

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



Class + Year Group
Year 3– Mrs Kendel Piperissa & Mrs Cook
Year 3/4 – Mr Ballard
Year 4 – Mr Gosling

Big Question: How is land used in the UK?

Basic geographical knowledge

- 1) **Location and position of country to the equator:** Children can locate Lincoln, which is in England, which is above the equator. Children can locate and name counties and cities in the UK and understand their position in relation to the equator.
- 2) **Location of country from Lincoln, compass directions:** Children can name and locate the 4 countries and the UK's surrounding seas that are part of the United Kingdom and can use compass references to determine the location of each country.
- 3) **Climate/Weather:** Children understand that the UK has seasons, and the climate and weather are determined by the seasons. (Reference to location of countries and counties further up North as they are further away from the equator, weather and climate will be wetter and colder.)
- 4) **Bordering countries:** Children will recognise that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland.

Link to prior learning KS1 -

Looking at and using aerial photographs and being able to draw simple aerial plans.

Using and drawing sketch maps.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
1) Recap – Which counties are in the UK? (Including their capital cities, important human and physical geographical characteristics.)	Using iPads, maps and atlases to name and locate counties and cities of the United Kingdom. Identify, name and locate geographical regions and their identifying human and physical characteristics, e.g., hills, mountains, coasts and rivers, cathedrals, castles etc. (Specific reference to Lincolnshire.)	Revisit: Recap prior knowledge of counties of the UK, their capital cities, learnt in previous year groups. Children use iPads, maps and atlases to identify, locate and name the counties of the UK. Task to be differentiated depending on ability.	Topographical Features Human and Physical Geography Counties Regions

	<p>Know the difference between human and physical geographical geography.</p>	<p>Children then continue to use maps and atlases to identify, name and locate geographical regions in the UK and identify key human and physical characteristics, e.g., hills, mountains, coasts and rivers, cathedrals, castles etc. (Specific reference to Lincolnshire.)</p> <p>Children also understand that several counties together make a region, they are able to name the 12 regions of the UK.</p> <p>Children then research key topographical features including examples of human geography, e.g., rivers, mountains, cathedrals, castles, beaches, statues, museums etc.</p>	
<p>2) How can I use a sketch map to help me understand the land use in my local area?</p> <p>(Sketch map of familiar journey.)</p>	<p>To describe and understand key aspects of human geography including land use in the context of using sketch maps.</p> <p>To explain the purpose of a sketch map.</p> <p>To identify the features of a sketch map.</p> <p>To compare a sketch map and a published map.</p> <p>To draw a simple sketch map showing relative distances.</p> <p>To identify important landmarks in my locality.</p> <p>To draw a simple sketch map including major landmarks.</p>	<p>Revisit: Recap prior lesson on counties and countries of the UK and key human and physical characteristics. Link this to how we actually use land in the UK.</p> <p>Introduction to land use in the UK unit of work. Discussion about land use knowledge organiser. Children write down prior knowledge of land use and questions about what they would like to know during this unit of work. (This will be added to during the unit of work.)</p> <p>Show children a sketch map of an area that is unfamiliar to them. Explain that the person who drew this map (Ada) did so quickly, to show someone else the key features of the area and to help them find a particular place. What places can you spot from Ada's map? Can you see the park? Can you spot the bowling alley? What kinds of buildings does Ada identify? (For example: shops and restaurants, gym, cash points.)</p>	<p>Sketch map, Aerial view, Feature, Annotation, Landmark, Distance</p>

		<p>Could you give instructions for someone coming from the Youth Club to the no 36 bus stop? (For example: Down Silver St, towards Nelson St, turn left. At the traffic lights turn right. Past the cinema & gym then turn left onto Newgate. The bus stop is on the left after the shopping centre.)</p> <p>Compare Ada's sketch map to the same area as shown on Google Maps. Can you see the same things? The shopping centre? What places has Ada missed off from her map? Why did she do that? Do any of Ada's sketches/annotations make sense now you have seen the published map? (For example: dots for bus stops, £ for banks, trees in the park, abbreviations for some locations such as s/market for a supermarket.)</p> <p>Use Google Maps to show children the area of St Hugh's School and the surrounding area. Switch between street view, aerial view and map view to show the different features visible on each. What are the important landmarks near our school? Show the children how this information could be turned into a simple sketch map to give directions to another location (e.g., from school to the library) and draw a simple sketch map of the route with the children's help and referring to the aerial view or street view on Google Maps if needed. Encourage children to talk about distances between places as they help you. Which roads look longer or shorter? How can we show that on our map? What Can I See?</p> <p>Task: Children draw a simple sketch map of a short familiar journey in the local area, e.g., journey to school, park etc., for example, the journey to school. Children create a simple illustrated map of a familiar journey.</p>	
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<p>3) How can a key and legend help me identify land use in my local area?</p>	<p>To describe and understand key aspects of human geography including land use in the context of using maps, keys and legends.</p> <p>To use a key on a map to show how land is used. (To use symbols and a key to annotate a map.)</p> <p>To explain reasons for using symbols on a map.</p> <p>To identify landmarks using a key.</p> <p>To choose symbols to use for a key.</p>	<p>Revisit: Recap from previous weeks learning on how a sketch map can help you understand the land use in your local area. Show several mixed ability sketch maps and possible areas of upskilling work.</p> <p>Introduce today’s lesson making children understand that this lesson builds upon the previous one – all linked to local area and using sketch maps and maps to assist us in understanding how we use the land around us.</p> <p>What does a key do? - Explain the feature of a key: - Show children the image of an old key. What does this kind of key do? (It unlocks things.) How might that link to our work on maps? (It helps us to unlock more of the meaning of the map.) Using the Lesson Presentation, show children a map of a shopping centre. What can you tell me about the places I could visit in this shopping centre? How did you find that information out? Show children the key for the map. What does each symbol mean? What else can you tell me about the shopping centre now? Ask children specific questions about features of the map. What kind of shop is building number 6? How many food shops can you see? How would you get from shop number 5 to the nearest toilets?</p> <p>What makes a good symbol? - Explain what makes good symbol? Give children a symbol and an image related to its meaning from the What Makes a Good Symbol Activity Cards. Which is the map symbol? How can you tell? Why is the symbol better than the image for use on a map?</p>	<p>Key, symbol</p>

		<p>Then share the images of real map symbols from the presentation and what they represent. Why is the symbol better for a map than the drawing? Point out that simple, plain drawings using limited colours are best.</p> <p>Task: Children add symbols and a key to a simple sketch map of the school.</p> <p>LA: Children add symbols and a key to a simple sketch map of the school.</p> <p>MA: Children add a bigger range of symbols and a key to a simple sketch map of the school.</p> <p>HA: Children design symbols and a key to add to a sketch map of the school.</p> <p>Challenge:</p> <ol style="list-style-type: none">1) Revisit the checklist from last lesson (note that a key to explain symbols has been added to the list). Have you included all the main features today? How could you improve your map?2) In pairs, children ask for and give directions using a shopping centre or theme park map. Encourage use of directional language.3) Provide children with a range of printed maps – do they all have the same kinds of symbols	
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		<p>in the key? Are there any symbols which are the same on all maps?</p> <p>4) Have the children design a pirate treasure map or a map of a fairytale kingdom. Don't forget to include a key</p>	
<p>4) How can I use fieldwork to create a sketch map?</p>	<p>Using fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps.</p> <p>Creating a simple sketch map including landmarks to show how land is used.</p> <p>Naming landmarks that they might see in the local area. I can draw a simple sketch map to show buildings in an area.</p> <p>Annotate a sketch map to show relative distances</p>	<p>Revisit: Recap on key point from previous lesson.</p> <p>Continue by explain that the purpose of this part of the lesson is to bring together everything the children have learnt so far about making maps by going out into the local area and becoming cartographers (map makers). Show children a street map of the area they will be visiting today (on Google Maps, for example). Look at the street name(s) and any major landmarks shown on the map.</p> <p>Discuss what kinds of buildings might we see in our local area. What landmarks might we see? Together, draft a list of the kinds of landmarks children might choose to mark on their maps. (Possible landmarks include bus stops, litter bins, post boxes, public telephones, parking areas, etc. This list will vary according to your chosen area.</p> <p>Children go out into the local area to make a sketch map of the buildings they can see and what they are used for. Encourage them to annotate the maps with road and building names and to spot the landmarks they listed in the classroom.</p> <p>LA: Children create a sketch map, using a template of the area for support, including children add symbols and a key to a simple sketch map.</p>	<p>Cartographer surveyed</p> <p>Resources: Trundle wheel (or long tape measure) Clipboards Compass Digital camera</p>

		<p>MA: Children create a sketch map of the local area. With support, children make measurements of the width of, and distance between the buildings they are surveying and add these as annotations on their sketch maps, including using a key and legend. (Children add a bigger range of symbols and a key to a simple sketch map.)</p> <p>HA: Children create a sketch map of the local area. With support, children make measurements of the width of, and distance between the buildings they are surveying and add these as annotations on their sketch maps, including using a key and legend. (Children independently design symbols and a key to add to a sketch map.)</p>	
<p>5) How is land used in the UK and how has it changed over time?</p>	<p>Use maps and atlases to research to describe land use in the context of thinking about urban and rural areas.</p> <p>Identifying and naming urban and rural areas and their environments in the UK.</p> <p>List ways we use land in the UK.</p> <p>I can describe an area as urban or rural.</p> <p>Exploring identify and recognise the differences between urban and rural lands uses and what they are used for.</p>	<p>Revisit: Revisit from previous lesson on counties, cities of the UK, geographical regions, and examples of key physical and human geographical features/characteristics.</p> <p>Use land use maps available at Vision of Britain A Vision of Britain through Time Your national on-line library for local history Maps, Statistics, Travel Writing and more to compare your local area in the early 20th century with how it looks today.</p> <p>How Is Space Used in the UK? Explain that space is a limited resource in the UK - we are an island nation and cannot easily expand!</p>	<p>Rural Urban Infrastructure Leisure, Business Recreational Land use Population Retail Land use, urban, rural, population</p>

	<p>Know how urban and rural landscapes have changed over time.</p>	<p>Children discuss the different ways land might be used in the UK. Encourage children to think generally (e.g., housing, rather than types of houses and retail rather than types of shops). Ask the children - How many different ways are there to use land? Add children's ideas to the list of suggested land uses. Ask -What do you think we use most space for? Notes down key ideas (all of the above to be completed in books.)</p> <p>How Can We Describe Space in the UK? Show children the two images of the urban and rural landscapes. Can the children think of words to describe each place?</p> <p><u>What is land use?</u> Children understand that land use is a term used to describe the function of the land. Land use can vary from place to place.</p> <p>In rural areas, land can be used for farming and forestry. In urban areas, land can be used for industry or housing.</p> <p>What Is There More of in the UK? Ask children to predict how much of the UK is rural and how much is urban. Share the pie chart and explain that only about 10% of the UK is urban. Are they surprised? Was your guess higher or lower? Show the cloudless map of the UK to further support this statistic. Point out the brown and grey areas are not towns and cities, but mountains and hills.</p> <p>Rural and Urban Areas? Remind children of the list of land uses they made earlier in the session. Which land uses would you find in rural areas? Which ones would you find in urban areas? Are there some that you would find in both? Which ones? How might housing in a rural area be different to housing in an</p>	
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		<p>urban area?</p> <p>Rural and Urban Areas: Show children the population map of England. Using the Rural and Urban Areas Activity Sheet, children find and label the major cities in England.</p> <p>Using an atlas, children consider why the areas with the smallest populations might be less populated.</p> <p>LA: Children label the major cities with the labels provided. Children also compare a small area of urban and rural Britain and how the land use has changed over time. (With support.)</p> <p>MA: Children use their atlases to identify and name the major cities. Children also compare two small areas of urban and rural Britain and how the land use has changed over time.</p> <p>HA: MA: Children use their atlases to identify and name the major cities. Children also compare three small areas of urban and rural Britain and how the land use has changed over time.</p> <p>Challenge: Paint your own urban and rural landscapes. Add buildings and residents. Would the people who live there be doing?</p>	
<p>6) How is Land Used for farming? Has the way we use the land changed over time?</p>	<p>Use maps, atlases & GIS to describe land use.</p> <p>Understanding and describing how land use has changed over time.</p>	<p>Revisit: Revisit key points from last weeks lessons regarding land use in the UK and urban and rural land use. Ask children if they remember how much of the UK is urban and how much is rural.</p>	<p>Agriculture, Forestry, Protected land, Coastal, Freshwater.</p>

		<p><u>How Is Rural Space Used in the UK?</u> Share the pie chart showing how rural land is used (approximately 75% of rural land is used for agriculture, 15% forestry, 7% protected land – such as nature reserves and Sites of Specific Scientific Interest - 2% coastal and 1% freshwater).</p> <p><u>How Is Space Used for Farming?</u> Explain to pupils that farming activities in the UK includes a wide range of land uses – growing grain for human and animal feed, growing vegetables and fruit, growing flowers, growing grass and breeding animals for meat and other produce (like milk, eggs and cheese).</p> <p><u>How Is Space Used for Farming?</u> In pairs, provide children with one crop map and one livestock map from the DEFRA surveys. Children use the Land Use Survey Activity Sheet and an atlas (or the Topographic Map of the UK) to help them explain the land use maps they have been given. Allow time for pairs to feed back their ideas to the rest of the class.</p> <p><u>How Has Agricultural Land Use Changed?</u> Show the two maps of agricultural land use in the 1950s and today. Discuss that very little appears to have changed in 60 years – the same areas of land are used for broadly the same purposes. Why is that? (Good agricultural land is about geology, which won't have changed.) Would the farming look the same today as in the 1950s? (No, there have been changes in technology, changes in crop types, field layouts, etc.) Explain that every June, DEFRA carries out a crop</p>	<p>Resources: DEFRA Maps of Livestock Populations and Maps of Crop Areas - one of each per pair Atlases with a topographic map or Topographic Map of the UK - at least one per pair.</p>
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		<p>& livestock survey and that the data from these surveys shows changes in arable crops grown, but much less variation in livestock numbers. (Source: DEFRA spreadsheet “Crops areas and livestock numbers in England from the June Census of Agriculture: 1900-2010”.)</p> <p>Task: All children use the land use maps available at Vision of Britain to discuss how the land use of the UK has changed over time.</p> <p>Use the DEFRA data “Crops areas and livestock numbers in England from the June Census of Agriculture: 1900-2010” (named “key results at 10-year intervals: 1900 to 2010” on the DEFRA website) to create charts and graphs comparing farming at the beginning and end of the 20th century.</p> <p>Visit a farm that offers educational facilities so the children can gain first-hand experience of an agricultural environment. A Vision of Britain through Time Your national on-line library for local history Maps, Statistics, Travel Writing and more</p>	
7) How is land in Lincolnshire used to grow potatoes?	<p>Using maps, atlases & GIS to locate farms in Lincolnshire and nation wide that grow potatoes for Branston Potatoes.</p> <p>Using maps, atlases & GIS to locate places in Lincolnshire and nationwide that sell potatoes from Branston Potatoes.</p>	<p>Revisits: Recap on previous lesson. Branston Potato company from Lincolnshire are visiting school to talk and give demonstrations to the children about the sustainable growth and selling of Lincolnshire potatoes in the county and nationwide. Learning will focus on: 1)Where potatoes are grown in Lincolnshire & the UK</p>	<p>Sustainability Crop Rotation Pesticides Branston Potatoes</p> <p><u>Resources:</u></p>

	<p>To name the different types of soil types specific to the growth of potatoes.</p> <p>To understand that soil type is important to the growth of potatoes.</p> <p>To explain why sustainability of potatoes – reference to growing specific types of potatoes/the journey of the potatoes from field to fork is important and can have an impact on the environment.</p> <p>To identify plant protection products and state an opinion to their use.</p> <p>To identify and discuss the use of technology in farming.</p>	<p>2) Where/how many farms in Lincolnshire grow potatoes for Branston Potatoes.</p> <p>3) How different land types are suitable for different types of potato.</p> <p>4) Where the potatoes are sold to.</p> <p>5) Sustainability</p> <p>6) The use of plant protection products.</p> <p>7) Use of technology in farming.</p> <p>Work in class will be completed from the above.</p> <p>Children complete a quiz at the end of their learning confirming knowledge that has been learnt and identifying gaps in learning which can be revisited.</p>	<p>Pack DEFRA Maps of Livestock Populations and Maps of Crop Areas - one of each per pair Atlases with a topographic map or Topographic Map of the UK.</p>
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