




SS John Fisher & Thomas More Catholic Primary School

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Geography Planning

Year Group: LKS2	Topic: Food and Farming	Term: Autumn
<p>National Curriculum Links (Ref: NC 2014) Pupils in Key Stage Two should be taught to:</p> <p>Pupils <u>might</u> work</p> <p>Working scientifically (LKS2 objectives)</p> <p><u>Global Goals</u> This global goal would be perfect to fit with this unit of learning.</p> <ol style="list-style-type: none">1. End poverty in all forms everywhere.8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.12. Ensure sustainable consumption and production patterns.15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.		
		




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Geography Planning

Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson One</u> I know the different land uses in the UK.</p> <p><u>Success criteria:</u> I can identify urban and rural areas and describe what they are used for.</p> <p>I can show how different areas of the UK have different land uses.</p> <p>I can give reasons to explain why the land is used this way.</p> <p>Tier 2: crops, mixed farming, hill farming, purpose, rural, urban, landscape, higher ground, animals</p> <p>Tier 3: arable, pastoral, reservoir, crofting, ploughing, grazing</p>	<p>Start the lesson by finding out pupils' prior knowledge. Using question and answer strategies have a structured discussion using the following questions. Use the pictures on the slides to guide this if necessary.</p> <p>Which picture best describes the word urban? Which picture best describes rural? Urban vs Rural- Define each using info on ppt.</p> <p>Activity 1- Vote with your feet Show different pictures to pupils. Move to one side of the room for rural, the other side for urban. Explain that each type of land has a use (purpose). After each picture get pupils to shout out what they think the land is used for.</p> <p>What are the different countries in the UK? Which country is N,S,E,W? Use map to show each. What are the capital cities of each country? Discuss that different areas have different land uses because of the weather and the landscape. (Hilly, flat, coastal, wet, drier) Scotland is wetter. How will this affect farming? The south of England is drier and flatter. What will grow best here? Will it be easy to plough?</p> <p>Talk through the 6 different main types of land use. Use slides for each type. Storing water- man-made lakes and reservoirs Pastoral farming leaves the land under grass for the grazing of animals. Arable is the ploughing of land and the growing of crops. Mixed farming is when crops and animals are found in the same area. Hill farming is found in remote high land areas with little or no access. Sheep graze the mountains or hills.</p>	<p>Activity 3 Pupils will identify that land is used for different purposes. They will use clues from the pictures to show how the land is used.</p>  <p>SEN- On post it notes, draw their own rural and urban pictures. Label each and explain how the land is used. LA- Simple sentences to show the land purpose. HA- Compare different pictures to show how each type of land has different purposes. Explain how the location often decides the land use. Pupils may be able to talk about different environmental factors.</p>
<p>Resources</p>		



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Whiteboard with lesson vocab for pupils to move towards.

Crofting is a small scale production of animal and food products for the local communities of the Scotland Highlands. Why do you think most villages grow their own food and rear their own livestock?

Activity 2- colour in the maps to show how each area of land is used.

Use the colour map to discuss how the different areas have different purposes. Pupils will colour their own version in. Some pupils may be give reasons why this





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<p><u>Lesson Two</u> I can identify the types of foods found on farms.</p> <p><u>Tier 2</u> product, cheese, eggs, milk, salmon, bees, honey, orchard, apples, pears, wheat</p> <p><u>Tier 3</u> orchardry, aquaculture, apiculture, arable, pastoral</p>	<p>Start the lesson by asking pupils if they can remember the 5 main types of farming: arable, pastoral, mixed, hill, crofting.</p> <p>We can classify farming into the 2 main types, pastoral and arable. Other types of farming are more specialised and aren't as common.</p> <p>Arable farming is growing crops. Pastoral farming is raising animals. Tell pupils that you are now going to look at some of the more specialised types of farming. These are much more labour intensive and difficult to grow.</p> <p>Show slides and discuss- orchardry, aquaculture, apiculture. Can pupils guess what may be grown in the videos? Use food items to help pupils visualize the products with the type of farming.</p> <p>Ask pupils the following questions- invite discussions and address misconceptions.</p> <ul style="list-style-type: none"> - Does cheese grow on trees? - Where do eggs come from? - Does bread come from a plant or meat? 	<p>Activity 2- Information leaflet</p> <p>Create an information leaflet containing the different types of farming and the foods that they produce. Include pictures and information about each type of farming.</p> <p>SEN- Draw pictures of each food product for each farming type.</p> <p>HA-Pupils to answer this question giving reasons to support their ideas. What types of problems are associated with this type of farming?</p>
<p>Resources</p>	<p>Activity 1- Ipad research</p> <p>Split pupils into 5 groups- each with a different category. On flipchart, per- find as many different types of food produced in each type of</p>	
<p>Ipads, flipchart paper</p> <p>food items, apples, pears, cereal, salmon, milk, cheese, honey</p>		



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	<p>farming and some interesting facts about how they are produced. After 10 minutes have a gallery where pupils move around the room to find out what the other groups have researched. Alternatively get each group to present to the class.</p>	
<p><u>Lesson Three</u> I can identify the location of foods produced in The UK</p>	<p>What meals do you eat? What ingredients do you have in your home? Show different food packaging to pupils during this game.</p> <ul style="list-style-type: none"> • Pupils move to each area if they have/do not have in their home. You may wish use actions for this game instead. • Show each slide- pupils to move to have or don't have section. Pupils put thumbs up/down if they like to eat it. <p>Ask pupils- Where does all this this food come from? Show different food packaging and ask if they know where it comes from? Use several examples from a variety of food groups. (shops/farms/supermarkets/butchers/fishmongers/sea etc)</p> <p>Ask pupils- Out of the foods that we have looked at, which foods are the UK famous for producing? (clarify that producing is making something from raw materials, this could be other products, not just food items)</p> <p>Activity 1 Look at the food map and locate some of the different food products. Pupils to discuss in groups where the food item is found, near the coast, higher ground, flat ground etc. Try to come up with different reasons for this.</p>	<p>Activity 2</p> <p>Pupils will have a black map of The UK. They will stick this into their books and choose 3 food items that from their food map. Draw an arrow to the map and label the food item and the location. Give a reason why this food item is produced in this region.</p> <p>SEN- Draw an arrow to the location and draw a picture of the food item.</p> <p>HA- Pupils will choose several food items and be able to identify environmental reasons as to why the product is produced there.</p>
<p>Resources</p>		
		<p>Plenary</p>



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<p><u>Lesson Four</u></p> <p>I know where my food comes from</p> <p>Resources</p>	<p>Location o different foods/ climate Show foods, where is it grown? Labels</p>	<p>Use food packaged to find where it was imported from.</p>
<p><u>Lesson Five</u></p> <p>I know that fair trade helps farmers</p> <p>Resources</p>	<p>cocoa/tea/palm oil</p> <p>developing world</p> <p>What is fair trade? ow does it help</p>	<p>Fair trade icons/ how does it help local/economies</p> <p>HA- Where should we buy our food from?</p> <p>Plenary</p>
<p><u>Lesson Six</u></p> <p><u>carbon footprints</u></p>	<p><u>Economic links</u></p> <p><u>migration- food pickers</u></p>	<p>Plenary</p>



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<p>Resources</p>	<p><u>what can we do?</u> <u>sustainability/ food miles</u></p>	
<p><u>Applied Write Opportunities:</u></p>		
<p><u>Enrichment Opportunities:</u> Visit a local farm</p>		



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Key Vocabulary

Tier Two:

L1- crops, mixed farming, hill farming, purpose, rural, urban, landscape, higher ground, animals

Tier Three:

L1- arable, pastoral, reservoir, crofting, ploughing, grazing



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Medium Term Planning Creative Learning Journey

Year Group: Year 3 & 4	Topic: The UK	Term: Spring
National Curriculum Links (Ref: NC 2014) <i>Locational and place knowledge</i> <ul style="list-style-type: none">• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <i>Human and physical geography - describe and understand key aspects of:</i> <ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• 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 <i>Geographical skills and fieldwork</i> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• use the eight points of a compass, four and six-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		



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Medium Term Planning Creative Learning Journey

Knowledge and Skills Objectives	Activity	Differentiation
<p>Week One- Countries and Cities I can name and locate the countries and cities of the UK</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Tier 2: United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital,</p> </div>	<p>Where is the UK? Use the maps on the Lesson Presentation to focus on the UK's location - first on a map of the world and then on a map of Europe. <i>Can you spot the UK on each of these maps?</i> (On a click, the Lesson Presentation will show the UK on both maps.)</p> <p>Which Countries Make Up the UK? Show children the map of the UK split into its separate countries. <i>Can you name each country?</i> Next, show children the full title of the UK - The United Kingdom of Great Britain and Northern Ireland. <i>Which countries make up the UK?</i> Share the list of countries that make up the UK</p> <p>Sorting the Facts: Show the facts and images on the Lesson Presentation. <i>Which part of the UK does each one relate to?</i> On the next slide, look at the names of the capital cities. <i>Can you find these places on a map?</i></p> <p><i>Do you know the location of any other cities in the UK? Where is Manchester on the map of The UK?</i> Find and mark this on your map with a X and label. Model using an atlas to find the name of a city. Pupils to have some time using the atlases to find some different towns and cities in the UK.</p>	<p>LA- Cut out the UK countries jigsaw and piece them together. Use a map to cut out and stick the labels of countries and capital cities in the correct place.</p> <p>MA- Use a map of the UK to find some of the major cities listed on the map. Labels are given as clues</p> <p>HA- Pupils to use a map to identify the identified places on a map. No clues/labels will be given. Challenge- Use ipad/chromebook to find out some important geographical information about the capital cities of the different countries in The UK.</p>



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<p>Week two- Using compass points</p> <p>I can use the eight compass points to describe locations</p> <p>Tier 2: north, east, west, south,</p>	<p>Recap the different countries in The UK and their capital cities.</p> <p>North-South-East-West game</p> <ol style="list-style-type: none">1. One wall of the hall/playground/classroom is designated as North. Pupils must work out where the other points of the compass are. Label these using whiteboards and place the whiteboard at that side of the room/playground2. Teacher calls out a point of the compass. Pupils move to that	<p>SEN- Pupils to label the compass. Look at the arrows and write the direction of travel.</p> <p>LA- Pupils to identify the direction of travel using the 4 main compass points.</p>



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<p>Tier 3: north-east, north-west, south-east, south-west.</p>	<p>side of the room/playground. 3. For increasing levels of difficulty add intermediate points such as North-East or South-West.</p> <p>Visit 'Where is that?' slide. Ask pupils, "Where is Bristol?" Allow time for pupils to locate. If you move North from Bristol, where do you travel to?</p> <p>Ask pupils, "If you move to Aberdeen from Edinburgh, which direction do you travel?"</p> <p>Give pupils a copy of a map of the UK. PW-Pupils will create their own questions to challenge another partner group on their table. If another group manages to solve their clues then both teams score a point. Allow pupils some time to practise working out the different directions of travel.</p>	<p>MA- Pupils will identify the direction of travel using 8 compass points.</p> <p>HA- Pupils to create some of their own tricky directions to get from one place to another. Can they travel via 2 different cities to get to a missing location?</p>
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Medium Term Planning Creative Learning Journey

Week three- Rivers and Seas

**I can name and locate the main rivers and seas of the UK.
I can identify rivers and seas using an atlas or map**

Tier 2:

River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.

Tier 3:

Source, Estuary, physiological

What Surrounds Us? Show children a map of Europe. *Where is the UK? Can you find Austria? On the map, how is the UK different to Austria?*

(The UK is an island, the UK is surrounded by water, Austria is surrounded by other countries, the UK has a coastline etc.)

The Seas Around Us: Show children the labels for the main seas around the UK. *Do you know where each label should go? What clues might help us?* Pupils to try and guess where each label will go. Go through PPT to discuss each location. Bring up a map of the UK. What do pupils notice about the location of the capital cities of The UK? Is there a reason that they are near water? Why do you think that might be?

What large bodies of water do you know? Pupils may mention rivers, ponds, lakes, waters, oceans, seas, streams, estuaries etc.

What is a river? How is it different from other bodies of water? How is a river different to a lake/sea/ocean? They are all made up of H₂O. Saltwater/fresh water/flowing/tides.

Watch video to show the water cycle and the differences between seas/rivers.

<https://www.youtube.com/watch?v=bNWuQD7QHbc>

Show pupils the journey of the River Medlock. The only river that flows through Manchester City Centre. Pupils should recognise some of the places that the river runs through/under, especially The Etihad or Manchester Picadilly.

<https://www.youtube.com/watch?v=XC8r5U2Fhtk>

Children to identify and label the different seas around the UK.

LA: Pupils to match labels to places around The UK. Colour the areas to show the difference between sea and land.

MA: Pupils to label the seas around The UK. Find the location of each river using a physiological map of The UK. Complete the table to match the names of each river to its location on a map.

HA: Same as MA as well as identifying the sea that each river flows into. Could be a challenge for fast finishers.



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Rivers of the UK: Do you know the names of any rivers in the UK? Where do you think they flow? Model how to use a map of physical features in an atlas to find the River Thames. Label it on the map in the **Lesson Presentation**. Model finding where it flows into.

<https://www.youtube.com/watch?v=l-znrVgVyck>

Show pupils the journey of The Thames. What do they notice about it as it changes from it's source to it's estuary.



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<p>Week four- Counties</p> <p>I can create a fact file about Greater Manchester.</p> <p>I can use a map to locate some UK counties.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map</p>	<p>UK Addresses: Show children the addressed envelope. <i>What does each part tell the Post Office?</i> Look at the county name. <i>What is this part?</i> (It's the county.) <i>What is a county? Why do we have counties?</i></p> <p>What Is a County? After discussing the children's ideas, use this slide to explain what a county is and why we have them. Explain that a county is a smaller area of the UK containing lots of towns and villages. They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire and public safety, social care, libraries and waste management. Clarify what any of these areas are.</p> <p>Video about county names and origins- Watch from 10 minutes (Cheshire) https://www.youtube.com/watch?v=28UFIXOrjVY</p> <p>Our County: Click on the England map to see the counties within it. Can you find the county we are in? What counties are our neighbours? Pupils will use atlases to find and locate Lancashire/Cheshire. Find Manchester see where it is. Identify the surrounding counties.</p> <p>Video showing some places to visit in Greater Manchester. https://www.youtube.com/watch?v=yN3pc5EUU4A</p>	<p>SEN- Pupils to find our local County and neighbouring counties on a map. Use colour to identify each.</p> <p>All pupils: Pupils to create a fact file about Greater Manchester. Include: neighbouring counties, important places, famous landmarks, geographical features, population etc etc.</p> <p>Templates will be provided, however, pupils may prefer to use ipads or chromebooks to present their work.</p> <p>Extension: What Are We Famous For? Which famous people grew up there? Do you have a county day? What foods are associated with your area? Is there any important British History from our county?</p> <p>Allow children time to add to their fact files.</p>
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Medium Term Planning Creative Learning Journey

Week Four- Hills and Mountains <i>I can name and locate areas of high ground in The UK</i>		
Week Five		
Week Six		
Applied Write Opportunities		
Key Vocabulary Tier 2 Tier 3		



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Geography Planning

Year Group: LKS2	Topic: The UK	Term: Spring
<p>National Curriculum Links (Ref: NC 2014) Pupils in Key Stage Two should be taught to:</p> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity• use the eight points of a compass, four and six-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• 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		
<p><u>Global Goals</u></p>		




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Geography Planning

Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Lesson One</u> Human and physical features</p> <p>NC</p> <p>T2: North, South, East, West, beach, sand dunes</p> <p>T3: peninsula, promenade, inhabited, uninhabited</p>	<p>Understand prior knowledge- Human/physical features? What are they? Pupils to talk about some of the physical and human features that they have learnt in KS1. What are human features? Can you think of any examples? What are physical features? Can you think of any examples?</p> <p><i>What is your favourite thing about the coast?</i></p> <p>What are human features? What are physical features? Give pupils time to discuss and take feedback. Watch video about the UK coast. https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-coasts-and-energy/z89pp4j</p>	<p>Activity 1- Challenge- to explain how they know if each feature is either human or physical.</p> <p>Activity 2- Pupils will need some guidance and modelling when using the ipads. Use mixed ability pairs. Challenge what human and physical features can they find?</p>
<p>Resources</p> <p>Pictures of human and physical features.</p> <p>West Kirby Map https://www.freecountrymaps.com/map/towns/great_britain/267030</p>	<p>Activity 1: Pupils to sort human and physical features. Discuss how they know. Split a piece of flipchart paper. Pupils to work in a group to organise and sort each picture. Give reasons for each placement. Photo/Pic Collage of each group for books.</p> <p>Activity 2 Use ipads to locate Birkenhead/The Wirral. Where is it in relation to the rest of The UK. Is it</p> 	<p>Activity 3 Create a poster showing the human and physical features at the coast. LA- Draw pictures of how people use the coast HA- Answer the challenge questions thinking about the effects of humans visiting the coastline.</p>



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<p>39/</p>	<p>North, South, East, West? Can pupils remember the compass points? Describe where it is from Manchester. How would you travel there? By boat, plain, car, train etc. What do you notice about where it is located? What do you think you will see there?</p> <p>Show some pictures of West Kirby. Pupils will identify the different human and physical features that they have found.</p> <p>Activity 3 Use the map blown up onto A3 paper. Pupils to read the map to spot some of the human and physical features. Discuss finding these together. You may wish to guide pupils to specific examples e.g. roads, lakes, mudflats, dunes etc.</p> <p>Activity 4 Create a poster to show how people will use The Coast. Think about answering the following questions.</p> <ul style="list-style-type: none">• <i>What ways can people enjoy the coast? What coastal activities can you think of?</i>• <i>Would you like to live near the coast? Why/why not?</i>• <i>What kinds of jobs can you think of that people do in coastal areas?</i>• <i>What kinds of jobs can you think of that people do in coastal areas?</i>• <i>What are the environmental effects of tourists visiting the area?</i>• <i>How might locals feel about tourists who visit the coast?</i>	
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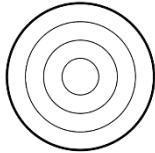
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<p><u>Lesson Two</u></p> <p>I can compare Wythenshawe to a coastal town</p> <p>NC:</p> <ul style="list-style-type: none">• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom describe and understand key aspects of human geography, including: types of settlement and land use, economic activity <p>Tier 2: village, town, city, county, country, coast</p> <p>Tier 3: population, locality, settlement</p>	<p>Explain to children that today we are going to compare where we live to another place in The UK. Watch this video that explains the difference between the names of different places that people live. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p</p> <p><i>What is a locality?</i></p> <ul style="list-style-type: none">• <i>What are the key features of a village?</i>• <i>What are the key features of a town?</i>• <i>What are the key features of a city?</i>• <i>How are villages, towns and cities connected?</i>• <i>Why is it important for these different settlements to be connected?</i> <p>We will look at a place called West Kirby that is on the coast, We started to learn about this place last week? Remind your partner, what is the coast? What did you find out about West Kirby?</p> <p>Activity 1- Circle Diagrams</p> <p>Pupils will label their circle diagram with Benchill, Wythenshawe, Manchester, Greater Manchester and colour each in different colours to signify the differences. They will write some brief facts about each area. You may need to discuss this. Challenge- Use ipads to research the population of each area. This can be shared with the rest of the class and added to all diagrams.</p>  <p>Repeat this process for West Kirby. You will need to model this. Leave the centre</p>	<p>Activity 1- Pupils to label their circle diagrams. Some pupils may need support and the words written onto iPads.</p> <p>Challenge- Pupils to research the populations of each area using iPads.</p> <p>Activity 2: Pupils will compare Wythenshawe and West Kirby using maps. They will identify how the areas are similar and different.</p> <p>Challenge: Pupils will link these similarities to population and be able to explain how location affects population.</p>
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circle blank. Town- West Kirby, City- Liverpool, County- Merseyside. Pupils may wish to colour code to match. Give pupils the population for each so that they can label. What do pupils notice about the populations in each area? Pupils may start to draw comparisons and differences between the two areas.

Why do more people live in Wythenshawe? Pupils to answer this question in books. Have a discussion about jobs, airports, roads/motorways and other reasons that people would want to live in the city. Challenge- Why do less people live in West Kirby? A similar discussion will help, less jobs, more tourism etc.

Activity 2

Look at a birds eye view of West Kirby and Wythenshawe. Have these stuck onto pieces of flipchart paper. Pupils to make observations about each area and annotate each. They should make comparisons about how the land is used, rural/urban and some of the features. You may wish to take feedback from each group or get the groups to present to another group/the rest of the class. Take photos for a Pic Collage. Pupils to reflect on this Pic Collage at the start of the next lesson. Use the words- Reflect on what you learnt during this activity.

What do you notice when you compare the 2 different maps?





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Geography Planning

<p><u>Lesson Three</u></p> <p>I can create a sketch map and identify map symbols.</p>	<p>Start the lesson by watching the video that explains some of the different types of maps. https://www.youtube.com/watch?v=mtsx8V3mE8o</p> <p>Discussion with pupils.</p> <ul style="list-style-type: none">• What is a sketch map?• How are sketch maps different to 'real' maps?• What are the pros and cons of using a sketch map to show what a place is like?	<p><u>Activity 1- Draw a sketch map of West Kirby</u></p> <p>Pupils will sketch their own map of West Kirby from the image.</p> <p>MA/HA- Some children will be</p>



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Geography Planning

	<p>Slide 2: Explain what a sketch map is. A sketch map is a very simple map drawn from a 'bird's-eye view'. It is not drawn to scale (the correct size) and only shows the main features of an area. Look at sketch map on S2. Get pupils to identify what they can see.</p>	
Resources	<p>Slide 3: Look at this example of a sketch map. What key features should every sketch map have? A sketch map should have:</p>	
<p>Map of West Kirby Merseyside (United Kingdom) (mapskm.com)</p>	<ul style="list-style-type: none">• a title;• a frame;• a key;• a north arrow;• simple line drawings with very little detail;• labels and annotations (if needed). <p>Slide 6: Click through the slide to see how the map is made. Talk through each stage.</p> <p>Activity 1- Sketch your own map of West Kirby <i>Quick recap-3,2,1- Partner talk</i> Map symbols- Tell pupils that we use symbols to show different places on a map. We use symbols to quickly identify the place rather than looking at a detailed picture. Different types of map will use different symbols. The symbols should be simple clear pictures that are easy to understand. Colours are often used to make them stand out and be clearly understood.</p> <p>Activity 2</p>	<p>able to independently create their own Key.</p> <p>Activity 2 - Symbol Hunt Explain that we will be going on a symbol hunt. Quickly recap N,S,E,W.</p> <p>Display map on the board. Pupils will work in MA pairs to follow the instructions that you will read out. They will find the symbol and draw it on their grid. Peer mark work together. Answers on the slides.</p> <p>Challenge- Pupils may create some of their own symbols for other places that they know of. Church/supermarket/picnic area/golf course etc.</p>



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Geography Planning

Lesson 4	Drawing an accurate map of West Kirby 4 figure grid references	
Resources		
<u>Lesson 5 (FIELD TRIP)</u>	L5- After HT (Summer 2) Investigation-Walk to Woodhead Park. Track the amount of vehicles that travel down in one direction. Record results in a tally chart, present findings in a bar chart. Create a sketch map of Local area. Take some photos on the walk of some of the different human features that you can spot. Different types of buildings, roads, tram tracks, Forum, Police station etc	Plenary
Resources	Field trip to West Kirby First week back This can be completed at any point during the term. Visit to West Kirby. Pupils to walk along the coastal path and identify the different types of land/physical features/human features that they can see. Draw a sketch map of West Kirby from first person perspective	
<u>Clipboards/sketch pencils</u>		



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Geography Planning

<u>Lesson Six</u>		
		Plenary
Resources		



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Geography Planning

Applied Write Opportunities:

Enrichment Opportunities:

Key Vocabulary

Tier Two:

Tier Three:



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Medium Term Planning Creative Learning Journey

Year Group: 3/4	Topic: Rivers, Coasts and Mountains	Term: Autumn
<p>National Curriculum Links(Ref: NC 2014)</p> <p style="text-align: center;">New knowledge</p> <p>During Key Stage 1, pupils defined a river as '<i>a large, moving body of fresh water, usually joining a lake, sea or ocean</i>'. Pupils should now also have a secure knowledge of the name and location of the world's continents and oceans. Children will build on this locational knowledge, mapping the paths of major world rivers.</p> <p>From NC: Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
Knowledge and Skills Objectives	Activity	Differentiation
<p>Week/Lesson One LO: To locate major world rivers on a world map.</p>	<p>Use research to locate some of the major world rivers, including The Amazon, The Nile, The Yangtze, The Thames, The Mississippi. Track the general course of the river from source to mouth and note the countries that they flow through. Websites and apps such as Google Maps and Google Earth would help visualize the rivers.</p> <p>Children locate the rivers on a world map, labelling countries the rivers pass through and drawing their course in blue onto the map to create a visual map of major rivers.</p>	<p>All MA and HA children to create the same map.</p> <p>Children who are still developing their understanding of map work should be given an image of a</p>



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Key vocab:
continent, country, source, course, mouth,

river and decide how they would show this as a map. How would they represent the river? How would they represent other landmarks or physical aspects?

Week/Lesson Two

LO: To describe the course of a river.

New knowledge

Knowledge from the previous lesson on world rivers will help support discussion and understanding.

Activity

Watch video and discuss:

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j>

<https://www.twinkl.co.uk/resource/t2-g-603-labelling-parts-of-a-river-activity-sheet>

SEN / LA – Learn actions to help memorise parts of a river. Practice writing key vocabulary. TA and teacher support.



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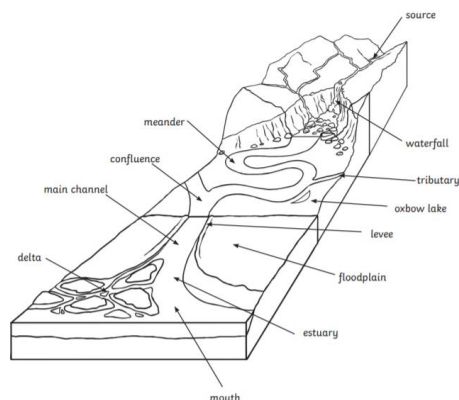
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What is a river? Look at videos and diagrams to label the key features of rivers from their source to their mouth. Children should primarily label the key features (source, tributary, waterfall, basin, mouth) and explain briefly what happens at each stage.



Follow PPT through and complete sheet.

Vocab

River, bank, basin, bed, channel, mouth, sediment, source, tributary.

MA / HA – Label parts of a river having discussed the features. Use PPT support to help.

Week/Lesson Three and Four

Over the next two sessions, teach the main stages of the water cycle. By the end of the mini unit the children should have a labelled drawing in their books with a brief explanation of each section underneath.

To be completed in mixed ability groups.

LO: To

These sessions will work best in mixed ability pairs.

LA and MA children to be



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explain how
the water
cycle works.



given a blank structured sheet
to help frame and sort ideas.
See below.

Spend time talking in groups
or with a higher ability
student.

**HA children to be expected to
draw and label with less
support.**

Activity

Use videos, models and physical demonstrations to teach children the physical process of the water cycle. All children should be able to describe evaporation, precipitation and condensation by the end of the lesson, as well as discuss these in relation to clouds, rivers and seas. Some children may begin to use more river-specific vocabulary such as source, meander.

<https://www.youtube.com/watch?v=y5gFI3pMvoI>

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-water-cycle/zbcmxyc#:~:text=Water%20is%20vital%20to%20support,back%20into%20the%20ocean%20again>



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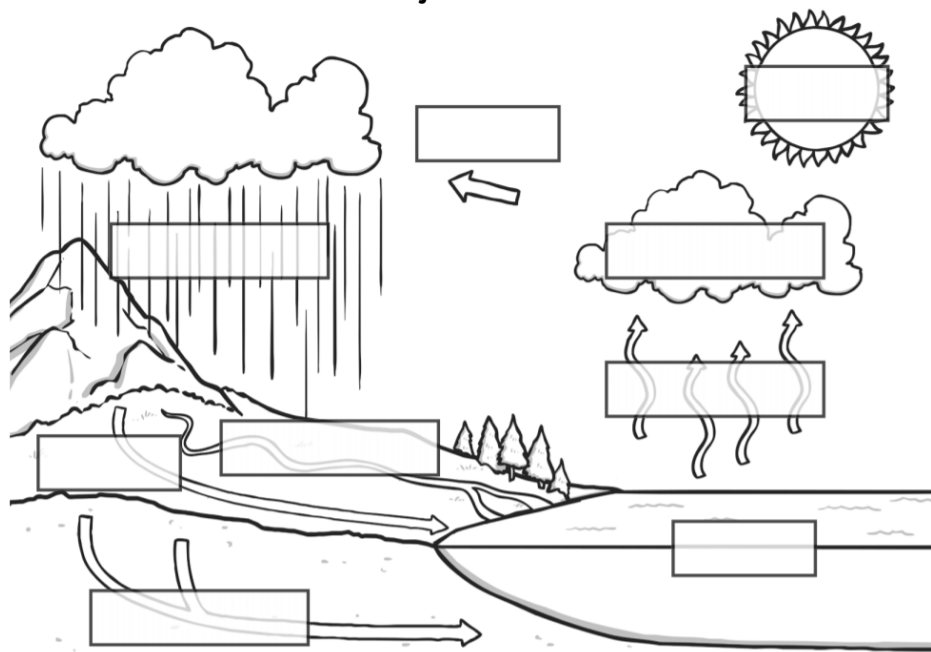


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Vocab

precipitation, rain, river, sea/ocean, evaporation, cloud, condensation, solid, liquid, gas, water vapour

Structure for LA/MA children:





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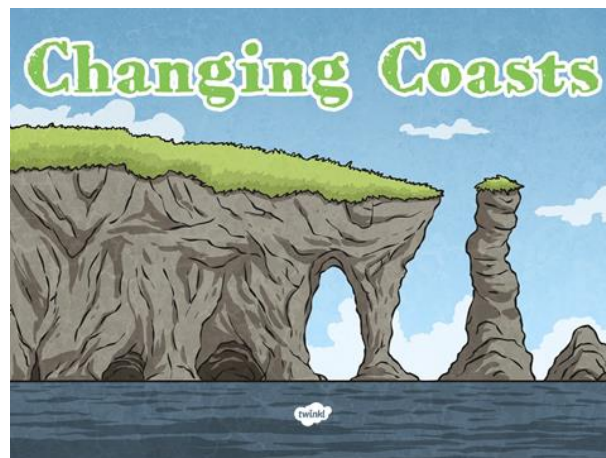


Medium Term Planning Creative Learning Journey

Lesson 5: **Coasts**

LO: I can
explain how
the weather
changes
coastlines.

Look at features of coastlines on this PPT:



Learn the vocabulary. Repeat with my turn your turn. Actions may also be useful.
Look at the images of coastlines in Cornwall, Dorset and Devon. Children to discuss the features they can see.
What do they think might make these features. Begin to discuss the weather and sea and how they play a part in shaping what the coast looks like.

All Children:

To have images stuck in their books and to write next to each one which features they can see.
Can they begin to explain why some of these features look the way they do?



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<p>Lesson 6: Coasts</p> <p>LO: I can explain how the weather changes coastlines.</p>	<p>Look at the question: What is Erosion? Watch the following video:</p> <p>https://www.bbc.co.uk/bitesize/clips/z8tyr82#:~:text=Coastal%20erosion%20occurs%20when%20the%20sea%20wears%20away%20the%20land.&text=Erosion%20is%20so%20dramatic%20here,storms%20make%20the%20erosion%20worse.</p> <p>Why is Liz Turner's house in danger? What is causing the coastline to be reduced?</p>	<p>Can the children explain verbally what erosion is and how it can change a coastline? Look at images of coasts and use vocabulary to explain with clarity.</p> <p>No recording in books needed.</p>
<p>Applied Write Opportunities: To write an explanation of either the water cycle or the phases of a river as a longer write.</p>		
<p>Key Vocabulary</p> <p style="text-align: center;">Tier 2 continent, country, source, course, mouth, sand, sea, rocks</p> <p style="text-align: center;">Tier 3 River, bank, basin, bed, channel, mouth, sediment, source, tributary, erosion</p>		



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Medium Term Planning Creative Learning Journey

Year Group: 3/4	Topic: Earthquakes	Term: Spring
<p>National Curriculum Links(Ref: NC 2014)</p> <p style="text-align: center;">New knowledge</p> <p style="text-align: center;">During Key Stage 1, children used basic geographical vocabulary to refer to a range of key physical features.</p> <p>From NC: Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
Knowledge and Skills Objectives	Activity	Differentiation
<p><u>Week/Lesson One</u></p> <p>LO: I can explain what causes an earthquake.</p>	<p>Before the lesson begins, give children time to look at their knowledge organisers and to read through the skills and vocabulary.</p> <p>Use Lesson 1 PPT to support lesson.</p> <p>Explain that the earth's crust is broken into sections called tectonic plates. Show BBC Video here: https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-earthquakes/zbr2mfr</p>	<p>Mixed ability pairs: Complete activity in mixed ability pairs. All children to have the 4 sections written in their book.</p>



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Talk about how these plates moved because underneath them is magma that is a liquid. When the plates rub together, they cause friction and

On slide 2, look at a map of the world with dots showing where earthquakes are taking place now.

Print off and show children the **Tectonic Plates Worksheet**.
Spend some time looking at where the lines lie.

Activity:

Children to read this to a partner, then cut up and mix about. Can they place each section in the right order?

When they have each section in the correct order, can they write the 4 parts into their book?

What is an Earthquake?

The tectonic plates which make up the Earth's crust are constantly moving. This movement is so slow that it cannot be felt by those living on Earth.

When two plates slide past each other it is called a conservative plate boundary.

As the plates push past each other, they can get stuck. This causes pressure to increase until the plates deform and suddenly jolt past each other.

Energy that has built up under the ground during this time is released as seismic waves and causes the damage we see from earthquakes.



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<p><u>Week/Lesson Two</u> LO: I know the effects of earthquakes.</p>	<p>No PPT for this lesson.</p> <p>Explain that when Earthquakes occur, if they happen near cities and towns, there can be devastating effects. Do the children know of anything that they think might happen if an earthquake happens near a town or city?</p> <p>Make notes on flipchart.</p> <p>Now look at this Christchurch Earthquake fact file. Children to have 1 between 2. Show children where Christchurch is on Google Maps.</p>	<p>LA: Children to work with teacher to read the fact cards and write down some key sentences about the effects of the earthquake.</p> <p>MA and HA: Can the children read the cards and make notes independently?</p>



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When Did It Happen?

12.51 p.m. on 22nd February, 2011.

Where Did It Happen?

The earthquake hit the Canterbury region, mainly causing damage in Christchurch.

What Happened?

A magnitude 6.3 earthquake devastated the region. It lasted for just ten seconds.

Who Did It Affect?

The earthquake claimed the lives of 185 people, making it New Zealand's fifth deadliest natural disaster.

Interesting Facts

- At the time, Christchurch was New Zealand's second most populous city.
- The aftershocks produced 400,000 tonnes of silt.
- 10,000 houses had to be demolished.
- The quake was felt in all areas of New Zealand.
- In the first week after the earthquake, there were more than 361 aftershocks.
- Thousands of people helped with the clean-up, including the Student Volunteer Army led by Sam Johnson and the Farmy Army.



Spend 10 minutes reading together and discussing the text.

Explain that the children will be given cards explaining the effects of the earth quakes. The children should **read the cards and make notes in their books outlining the devastation caused.**

For example:
The CT building was destroyed and 115 people died.

Week/Lesson Three

Use Lesson 3 PPT to support this lesson.

All children to design a simple poster explaining what should



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<p>LO: I can explain how to keep safe in an earthquake.</p>	<p>Follow PPT.</p> <p>Look closely at the section on what to do when an earthquake occurs:</p> <p>Let the children have a go at the different suggested actions.</p> <div data-bbox="1137 598 1648 970" data-label="Image"> </div>	<p>be done in the event of an earthquake.</p> <p>They should use the images from the PPT to help support their poster.</p> <p>To be smaller than the pages in their book so that they can be stuck in neatly.</p>
<p><u>Week/Lesson Four</u></p> <p>LO: I can research well known earthquakes.</p>	<p>No PPT to support this lesson.</p> <p>Children to use iPads or laptops and research Earthquakes. Can they find out about at least two?</p> <p>https://www.theschoolrun.com/homework-help/earthquakes</p> <p>Fill in the information sheet with their findings.</p>	



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Medium Term Planning Creative Learning Journey

Week/Lesson Five and Six

LO: I can write a diary entry as a Disaster Rescuer

See file in Year Groups / Year 4 / Diary Lesson

Learning Sequence

	Breaking News: Look at the images in the Lesson Presentation . Use the Nepal Earthquake Adult Guidance as a script for the images. Choose a volunteer or other adult to take the role of Deepesh in the script. <i>Can the children follow the details in the news report?</i>	
	On the Ground: Introduce the scenario. Children are to imagine the role of a Disaster Response worker. Children discuss the questions on the Lesson Presentation with their partners. Using whiteboards, the children work with partners to prioritise the tasks that a Disaster Response worker would be presented with. Discuss how the children agreed to prioritise the choices. <i>Can the children imagine a disaster scene?</i>	
	As You Arrive: Ask the children to jot down what they can see as they exit the helicopter.	
	Your Day: Hotseat three children as if they are Rapid Response rescuers around a campfire at the end of the day in Nepal. Children invent questions on whiteboards for the rescuers. Children ask their questions to engage with the rescue experience and try to get an insight into the trials of a rescue worker.	
	<p>Write the Disaster Rescuer Diary: Ask the children to complete the Disaster Rescuer's diary account of what happened during their day. <i>Can the children identify with the horrors that a rescuer may have experienced when attending an earthquake disaster scene?</i></p> <p> Children complete the Disaster Diary Activity Sheet, describing what happened during their day as a Disaster Rescuer, with a writing structure to help them. Children complete the Disaster Diary Activity Sheet, describing what happened during their day as a Disaster Rescuer, with sentence openers to support the children. Children complete the Disaster Diary Activity Sheet, describing what happened during their day as a Disaster Rescuer. Children are expected to use links between paragraphs, a range of high-level punctuation and expanded noun phrases for descriptive precision. </p>	
	The Living Image: Ask the children to recreate one of the images from the Nepal Earthquake Photo Pack whilst one member of the group reads their diary extract.	

Applied Write Opportunities:

See lessons 5 and 6



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Creative Learning Journey

Key Vocabulary

Tier 2

Tsunami, faults, tremor, plates

Tier 3

aftershock, magnitude, seismograph/seismometer, epicentre, foreshock, Richter scale



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Medium Term Planning Creative Learning Journey

Year Group: Year 3 & 4	Topic: Volcanoes	Term: Summer
National Curriculum Links (Ref: NC 2014) <ul style="list-style-type: none"> KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) KS2 - describe and understand key aspects of 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 KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		
Knowledge and Skills Objectives	Activity	Differentiation
Week One I know what a volcano is and can locate where they are in the world.	<p>Show children a picture of a volcano and ask them if they know what it is. Show children more images of volcanoes and ask them to discuss what they know about volcanoes..</p> <p>Explain to children what a volcano is A mountain is different to a volcano. A volcano is a type of mountain but it has magma, crater & lava. A mountain does not have these three things. A volcano is formed when lava gets collected after several volcanic eruptions. The molten rock and ash solidify as they cool, forming the distinctive volcano shape. Explain that today we will learn about some famous volcanoes around the world. Discuss that we need to learn some map language first to do this.</p> <p>Show children the world map and explain to them what the equator is and that our world is split into two hemispheres, north and south.</p>	<p>All children to complete in pairs.</p> <p>Explain to children that they will make a large A3 map showing where some volcanoes are found around the world.</p> <p>On world map children are to draw the volcano symbols in the country they are found in (using atlases). Use Ipads to find exact location of volcano.</p>



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Show children a picture of Mt Vesuvius and explain what volcano it is. Use the next slide to explain where this volcano is in the world by showing them maps. Explain to children why Vesuvius is famous.

Show children a picture of Mt Fuji and explain what volcano it is. Use the next slide to explain where this volcano is in the world by showing them maps. Explain to children why Mt Fuji is famous.

Show children a picture of Cotopaxi and explain what volcano it is. Use the next slide to explain where this volcano is in the world by showing them maps. Explain to children why Cotopaxi is famous.

Show children a picture of Krakatau and explain what volcano it is. Use the next slide to explain where this volcano is in the world by showing them maps. Explain to children why Krakatau is famous.

At end of lesson show children the world map again and the names of the four volcanoes they learnt about. Can children remember where they are on the map? Can they use the new vocabulary to explain their position?



Then answer the following questions:

Where do you live?

Which volcanoes are closest to you?

Which volcanoes are in the northern hemisphere?

Which volcanoes are in the southern hemisphere?

Challenge

Use Ipads/KO to find out which volcano is the most active in Europe & which is most active in the world? Where are they



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		located? How high are they?
<p>Week Two</p> <p>I can explain the layers of the Earth's crust.</p>	<p>RECAP – What is a volcano? What is the difference between a mountain and volcano?</p> <p>Ask the class to imagine they are digging a hole (show image). What is at the bottom of the hole? Where would you end up?</p> <p>Explain to your class how the Earth is made. Discuss the layers of the Earth and where magma (lava) comes from.</p> <p>Show video to demonstrate layers of the earth. https://www.youtube.com/watch?v=WjXSCumeqxo</p> <p>Explore https://www.natgeokids.com/uk/discover/geography/physical-geography/structure-of-the-earth/</p> <p>Briefly discuss with children what tectonic plates are. Briefly explain most volcanoes are found at plate boundaries (this will be covered in further detail later in unit)</p> <p>Notes on Outer Core - The magnetic field the outer core creates goes way out in to space and makes a protective barrier around the earth that shields us from the sun's damaging solar wind.</p>	<p>Children make a model using play dough (if resources allow) or draw a diagram to show the earth's layers. https://www.youtube.com/watch?v=zmx-r2wU6-M LA – Label the layers</p> <p>MA – Label the layers and write down the state of matter and temperature of each layer.</p> <p>HA – Label the layers and pretend they are an underground tour guide. Write a script to explain each layer of the earth.</p>



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<p>Week/Lesson Three I can explain how a volcano erupts.</p>	<p>RECAP - Can you remember the layers of the earth? What state of matter is each layer? What is the temperature of each layer?</p> <p>Show children images of volcanoes that are erupting. Ask your class what they see in the pictures and what happens. Ask children to discuss what happens when a volcano erupts.</p> <p>Explain to your children how a volcano erupts. Discuss the process involved and show the diagram on the slide.</p> <p>Watch video showing process https://www.youtube.com/watch?v=K7Oq9_DU1Mc</p> <p>Discuss with your class the different types of eruptions and show diagrams to explain these. Talk with your children about the harmful substances that escape when a volcano erupts. Explain to your class that people live in areas where volcanoes are. Ask your class how their lives would be affected when a volcano erupts.</p> <p>Show an image of a town near a volcano and discuss the issues the people of this town may face if the volcano erupted. How would they survive the eruption? What would they need to do?</p>	<p>Children write down how a volcano is formed and how it erupts. Draw diagrams to demonstrate this.</p> <p>LA – Children put the sentences in order.</p> <p>MA – Use printed information as support</p> <p>HA – Independently write how volcano is formed and how it erupts.</p> <p>Challenge How do volcanoes affect people, plants and animals?</p>



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Medium Term Planning Creative Learning Journey

<p>Week Four</p> <p>I can explore the features of volcanoes</p>	<p>Go through the vocabulary associated with volcanoes and ask children to predict what the words mean. Reveal the answers after they have had a chance to guess the meaning.</p> <p>Show children a diagram of a typical volcano with labelled parts. Explain to children what the main parts of volcanoes are.</p> <p>Discuss the three types of volcanoes that are formed: Composite, Shield and Dome.</p> <p>Use the slides to explain how they are formed in detail and look at the diagrams.</p> <p>Show children examples of these types of volcanoes in the world. Discuss each volcano and invite children to share their ideas about each one.</p> <p>Ask children to predict what Active, Dormant and Extinct volcanoes are. Reveal to children what these words mean and ask them if they know of any volcanoes that fit this profile.</p>	<p>Children label features of a volcano. Children write a definition for Extinct volcanoes Dormant volcano Active volcano</p> <p>SEN – Match the volcano to it's type gap fill activity</p> <p>LA – Match the type of volcano to the correct name & description</p> <p>MA/HA– Explain in their own words what each type of volcano is.</p> <p>Challenge Research examples of extinct, dormant & active volcanoes Locate on world map in Atlas.</p>
<p>Week Five</p> <p>I can understand what tectonic plates are and what the 'ring of fire' is.</p>	<p>Show children a world map with the tectonic plates outlined. Ask children if they have ever seen a map like this and what they think it might be showing. Reveal that the map is showing tectonic plates and explain what tectonic plates are.</p> <p>Discuss the names of the plates with your class and some countries and</p>	<p>All children will draw the different tectonic plates and label</p> <p>LA – Activity 1 Children gap fill activity Activity 2: Label some of the plates onto the</p>



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Medium Term Planning Creative Learning Journey

	<p>continents that are found on each tectonic plate. Explain what plate boundaries are and how they can cause/create volcanoes.</p> <p>Show diagrams of the three main plate boundaries. Discuss the differences with your class. Show the next slides detailing pictures of Oreo biscuits making the tectonic plate boundaries.</p> <p>Explain to your class that volcanoes are found all over the world and there is a slight pattern to where they are found. Can they see it?</p> <p>Ask your children to predict what the 'ring of fire' might be and show the world map that details the ring of fire and what it is.</p>	<p>map</p> <p>MA/HA - Children write the correct number on the map to show which plate is which.</p> <p>Challenge</p> <p>Answer questions about plates using an atlas</p>
<p>Week Six</p> <p>I can explain the effects of a volcanic eruption</p>	<p>RECAP – Can you remember some of the negative effect of volcanic eruption? (hard to breathe, destroys homes, mud creation)</p> <p>So why do people/animals live near volcanoes?</p> <p>Ask your class to discuss the reasons why people choose to live or continue to live in these areas.</p> <p>Explain to your class there are many reasons people live near volcanoes and most volcanoes are perfectly safe.</p> <p>Discuss with your children the four main reasons people continue to live near volcanoes: mining, fertile soil, geothermal energy and tourism.</p> <p>Explain to your class that some plant and animal species live on or near volcanoes due to the vast range of ecosystems created in these areas.</p> <p>Show the slides with the animal and plant species found in the Hawaiian and Galapagos regions and discuss their characteristics.</p>	<p>LA - Children sort the Volcanoes For and Against Cards into reasons for and against living near volcanoes.</p> <p>MA – Children split the page in two and write reasons for living near volcanoes and reasons against living near volcanoes.</p> <p>HA – Write a balanced argument for and against living in a volcanic area.</p> <p>Challenge</p> <p>What is the most important reason against? Which is the most important reason for? Are the risks worth taking? Would you want to live near a volcano?</p>



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



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Applied Write Opportunities Setting description/poem - eruption of Mount Etna How to survive a Volcanic Eruption guide		
Key Vocabulary Tier 2 mountain hill volcano solid liquid gas rock erupts Tier 3 tectonic plates crust mantle core magma lava active dormant extinct equator north and south hemisphere		