# Planning Format for Sequences of Lessons

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| Name: | | | Subject: Geography | Week Commencing: | | Year Group: 3 | |
| Key objectives related to the EYFS/NC:  Contrasting Locality  To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  To describe and understand key aspects of human geography, including: types of settlement and land use. | | | | Key Subject Knowledge (concepts):  **Knowledge**  Know that Loughborough and Donisthorpe are areas of Leicestershire (school is situated in Donisthorpe)  Know how to plan a route between two places  Know how to use secondary sources to research a location  Know fieldwork techniques to find out about a location first hand  Know the physical and human features of two contrasting areas  Know how humans affect the environment of a place  **Skills**  **Gather information**  Ask geographical questions  Plan  Observe  Measure  Record findings  Present findings – simple digital technology.  **Sketching**  Draw a sketch from observation.  **Map Skills**  8 points of a compass  Use 2 figure grid references, symbols and keys  Follow a route map | | | |
| Assessment Opportunities   * Outcomes in the presentation of an essay at the end of the sequence of lessons. How are the children using the knowledge they have to make comparisons between two areas of Leicester? Title of the essay at the end of the sequence: What are the obvious and hidden similarities and differences between Loughborough and Donisthorpe? * Each session to include a chance for retrieval practice to cover key knowledge from the previous lesson. * Children to complete key activities for each lesson and outcomes will be recorded on a tracking sheet. | | | | Potential Misconceptions:  That human features such as parks and gardens are physical features as they look green.  Children may find it difficult to use a map to locate the areas of Leicester using a grid reference. This is the first time they will have done this. | | | |
| **Date** | **Learning Objective**  **Success Criteria** | **Lesson Outline (What is your role in the lesson and what are the children learning?)**  **Learning episode & Time** *(for example, retrieval,**exposition, repetition, practice)*  **Remember: key questions, AfL strategies, adaptive teaching strategies and role of additional adults.** | | | **Key Vocabulary** | | **Resources** |
|  | LO  To use map skills to locate two settlements on an OS map.  To begin to compare two areas of Leicestershire based on secondary sources  SC  Children can locate two settlements on a map and talk about the key features  Children can make inferences of key facts about two places. | Introduce the sequence of lessons about Geography – explain what this subject is and what they might have studied in Year 1 and 2 about Geography. Give children time with talk partners to think about different places they know around the world (show a map of a world). Gather ideas. Repeat with places they know around the UK (show a map of the UK). Gather ideas Repeat with places they know around Leicestershire (show a map of Leicestershire). Gather ideas.  At all steps use this as an AfL opportunity to understand what they know about different parts of the world. This will inform what I might need to recap as part of retrieval in future lessons or include in other parts of the curriculum.  Look at key words to be used in the lesson – settlement, population, primary and secondary sources, town, village. Give the children clear definitions and ask them to call and repeat.  Give each pair a copy of an OS map of Leicestershire showing Donisthorpe and Loughborough. Can they locate the two settlements? Model how to use the grid references to locate the Donisthorpe. Ask them to do the same for Loughborough. Give a list of other places to locate on the map. Explain why grid references are important for map reading. This is an important skills as children will develop this skills progression through KS2. Ensure all children can do this.  Introduce the essay title that the children will be writing at the end of the lesson sequence - *What are the obvious and hidden similarities and differences between Loughborough and Donisthorpe?* Highlight this on the working wall  Look more closely at the two settlements on the map. Ask children (in talk partners) what they notice straight away about the two places.  In discussion afterwards, draw out the comparison between town and village. Remind the children of the definitions.  Show photos of the two settlements – model how I make assumptions about what I observe and think out loud to describe which shows Loughborough and which shows Donisthorpe.  Do the same with population figures for the two settlements. Discuss with the children why this is easier to sort than the photos.  Give children in pairs a set of photos and a list of facts about the two settlements. Ask the children to sort these between the two settlements.  Teacher and TA to support children are required based on feedback from the children. Mini plenary may be required to check they understand the task.  Deepen children’s thinking by asking them to think about which of the facts / photos are easier to sort and why.  Plenary – show children the correct way of sorting the facts and photos. Which were difficult to sort and which were in the wrong place? Draw out the use of secondary sources here and why they may be unreliable. Discuss whether we are in a position to know more about the hidden and obvious similarities and differences. Discuss the next lessons and the plan to look at primary sources through a field visit. | | | Primary sources  Secondary sources  Settlement  Population  Town  Village  Leicestershire  Co-ordinates  Grid reference | | Record key points on the working wall to list key facts about Donisthorpe and Loughborough.  Copies of OS map of Leicestershire  List of facts |
| PDF:  Evaluation of PDF: | | *Evaluation of children's learning and key points for the next session:* | | | | | |
|  | LO  To compare the land use of two streets in contrasting localities  To use compass directions  SC  Children can use Google Maps to pick out the land use two streets.  Children can explain what they do know and what they don’t know about two settlements. | Retrieval: Ask children in pairs to match the term and the definition from the last lesson. Can they remember the definitions of the words? Record these words on the working wall and ask children to use them during the lesson when they are explaining their thinking.  Recap the essay question introduced to them in the last lesson. Use the working wall to remind them of what they know about Loughborough and Donisthorpe.  Go back to the OS maps used in the last lesson. Recap the compass direction words they learnt in year 2. How would they describe the location of Loughborough compared to Donisthorpe?  i.e. Loughborough is to the west of Donisthorpe / Donisthorpe is to the east of Loughborough. Repeat these stem sentences and record these on the working wall – they will be useful to use in the introduction of the essay.  Children to use the other compass directions to make their own sentences to link places they can pick out on the map.  Explain to the children that they are going to make specific comparisons between the two settlements using Google maps. They are going to directly compare two streets. Model on the board how they use Google Maps to zoom in and out and to find the StreetView function.  Children to work in pairs to find this function and have a go at using this. Look for any children that may need further support with this and address as required.  Children to complete activity in pairs where they will use the StreetView to walk down a street to find out the land use of this street.  First they will use the aerial view to help them to answer any of the questions and then use StreetView. Children pick out the number of houses, shops, green spaces. Also give them the chance to pick out anything else they notice.  Plenary – add in the vocabulary of rural and urban. Give definitions of the two. Can they work out which is which in this comparison. What key aspects can they draw out?  Ask the children to work in different pairs to explore what others have found. Ask them to discuss what we could easily find out from Google Maps and what we still don’t know about these two settlements.  Record the things we do know and don’t know on the working wall for the next lesson. | | | Aerial view  Land use  Rural  Urban  North, south, west, east,  North-west… | | OS maps of Leicestershire  Aerial views – printed views of Loughborough and Donisthorpe from Google maps  Ipads for children to access Goggle Maps |
| PDF:  Evaluation of PDF: | | *Evaluation of children's learning and key points for the next session:* | | | | | |

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| **Date** | **Learning Objective**  **Success Criteria** | **Lesson Outline (What you will teach and how)**  **Remember to include: key teaching points, key questions, AfL plenaries, transitions, activities, differentiation and role of additional adults** | **Key Vocabulary** | **Resources** |
|  | LO  To develop enquiry questions to answer using fieldwork skills  SC  Children can list what they know and what they want to find out about a place.  Children can begin to talk about the use of fieldwork skills | Retrieval: What is the difference between urban and rural? Can they complete the definition they are given? Record this on the working wall.  In pairs, children to complete a grid for both Donisthorpe and Loughborough to list what they already know and what they want to find out.  Link back to the essay question as being the similarities and differences that are obvious and ones that are more hidden.  Teacher to assess understanding of the children from looking at work – perhaps pick some focus children to look at based on their output from previous lessons. May need to stop all for a mini-plenary to support with what they already know.  Children then to join with another pair to discuss how we might find out some of the answers to what they want to find out. Take some ideas and list them on the working wall.  Use presentation on the board to highlight to the children a number of things about what good fieldwork would look like. Explain examples such as field-sketch, traffic survey, land-use map, writing observations, questionnaire.  Record these ideas on the working wall. | Field visit | ‘What I know and what I want to find out’ grid |
| PDF:  Evaluation of PDF: | | *Evaluation of children's learning and key points for the next session:* | | |
|  | To develop knowledge of a place through fieldwork skills.  SC Children can answer questions from fieldwork activity.  Children can generate their own enquiry question and use primary data to answer this question | Retrieval: Match the definitions to the terms – primary sources, secondary sources, urban, rural, field visit, grid references (add others in response to other terms they have been taught but are not embedded in their talk)  Explain the importance of primary sources and link back to the preparations for the field visit in the last lesson.  Remind the children of the discussions from the last lesson. Based on these discussions, have a set of questions to answer about what they will see. Given the children the opportunity to add two things they are going to look for or questions they might have. Model these questions. Support given to children to develop or record these ideas – these children may identified before the lesson and will need TA or teacher support.  Assess the quality of these questions and ensure they have enough to look at and that they are realistic.  Before the lesson create resources to complete a field visit to Donisthorpe.  Go on a field visit to Donisthorpe (will need to ensure a risk assessment is in place and support from mentor will be required)  Children to find the street they looked at in the last lesson on a map.  Children complete observations to answer the questions and record fieldwork notes  Children make sketches of what they see to answer the question (i.e. drawing a particular house or recording the land use)  Children to complete a traffic survey (how many vehicles passed along the street in two minutes?)  Back in the classroom, children to record something they found out from the field visit. Also include what they expect will be the observations in Loughborough when they go on a field visit. | Field visit  Observations  Sketch  Traffic survey  Land use | Clipboards  Fieldwork sheets |
| PDF:  Evaluation of PDF: | | *Evaluation of children's learning and key points for the next session:* | | |
|  | To develop knowledge of a place through fieldwork skills.  SC Children can answer questions from fieldwork activity.  Children can generate their own enquiry question and use primary data to answer this question  Children can begin to draw out similarities and differences. | Retrieval: Match the definitions to the terms – primary sources, secondary sources, urban, rural, field visit, grid references (add others in response to other terms they have been taught but are not embedded in their talk)  Go on a field visit to Loughborough (will need to ensure a risk assessment is in place and support from mentor will be required)  Children to have the same fieldwork sheets as the Donisthorpe fieldtrip. This will give them a chance to record the same things and to draw out similarities and differences between the two.  Children to find the street they looked at in the last lesson on a map.  Children complete observations to answer the questions and record fieldwork notes  Children make sketches of what they see to answer the question (i.e. drawing a particular house or recording the land use)  Children to complete a traffic survey (how many vehicles passed along the street in two minutes?) | Field visit  Observations  Sketch  Traffic survey  Land use | Clipboards  Fieldwork sheets |
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|  | LO  To retrieve knowledge of place and skills of fieldwork to write an essay  SC  Children can: - use knowledge and facts - refer to fieldwork skills - write in paragraphs - write clear sentences - use capital letters and full stops | Retrieval: Fill in missing the words / phrases into an essay introduction that draws out some of the key knowledge about Loughborough and Donisthorpe  This lesson will be very highly scaffolded throughout and the teacher will walk through each paragraph of the essay giving the children the opportunity to use the working wall.  What are the obvious and hidden similarities and differences between Loughborough and Donisthorpe?  Show was a good essay would look like to show and draw out success criteria.  Paragraph 1 - Introduction (given to them at the beginning of the lesson) Paragraph 2 – 1 obvious similarity with reference to the fieldwork Paragraph 3 – 1 obvious difference with reference to the fieldwork Paragraph 4 – 1 hidden similarity Paragraph 5 – 1 hidden difference Paragraph 6 – what they want to look at further and how they might do this.  Model how to use the working wall to complete. There will need to be a clearly modelled sentence structure that shows how the evidence from the fieldwork is used. For some children, a clear sentence structure might be used to base their writing around  Throughout the lesson, use mini plenaries to assess if more modelling is needed or to celebrate good quality sentences / paragraphs. | Recap vocab from the working wall.  Use a word mat with useful vocab to support children with writing essay. | Essay plan  Complete working wall  Success criteria grid for self- and peer-assessment  Word map for vocabulary across the sequence of lessons. |
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