Springfield School

|  |  |  |  |
| --- | --- | --- | --- |
| Blackbirds Class Medium Term Planning for Geography | | | |
| Topic: Pioneers | | | |
| **Lesson 1**  **Introducing Pioneers Railways (link it)**  Exposition – PPT- What do you know about Pioneers?  Let’s think about flight? What do we know about railways?  Group 1- What sort of different trains do we see? Create different images  Group 2 – Where do our railways go? Look at railway maps around the country +  Plenary - share pictures and discuss | **Lesson 2**  **Railways (learn it)**  Exposition – PPT- What do you know about Railways? What are the different sorts of trains and what do they look like?  Group 1- Research railways in the local area (link computing)  Group 2 – Create drawings of steam trains  Plenary - share pictures and discuss | **Lesson 3**  **Different trains and railways (learn it)**  Visit- Visit the Churnet Valley Railways. Is this different to modern trains? | **Lesson 4**  **Bridges (link it)**  Exposition – PPT-  What do we know about bridges? Why do we have bridges?  Group 1- Look at different bridges around the world. What is the purpose of a bridge?  Group 2 – Create your own bridge to get from one area to another.  Plenary - share pictures and discuss |
| **Lesson 2**  **Bridges (learn it)**  Exposition – PPT- What are the famous bridges around the world?  Group 1- Research famous bridges (link computing)  Group 2 – Draw the famous bridges of the world  Plenary - share pictures and discuss | **Lesson 6**  **Bridges (learn it)**  Visit – Visit bridges in the local area. |  |  |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Geographical Skills and Fieldwork:** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).  **Children can:**  a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;  b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;  c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;   * d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | * 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. * **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 railways and bridges? | Activities provided during lesson  Resources  Learn about the different railways and bridges. Explore their location and history. Look at a maps of the local area and world. | Independent activities linked to lesson  Resources  PPTs  Books  Art resources  Interactive Whiteboards  Small word toys  Maps | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons | Retrieve or generalization of learning after lesson   * Discussion around steam and modern railways. * Show knowledge of the purpose of bridges, where we might find them and what makes a good bridge. |