



# Medium Term Unit Planning

**Topic Name: Pirates on Our Doorstep**

**Learning outcome:**

*The children will carry out fieldwork and develop observational skills as they study the geography of their school and local area, Bewdley. They will devise their own maps, learn about physical and human features, and design their own playgrounds, parks and schools.*

**Hook**

A group of pirates have just arrived in Bewdley! It is our job to teach them about our local area - school, playground, homes, gardens and the park. The children will find a treasure chest hidden at school with a letter from the pirates asking for their help

**Topic Showcase (e.g. display, museum, performance, presentation)**

Finish the topic by working together to produce a trail around Bewdley.

**Oracy:**

**Children will use locational language to describe routes on a map. Children will discuss their thoughts, likes and dislikes about local land use.**

**Key Vocabulary:**

Town, rural, human features, physical features, environment, landmarks, route, map, compass, north, east, south, west, directions, aerial images, land use, river, soil, vegetation, traffic, travel, school, playground, park, gardens

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

Literacy Texts:

The Pirates Next Door – Jonny Duddle  
Molly Rogers, Pirate Girl – Cornelia Funke

**Citizenship/Community Opportunities:**

Discussing local land use and going into Bewdley.



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## Experiences/Visits/Visitors:

A trail around Bewdley.

## Main Subjects covered: Geography

Other subjects: Science & DT

## Geography Threshold Concepts

- **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

- **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques.

## Science Threshold Concept

- **Biology - Understand plants**

This concept involves becoming familiar with different types of plants, their structure and reproduction.

## DT Threshold Concept

- **Master practical skills**

This concept involves developing the skills needed to make high quality products.

## Notes:



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Weekly Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Our School	<p><b>Investigate places</b> - This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> - This concept involves understanding the relationships between the physical features of places and the human activity within them.</p> <p><b>Communicate geographically</b> - This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directional clues and a pirate map of the school to find the treasure and receive a letter off the pirates asking for help.</li> <li>• Pirates might be naughty and run in the corridors or knock on the head teacher's door! Make a map for them to follow. Create names for the corridors.</li> <li>• Make an I-Spy booklet for the Pirates to remember important features of the school.</li> <li>• The Pirates only travel by boat...how do you travel to school? Make a block graph to show how we travel to school. Complete a traffic survey to investigate the passing traffic at school.</li> <li>• The Pirates own a time machine. Create a plan for a school in the future and</li> </ul>



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		<p>and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p>consider how technology may have changed.</p>
<p>2. Our Playground</p>	<p><b>Investigate places</b> - This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> - This concept involves understanding the relationships between the physical features of places and the human activity within them.</p> <p><b>Communicate geographically</b> - This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The pirates have travelled the world collecting information about different playgrounds. Learn about them and compare them to ours.</li> <li>• Explore the features in our playground and draw a map for the pirates. Measure the width and length of parts of the playground.</li> <li>• The pirates would like to build a playground when they get back to their island, can you design one for them?</li> </ul>



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		<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	
<p>3. Our Homes</p>	<p><b>Investigate places</b> - This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> - This concept involves understanding the relationships between the physical features of places and the human activity within them.</p> <p><b>Communicate geographically</b> - This concept involves understanding</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• The Pirate's home on deck is a little different to ours...learn about different types of houses in Bewdley and discuss your own house.</li> <li>• Learn about your own address and Postcode and locate it on Google Maps.</li> <li>• Draw your route from school to home and identify key human and physical features and landmarks on your way.</li> </ul>



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	<p>geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Identify land use around the school.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	
<p>4. Our Gardens</p>	<p><b>Understand plants</b> - This concept involves becoming familiar with different types of plants, their structure and reproduction.</p>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul>	<ul style="list-style-type: none"> <li>• The pirates have never had a garden on their boat. Find out what grows in the local area and in our own back gardens and why wildlife is so important.</li> <li>• Identify what plants we have at forest school.</li> <li>• Name parts of a plant and what plants need to</li> </ul>



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		<ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>grow. Explain how the weather and climate can affect plants.</p> <ul style="list-style-type: none"> <li>• Explore what minibeasts we can find in our gardens and why the bees are so important.</li> </ul>
5. The Park	<p><b>Investigate places</b> - This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> - This concept involves understanding the relationships between the physical features of places and the human activity within them.</p> <p><b>Communicate geographically</b> - This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will look at different maps and aerial photographs from parks in the UK</li> <li>• Children will research their local park by looking at photos and maps to identify human and physical features. Can you explain what you like and don't like about the park, and come up with a plan on how to improve it.</li> <li>• Children will design their own model park and use different resources and materials to create human and physical features.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	
<p>6. Bewdley (2 weeks)</p>	<p><b>Investigate places</b> - This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> - This concept involves understanding the relationships between the physical features of places and the human activity within them.</p> <p><b>Communicate geographically</b> - This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the land use in Bewdley town centre. What shops do we have in our locality? One pirate wants an ice-cream, another a comic and a third new boots – where can we buy these items in Bewdley Town?</li> <li>• Locate the River Severn so the pirates can dock up their boat!</li> <li>• Decipher the pirate code to learn about coordinates!</li> <li>• Put our DT skills to the test to create Pirate Island Tortilla wraps and write a recipe.</li> </ul>





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	<p><b>DT - Master practical skills</b> - This concept involves developing the skills needed to make high quality products.</p>	<ul style="list-style-type: none"><li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li><li>• Identify land use around the school.</li><li>• Use basic geographical vocabulary to refer to key physical and human features.</li><li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li><li>• Devise a simple map; and use and construct basic symbols in a key. Use simple coordinates.</li></ul> <p>Food</p> <ul style="list-style-type: none"><li>• Cut, peel or grate ingredients safely and hygienically.</li><li>• Measure or weigh using measuring cups or electronic scales.</li><li>• Assemble or cook ingredients.</li></ul>	<ul style="list-style-type: none"><li>• Finish the topic by working together to produce a trail around the locality. What sounds might you hear on the way? Create a tally or an I Spy booklet of what you saw in Bewdley Town Centre.</li><li>• Receive a thank you letter from The Pirates for all your help!</li></ul>
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