Springfield School

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| 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

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| 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.**
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Progression of Learning

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| ‘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 WhiteboardsSmall word toys Maps  | How will the pupils share knowledge during or end of lessonExplore 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.
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