




Geography. Medium Term Planning

Term: Autumn 1	Year: 5 and 6 Cycle A	Theme: Local area
Key vocabulary.		
<p>Lesson 1 - Transport link, import/export, tourism,</p> <p>Lesson 2- Region, scale bar, directions, location</p> <p>Lesson 3- Communities, services</p> <p>Lesson 4- Population, city centre, rural, urban,</p> <p>Lesson 5- Ordnance survey map, leisure, grid reference, axis</p> <p>Lesson 6- Population, fieldwork</p>		

National Curriculum	Week	NC- Coverage	Skills taught	Knowledge	Activity Outline
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to	1	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<p>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children will discuss physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p>	<ul style="list-style-type: none"> • To locate the region and local area in relation to other places • To use an aerial image to describe the key physical and human features of the region and local area 	<p>How do my local area and my region fit the wider world?</p> <p><i>Children to use maps to discuss how we can access the wider world. Transport links. Airports buses etc.</i></p> <p>Use an online mapping tool with a zoom facility, and centre it on the Busill Jones in Bloxwich (such as Google Maps or Digimap for Schools). Start as far out as you can, and zoom in on the school in four stages: continent, country, city or region, immediate local area. As a whole class, talk about the main features that you see at each level, especially for</p>

<p>enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic 				<ul style="list-style-type: none"> • To understand local, regional, national and international links to the local area 	<p>Walsall/Bloxwich . You could use the Place consequences worksheet to support this activity.</p> <p>Whole-class discussion: what do people use and do in our part of the world? What sorts of things do people use that come from other places? Have people come to visit our area, and to work or live here, from other places, either in Britain or further away? Where might goods or people go to from here?</p> <p>Talk about the leather museum and the metal work industry.</p> <p>At first many of the people in Walsall made a living from farming but increasingly Walsall became an industrial centre. By the 14th century, there was a metalworking industry in Walsall. 🗣️</p> <p>In the 20th century leather making flourished and Walsall was called the Leather capital of the world. The metalworking industry also prospered. Another important industry in Walsall was clothing. 🗣️</p> <p>Walsall is known famously for its royal leather history and being part of the Black Country in our beloved West Midlands. 🗣️</p> <p>Working in table groups and using the Local links worksheet, children use the headings to come up with initial ideas about links between the local area and the wider world. You may want to model this first with the whole class. For example, the field behind someone has a cousin who visits from Birmingham (people, families and communities - national); the nearby airport has flights to and from Barcelona (transport - international); a canal through the area at the back of</p>
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<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 					<p>the school – where does it come from and where does it go (environment – local, regional, maybe national)? Discuss: what are the main links that groups have come up with? Were some links easier to find than others? (Groups do not have to come up with a link for every heading, and there may be several for some: this will depend on the characteristics of the area.)</p>
<p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural 	<p>2</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p><i>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will discuss physical geography</i></p>	<ul style="list-style-type: none"> • to identify the principal features of a region within the UK • to locate key sites on a regional map • to use scale on a map to measure approximate distances • to use distance and compass points to identify the approximate location of a place 	<p>Can I identify and locate the main features of my region?</p> <p><i>Children to use a road map and identify the local area precisely. Using a scale bar identify the rough miles.</i></p> <p>In table groups, children work with a road map of Walsall and Bloxwich. Firstly, they locate the local area as precisely as they can and mark it with a pin or a small sticker (aim for them to pin point school). Secondly, they look at the scale bar on the map and identify the rough equivalent in miles of one centimetre on the map.</p>  <p>Children can use school as the base and discuss how far away is cooks choice using the bar scale as reference. Remember to tell them if they zoom in the scale changes.</p>

<p>resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ 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. 					<p>As people travel away from the local area, what might they be able to see or visit? Using a ruler or measuring tape, and taking the pin or sticker as a starting point, children identify one landmark within a specific radius from it: 10 miles, then 20 miles, 30 and 50. They mark these landmarks on their Travelling out worksheet, taking care to locate it in the correct part of the quadrant: North, South, East or West.</p> <p>Individually, children complete the following sentence-starters on a sheet of paper: "In the North I found ...; In the East I found ...; In the West I found ...; In the South I found ..." They mark approximate distances to each place against the statements.</p>
	3	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><i>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</i></p>	<ul style="list-style-type: none"> • To consider how a region can meet the needs of its population • To identify key human needs and processes 	<p>How might our region meet peoples needs?</p> <p>To identify how our region can meet people needs.</p> <p><i>Children to discuss how the region we live in can meet our needs. Eg medical- doctors and hospitals. Class activity.</i></p> <p>As a whole class, children create a list (written onto large post-it notes) of six or seven things that people, families and communities need in order to live healthy and happy lives. Some of these things might be tangible (e.g. food, housing, schools, etc), but others less so (e.g. freedom, love, agreements between people).</p> <p>Each post-it note goes onto a separate large sheet of paper. Each table group is then given a couple of newspapers and magazines, and cuts out pictures that pupils think fit with the different headings. The group</p>

					<p>blu-tacks these onto the relevant sheet of paper. (The newspapers could, but do not have to, come from the local region.)</p> <p>Taking each sheet of paper in turn, one or two images are shown to the class and the group that put them there is asked for its reasons for that choice.</p> <p>Children are asked to think about the places that they found in the previous activity. What needs – if any – might those places help people meet (for example, a hospital might help people keep healthy, a motorway enables trade with other places, a beach is good for relaxation)? Some of those place names are added to the relevant sheets.</p> <p>In their groups, children discuss: if we were to go to the nearest city centre which is Wolverhampton, what would we expect to find there that helped meet people’s needs? They note their ideas down on their A place fit for people? sheet.</p> <p>Re-cap children’s understanding of what a town, village and a city it.</p>
	4	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><i>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will</i></p>	<ul style="list-style-type: none"> • To gather evidence through urban fieldwork of how a region is meeting people’s needs 	<p>Is our city centre fit for people?</p> <p><i>Visit our local town- if this is not possible then gather evidence for a carousel activity based afternoon. Discuss what we have locally that is meeting the needs of the local population.</i></p>

		<p>discuss physical geography</p>		<p>A trip to Bloxwich high street.</p> <p>The fieldwork will enable pupils to test their ideas against evidence from the place itself. Discuss the previous lesson and the services they felt a place needed. What services does Bloxwich provide for the people?</p> <p>Brief children on the route you will be using, asking them to note hazards such as road-crossings, as well as sites that may be relevant to their enquiries (you could use Google Streetview for this). Establish ground rules for safety and behaviour. Briefly outline the main activities that they will be carrying out.</p> <p>Fieldwork</p> <p>Children visit Bloxwich using their A place fit for people? sheets to note down evidence of how it is meeting people's needs, including the rough location of those places (e.g. "opposite the bus station").</p>
5	<p>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.</p> <p>use the eight points of a compass, four and six-figure</p>	<p>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children will discuss physical geography</p>	<ul style="list-style-type: none"> • To annotate an Ordnance Survey map to accurately locate specific sites • To create symbols and a key for a simple land use map 	<p>How can I create a needs map of Bloxwich?</p> <p>To create a needs map based on the place I've visited.</p> <p><i>Children to create an ordinance survey map creating their own keys.e.g. red- leisure, green- medical.</i></p> <p>Whole-class discussion. Using evidence from the A place fit for people? sheets, what evidence did you find of how Bloxwich meets the needs of the people?</p>

	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<ul style="list-style-type: none"> • To create accurate six-figure grid references for specific sites 	<p>Were these similar to, or different from, your original ideas about this?</p> <ul style="list-style-type: none"> • Using Ordnance Survey maps of the area that they have just visited, table groups use the headings from the A place fit for people? sheets to create a 'needs' key for it (e.g. a colour code or symbol for health, leisure, trade, etc). <p>Using their fieldwork evidence, they mark sites on the map that correspond to the key.</p> <ul style="list-style-type: none"> • They provide a six-figure grid reference for two of the places that they have identified. They do this by using the two figure numbers for the corresponding squares on the map, starting with the horizontal axis and then the vertical. If they subdivide the side of each square into ten, this gives a third number each for the horizontal and vertical axes, thus allowing the site to be located very accurately.
6	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p><i>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will discuss physical geography</i></p>	<ul style="list-style-type: none"> • I can Communicate geographical information about the region, using maps. 	<p>How does our region meet people's needs?</p> <p>Is our region fit for our population?</p> <p><i>Children to record all the facts they have learnt over the past 5 weeks and create a newspaper article. This should include a sketch of a map.</i></p> <p>Recap everything that has been looked at in the preceding five lessons.</p> <p>A regional newspaper has commissioned a four-page pull-out feature on what the area is doing for its population. This should include some catchy headlines and at least one map. In their groups, and drawing on</p>



		distribution of natural resources including energy, food, minerals and water			<p>their evidence (including any carousel activities from fieldwork), pupils work together to create the feature.</p> <p>Notes. It may be worth having examples of newspaper features for pupils to look at. If you want to assess pupils individually, ask each group to allocate sections of their feature to different people. If you have already studied regions in Europe or The Americas, you may want pupils to compare similarities and differences between those places and your local region</p>
To assess current Geography knowledge	<u>7</u>				<u>Use assessment pack on Oddizzi</u>