

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

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Big question: Where shall I live?

(Would I rather live in Lincoln (Lincolnshire) or Rom (Lazio)?)



Basic geographical knowledge

- 1) **Location of local area – Birchwood/Lincoln/Rome and Italy in position to the equator:** Children can locate Birchwood, Lincoln, which is located in the city of Lincoln in the county of Lincolnshire in the country of England which is in the UK located above the equator and the Tropics of Cancer. Reference to children's general knowledge and building on from previous years, they can name the 7 continents and surrounding oceans and understand their position in relation to the equator. Children know that the UK is divided into counties and regions and that Lincolnshire is the third largest county in the UK, they know that London is the capital city of England. Children identify that Rome is the capital city of Italy and that Italy is divided into provinces. Rome is a Mediterranean country, located above the Equator and the Tropics of Cancer but nearer to them than England. Knowledge that Italy /Rome and part of UK is positioned in the Northeastern Hemisphere, whereas most of the UK is positioned in the Northwestern Hemisphere. Children know that The UK and Italy are part of Europe.
- 2) **Position of Birchwood/ Lincolnshire & Rome/Italy:** Children can name and locate their school and local area. They can use compass and maps to assist them locating key human and physical features in school and the local area. Children will find the longitude and latitude reference of Rome and Lincoln/Lincolnshire.
- 3) **Climate/Weather:** Children understand that the UK & Italy have seasons, and the climate and weather are determined by the seasons. (Reference to location of England/UK & Rome/Italy in relation to the Equator - counties further positioned in the Northern Hemisphere away from the equator, their weather and climate will be wetter and colder. England is further away from the Equator, thus has colder temperatures/climate than Italy which is nearer to the Equator)

- 4) **Bordering countries:** Reference to children’s general knowledge and building on from previous years learning will recognize that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland. Italy shares land borders with six countries - France, Switzerland, Austria, Slovenia, Vatican City, San Marino.
- 5) **Prior learning & skills:** Children write down initial ideas/prior learning related to the unit of work, as well as what they would like to know.
- 6) **At the start of each lesson:** Before the start of every lesson there is a recap of key points from the previous lesson, secure links are made as to how the next lesson which is about to commence links to the previous lesson and enhances the children’s deeper understanding of their learning.
- 7) **Misconceptions:** Misconceptions are addressed throughout lessons as and when needed.
- 8) **Assessment of learning:** Assessment of learning is ongoing throughout the lessons, both in verbal and written understanding as well as a quiz at the end of the unit of learning to address gaps in the children’s learning and address any misconceptions.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
1) What are the main human and physical features of our local area?	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Develop a knowledge of the location of significant places in the context of their own locality. • Understand where they live in the local area. • Use an ordnance survey map giving four/ six-figure grid references of key geographical features of the local area. • Use the eight points of a compass to give location of key geographical features. • Draw a sketch map of the local area • Ask, investigate and answer geographical questions. • Complete field work – including using an ordnance survey map, observational skills, field work. • Ask geographical questions. 	<p>Capturing prior knowledge: As a start to the topic – discuss the big questions: Is the geography of Rome similar or different to the geography of Lincolnshire? We will record comments and knowledge of prior learning. Children then offer their thoughts and ideas about what they would like to know about their school and local area – again this is recorded on a KWL grid/or just written in their books. Knowledge organisers will also be discussed and explained at the start of the topic after the KWL has been completed.</p> <p><u>Prior learning:</u> All pupils should understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Pupils will also have prior knowledge about the area they live, key elements and features in which should be explored and captured.</p>	<p>Birchwood Area Prior learning Field Work Ordnance survey map Human Geography Physical geography Tourism Recreational Village/Town</p>

Where Do I Live?

Before the children undertake their fieldwork it is valuable to ask pupils to consider what geographical questions they could ask to find out about their local area. This will help them 'think like a geographer' when they undertake their fieldwork, and also provide a focus for their investigations. (Children also might need reminding about the definitions of human and physical geography - Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.) Children need to write some of these questions in their books to show understanding of why they are conducting fieldwork in their local area.

Possible geographical questions:

- What is the name of this place?
- Where is this place and which other places are near it?
- Is it a village, town, suburb or part of a city?
- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Are there any green spaces and what are they used for?
- Who lives here and what do they do?
- How do people use this landscape in different ways?
- Are there any local 'landmarks'?
- What types of transport links can we find?
- What evidence is there of connections to other places?
- What was this place like in the past?

		<ul style="list-style-type: none"> • How and why is it changing? • How is it similar or different to other localities that are being studied? (Rome – which will be considered and compared in lessons 3 / 4. <p>Discuss what different sources of evidence and resources children might use to answer these questions; which may include the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Children write down the skills that they are going to use to conduct their fieldwork in the local area.</p> <p>Ensure that children know there is both the human and the physical features in the local landscape. It is sometimes the case that physical geography is overlooked when pupils are studying a relatively ‘built-up’ area, with the presumption sometimes being that there isn’t any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, eg local streams, rivers or lakes, hills or valleys or areas of woodland and forest.</p> <p>Once you have talked through the geographical questions, route to use – walk down to Birchwood shops – surveying area.</p> <p>Show children a local ordnance survey map before going into the local area, children use the map to identify key human and physical features of the local area, they then use the map and try and follow the route to the Birchwood shops – they use the maps and observational skills to identify further human and physical geography of the local area.</p>	
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Children also use compass and use eight points of a compass to give location of key geographical features in Birchwood. They also give four or six-figure grid references of these geographical features.

Children need paper to complete sketch map and use a template to record findings on to key 14 questions.

Can we find the following in our local area?	Evidence	Location
Terrace housing	Field sketch or photograph	Street name and grid re
Semi-detached housing	Field sketch or photograph	Street name and grid re
A river	Field sketch or photograph	Grid reference
A park	Field sketch or photograph	Grid reference
etc		

Record findings for:	Tally Chart/Notes
1) The name of this place?	
2) The name of the local area and which other places are near it.	
3) If the area is a village, town, suburb or part of a city?	
4) The types of buildings can we find and what are they used for?	
5) The different types of land-use can we find?	
6) The number of green spaces and what are they used for?	
7) Who lives here and what do they do?	
8) Who lives here and what do they do?	
9) Who lives here and what do they do?	
10) How do people use this landscape in different ways?	
11) Are there any local 'landmarks'?	
12) Types of transport links can we find?	
13) Evidence is there of connections to other places?	
14) What was this place like in the past?	
15) How is it similar or different to other localities that are being studied? (Rome – which will be considered and compared in lessons 3 / 4.	
16) Shops/local amenities Restaurant or café Bank or post office Office or estate agent Chemist or dentist Clothes or shoe shop Supermarket Gym, sports centre or swimming pool Hair-dressers, nail bar or beauty salon Place of worship Other Charity shop Doctors Vets	

Map reading skills:

- Ask your pupils to use geographical terminology when they are describing directions, e.g.
- north, south, east and west; use the scale (or ruler bar on Google Earth) to measure the length of their route; and use four and six figure coordinates to identify the location of

		<p>features.</p> <ul style="list-style-type: none"> • What information can you find from the key e.g. are there green spaces already marked on a map? From the map symbols, can you see whether the housing is terraced, detached or Semi-detached? • Can your pupils identify places on your local map that your pupils already know about, such as their homes or places of local interest? • What physical features can you identify from the map e.g. streams and rivers, hills and valleys, woodland or fields? • Can you identify areas where pupils should be particularly aware of issues to do with safety e.g. crossing a road, near the edge of a water course or railway? <p><u>Record findings for:</u></p> <ol style="list-style-type: none"> 2) The name of this place? 3) The name of the local area and which other places are near it. 4) If the area is a village, town, suburb or part of a city? 5) The types of buildings can we find and what are they used for? 6) What different types of land-use can we find? 7) The number of green spaces and what are they used for? 8) Who lives here and what do they do? 9) How do people use this landscape in different ways? 10) Are there any local 'landmarks'? 11) Types of transport links can we find? 12) Evidence is there of connections to other places? 	
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		<p>13) What was this place like in the past? 14) How and why is it changing? 15) How is it similar or different to other localities that are being studied? (Rome – which will be considered and compared in lessons 3 / 4.</p> <p>Pupils can record their data from their fieldwork in many different ways including:</p> <ul style="list-style-type: none"> • Annotating a base map with information • Field sketches of different scenes, street-scapes or views that they see • Taking photographs and recording the location and information they are collecting. The • Following table could be adapted for this. <p>Research template with findings can be stuck in books as well as the observational sketches.</p>	
<p>2) To investigate my findings from fieldwork of the local area.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Present data collected from geographical fieldwork of local area. • Analyse data and findings from geographical fieldwork of local area. • Make observations and conclusions based on data collected from geographical fieldwork of local area. 	<p>Prior learning – Review last week’s lesson on field work and investigating key geographical questions in the local area. Discuss main findings. Address any misconceptions.</p> <p>Children present their data in simple graphs and analyse findings, making conclusions about their local area based on their fieldwork.</p> <p>Children write about the human and physical features of Birchwood. They identify the types of housing they</p>	<p>Birchwood Area Prior learning Field Work Ordnance survey map Human Geography Physical geography Tourism Recreational</p>

		<p>found, and any other building, eg shops. They identify transport links and use of land, eg most of the area is build up with houses shops, but there are some open spaces e.g. parks, forest etc.</p> <p>They make conclusions as to why there local area is used in this way.</p> <p>They discuss transport links to other key locations from the local area eg buses into town– why might this be? Key land use – why?</p> <p>Use of physical geography – woodland, stream/canal why? How area has changed over time – why Print off a small picture of how the Birchwood area was in 1960’s children discuss how it has changed. (Reference to land being a disused RAF airbase – hoses built on land to accommodate growing population.) Old map of Birchwood: https://www.google.com/search?q=birchwood+map+1960s+old+raf+base&rlz=1C1CHBF_enGB891GB891&source=inms&tbm=isch&sa=X&ved=2ahUKEwi3l5mDjYD7AhWNTcAKHT7ZDjUQ_AUoAXoECAIQAw&biw=1280&bih=609&dpr=1.5#imgrc=tn-eSnsFjU33M</p> <p>Children conclude by writing if Birchwood is a nice area to live in explaining their reasons why or why not.</p>	<p>Graph Comparison Conclusion</p>
<p>3) What are the human and physical</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> Identify the county of Lincolnshire on a map. 	<p>Prior learning: Recap on previous learning from prior lesson regarding findings from field work in the local area.</p>	<p>Human geography</p>

<p>geography of Lincolnshire</p>	<ul style="list-style-type: none"> • Know the bordering counties. • Identify 6 examples of human geography • Identify 6 examples of physical geography. • Identify land use. • Children identify how key examples of human and physical geography have changed over time. 	<p>Explain to the children, that we are now expanding our search of human and physical geography by identifying the human and physical geography of Lincolnshire (reference to scale – show children Birchwood area on a map which is located in county of Lincolnshire.)</p> <p>Question the children about definitions of human and physical geography – quickly recap if needs be.</p> <p>Children research how large the geographical area of Lincolnshire is - 6,959 km² Children identify Lincolnshire on a map and its bordering counties (and Sea). Please sick map and work in book.</p> <p>Children then research key human and physical land marks of the county. Children identify one Human and one physical landmark and then research how it is changed in the last 100 years.</p> <p><u>Examples of human and physical geography in Lincolnshire:</u> Eg Lincoln Cathedral Lincoln Castle The Brayford The River Witham Steep Hill International Bomber Command Centre Newport Arch Whisby Nature Park The Lincolnshire Wolds Skegness Clock Tower RAF Scampton/ RAF Waddington The North Sea Snipe Dales Nature Reserve</p>	<p>Physical geography Nature reserve Capital City</p>
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		<p>Frampton Marsh Nature Reserve Heckington Windmill</p> <p><u>Rivers that flow through Lincolnshire:</u> The waterways in our area include the River Ancholme, Fosdyke, River Witham, River Glen, Humber Estuary, Sleaford Navigation, River Trent, River Welland, Witham Navigable Drains, Grantham Canal, Fenland Link, Stamford Canal, Louth Navigation and Horncastle Canal.</p> <p>List is not exhaustive –so please feel free to add to list but children need to make reference to the geography across the county not just within Lincoln city. Children need to identify the land use in Lincolnshire and its purpose. (Link to prior learning last year in land use unit of work.)</p>	
<p>4) What is the human and physical geography of Rome?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Develop a knowledge of the location of significant places in comparison to their own. • Locate Italy and its provinces. • Identify human and physical geography of Italy. 	<p><u>Prior Learning:</u> Recap on previous lesson on the human and physical geography of Lincolnshire (address any misconceptions if need be) and explain that we are now moving our learning onto focusing on Rome – discuss big question and why we have to investigate the human and physical geography of Rome, as without this knowledge and research we would not be able to compare both places.</p> <p>This lesson takes a macro to micro ‘zoom in’ approach into one Mediterranean Country. It considers the notion of scale and encourages enquiry into the features of a country and the way it is divided.</p> <p><u>Key Questions to ask throughout lesson:</u></p>	<p>Italy Rome Region Provinces Aerial view Commercial Tourism Resources Settlement Tiber River Coliseum Trevi Fountain The Spanish Steps Plains Rolling Hills Vatican</p>

		<ul style="list-style-type: none"> • Which country and province is Rome located in? • What are the physical and human geography of Rome? • Why is Italy a Mediterranean country? • What is a region? • Why might a country be divided into regions? • Is Italy the only European country divided into regions? • What does a regional map of Italy look like? • What are the differences between Italian regions? • What is a 'capoluogo'? • What are the special features of Rome? <ul style="list-style-type: none"> • How large is the province of Lazio? <p>Begin with the outline map of Europe and ask the children to explore the map for shapes, asking them to find the country that looks like the shape of a boot. Once students have located this, upload a political map of Europe (and identify this 'boot' shaped country as Italy.</p> <p>Children explore the location of Italy in Europe. Ask children what they know about the country and get them to write it in their books Share the following two facts with the children: • Italy is a Mediterranean country • Italy is a peninsula country. Using the map of Europe, ask students to explain why these two facts are true. Present students with a physical map of Italy. Ask students to identify the physical features they recognise about Italy.</p> <p>Remind students what is meant by the term climate. Ask or recap with children what they think the climate</p>	<p>Vatican City Catholic Pope</p>
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of Italy might be like? Go to Kids Britannica Website:
<http://kids.britannica.com/comptons/article-203084/Italy> to read more about Italy's climate.

Main Task:

Explain to the children that the aim of the lesson today is to think about Italy as a whole country and to zoom in to the way it is divided and then focus on Rome and its human and physical features.

Begin with this map. Go to Seterra website
<http://online.seterra.net/en/ex/110> - to show the map of Italy as a whole. Identify Rome as the capital city. Ask the children what they notice about the way this map divides Italy. Explain that Italy is divided into regions and, as a whole class activity; define what is meant by 'a region'. (Children write brief understanding of above in their books)

If time permits - play the map quiz game on the Seterra website whilst enjoying attempting to pronounce the regions in Italian. Go to YouTube
https://www.youtube.com/watch?v=J_UTXHXTidw.

Children identify that Rome is in the province of Lazio.

Using the downloadable factsheets for teachers, explain to students the impact regions have on Italy as a country and the implications of these for the running of the country. Children make reference to the UK being divided up into counties where Italy is provinces.

Introduce students to the term 'capoluogo'. Explain this means that in each region there is one city which acts as the capital of that region and represents all that is special about it.

		<p>Explain to students that they are going to watch a film of an aerial view of the entire country. Watch the film whilst asking students to share what they like about, Roma and write down the human and physical features/geography of Rome. Children also need to identify the importance of “Vatican City” and why it is a city in the city of Rome. Also children must identify and show links to the importance of Vatican City and links to Catholicism and for us as a Catholic school.</p>	
<p>5) To compare the biome and climate (weather) of Rome/Italy and Lincolnshire/England.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> ● Identify the position of Rome in relation to the equator. ● Identify Lincolnshire in relation to the equator. ● Show understanding of the impact of the seasons and how they present themselves in Lincolnshire and the UK. ● Children have knowledge and understanding of key geographical terms – biome, climate. ● Children explain and give reasons based on geographical facts. ● Ask geographical questions. ● Collect & analyse evidence to draw conclusions. ● Use appropriate geographical vocabulary. ● Use globes, maps & plans. 	<p>Prior Learning:</p> <p>Recap on previous lesson about the human and physical features of Rome, address any misconceptions if need be.</p> <p>In this lesson, children understand the key terms ‘ecosystem’ ‘climate’ and ‘biome’ before comparing the climate and biomes of Lincolnshire & England and Rome and Italy. They then research how the climate of Lincolnshire and Rome have an impact on tourism.</p> <p>Children need to understand that the weather of a place is the short term conditions in the atmosphere.</p> <p>The climate of a place is its weather over an extended period of time.</p> <p>The climate of a place is calculated by looking at the weather over a long period of time.</p>	<p>Biome Ecosystem Weather Climate Temperate Deciduous Forest Biome Chaparral Biome</p> <p>Temperate Climate</p> <p>Mediterranean Climate</p>

	<ul style="list-style-type: none"> • Identify & describe places in terms of weather. • Describe how places are similar/different. 	<p>What is an ecosystem?</p> <p>Each individual plant and animal could not exist by itself on planet Earth. All living organisms need millions of other living organisms to survive. How these organisms interact with the sun, soil, water, air and each other in a specific area is called an ecosystem.</p> <p>An ecosystem describes a specific area where the organisms work together as a unit. It could be any size from a tiny pool of water to hundreds of square miles of desert. Each ecosystem is different and each has established a balance over time that is important to every form of life within the ecosystem.</p> <p>What is a biome?</p> <p>A biome is way to describe a large group of similar ecosystems. Biomes have similar weather, rainfall, animals, and plants. There are a number of biomes on planet Earth.</p> <p>A biome is a group of ecosystems that exist over a large area of a continent.</p> <p>A biome is classified according to the climate and the plant and animal species that inhabit it.</p> <p>Biomes can be either terrestrial (land-based) or aquatic (water-based).</p> <p>There are many types of biomes across the globe.</p> <p>Children write a brief definition of each of the key terms in their books in their own words.</p> <p>They then identify the main biomes on a world map, key emphasis on Lincolnshire/England and Rome/Italy children write their own definitions of those biomes.</p>	
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World Biome – Lincolnshire/England is deciduous forest & Rome/Italy is chaparral Mediterranean.

Deciduous Forest Biome:

A deciduous forest is composed mostly of trees that shed all their leaves each year. This type of [forest](#) is found in three main regions: eastern North America, western Eurasia, and north-eastern Asia. These areas all have a temperate climate characterized by a winter season. The deciduous trees that grow in these regions lose their leaves in the fall and remain bare in the winter. They grow new leaves in the spring. The three main regions of deciduous forest have year-round precipitation. Deciduous forest also extends into more arid regions along stream banks and around bodies of water. Deciduous forests are also called temperate deciduous forests or temperate forests.

The dominant [trees](#) in deciduous forests are oaks, beeches, birches, chestnuts, aspens, elms, maples, and basswoods (or lindens). They vary in shape and height and form dense growths that let little light through the leafy canopy. Shrubs grow primarily near clearings and forest edges, where more light is available. Flowering plants are abundant within the forest in the spring, before the trees come into full leaf.

Snails, slugs, insects, and spiders are common inhabitants of the deciduous forest. Many cold-blooded vertebrates, such as snakes, frogs, salamanders, and turtles, are also present. Birds include warblers, flycatchers, vireos, thrushes, woodpeckers, hawks, and owls. Prominent mammals include mice, moles, chipmunks, rabbits, weasels, foxes, bears, and deer.

Chaparral Biome:

The **chaparral biome**, also known as the Mediterranean forest biome, is found in coastal areas that have mild winters and hot, dry summers. The following picture

highlights the main features of the chaparral biome. Its primary characteristic is the presence of small and drought-resistant vegetation. Chaparrals can vary from mountains and rolling hills to relatively flat plains, but all are hot and dry in the summer. During winter, the chaparral is slightly rainy, though still dry and mild in temperature in contrast to most other biomes.

What types of plants and animals live in the chaparral?

All plants and animals that live in the chaparral are adapted to a life of heat, frequent droughts, and wildfires. Examples include woodpeckers, deer, mountain lions, coyotes, jackrabbits, and kangaroo rats.

Climate:

Children are given a climate map of the world and write the main climate areas of the world, with emphasis on Lincolnshire/UK and Rome/Italy, they then write in their own words their definition of the climate in Lincolnshire and Rome.

Lincolnshire – Temperate Climate

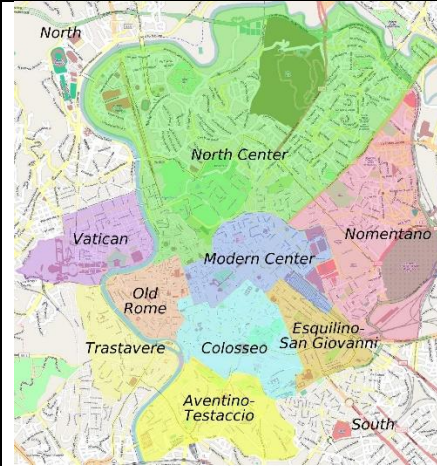
Temperate means moderate. Unlike in the tropics, temperatures can change greatly here, between summer and winter. So, **most places with a temperate climate have four seasons: summer, autumn, winter and spring.** Other areas with a temperate climate can have very unpredictable weather.

Rome – Mediterranean Climate.

Mediterranean climate is a **fairly dry climate.** Almost no rain falls during the summer, so most of the rain falls during the cooler winter. The summer experiences cold ocean currents that bring dry air and no precipitation. During the

		<p>winter the currents shift and warmer, moist air brings rain to these areas.</p> <p>Biome and climate maps need to be stuck in books.</p> <p>Extra information: Children need to understand the weather of Lincolnshire and Rome is directly related to the angle of the sun on the land:</p> <p>Climate: The angle of the sun:</p> <p>Nearer the Equator the sun's rays hit the Earth more straight on it tends to be warmer.</p> <p>How close somewhere is to the sea: It is rainier and windier near the sea. The effect of the sea keeps places warmer in winter and cooler in summer.</p> <p>The height of land above sea level: Places that are elevated are cooler, whereas places closer to sea level are warmer. The air is thinner at higher elevations meaning there is less particles to soak up the sun's rays.</p>	
<p>6) Does Rome have a larger population than Lincolnshire? (Including small 1 street study of housing found in Birchwood Street and Roman Street.)</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Collect data on the population of Lincolnshire & Rome. • Present data in graph form to compare the population of Roma and Lincolnshire. • Develop a knowledge of the location of significant places in comparison to their own. • Locate Italy and its provinces. • Identify human and physical geography of Italy. 	<p>Prior Learning: Recap prior learning regarding biome, climate, address misconceptions if need be.</p> <p>Introduce the term <i>population</i>. Tell students that <i>population</i> is the whole number of people living in an area, such as a town or city. Ask: <i>What happens when more people live in the same amount of space?</i> Provide students with the following example: In the middle of the school year, many more students join their classroom. Ask: <i>What changes would we have to make?</i> Encourage students to think about where new students would sit, how much noisier it would be, and any other changes they can think of.</p>	<p>Population Population Density Parliament Houses Old Modern</p>

		<p>Children research how large the area of Rome is and the area of Lincolnshire, they conclude by stating which has the largest area. (Show children a map of the 19 boroughs (municipals) in Roma and the boroughs in Lincolnshire.)</p> <p>Children then research the population of Rome and Lincolnshire and make a graph to compare these.</p> <p>Children then research the main types of houses in one street, they compare the house type, bungalow, dethatched, semi dethatched, flat etc. Children use google earth to compare. Children then give an explanation as to why more people would live in Rome than Lincolnshire.</p>	
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Rome:

The current population of Rome

4,298,000

The current metro area population of Rome in 2022 is **4,298,000**, a 0.47% increase from 2021. The metro area population of Rome in 2021 was 4,278,000, a 0.49% increase from 2020. The metro area population of Rome in 2020 was 4,257,000, a 0.54% increase from 2019.

		<p><u>Lincolnshire:</u></p> <p>Lincolnshire Population</p> <p>The population of Lincolnshire is 766,333 according to mid-2020 population figures published by the ONS. Based on recent growth rates we estimate the current 2022 population of Lincolnshire to be 776,654. In the year between mid-2019 and mid-2020, the population in Lincolnshire grew by an estimated 5,109 people, and in the ten years prior to mid-2020, the population grew by 51,565. Compare population by area.</p> <p>Lincolnshire's population growth rate between mid-2019 and mid-2020 was 0.7%, which is 0.1% lower than the average population growth rate in Lincolnshire for the ten years prior to mid-2020 (0.8%).</p> <p>Lincolnshire covers an area of 5,937 square kilometres (2,292 square miles) and has a population density of 129 people per square kilometre (km²), based on the latest population estimates taken in mid-2020. That figure has increased by 9 people per km² over the past decade.</p> <p><u>Good website about Rome's population.</u></p> <p>https://www.citypopulation.de/en/italy/admin/lazio/058__roma/</p>	
7) To compare the human and physical geography of Lincolnshire & Rome.	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Compare human and physical geography of Lincolnshire & Rome and make conclusions. 	<p><u>Recap prior learning:</u></p> <p>Revisit key points from previous lesson and address any misconceptions if need be.</p>	

	<ul style="list-style-type: none"> • Develop a sense of place and scale. • Develop a knowledge of the location of significant places in comparison to their own. • Give their opinion based on geographical facts. • Make geographical recommendations based on geographical observations and research. 	<p>Discuss the big question at the start of the unit of learning – “How is the geography of Rome similar or different to the geography of Lincolnshire?”</p> <p>Bringing the unit of work to a conclusion, children need to write a comparison of the two locations bringing together all of their learning.</p> <p>Recap over the key human and physical geography/features/landmarks of Lincolnshire & Rome, children use a template to compare key geographical terms and write a report as to where they would like to live, giving explanations as to why, they can also make suggestions as to how they can improve the area that they like, again giving reason and evidence as to why.</p> <p>Template of similarities and differences need to include:</p> <p>Human Geography</p> <p>Buildings/museums, human landmarks, eg statues old buildings</p> <p>Houses – detached, chalet, flat, bungalow & semi-detached (modern/old)</p> <p>Population</p> <p>Houses</p> <p>Land use</p> <p>Trade</p> <p>Transport</p> <p>Farm</p> <p>Port</p> <p>Park</p> <p>Currency</p> <p>Physical Geography:</p>	
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