



Geography – We are Geographers!



Autumn 1 (8 Weeks)

Geography Ladders:

Locational Knowledge

LI: I can describe the location of the place I am studying.

LI: I can identify some of the basic physical and human features of the place I'm studying e.g. rivers, deserts, mountains. (kpi)

LI: Identify the position and significance of Equator, N. and S. Hemisphere. (kpi)

Place Knowledge

LI: I can compare a region of the UK with a region in South America, eg. local hilly area with a flat one or under sea level. (kpi)

Human and Physical Geography

LI: I can describe and understand key aspects and processes of Physical geography for the place I'm studying. (kpi)

LI: I can describe and understand key aspects and processes of Human geography for the place I'm studying, including types of settlement. (kpi)

LI: I can describe how changes in the Human and Physical environments affect the people living there. (kpi)

LI: I can express my views on the environment of my local area or the place I'm studying e.g. Would you want to live here?

Geographical Skills and Fieldwork

LI: I can use age-appropriate maps, atlases and globes I've been given, to locate and name places I'm studying. (kpi)

LI: I can use the four points of a compass, some basic symbols and keys (including the use of a simplified Ordnance Survey maps). (kpi)

LI: I can use resources and information given to me to answer questions.

LI: I can use fieldwork to observe and record the Human and Physical features in the local area e.g. tally charts, questionnaires. (kpi)

LI: I can present my findings, with support e.g. pictograms. (kpi)

<https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/>

Lesson	Order of Study – Main plots and Subplots – links to geographical skills
Week 2	Pre-Assessment as we only have a 2 days week. Big Questions? Use JD assessment – whole class read to.
1 Week 3	BQ: What is a settlement? - Types of settlement and facilities. - What makes is a good settlement? <u>Geographical Skills and Fieldwork</u> <u>LI: I can use age-appropriate maps, atlases and globes I've been given, to locate and name places I'm studying. (KPI)</u> <u>LI: I can use the four points of a compass, some basic symbols and keys (including the use of a simplified Ordnance Survey maps)(KPI)</u> <u>Locational Knowledge</u> <u>LI: I can describe the location of the place I am studying.</u>

	<u>LI: Identify the position and significance of Equator, N. and S. Hemisphere. (kpi)</u> New vocabulary for the lesson: settlement, village, town, city, country, rural and urban. Big or small, the places that people live in have been built and these are known as settlements. Three main types: - Villages – Hawkesbury Village - Towns – like Bedworth or Nuneaton - Cities – like Coventry Look at each of the slides that give some information about each type of settlement – go through what each of them have. Do the children think these settlements would be a good place to live or not – allow them time to discuss. ** If a settlement has a Cathedral, it is actually known as a city. New word: Population. Task: Look at the pictures on the 'stop and jot' worksheet. Children discuss the following questions: - What can you see? - Where do you think the photographer took the photo? - Why do you think this is? Then, under each picture, write down if they think it is a village, town or city. End with them answering: Where would you prefer to live and why? What makes this a good settlement? Think about the 2 settlements you didn't choose. Why would you not want to live there?
2 Week 4	BQ: What facilities can we find in each settlement? <u>Locational Knowledge</u> <u>LI: I can describe the location of the place I am studying.</u> <u>LI: I can identify some of the basic physical and human features of the place I'm studying e.g. rivers, deserts, mountains. (kpi)</u> <u>Human and Physical Geography</u> <u>LI: I can describe and understand key aspects and processes of Human geography for the place I'm studying, including types of settlement. (kpi)</u> Settlements are places where people live. We give them different names depending on their size, from cities to hamlets. When early settlers were looking for a site to begin their settlement they looked for some of the following features to make their life easier: - flat land, to make building easier and safer - local raw materials, eg wood and stone, to build homes - a local water supply for drinking, washing, cooking and transport - dry land, so that people could build on areas that don't flood - a safe site, eg a hilltop or river bend, to protect from attackers - good farm land with fertile soils, so people could grow crops - shelter, eg to protect from bad weather

	- transport links, eg a ford or low crossing point of a river https://www.schoolsofkingedwardvi.co.uk/ks2-geography-human-geography-3c-settlement-studies/ Look at the land uses and the views from space – what can we see and what do they tell us? Look at settles through time – why would they have been chose – what would the settlers have been looking for? Discuss all the things that they may have had to consider. Briefly look at urban change/re-urbanisation Task: Use the Diamond 9 template on your activity 1 worksheet to rank the site and situation features from most to least important in your opinion. Challenge available.
3/4/5 Week 5,6 and 7	BQ: What does Bedworth have to offer and how is the land used? – Fieldwork Part 1 <u>Human and Physical Geography</u> <u>LI: I can describe and understand key aspects and processes of Physical geography for the place I'm studying. (kpi)</u> <u>LI: I can describe and understand key aspects and processes of Human geography for the place I'm studying, including types of settlement. (kpi)</u> <u>LI: I can describe how changes in the Human and Physical environments affect the people living there. (kpi)</u> <u>Geographical Skills and Fieldwork</u> <u>LI: I can use the four points of a compass, some basic symbols and keys (including the use of a simplified Ordnance Survey maps). (kpi)</u> Children will go on a walk next week to the town centre. Make sure that you have looked at the fictional town beforehand so that they have an understanding of what they are going to be doing. The lesson needs to focus on why people want to settle in this town. What facilities does it have to offer? Task: Look at Bedworth on GoogleEarth – what can they spot? Our enquiry question: What facilities can be found in my local area? - Police station - Tesco - Health Centre - Shops - Restaurants - Banks - Church Discuss the idea of a key. Why not just label everything with words? Come up with ideas of what they will use in their key – model some of them on the board. Children will draw out a map of their town; maybe go through them together modelling a map on the board. Use a key to locate facilities. Part 2 – Going out into the community. Take Ipad to take pictures of what they are noticing in their local area. <u>Geographical Skills and Fieldwork</u> <u>LI: I can use resources and information given to me to answer questions.</u>

	<u>LI: I can use fieldwork to observe and record the Human and Physical features in the local area e.g. tally charts, questionnaires. (kpi)</u> <u>LI: I can use the four points of a compass, some basic symbols and keys (including the use of a simplified Ordnance Survey maps). (kpi)</u> <u>LI: I can present my findings, with support e.g. pictograms. (kpi)</u> Learning sentences (cover this ladder: <u>Human and Physical Geography: LI: I can express my views on the environment of my local area or the place I'm studying e.g. Would you want to live here?</u>) Part 3 – Presenting data/analysing – no new LIs as this is a continuation of last lesson... What happens after fieldwork? – Discuss how we can share with others the data that we have collected. There are several different methods of presenting fieldwork data, including using different graphs. Take a look at the descriptions of the different graphs below. Which would be best for presenting the types of facilities in the area? Discuss this with your learning partner. Be ready to share your feedback with the class before the answer is revealed. Ideally, children will realise: Bar charts allow us to organise information using bars of different lengths. The length of these bars represents the size of the information collected by comparing one bar to another. Class/some small group work to put together a bar chart.
5 Week 8	Lesson resources from Oddizzi: http://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ BQ: What is the difference between an urban and a rural area? <u>Locational Knowledge</u> <u>LI: I can describe the location of the place I am studying.</u> <u>LI: I can identify some of the basic physical and human features of the place I'm studying e.g. rivers, deserts, mountains. (kpi)</u> <u>Human and physical geography</u> <u>LI: I can describe how changes in the Human and Physical environments affect the people living there. (kpi)</u> Look closely at the pictures of the rural and urban areas. Write adjectives that describe the two pictures on your whiteboards. What is similar and what is different between them? Think about things like wildlife, people and pollution. Look at the 4 pictures – can the children spot anything else? Discuss what a rural area is and what an urban area is. How can we identify an urban area? How can we identify a rural area? Go through the next few slides emphasising the differences in the areas – can they sort the pictures? (this is a discussion task only) Watch: https://oddizzi.wistia.com/medias/vy57vt1nvmu welcome to England https://oddizzi.wistia.com/medias/uwa1gsp7mr welcome to Scotland

	Activity: Urban and rural picture sorting activity – can be done in books rather than the grid. Post assessment
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