Springfield School

|  |
| --- |
| Blackbirds Class Medium Term Planning for Geography |
| Topic: Wonder Women |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1**  **Introducing Wonder Women**  Exposition – PPT- What do you know about women around the world?  Group 1- Create posters of famous women that we know around the word.  Group 2 – Match pictures to flags of famous women and where they live in the world  Plenary - share pictures and discuss | **Lesson 2**  **Rosa Parks**  Exposition – PPT – Rosa Parks  Group 1 – Explore the life of Rosa Parks  Group 2 – Where is Alabama? What is life like in Alabama USA?  Plenary - share pictures and discuss | **Lesson 3**  **Junko Tabei**  Exposition – PPT- Junko Tabei  Group 1- Explore the life of Junko Tabei  Group 2 – Make model of Mount Everest  Plenary – Share pictures and discuss | **Lesson 4**  **Wangari Maathai**  Exposition –PPT Wangari Maathai  Group 1- Explore the life of Wangari Maathai  Group 2 – Explore farms in Africa  Plenary – share pictures and discuss |
| **Lesson 5**  **Malala Yousafzai**  Exposition PPT –Malala Yousafzai  Group 1- Explore the life of Malala Yousafzai  Group 2 – Discuss the impact of the Taliban in Afghanistan.  Plenary - share pictures and discuss | **Lesson 6**  **Greta Thunberg**  Exposition PPT –Greta Thunberg  Group 1- Explore the life of Greta Thunberg  Group 2 – Create your own poster on tackling climate change.  Plenary - share pictures and discuss |  |  |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Children can:**  describe and understand key aspects of:  a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;  b human geography, including: types of settlement and land use;  Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.   * 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; | * Use world maps, atlases and globes to identify countries, continents and oceans studied. * Use aerial images and plan perspectives to recognize landmarks and basic physical features. * **Human geography, including: types of settlement and land use** * **Explain own views about locations, giving reasons.** |

Progression of Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  What do they already know about famous women?  Discuss what they know about famous women and why they are famous. | Activities provided during lesson  Resources  Learn about the different Women. Explore why they are famous and what impact they have made on the world. Where do/did these women live?  Look at a map of the world. | Independent activities linked to lesson  Resources  PPTs  Books  Art resources  Interactive Whiteboards  Costumes and dress  Foods  Maps | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons  Share and compare diaries | Retrieve or generalization of learning after lesson   * Discussion around other famous women and how they have benefited from the learning of others. * Show knowledge of learning about women and how they have impacted our own lives. |