



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	Year 3/4
Subject:	Geography
Key Unit Question:	Why is the North East a special place?
Memorable Experience:	Fieldwork Visit - Durham City Centre

Vocabulary that will be taught:

Region – An area of land that has common features. England has 9 geographical regions

City – An area with a larger population and size than a town or village

Border – A line separating two pieces of land e.g., regions, counties and countries

Upland – An area of high or hilly land

Human Features – Things that are made or built by humans

Physical Features – Things that are natural for example, seas, mountains and rivers

Grid Reference – Numbers or letters that show a particular position on a map

Industry – Economic activity concerned with processing materials or manufacturing goods

National Curriculum Objectives:

- 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
- 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 resources including energy, food, minerals and water
- 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.

Rationale:

This unit explores the unique local geography of County Durham. The unit builds upon the local knowledge pupils have developed in KS1 and gives a regional case study depth to the work on the geography of the UK. The unit looks at the human and physical geography of the region by giving an overview of key human and physical features. The unit introduces new knowledge around human and physical features which is developed later in the KS2 curriculum. It also introduces the concept of economic activity that will be further developed in KS2.

Prior Knowledge:

Children begin their learning of Geographical Skills and Fieldwork in KS1 by looking and exploring their immediate environment e.g., their school. It is an area they know well and therefore allows them to use equipment and technology to look at past and present, comparing to other local areas and to suggest improvements for areas. Children are taught how to draw/make maps, understand symbols and how to use them. This then expands into compass work, which they develop throughout school. Once the children have a solid foundation of their own immediate environment they then explore and learn about their country and other countries in the wider world whilst continuously expanding their geographical skills.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what a region is
- I know what things are made/produced in the North East
- I know some key human and physical features of our region

Disciplinary knowledge:

- I can use letter/no. co-ordinates to locate features on a map
- I can identify features on aerial/oblique photographs
- I can make comparisons between locations, photos, pictures, maps



Key lesson questions		Activities/Key points
Lesson 1	<p>What do we know about the North- East region of England?</p> <ul style="list-style-type: none"> • I can explain what a region is • I can identify and label our region on a map • I can use the 4 compass points well 	<ul style="list-style-type: none"> • Establish what pupils already know about the region and introduce some of the key vocabulary for the unit. • Share a series of North East place names, key words and or images with pupils – can they see what they have in common? (Suggestions – Sunderland, High Force, Angel of the North, Durham Peninsula, Hadrian’s Wall, Middlesbrough Transporter Bridge, Hartlepool Nuclear Power station, Bamburgh beach). Discussion around the class to find out what people already know about the region. Teachers may want to summarise this. • Explain how the North East Region of the UK is made up of the areas of County Durham, Tyne and Wear, Northumberland and Cleveland. There are three cities in the region – Durham, Newcastle upon Tyne and Sunderland. Pupils need to locate these areas on a map of the UK – it can be helpful to lightly shade in the North East region and add N/S/E/W to the map. • What lies on the Northern border of the region? What lies to the south of the region? What sea lies to the east? Using an atlas add further detail to the region on the map to include the three cities in the region, the airports, the three key upland areas – Cheviots, Cleveland Hills and the Pennines. • A class wall map can be very useful here showing the region and building up over time. Photographs of the human and physical features mentioned can then be added to the regional map.
Lesson 2	<p>What are some of the main human and physical features of the North East?</p> <ul style="list-style-type: none"> • I can investigate places at more than one scale • I can identify features on aerial/oblique photographs • I can make comparisons between locations, photos, pictures, maps 	<ul style="list-style-type: none"> • Pupils are given a variety of aerial photographs to show contrasting areas within the region. Suggested places to include: East Durham coast, Derwent reservoir, High Force, the A1, Hamsterley Forest, Metro Centre, Port of Tyne, University, upland sheep farm, wind farm, Hartlepool Nuclear power station, Hadrian’s wall, Cleveland Hills. • Can pupils sort into human and physical features. Pupils then use the photographs to produce a table to show the human features of the region and physical features of the region. • Pupils then annotate 2 of the photographs (select contrast of human and physical features) and describe their location within the region (North, South, East, West) • Write two paragraphs to describe what the photographs tell us about life in the North East? This should be a supported judgement and make use of details from the photograph.
Lesson 3	<p>What does the North East look like on a map?</p> <ul style="list-style-type: none"> • I can use different types of maps • I can recognise and use symbols on OS maps • I can use letter/no. co-ordinates to locate features on a map confidently 	<ul style="list-style-type: none"> • Provide each table with some examples of different types of maps of the region. Can they decide which map they would want for different purposes? • Show the class the OS Landranger map or similar for the region. Pupils enjoy seeing how large this is when unfolded! Discuss at a very simple level scale and the need for symbols to show things on a map. • Launch a map investigation challenge or similar. Give each group one area of the regional map to investigate. Pupils will need a copy of the key to use alongside the map. • What can you find in the area? Give the grid reference for three of the features you have spotted. Is the land flat or hilly? Is there a river? Is there a coast?



May we give them roots to grow and wings to fly.



Lesson 4	What is made in the North East of England? <ul style="list-style-type: none">• I can use NF books, stories, atlases, pictures/photos and internet as sources of information.• I can ask and respond to questions and offer ideas• I can identify human features of the region	<ul style="list-style-type: none">• Use some information about what is made/ grown or produced in the areas closest to school. What else do pupils think might be made in the North East region. Give pupils the Made in the North East Table, explain that this is just an example, there are many other things as well. Pupils are going to undertake some independent research about one or more of the items made/ produced in the region. Set the parameters for the knowledge you want pupils to find or provide pupils with some newspaper reports about industry in the area. This is a very positive opportunity to link to aspiration and careers education.• Produce a class report showing where different things are made/ produced. Pupils might be able to find out how many people are employed in different industries in the North East, think about the transport links needed or the raw materials needed.
Lesson 5	What makes the North East of England a special place to live? <ul style="list-style-type: none">• I can recall the key physical and human features of my region• I can make a simple scale drawing• I can make comparisons between locations, photos, pictures, maps	<ul style="list-style-type: none">• Pupils recall the key physical and human features that have resonated with them through the unit.• Set up an extended writing task – the class has been commissioned to write the information panels for a new visitor's centre for people coming to the North East. This can be set up as individual or group writing of the information panels. Each pane should include a map, an annotated photograph as well as some written information.
Lesson 6	Why is the North East a special place? End of Unit Assessment / Knowledge Harvest	