

MEDIUM TERM PLANNING

Class: 3

Term: Spring 1 and 2

Topic: Investigating our local area

Subject: Geography

<p>Vocabulary:</p> <p>land use, change, features, environment, landscape, settlement, houses, shops, roads, gardens, transport, cars, lorries, motorbikes, woodland, trees, hills, water, river, wildlife, conservation, urban, rural, environmental quality, environmental change, costs, benefits</p>	<p>Curriculum links:</p> <p>Literacy – writing persuasive letters, describing changes in scenes, expanding vocabulary, speaking and listening when justifying choices History – finding clues to change in pictures ICT – using smartboard to show maps and using websites to plan journeys, databases Art and Design – drawing maps Numeracy – using compass points, graphs Science – carrying out an investigation PE – benefits of walking PSHE – citizenship, responsibilities etc</p>	<p>ECM:</p> <p>1) Be healthy: benefits of walking, considering effects of pollution and improving environmental quality</p> <p>2) Stay safe: how to walk safely across roads and consider dangers people might face when improving their environment e.g. dangerous litter</p> <p>3) Enjoy and achieve: experience outdoor learning</p> <p>4) Positive contribution: thinking about how we can improve our environment ourselves and encourage others to do the same</p> <p>5) Economic well-being: gain knowledge of economic arguments for and against things, how to do a cost – benefit analysis and consider economic influences on decisions</p>
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Once you have completed the first lesson, if you have done a lot of children you will need to get them to enter them into the database over next few weeks for the 'Introducing databases' unit

Wk	Learning Objective	Schemes of work Skills/Knowledge/Activities	Resources	Success criteria	Evaluation
0	<p>Ask their own questions and set up simple tasks to seek answers</p> <p>Use a range of secondary sources and first-hand enquiry</p>	<p>Intro: Explain what a census is and show the class the 2001 census form at: http://www.statistics.gov.uk/census2001/pdfs/H1.pdf or google 2001 census form if the link does not work. In pairs children come up with questions (using the census as a prompt) that they could come up with and feasibly answer about children in the school e.g.</p> <ul style="list-style-type: none"> • age • how many boys / girls there are • how many brothers and sisters people have • whether people live in a flat or a house • country of birth • how many countries people have lived in <p>Main: Give children census form to fill out. Can do this with year or whole school.</p> <p>Plenary: Discuss what we could do next with our data i.e. put it into a graph to represent it visually and make it easy for people to look at and understand (will do this for data handling in maths and as part of introducing databases unit in ICT)</p>	Census form	<p>MUST: carry out a census and record the results</p> <p>SHOULD: come up with their own suggested questions to investigate</p> <p>COULD: understand what a census is and why we have a census</p>	

1	<p>Use appropriate geographical terms</p> <p>Describe a range of physical and human features</p> <p>Offer appropriate observations about locations and patterns</p> <p>Use a range of secondary sources</p>	<p>Intro: Read through a PP with pages from the book 'Window' by Jeannie Baker, with children making observations on what is changing. Explain the terms 'rural' and 'urban'. Explain population density and the difference in population density between the two. What are the different features of rural and urban areas? What would you expect to see? (Rural: trees, grass and wildlife. Urban: transport, housing and shops) Explain idea of rural - urban continuum, with signposting words e.g. not at all, slightly, somewhat, half, mostly, extremely, completely.</p> <p>Independent work: Children write a paragraph to describe four pages of the view out the window in the book and the changes that are taking place.</p> <p>Plenary: Discuss final page of the book: why has the boy decided to move to a rural area again now he has a baby?</p>	<p>PP of Window by Jeannie Baker</p> <p>Continuum with signposting words</p>	<p>MUST: make observations about how the landscape changes</p> <p>SHOULD: describe the changes using the terms rural and urban</p> <p>COULD: begin to consider the advantages and disadvantages of living in rural and urban areas</p>	
2	<p>Identify how people affect the environment and recognise ways people try to manage it for the better</p>	<p>Intro: Read through other Jeannie Baker book 'Belonging', with children making observations about what is changing. Explain 'quality of life' and what aspects come together to make up 'quality of life' e.g. noise, pollution, employment etc</p> <p>Independent work: Children write a paragraph to describe four pages of the view out the window in the book and the changes that people have made, and why they have made them.</p> <p>Plenary: Why might people not make the changes that the people in the book make? E.g. laziness, lack of time, not organised What could we do that the people in the book do? What else could we do additionally?</p>	<p>PP of 'Belonging' by Jeannie Baker</p>	<p>MUST: describe some of the changes that the people in the book make</p> <p>SHOULD: explain why the people made the changes that they made</p> <p>COULD: come up with solutions to obstacles people face when they want to improve their local area</p>	
3	<p>Begin to appreciate the importance of location and offer explanations for physical</p>	<p>Intro: Revise the key difference between rural and urban area i.e. population density, and other consequent differences. As a whole class make a table of advantages and disadvantages of rural and urban life.</p> <p>Independent work: Children take the role of Regional Development Agency workers trying to attract people to their area.</p>		<p>MUST: write two letters with the aim of persuading people to move to a rural and an urban area respectively</p>	

	or human features	<p>Children write two letters:</p> <ul style="list-style-type: none"> • one persuading people to move to the city • another persuading people to move to the countryside <p>Could also do posters instead of letters.</p> <p>Plenary: In pairs children discuss whether they would prefer to live in a rural or urban area. Have a class vote on whether people would prefer to live in a rural or an urban area. Ask children for reasons for their preferences</p>		<p>SHOULD: include key differences between rural and urban areas</p> <p>COULD: use the key differences to form the basis of persuasive statements</p>	
4	To carry out a cost-benefit analysis	<p>Intro: Explain what a cost-benefit analysis is, and that we are going to carry out a cost-benefit analysis on building an extra runway at Heathrow and on building a high speed rail link, to help us decide which project we think is best. Read article from the Times newspaper online with the case for and against a third runway at Heathrow at: http://business.timesonline.co.uk/tol/business/industry_sectors/transport/article6947883.ece Discuss things to think about e.g. traffic, choice of shops, convenience, transport etc. In partners discuss cost and benefits of an extra runway at Heathrow. Model how to do task. (15 mins)</p> <p>Independent work: Children complete their own cost-benefit analysis for an extra runway at Heathrow (15 mins)</p> <p>Read article from the Times newspaper online with the case for and against a third High speed rail at: http://www.timesonline.co.uk/tol/news/politics/article6968490.ece?token=null&offset=12&page=2 Children complete their own cost-benefit analysis for high speed rail (15 mins)</p> <p>Explain how to classify costs and benefits as economic, social or environmental, and how a cost / benefit can be more than one of these e.g. increased traffic has a social cost because it means people are more likely to be knocked down AND an environmental cost because it causes more pollution. Children write next to each cost or benefit whether it is 'Social' (with an S in brackets), 'Economic' (with Eco in brackets) and / or 'Environmental' (with Env. in brackets) (10 mins)</p> <p>Plenary: Ask children for costs and benefits they came up with and whether they classified them as social, economic or environmental and why. Correct misconceptions. Class vote on whether we think an extra runway should be built or a high speed rail link. (5 mins)</p> <p>You might want to choose a simpler topic for a cost-benefit analysis e.g. school being turned into an amusement park for the LA or for the whole class and leave out the social, economic and environmental part, as this is very challenging.</p>	Writing frame for LA	<p>MUST: create a list of costs and benefits for each project</p> <p>SHOULD: create a <i>balanced</i> list of costs and benefits</p> <p>COULD: classify each cost and benefit as social, economic or environmental</p>	

5	<p>Use confidently a wider range of fieldwork and map skills</p>	<p>Intro: Explain what the tube map is and how it works:</p> <ul style="list-style-type: none"> • different lines having different colours, with a key on the side to tell you which colour is which line • you can change from one line to another where there is a white circle • different zones and how zone 1 is most expensive to travel in and how to tell which zone a station is in • grid references / coordinates using numbers and letters up side and along top / bottom • the River Thames going through the middle of the map • the list of stations at the bottom with their facilities and the key showing what the facility symbols mean <p>Model how to use the search tool to locate a station by pressing ctrl +F</p> <p>Main: Children answer questions using the tube map and the skills modelled in the intro. Extension: questions requiring higher order geographical thinking skills e.g. why is Kings Cross a popular station?</p> <p>Plenary: Children to come up with their own question, to be answered by me using the tube map when I mark their work. Encourage them to try to think of challenging questions – not just counting stops or which colour a line is. This should act as an assessment exercise to see who can think in higher order terms and go beyond simple information retrieval questions. Can ask their partner to answer their question.</p>	<p>Tube maps on laptops</p> <p>Question sheets</p>	<p>MUST: answer simple information retrieval questions using the tube map</p> <p>SHOULD: answer higher order questions, requiring them to apply their geographical knowledge</p> <p>COULD: come up with their own higher order question requiring them to apply their geographical knowledge</p>	
6	<p>To compare different modes of transport for the same journey</p> <p>Use a range of secondary sources</p>	<p>Intro: Explain to children that we are going to be comparing different methods of making the same journey, before actually making the journeys. Model for children how to use the transport direct website at http://www.transportdirect.info to research different methods for a journey</p> <p>Independent work: Children estimate how long each mode of transport will take. Children research how long it takes on different forms of transport for the same journey on http://www.transportdirect.info Record results in a table. If some children finish early they can go on www.tfl.gov.uk and use this to research in the same way; then compare the journey times from the TfL website with those from the transport direct website</p> <p>Plenary: Discuss any differences between the two websites. Why is it useful to check more than one website? Explain what we are going to be doing next (see below)</p>	<p>Laptops</p> <p>Table to record results in</p>	<p>MUST: give an estimate of how long they think a journey will take</p> <p>SHOULD: use a website to research journey times</p> <p>COULD: compare journey times from two different websites</p>	

7	Carry out a first-hand enquiry	<p>Intro: Remind children of the rules for walking outside of school.</p> <p>Main: Children walk from school to Bond Street. On the way discuss different land uses and why there are differences e.g. why has Edgware Road got more shops than the other roads. On return journey each house goes by a different mode of transport and records how long it takes.</p> <p>Plenary: Discuss:</p> <ul style="list-style-type: none"> • different land uses found • journey times and why they were long / short • did journey times match internet estimates 	Risk assessment for journeys	<p>MUST: carry out a first-hand enquiry</p> <p>SHOULD: take note of different land uses</p> <p>COULD: think about why different places have different land uses</p>	
8	Use information gained from first hand enquiry	<p>Intro: Put children into groups of 4 or 5 so that each group has someone who went by each different mode of transport. Children discuss the advantages and disadvantages of the form of transport they used. Model how to do independent work. (10 mins)</p> <p>Main; Write up findings in table with advantages and disadvantages of each mode of transport, spending 7-8 mins on each form of transport. (30 mins)</p> <p>Plenary: On tables children discuss which mode of transport they thought was best. Have a class vote on which mode of transport the children preferred most. Ask people to give a reason for their decision. (10 mins)</p>	Writing frame for LA	<p>MUST: give one advantage and one disadvantage for each mode of transport</p> <p>SHOULD: give more than one advantage and one disadvantage for each mode of transport</p> <p>COULD: give many advantages and disadvantages for each mode of transport</p>	
9	Begin to appreciate the importance of location and offer explanations for physical or human features	<p>Intro: Explain that London is the largest city in the UK. Explain the difference between physical features and human features of a place. In partners children to think of reasons why London is such a popular place to live, and to think if their reasons are physical or human reasons. Take children suggestions, and record them on the WB under the headings of 'Physical' or 'Human' (15 mins)</p> <p>Children given a list of features of London:</p> <ul style="list-style-type: none"> • the River Thames • the flat land • the mild weather • the infrastructure 	Writing frame for LA	<p>MUST: know some of the features that make their area popular to live in</p> <p>SHOULD: be able to explain why these features make it popular</p> <p>COULD: explain whether a feature</p>	

		<ul style="list-style-type: none"> the leisure facilities the shops banks and offices <p>For each feature the children need to explain why it makes London a good place to live. LA complete sentence starters. (25 mins)</p> <p>Plenary: Children compare their answers with their partner. Discuss any thing that their partner came up with, which they did not come up with. Go through each feature as a class, giving reasons why the feature makes London a good place to live. (15 mins)</p>		is human or physical	
10	Offer appropriate observations about locations and patterns in the area	<p>Intro: Display map of London on IWB. Ask children what patterns they notice on the map. Read through first half of PP at: http://www.slideshare.net/cheergalsal/the-burgess-model-481455, which explains the basic structure of most cities (Central Business District (CBD), inner-city and suburbs), the features of each zone and the reasons behind these features. Explain independent work</p> <p>Main: Draw three circles on a map of London to label the three main zones. Find places on a map and say whether which zone they are in. Write a paragraph comparing the three zones on each of the following: transport, land use, green space and population. LA to complete sentence starters comparing the 'middle' and the 'edges' of the city as the technical language of CBD, suburbs and inner city will be too difficult for them to use</p> <p>Plenary: Go through correct answers to map exercise, explaining why each place is in the zone it is in. Recap the main differences between the three zones.</p>	Worksheets PP with images of the three zones LA writing frame	<p>MUST: describe some differences between the middle and edges of a city</p> <p>SHOULD: describe differences between the three main zones of a city</p> <p>COULD: give reasons for differences between each zone</p>	
11	Use confidently a wider range of fieldwork and map skills	<p>Intro: Show children a map of the local area, and explain how symbols are used to show certain features. Show Ordnance Survey map symbols and what they mean. Explain that we are going to be designing a map of an ideal town or city. Discuss how we will need to include:</p> <ul style="list-style-type: none"> different people who will need facilities e.g. elderly features to include e.g. pond, church, school symbols to use a key to show what the symbols mean (15 mins) <p>Main: Children need to design an ideal town / city, with the above features (30 mins)</p> <p>Plenary: In pairs, explain their map and its features to their partner. Pick one or two maps that have been done well and show them to the class, explaining why</p>	Map Prompt sheet	<p>MUST: draw a map</p> <p>SHOULD: include symbols and a key</p> <p>COULD: include lots of different facilities to cater for different types of people</p>	

	they are good. (10 mins)			
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Assessment

<i>some children will not have made so much progress and will:</i>	<p>Level 2c – 2b</p> <ul style="list-style-type: none"> • respond to questions about where things are • ask and respond to questions about places and topics using information provided by the teacher • undertake simple mapping tasks demonstrated by the teacher
<i>most children will:</i>	<p>Level 2a – 3c</p> <ul style="list-style-type: none"> • describe a range of physical and human features of their locality • use appropriate geographical terms • offer appropriate observations about locations and patterns in the area; • identify how people affect the environment and recognise ways people try to manage it for the better • use a range of secondary sources and first-hand enquiry
<i>some children will have progressed further and will also:</i>	<p>Level 3b – 3a</p> <ul style="list-style-type: none"> • use confidently a wider range of fieldwork and map skills • begin to appreciate the importance of location and offer explanations for physical or human features • ask their own questions and set up simple tasks to seek answers