p>NC Links: Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of their local area. • Use basic geographical vocabulary to refer to key physical and human features. • Devise a simple map and use basic symbols in a key. 		
<p>Lesson 1: LO: I can create a recipe for a type of food that originated in Manchester.</p>	<p>Hook for Manchester topic - recipe day (come off timetable on Monday 24th January)</p> <p><u>Morning activities</u></p> <p>Explain that we will be creating a school recipe book and that Year 1 and 2 are looking at different types of food that originated in Manchester. Ask the children if they have heard of these foods:</p> <p>Eccles Cake - a small round flaky pastry cake Manchester Tart - shortcrust pastry, spread with raspberry jam, covered with a custard filling and topped with flakes of coconut Pasty barm - a Bolton speciality consisting of a floured bread roll (referred to as a barm cake) filled with a meat and potato pastry. Parched peas - made from the purple podded pea which is soaked overnight and simmered to produce a type of mushy pea. Rag Pudding - minced meat and onions wrapped in pastry which is then boiled</p>	<p>Year 1: Write a simple recipe with pictures of themselves carrying out each step. <i>More differentiation needed - within year group</i></p> <p>Year 2: Write a recipe using instructional text features taught in L&L lessons. <i>More differentiation needed - within year group</i></p>



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	<p>or steamed. Uncle Joe's mint Balls - Traditional mints produced in Wigan since 1898. Vimto - created in Manchester in 1908.</p> <p>Allow children time to taste a Manchester tart and Manchester Eccles cake. Explain that we will be writing our own recipe, but first we need to make the cake/tart and take a picture of each step.</p> <p>Children make a Manchester tart/Eccles cake by following a simple recipe. Take pictures for instructional writing in the afternoon.</p> <p><u>Afternoon activity</u></p> <p>Remind children of features of instructions:</p> <p>Year 1 - title, list of ingredients, method using simple numbered steps, imperative (bossy) verbs HA challenge - time adverbials</p> <p>Year 2 - title, list of ingredients, question and answer, method using simple numbered steps, time adverbials, adverbs, imperative (bossy) verbs.</p> <p>Display pictures taken in the morning and model how to write a recipe using what we know about instructions.</p>	
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Lesson 2:

I can draw a map of Manchester city centre.

Geographical skills

Use aerial photographs to recognise landmarks in our local area.

Use locational and directional language to describe the location of features on a map. Devise a simple map and use basic symbols in a key.

Starter question: Show the children a picture of the UK. Which country do we live in? Where is Manchester in the UK?

Recap the four **compass directions** and explain that Manchester is in the **North West** of the UK. It is the city with the 5th largest population in the UK.

Remind children what the purpose of a map and that an **aerial view** (bird's-eye view) is when we view an object from above as a bird would. It can be an aerial photograph, but also a drawing. Explain that today we will be looking at an aerial view and map of Manchester.

Show children our current location on Google maps. Zoom out gradually so the children can see where Manchester is in relation to Wythenshawe. Discuss some noticeable features of Greater Manchester e.g. M60 forms a circle around the city, all main roads from the M60 lead to Manchester city centre. Draw the children's attention to recognisable landmarks highlighted on the map (e.g. National Football Museum, Etihad Stadium, Science and Industry Museum, Old Trafford, Manchester Cathedral, University of Manchester). **Maybe focus on a couple of features.**

Zoom in on Manchester city centre to show the area from Manchester Arndale to the library at St Peter's square. Explain that we will be drawing a map of Manchester city centre and we need to pick out key landmarks to include. Ensure children know that a **landmark** is an object or feature that is easily seen and recognized from a distance, allowing people to know their

Year 1: Create a simple sketch map of Manchester **would you give children a city centre outline for them to ID key places? - then differentiate e.g. pictures of key places to stick on...**

Year 2: Children draw a sketch map of their local area using basic symbols in a key. **differentiate**

Year 2 Challenge: Include compass directions and link with the landmarks on their map e.g. the Arndale is in the North of the city centre, the town hall and library are in the South, Piccadilly gardens is in the East and John Rylands library is in the West.



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	<p>location.</p> <p>Explain that we will be creating our own map of Manchester using a key.</p> <p>TTYP - What is a key? Which symbols need to be included on our map? Discuss symbols such as a cross for the cathedral, a football for the museum, a shopping trolley for the Arndale, a flower for Piccadilly gardens etc. Remind children to include a map title, a key with symbols and key features when devising their map.</p> <p><i>This seems to be a lot of content to cover in one lesson - maybe simplify</i></p>	
<p>Lesson 3 LO: I can identify human and physical features in Manchester.</p> <p>Geographical skills Use aerial photographs to recognise landmarks and basic human and physical features in our local area.</p>	<p>Starter question - Which landmarks can we see in Manchester city centre? Were they in the North, South, East or West?</p> <p>Remind children that an aerial view (bird's-eye view) is when we view an object from above as a bird would. Today we're going to view features from the ground. As a class, use street view on Google maps to show children landmarks such as the town hall, library, the Arndale, cathedral, John Rylands library etc.</p> <p>Explain that these are human features because they are man-made. TTYP - Can you remember what we call natural features? Remind children of the term physical features.</p> <p>Explain that most of the features in the city centre are human because it is a densely populated, built-up area. This means that a large amount of people live/work in that area and the buildings are close together along the</p>	<p>Year 1: Sorting human and physical features in Manchester and labelling them. <i>E.g. in pairs/groups, children could be given a set of pictures - they have to put pictures onto correct side - human/physical</i></p> <p>Year 2: Sorting human and physical features and writing a definition of the two key terms.</p> <p>Year 2 challenge: Children choose some human features and physical features to research and write a short sentence about each one.</p>



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	<p>streets, so there's very little space for physical features such as parks or grassy areas.</p> <p>Please take care - keep to "basic geographical vocabulary" - National Curriculum</p> <p>TTYP - Can you spot any physical features in Manchester city centre? Children should be able to recognise the River Irwell (near the cathedral), River Medlock (Deansgate) and Piccadilly gardens (although some areas of the garden are man made e.g. stone steps, fountains).</p> <p>Display pictures of human and physical features in Manchester and sort as a class.</p>	
<p>Lesson 4: LO: I can compare Manchester city centre to my local area.</p> <p>Geographical skills Use aerial photographs to compare landmarks and basic human and physical features in my local area.</p>	<p>Tell children that we're going to compare our local area, the town of Wythenshawe, with the city of Manchester.</p> <p>Starter question: How is a town different to a city? Remind children that for somewhere to be classed as a city, it usually has a cathedral and university. Explain that towns and cities are called urban because they are densely populated and built-up areas.</p> <p>Please take care - keep to "basic geographical vocabulary" - National Curriculum</p> <p>TTYP - what is the name given to a non-urban area? Remind children of the term rural. Display pictures of urban and rural areas and ask children to discuss which is which.</p>	<p>Year 1: Children write key words to show what's similar and different about Wythenshawe, using pictures as prompts.</p> <p>Year 2: Children fill in a table to show similarities and differences, using bullet points and short sentences.</p> <p>Y2 Challenge: Children write a sentence explaining if they would rather live in Wythenshawe or Manchester city centre and why.</p>



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	<p>Explain that although Wythenshawe and Manchester are both urban areas, there are still differences between them. Show children a map of Manchester city centre and a map of Wythenshawe. What do you notice? The further out from the city centre - more green areas?</p> <p>Children should recognise that there are more green areas in Wythenshawe, less famous landmarks and it's a less build-up area. Also highlight the fact that the population of Manchester city centre is approximately 50,000 and the population of Wythenshawe is 110,000. Children should recognise that Wythenshawe is more spread out and covers a larger area than Manchester city centre, so it's less build up. Keep this appropriate for KS1</p> <p>Also discuss similarities between the two places, such as they both have the Metrolink and buses, there are rivers in Manchester city centre and rivers in Wythenshawe and both have a shopping centre.</p>	
<p>Lesson 5: I can plan a route to Manchester.</p> <p>Geographical skills Use locational and directional language to describe routes on a map.</p>	<p>Starter question: How can we get from Wythenshawe to Manchester?</p> <p>Explain that there are two buses which travel from Wythenshawe to Manchester (101 and 103). We can also use the Metrolink to get there. TTYP - which is the best way to travel? Discuss how the tram can avoid traffic in the city centre and the times it stops at the stations are more accurate.</p> <p>Show the children how to use Google Maps by using the 'directions' function</p>	<p>Year 1: Colour a route on a road map to show how they would get from our school to Piccadilly gardens.</p> <p>Year 2: Colour a route on a road map, then write simple directions to get to Piccadilly gardens, using left and right (word bank provided)</p>



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	<p>and typing in 'your location' to Piccadilly Gardens. Show the children how to select specific types of transport e.g. bus, tram. Which one is quicker? Why do you think this is?</p> <p>Ask children which Metrolink link stop is closest to our school. Show the children a map of the Metrolink lines in Manchester. Can you find our Metrolink stop on the map?</p> <p>TTYP - Why is it quicker to drive to Manchester instead of getting public transport?</p> <p>Explain that buses have to go on a certain route and can't take short cuts or go a different way if there's traffic on the road. Trams and buses visit many towns to make sure public transport is convenient for as many people as possible.</p> <p>Model how to select the 'drive' option on Google maps when putting in directions from our school. We will be planning a route from our school to the Hilton Hotel. Explain that this is a famous landmark in Manchester as it was tallest tower in Manchester until 2020. After checking the route on Google maps, colour it in the A3 map. Model how to write 6 simple steps to get from our location to our destination.</p> <p>Could a more practical activity happen here e.g. tram ride to airport, visit to 'airport visitor centre??</p>	<p>e.g. 1) Turn right out of the school gates and drive down Woodhouse Lane. 2) Turn left onto Brownley Road and go left at the first roundabout.</p> <p>Y2 Challenge: Add compass directions to their steps (word bank provided) e.g. 1) Turn right and drive North along Woodhouse Lane 2) Turn left keep driving North along Brownley Road. 3) Turn left and drive West along the A590.</p>
<p>Lesson 6: I can write a create a information booklet about</p>	<p>Explain that we will be creating an information booklet about Manchester which provides information for people who come to visit.</p>	<p>Year 1: Include title, label landmarks (pictures provided), circle Manchester on the UK map, label human and</p>



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<p>Manchester.</p> <p><u>Geographical skills</u> Use locational and directional language. Use basic geographical vocabulary to refer to key physical and human features. Devise a simple map and use basic symbols in a key.</p>	<p>Provide children with an A3 skeleton book with subheadings and images already included.</p> <p>Model where to put the title, how to mark Manchester on the UK map and label the pictures of Manchester landmarks. Recap human and physical features in Manchester and transport in Manchester.</p> <p>For Year 2/HA children, model how to draw a simple map of Manchester city centre, including the town hall, library, Manchester Arndale, River Irwell and Piccadilly gardens.</p>	<p>physical features, list ways to travel to Manchester</p> <p><u>Year 2:</u> Include all the above, also include a simple map to show Manchester city centre and write a few sentences about how Wythenshawe and Manchester are similar or different.</p> <p><u>Y2 Challenge:</u> Complete landmarks and human and physical features activity without pictures provided.</p>
<p><u>Applied Write opportunities:</u> Children to apply knowledge from previous lessons to create an information booklet on Manchester (lesson 6).</p>		
<p><u>Key Vocabulary:</u> Tier 2 - town, locate, compass, direction, map, key, record, measure Tier 3 - local area, Manchester, physical features, human features, countryside, vegetation, rural, urban, aerial view, location, destination, route</p>		



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Year Group: Year 1&2	Term: Summer 1 (Cycle A)	Topic: The UK in Europe
<p>National Curriculum Links (Ref: NC 2014) Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <p>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</p>		
Knowledge and skills objectives	Activity	Differentiation
<p><u>Lesson 1</u> I can locate the countries and capital cities within the UK.</p> <p>Resources</p> <p>Atlases to locate countries and cities.</p>	<p>Show children map of UK. Can they recognise it? Can they identify any of the countries within the UK? What do you know about the UK? (Assessment)</p> <p>Explain to the children this is the UK and it is made up of four countries, (a country is a piece of land) England, Wales, Scotland and Northern Ireland.</p> <p>Have written words ready to label as a whole class on board.</p> <p>Explain to the children that each country has a capital city. A capital city is where the headquarters of a country's government is. It is also where the country's leaders live like the king and queen or president live.</p>	<p>LA – Children label the countries of the UK MA – Children use word bank to assist in labelling the countries and capital cities of the UK. HA – Children to label the countries and capital cities of the UK.</p> <p>Plenary</p> <p>Play UK song and complete the capital city and country for UK quiz as whole class on: https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</p> <p>song: https://www.youtube.com/watch?v=RvDIZoQLgIE</p>



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	<p>What is the capital city of the United Kingdom? TYP It is London. Scotland, Wales and Northern Ireland each have their own capitals. We live in England and our capital city is London. Show children on map where each capital city is located.</p> <p>The capital city of Scotland is Edinburgh. The capital city of Northern Ireland is Belfast. The capital city of Wales is Cardiff.</p> <p>Show children 'Exploring the UK' (Pause and show children famous landmarks and pictures from each country and capital city and then scroll down to show images & images on slides.</p> <p>https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</p> <p>Today we are going to locate the countries and capital cities in the U.K. We are going to use an atlas to help us. What is an atlas? TYP An atlas is a collection of maps and will help us locate the countries and capitals within the UK. Model using atlas to locate countries and cities.</p>	
<p><u>Lesson 2</u></p> <p>I can locate the continents of the world</p> <p>Resources</p>	<p>RECAP - What is a capital city? UK countries and capital city quiz complete as a whole class.</p> <p>https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</p> <p>What shape is the Earth? Show children a globe. Explain it shows us where there is land and water on Earth. Can you see the land? Can you see the water? What does it look like there is more of?</p>	<p>La - Label the continents of the world on map with word bank and initial letters for support.</p> <p>MA - Label the continents of the world with word bank.</p> <p>HA - Put the world map jigsaw puzzle together and label.</p> <p>Plenary</p>



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<p>Globe Atlas</p>	<p>The world can be shown in many different ways. Show images of world map. Ask: Can you find the UK on the map? How many countries can you name?</p> <p>Explain to children today we are going to be locating the continents of world. A continent is a large area of land. Most of the continents have lots of different countries of them. A country is also a piece of land but much smaller than a continent.</p> <p>There are 7 continents in the world. Show each continent and its location on a map. Explain to children the UK is in Europe and point to location.</p> <p>Show map of world with one of the continents names blocked off. Ask chn to work out the name of the continent. Repeat with each continent.</p> <p>Model using an atlas to locate continents of the world.</p>	<p>Complete continents quiz as whole class: https://online.seterra.com/en/vgp/3004</p>
<p><u>Lesson 3</u> I can locate the oceans of the world</p>	<p>Recap continents of the world and complete continents quiz as whole class: https://online.seterra.com/en/vgp/3004</p>	<p>LA/MA – Use an Atlas to locate the 7 oceans of the world (with word bank)</p> <p>HA – Use an Atlas to locate the 7 oceans of the world</p>
<p>Resources</p>	<p>Remind the children that the world is made up of mostly water and how on globe.</p>	<p>Challenge – write a fact about each ocean</p>
<p>Atlas Globe</p>	<p>Today we are going to locate and name the oceans of the world. An ocean is a very large area of salt water. Most of the Earth is covered in ocean.</p>	



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	<p>There are five oceans in the world; Pacific ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>Show the location of each ocean on globe.</p> <p>Explain that the Pacific ocean is the biggest ocean in the world and it is home to the Great Barrier Reef which is the largest coral reef in the world!</p> <p>The Atlantic ocean is the second biggest ocean. It is huge but half the size of the Pacific ocean. The Mid-Atlantic Ridge, the longest mountain range in the world, is underwater in the Atlantic ocean.</p> <p>The Indian Ocean is the third biggest ocean. It is the home of many endangered sea creatures like turtles.</p> <p>The Southern Ocean is the second smallest ocean. It is also known as the Antarctic Ocean as it surrounds Antarctica. The Southern Ocean is home to emperor penguins, blue whales, elephant seals, giant squid and the wandering albatross.</p> <p>The Arctic Ocean is the smallest ocean in the world. It surrounds the Arctic. Often, it is completely covered in ice and polar bears live on the ice.</p> <p>Complete the Which Ocean Am I? challenge. Read the clues to the children and they have to work out which Ocean you are describing,</p>	
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<p>Lesson 4 I can write a leaflet about the UK</p>	<p>Recap oceans of the world – ask chn to locate on globe.</p> <p>Introduce chn to the Union Jack and show image of flag. Explain that this is the flag of the Uk and it combines the crosses of the 3 patron saints.</p> <p>Today we are going to write a leaflet about the UK.. Explain our leaflets will include pictures and subheadings. What have we learnt about the Uk over the last few weeks? TTYP</p> <p>What information should we include in our leaflets? TTYP</p> <p>Mindmap together ideas for leaflet and model turning the idea into a subheading. Remind the chn subheadings are titles that divide part of a piece of writing into shorter sections.</p> <p>Model writing first sentence with the chn.</p>	<p>All children to write leaflet about the UK</p> <p>LA – subheadings given</p>
<p><u>Applied Write Opportunities:</u> Write a leaflet about the UK</p>		
<p><u>Enrichment Opportunities:</u></p>		
<p><u>Key Vocabulary</u></p> <p>Tier 2: flag, country, sea, island</p> <p>Tier 3: capital city, continents, oceans, national flag, surrounded</p>		



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Medium Term Planning Creative Learning Journey

Subject: Geography	Topic: Hot and cold places - seasonal weather	KS1 Cycle B - Autumn
<p>NC Programme of Study:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) to describe the location Use and construct basic symbols in a key 		
Objective	Activities	Differentiation
<p>Lesson 1: LO: I can name and locate the world's seven continents.</p>	<p>Key words: equator, Northern hemisphere, Southern hemisphere, continents, oceans, atlas, globe, locate</p> <p>Check what the children remember about continents. What is a continent? Can you name any of the world continents? <i>Where do we live? Introduce the continents - use quiz/video.</i></p> <p>Collate a list of the continents that the children already know. Provide each group of 5 children with a blank world map and ask them to work together to label as many continents as they can. <i>World map and blank map and in pairs match the continents.</i></p> <p>As a class, label a world map on the topic working wall using the knowledge the children have already. Then use a world map on the IWB to fill in the missing continents.</p>	<p>LA/SEN - Locating the 7 continents and using an atlas to support learning.</p> <p>HA/MA - Locating the 7 continents from memory, then using an atlas to check the ones they are unsure of.</p> <p>Challenge - find a country in each continent using the atlas.</p>



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<p>Lesson 2: LO: I can name and locate the five oceans.</p>	<p>Key words: equator, Northern hemisphere, Southern hemisphere, continents, oceans, atlas, globe, locate</p> <p>Check what the children remember about oceans. What is an ocean? Can you name any of the world oceans? <i>Introduce the oceans - use quiz/video.</i></p> <p>Collate a list of the oceans that the children already know. Provide each group of 5 children with the map they labelled continents on yesterday. Ask them to work together to label as many oceans as they can. <i>World map and blank map - match the continents in pairs.</i></p> <p>Check if the children remember what the equator is what we call the top and bottom half of the world and where you would find the North and South Pole.</p>	<p>LA/SEN - Locating the 5 oceans and using an atlas to support learning.</p> <p>HA/MA - Locating the 5 oceans from memory, then using an atlas to check the ones they are unsure of.</p> <p>All children draw on the equator, then label the Northern Hemisphere, Southern hemisphere and North and South Pole.</p>
<p>Lesson 3: LO: I can explain where hot and cold countries are located in the world.</p>	<p>Key words: equator, Northern hemisphere, Southern hemisphere, cold, warm, tropical, temperate, atlas, globe, locate</p> <p>Recap the 7 continents we learnt in the first lesson. Where in the world do you think we can find countries with the coldest temperatures? Where are the warmer countries?</p> <p>Show the Powerpoint which discusses climate zones and show children the world temperature map. Children should be able to recognise that the two coldest points on Earth are furthest from the equator (the two poles) and</p>	<p>All children make a globe in pairs. Place on the continents/oceans and the equator and identify hot and cold countries.</p> <p>(balloons, continent cut outs, sharpie)</p>



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	that the hotter countries are closer to the equator. Recap what the equator is if children do not remember.	
<p>Lesson 4: LO: I can talk about the climate in different countries.</p>	<p>Introduce 5 countries (Greenland, Australia, Egypt, Brazil, UK)</p> <p>Look at pictures/videos of countries and discuss the climate, compare with the UK. Talk about rainfall and temperature.</p> <p>After looking at the climate for each country, discuss what types of clothing you would wear for each place and why.</p>	<p>LA/SEN - What would you pack in your suitcase to go on holiday to.....? (choose destination) Picture and label</p> <p>MA - What would you pack in your suitcase to go on holiday to.....? (choose destination) Choose 2 countries and compare. I would take a sun hat to Australia because...</p> <p>HA - What would you pack in your suitcase to go on holiday to.....? (choose destination) Choose 2 countries and compare. I would take a sun hat to Australia because... but I would not take it to Greenland.</p>
<p>Lesson 5: LO: I can identify a country's climate and explain why certain animals live there.</p>	<p>Print out the 7 slides describing the climate for each of the different countries. Provide each group of 5 children with cut-out pictures of the animals. Ask them to read the description of each country and decide where the animals could live.</p>	<p>LA/SEN - Sticking animals onto the correct picture of each country.</p> <p>MA/HA - Sticking pictures of animals, then writing two sentences for each</p>



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	<p>Check as a class using the Powerpoint presentation as a discussion point. Ensure the children are linking previous knowledge about animals and their habitats e.g. Tree frogs live in the Amazon because it has a tropical climate and it is wet. Reindeer live in Greenland because it has a cold climate and they like the snow.</p>	<p>one. e.g. <u>Greenland</u> Reindeer live here because they have thick fur to keep warm. Arctic hares also live here because they use their white fur to blend into the snow.</p>
<p>Lesson 6: LO: I can create a travel webpage for hot and cold countries</p>	<p>Recap previous learning in books. Look at a travel webpage and discuss what features it shows.</p> <p>Title Picture Subtitle Key facts about climate Animals Flight prices</p> <p>Model how to create a webpage using persuasive language. Ensure children start with a phrase to encourage people to visit e.g. if you like a cold climate, Greenland is the place for you! Wrap up warm if you come to Greenland because temperatures are usually below freezing! Send LA/SEN pupils to have a go at writing simple sentences about each country e.g. Greenland has a cold climate and reindeer live there. They like the snow.</p> <p>For HA and MA pupils, model a variety of conjunctions and more advanced punctuation e.g. Have you ever wanted to visit a Winter wonderland? Greenland has a cold climate and it is far from the equator, so there is lots</p>	<p>LA/SEN - captions and labels LA/SEN - Writing simple sentences using capital letters and full stops. If they are more confident, they can include 'and' to join sentences. MA - Writing simple sentences using capital letters and full stops. MA - Including conjunctions which have been modelled and some adjectives. HA - Including a variety of conjunctions, a question and an exclamation mark. HA - Writing simple sentences using capital letters and full stops. If they are more confident, they can include 'and' to join sentences.</p>



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	of snow and ice. Seals have lots of fat on their bodies because they need to keep warm when the temperature is below freezing!	Challenge Children refer to the tier 2 vocabulary in their knowledge organiser and check how many key words they can include in their writing.
Applied Write opportunities: Extended write is happening in Week 3. Children create a travel webpage about hot and cold places.		
Key Vocabulary: Tier 2: weather, climate, equator, hemisphere, poles, continent, ocean, adapt, habitat, rainfall, temperature, tropical, temperate, monsoon, arctic Tier 3: atlas, world map, globe, countries, key, locate, measure, graph, change, record		



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Subject: Geography	Topic: China	Summer
<p>NC Links:</p> <ul style="list-style-type: none">Name and locate the world's seven continents and five oceans.Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.Use world maps, atlases and globes to identify 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; and use and construct basic symbols in a key.		
<p>Lesson 1:</p> <p>I can locate China on a world map.</p> <p>Skills Use maps, atlases and globes to locate the world's seven continents and China. Label a map of China and create a simple key. Use simple compass directions, and use locational and directional language to describe the location of</p>	<p>Begin with a recap of the seven continents and five oceans of the world. As a whole class or in small groups, children to locate the seven continents of the world and discuss - which is the smallest/largest continent? Which continent do we live in? etc. Then watch this video to find out: youtube.com/watch?v=K6DSMZ8b3LE</p> <p>Show children a photograph of the national flag of China and The Great Wall of China - can they guess what country they will be learning about? Where is China located?</p> <p>Using an atlas, children to locate China on a world map. TTYP - Where is China located? Which continent is China in?</p> <p>Now show them a map of China and discuss the key features of the map and pinpoint the capital city (Beijing), main cities (Shanghai, Hong Kong, Chengdu etc.) and rivers (Yangtze River and Yellow River)</p>	<p>All children to locate and colour code China on the world map. SEND/LA: Locate and label China, the continent it's in (Asia), the continent we live in (Europe).</p> <p>MA/HA: Locate and colour code China, before labelling the capital city, other major cities and rivers.</p> <p>Challenge: Use Google Maps to look around and explore China. What landmarks can you find? Can you locate and add The Great Wall of China and Mount Everest to your map?</p>



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features & routes on a map		
<p>Lesson 2:</p> <p>I can discuss similarities and differences between Beijing and London.</p> <p>Skills Compare the similarities and differences between two locations. Use aerial photos to recognise landmarks and human and physical features</p>	<p>TTYP - What is a capital city? What is the capital city of England? Has anyone visited London? What do you know about London? Can you name any famous landmarks located in London? - show images of key landmarks</p> <p>Explain that today we are going to learn about the capital city of China and make comparisons to London.</p> <p>Introduce Ted the teddy bear and explain that Ted has been on his travels! Can you guess where? To the capital city of China, Beijing! Show PowerPoint; discuss how the capital city Beijing may be different or similar to London. E.g. Beijing is a busy city with lots of traffic just like London.</p> <p>https://www.bbc.co.uk/bitesize/clips/z86w2hv Use video to discuss the key features, characteristics and landmarks of Beijing.</p>	<p>SEND/LA: Sort the picture cards into two groups: London and Beijing.</p> <p>MA: Jot down the similarities and differences between Beijing and London, using writing frame.</p> <p>HA: Write some similarities and differences between Beijing and London, including their own subtitles and using 'because/but'.</p> <p>Challenge: Research other capital cities e.g. Paris, and make further comparisons to Beijing and London.</p>
<p>Lesson 3:</p> <p>I can compare school life in China and in the UK.</p>	<p>Start with this video: https://www.bbc.co.uk/bitesize/clips/z82fqk7 Look at what school life is like for children living in Beijing, an urban area.</p> <p>TTYP - What is the school day like for children in China?</p>	<p>SEND/LA: Compare their school to a school in China using writing template.</p> <p>MA: As above and adding their own</p>



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<p>Skills Talk about your school and recognisable features. Describe similarities and differences between schools in China and in the UK.</p>	<p>What activities do children do at break and lunchtime?</p> <p>Discuss similarities and differences Talk about how our school is different/similar to the school in the video. What did you like about the school in China? Was there anything you disliked?</p> <p>As a whole class, create a table of similarities and differences, taking responses from children.</p>	<p>comparisons.</p> <p>HA: Write a letter to a friend in China about their school, e.g. My school starts at... In my school, we learn to...At break times, we...</p> <p>Challenge: As above, including how their school is similar and different to the school in China, e.g. My school is similar/different to your school because...</p>
<p>Lesson 4:</p> <p>I can talk about Chinese culture and the culture of my own country.</p> <p>Skills Identify some similarities and differences between Chinese culture and our own cultures.</p>	<p>As a whole class/ small groups - quick quiz to recap key learning so far. (Use PowerPoint for quiz questions)</p> <p>Explain today we will be learning about Chinese culture and compare it to own culture. TTYP - What is culture? What does it mean? What's our culture like?</p> <p>Tell children that Chinese New Year is a very important part of Chinese culture. Watch Dragon dance video: https://vimeo.com/19699733</p> <p>Talk about how Chinese people prepare for New Year.</p> <p>In small groups, look at different Chinese foods (prawn crackers, rice, noodles, spring rolls, sweet and sour etc...) Children to use their senses to</p>	<p>**Next time think about how this activity relates to the food/culture etc</p> <p>Could this activity write about the Chinese culture</p> <p>SEND/LA: Create a 'culture pizza' with 4 sections, using template provided.</p> <p>MA: Create a 'culture pizza' with 8</p>



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	<p>work out what each food might be and describe what each food tastes like. TTYP - Which food did you like best? Why/why not? How might things in our culture be the same or different to Chinese culture? E.g. What festivals/celebrations do we have in the UK? What food do we eat? Languages we speak etc.</p>	<p>sections.</p> <p>HA: As above, including making comparisons with their own culture, e.g. In China, they celebrate Chinese New Year but in my culture, we celebrate Easter and Christmas.</p> <p>Challenge: Look at a range of other celebrations and festivals from different countries around the world, compare and contrast with their own culture and what they have learnt about China.</p>
<p>Lesson 5:</p> <p>I can discuss the different types of farming in China and explain how rice is grown.</p> <p>Skills</p>	<p>Explain to children that they will be looking at the different types of farming in China. TTYP - What is farming? What are goods? What does produce mean? What types of foods/materials/goods are produced in the UK? (Show PowerPoint)</p> <p>Tell children that farming is a very important part of Chinese life. Many of the population (people) that live in China work in agriculture (farming) or with livestock (farm animals).</p> <p>Rice is one of China's biggest crops.</p>	<p>SEND/LA: Order the different stages of how rice is grown.</p> <p>MA: As above, including a sentence underneath each picture to explain each stage.</p> <p>HA: Draw their own rice growing pictures and write a sentence underneath each one to explain each</p>



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<p>Ask questions and find out about the different types of farming in China.</p>	<p>Watch a video of how rice is grown: https://www.youtube.com/watch?v=kxAEiHCErSA Discuss the different steps of how rice is grown.</p>	<p>stage.</p>
<p>Lesson 6: I can create a fact file all about China.</p>	<p>Starter activity - Recap human and physical features. TTYP - What is a human/physical feature? Can you name some? Give children a range of photos from China to sort into two groups - human and physical. How can they tell which are human and physical features?</p> <p>Tell the children today they are going to write a fact file about China. Mind map key facts that we have learnt about China. E.g. capital city, largest city, its continent, rivers, famous landmarks, farming etc.</p> <p>Ask the key questions and discuss in pairs. Take feedback and model writing first part of fact file using question headings and ticking off success criteria.</p>	<p>SEND/LA: Write a fact file using simple sentences on the template provided. E.g. China is in Asia. The flag is red with yellow stars.</p> <p>MA: Using the template provided, children to write key facts to answer the question headings. E.g. Where is China located? China is located in Asia, the largest continent.</p> <p>HA: Write their own question sub-headings, including diagrams and maps.</p>
<p>Applied Write opportunities: Children to apply knowledge learnt in previous lessons to create a fact file all about China and compare the similarities and differences to the UK. They will have had the opportunity to explore the geographical similarities and differences through studying the human and physical features, including famous landmarks, Chinese cultures and farming in previous lessons.</p>		



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Key Vocabulary:

Tier 2 - continent, country, oceans, seas, locate, compass, direction, key, language, similarities, differences.

Tier 3 - China, Asia, Beijing, Shanghai, capital city, population, physical features, human features, landmarks.