

ST.HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING



Cycle B

Cycle B Mrs Garcia, Mrs Pallister & Mrs Rutherford Years 1 & 2

Big Question? What makes Lincoln special?

Topic Overview: Children understand the location of Lincoln in England, the UK and the world. Children begin to look at the human and physical geography of Lincoln with a focus on landmarks and tourist attractions.

Basic geographical knowledge

- 1) **Location and position of country to the equator:** Above the equator.
- 2) **Location of Lincoln:** Lincoln is in the county of Lincolnshire in the country of England which is part of the UK – England, Ireland, Scotland & Wales. Lincoln is located on the continent of Europe.
- 3) **Bordering countries:** Lincoln is located in England, England borders with Ireland, Scotland and Wales. All four countries are part of the United Kingdom.
- 4) **Climate:** Children recognise that because the UK is above the equator, the country has a temperate temperature and that there are areas on our planet with similar climates, landscapes, plants and animals. Children understand this with reference to Lincoln.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES Including opportunities for map skills/field work/data collection, presentation and analysis.	KEY VOCABULARY
1) What is Lincoln?	Children understand that Lincoln is the capital city in the county of Lincolnshire. Children locate Lincoln and understand that it is in England.	Establish prior learning. Talk to children about features of Lincoln they already know and look at pictures of Cathedral, university, Castle etc.	Hamlet, village, town, city, capital city Lincolnshire

	<p>Children recognise why Lincoln is a city and not a village or hamlet.</p>	<p>Explain Lincoln is a City. Look at the definition of a hamlet, village and town. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</p> <p>On a map of the UK look at where Lincoln is located. Talk about the area called a county is called Lincolnshire.</p> <p>HA: locate countries of UK and mark Lincoln MA: Fill in labels for UK and mark Lincoln LA: Fill in labels of the UK</p>	<p>UK- Map countries of the UK</p>
<p>2) Where is Lincoln located?</p>	<p>Children understand that we live in the UK. They recognise the UK is part of Europe.</p> <p>Children recognise the world is made up of continents.</p> <p>Children locate continents and oceans of the world.</p>	<p>Recap prior learning from previous lesson regarding what Lincoln is. Use Infant Atlases again to look at globe and continents. Talk again about the continents and then locate the UK in Europe. Talk about other countries in Europe. https://www.youtube.com/watch?v=q2ayq4REmjI</p> <p>Children locate continents and Lincoln using different maps and atlases to show differentiation. HA: Locate using infant atlas seven continents MA: Fill in the labels marking the continents LA: With support identify- Planet, continent, country – in wheel diagrams. https://www.youtube.com/watch?v=kU_SpzWktqE</p>	<p>Globe, atlas, continent, planet, equator, country, ocean, island, land, sea, Map skills – grid references, compass, left, right, North, South, East and West.</p>

<p>3) What are the human and physical geographical features of Lincoln?</p>	<p>Children understand what the definitions of human and physical geography are.</p> <p>Children begin to identify human and physical geography of Lincoln - River Trent, River Witham, Yarborough Hill, steep hill, Pelham Bridge, Lincoln Cathedral, Lincoln Castle, Whisby nature park, Hartsholme park, Birchwood wood and Brayford pool.</p>	<p>Recap prior learning from previous lesson on where Lincoln is located. Show children photographs and see if they can identify the name of the feature or have experienced visiting the places in the pictures.</p> <p>Use BBC bitesize to explain human and physical geographical features. https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p> <p>HA: Can write a sentence about each feature. MA: Children organise photographs into physical and geographical features. LA: Reminded what physical and geographical means. (With adult support)</p>	<p>Physical, geographical, feature, landmark, place, river, hill, bridge, castle, museum, park, woodland, road, buildings.</p>
<p>4) What are important landmarks in Lincoln?</p>	<p>Children identify specific landmarks in Lincoln and understand if they are examples of human or physical geography.</p> <p>Children identify what a tourist is and the importance a tourist plays in bringing money into Lincoln and local business.</p> <p>Children recognise when they have been a tourist.</p>	<p>Recap on what Lincolnshire's human and physical geographical features are from previous lesson.</p> <p>Look at pictures of important landmarks. Then explain that we are focusing on a few specific landmarks in Lincoln. Talk about why they are important and the history of the landmark.</p> <p>Look at landmarks in Lincoln - Lincoln Castle and its Magna Carta, Lincoln Tourist Information Centre, Lincoln Cathedral, Historical Bailgate, Museum of Lincolnshire Life, The collection, International Bomber Command & Whisby Nature Park, Lincoln Guildhall & the Brayford Waterfront - TBC - focusing on special landmarks that the children have the most experiences with.</p>	<p>Landmark, city, town, feature, place, location, transport, history,</p>

		<p>Children give examples of when they have been somewhere and have been a tourist. Children identify why tourists would want to visit these places and why they are special. Children understand what a tourist is and what tourism is.</p> <p>Focus on tourists pay to enter tourist attractions or they donate, which enables money to be put back into the attraction and upgrade experiences for future tourists, e.g., renovations at Lincoln cathedral and at Lincoln castle where the Magna Carta is kept.</p> <p>Watch videos all about Lincoln https://www.youtube.com/user/VisitLincoln https://www.youtube.com/watch?v=j34si-WBy3M https://www.youtube.com/watch?v=6ipKKXXLWLM</p> <p>HA : To design a poster why visit Lincoln. MA: To write about each landmark. LA: To write about each landmark - adult scribed.</p>	
<p>5) Where are Lincoln’s important tourist attractions?</p>	<p>Children use a map to locate key Lincoln landmarks.</p> <p>Children can use directional language and simple compass directions to explain the location of key landmarks.</p>	<p>Recap on previous week's lesson on identifying landmarks. Introduce street maps where Children locate key landmarks on the map – in preparation for a trip, children can use place vocabulary to understand location of the attraction. Eg Lincoln Cathedral is opposite Lincoln Castle. (Use simple compass directions (North, South, East and West) and locational and directional language [for</p>	<p>Map skills – grid references, compass, left, right, North, South, East and West.</p> <p>Landmark, City, town, feature, place, location,</p>

	<p>Children can describe key locations of landmarks, getting a sense of place and draw on their own experiences.</p> <p>Children draw a map of key landmarks in Lincoln.</p>	<p>example, near and far; left and right], to describe the location of features and routes on a map.)</p> <p>If children have not been to these places, they learn from children that have been there, photos and other sources of information.</p> <p>HA: Use directional language to explain positions on a map. MA: To use symbols on a map and match to the picture LA: To identify pictures near or far from school.</p>	<p>transport, history,</p>
<p>6) TRIP – Collection of Data: How many people visit Lincoln tourist attractions?</p>	<p>Children experience field work.</p> <p>Children see the human and physical geography (landmarks) from previous lessons.</p> <p>Children collect, and record data linked to the number of tourists that visit key tourist attractions.</p> <p>Children can use directional language and simple compass directions to explain the location of key landmarks.</p> <p>Children draw sketch maps of local landmarks.</p>	<p>Recap on previous week's lessons - the human and physical geography of Lincoln, locational knowledge of where key landmarks are located.</p> <p>Children explore their city and key landmarks in Lincoln. They make a tally of how many tourists are entering the location - at three different places.</p> <p>Talk about which was the most popular location and why?</p> <p>Children draw a map of the three locations- noting roads and streets.</p> <p>Children draw on location and place.</p>	<p>Tourist, place, location, people, numbers, popular, landscape, street, roads, paths, buildings, transport. Map skills, directions.</p>

<p>7)Presentation & analysis of Data How many people visit Lincoln tourist attractions?</p>	<p>Children present data.</p> <p>Children analyse data to make a conclusion based on their geographical investigations.</p>	<p>Recap on previous lesson - which was the trip.</p> <p>Children work in pairs using their data collected from the trip to create a pictogram of how many people visited Lincolnshire’s top tourist attractions. They then present their findings and come to a conclusion as to the most popular tourist attraction.</p> <p>HA, MA & LA: All children will present data and analyse data to make a conclusion based on their geographical investigations. Differentiation in support given for children to complete learning challenge.</p>	<p>Tally, pictogram, data, collection, representation, information, analysis.</p>
<p>8) How can we improve Lincoln?</p>	<p>Children identify ways that Lincoln City could be improved.</p> <p>Children understand that humans have an impact on the physical geography of Lincoln City.</p> <p>Children begin to identify the importance of sustainability and the importance of looking after Lincoln City.</p> <p>Children can explain the importance of tourists to the economy.</p>	<p>Children think about improvements to the city involving transport, tourism and cleanliness.</p> <p>https://www.lincolnbig.co.uk/what-we-do/clean-bright-and-welcoming/</p> <p>Look at how people help to make Lincoln a better city. Look at images of Lincoln’s rubbish, graffiti and fly tipping.</p> <p>Also think about how to improve Lincoln for visitors. Access and transport to the castle, having to walk up and down the hill.</p> <p>Create a mind map for transport, cleanliness, and tourism.</p> <p>HA: Children make 3 suggestions as to how qandy why Lincoln could be improved.</p>	<p>City, environment, transport, tourism.</p>

		<p>MA: Children make 2 suggestions as to how qandy why Lincoln could be improved.</p> <p>LA: Children make 2 suggestions as to how qandy why Lincoln could be improved - adult scribed - drawing a picture of ideas & improvement.</p> <p>Children complete quiz at the end of the unit of working, consolidating what they have learnt about the topic and identifying gaps in the childrens learning which can be revisited.</p>	
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