

HORNSEA BURTON AND SKIPSEA FEDERATION MEDIUM TERM PLAN

SUBJECT: Topic (Geography)

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
Identify features of Skipsea	<p>Geography Milestone 2</p> <p>To investigate places: Ask & answer geographical questions about the physical & human characteristics of a location. Explain own views about locations, giving reasons. Use fieldwork to observe & record the human & physical features in the local area using a range of methods including sketch maps, plans & graphs & digital technologies. To investigate patterns: Describe how the locality of the school has changed over time. To communicate geographically: Describe key aspects of: physical geography, including: rivers, mountains, volcanoes & earthquakes & the water cycle. Describe key aspects of: human geography, including: settlements & land use.</p>	With support, label map of Skipsea.	Label map of Skipsea.	Find features & label.	IW maps, copies maps & aerial photos, old map,
Identify & locate man-made features of Skipsea	<p>To investigate patterns: Describe how the locality of the school has changed over time. To communicate geographically: Describe key aspects of: physical geography, including: rivers, mountains, volcanoes & earthquakes & the water cycle. Describe key aspects of: human geography, including: settlements & land use.</p>	Name & draw a man-made feature.	Name, draw & locate a man-made feature.	Locate own / friends' houses.	pictures & info about schools
Use aerial images	<p>Milestone 1</p> <p>To investigate places Ask & answer geographical questions (such as: What is this place like? Who or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use simple fieldwork & observational skills to study the geography of the school & the key human & physical features of its surrounding environment. Use aerial images & plan perspectives to recognise landmarks & basic physical features. To investigate patterns Identify land use around the school. To communicate geographically Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation & weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office & shop. Use compass directions (north, south, east & west) & locational language (eg. near & far) to describe the location of features & routes on a map.</p>	With prompts, describe Skipsea & the surrounding area.	Describe Skipsea & the surrounding area.	Describe what land might be used for.	
Compare schools	Use aerial images & plan perspectives to recognise landmarks & basic physical features.	Describe a school room.	Describe a lesson.	Write a diary of a school child from the past.	
Walk around the village with Mr Banks comparing building use.	Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation & weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office & shop. Use compass directions (north, south, east & west) & locational language (eg. near & far) to describe the location of features & routes on a map.				

Teacher: Miss Evans

Class: 2

Term: Spring 1 2019

HORNSEA BURTON AND SKIPSEA FEDERATION MEDIUM TERM PLAN

SUBJECT: Topic (History, RE & English)

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
<p>Walk around the village with Mr Banks comparing building use.</p> <p>Describe our walk around Skipsea</p>	<p><u>Milestone 1</u> To investigate & interpret the past Observe or handle evidence to ask questions & find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources & databases to find out about the past. Use words & phrases such as: a long time ago, recently, when my parents/carers were children, years, decades & centuries to describe the passing of time.</p> <p><u>Milestone 2</u> To investigate & interpret the past Use evidence to ask questions & find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. To build an overview of world history Describe changes that have happened in the locality of the school throughout history. To communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, change & chronology. Use literacy, numeracy & computing skills to a good standard in order to communicate information about the past.</p>	<p>Describe some of the buildings in Skipsea.</p>	<p>Consider how parts of Skipsea have changed throughout the years.</p>	<p>Describe some buildings that have had different uses.</p>	<p>IW maps, copies maps pictures & info about Skipsea</p>

Teacher: Miss Evans

Class: 2

Term: Spring 2 2019