



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



## Our Curriculum – Medium-Term Planning

<b>Term and Year:</b>	<b>Autumn 1</b>
<b>Class:</b>	<b>Year 4/5</b>
<b>Subject:</b>	<b>Geography</b>
<b>Key Unit Question:</b>	<b>Why do we have cities?</b>
<b>Key Themes:</b>	<b>Place</b>
<b>Memorable Experience:</b>	<b>Fieldwork – Newcastle</b>

### Vocabulary that will be taught:

**Capital city** – a city where the government of that country is based

**City** – a city is larger than a town – usually with a population of over 100,000 people, often with a cathedral

**Population** – the number of people living in a particular area

**Settlement** – the places that people live. There are different shapes and sizes of settlement: hamlets, villages, towns, cities and megacities

**Suburbs** – an area on the outskirts of a city, often less crowded and with more green spaces

**Urban** – the region surrounding a city.

### 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 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 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:

In this unit, children will build upon the knowledge they acquired in previous years, particularly KS1. Children will be able to use their knowledge of the North East region to explore our local cities and their effect on our region. Children will begin to consider different types of settlement and land use, including economic activity. This will help support children's learning throughout primary school and into KS3 when they begin to study urbanisation.

### Prior Knowledge:

Children will be able to use their locational knowledge from KS1 to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Children will also be able to recall key human features – particularly when thinking about cities and towns. Children will have studied their local area and the UK's capital city London in depth in KS1 and will be able to apply this knowledge when comparing and contrasting.

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

#### Substantive knowledge:

- I know what a city is
- I know the names of three local cities and can identify them on a map
- I know why we have cities

#### Disciplinary knowledge:

- I can use compass points accurately
- I can use letter and no. co-ordinates to locate features on a map
- I can analyse evidence and begin to draw conclusions.



Key lesson questions		Activities/Key points
Lesson 1	<p><b>What is a city?</b></p> <ul style="list-style-type: none"> <li>I can name the capital cities of the UK</li> <li>I can find cities in the UK using an atlas</li> <li>I can describe what a city is</li> </ul>	<ul style="list-style-type: none"> <li>Start by asking pupils which of the UK's capital cities is furthest north. What about east, south, west? What would you use to find out?</li> <li>Look at aerial maps of cities e.g. London and New York – what do the children notice? What is similar/different?</li> <li>Discuss how cities usually have commercial areas, residential areas and industrial areas – is this similar to where we live or not?</li> <li>Give pupils a map outline of the UK with only the capital cities marked on. Their task is to place markers on the map to indicate where other cities are using just a list of instructions based on the four capital cities. For example, Manchester is 200 miles to the north-west of London; Southampton is 100 miles south-east of Cardiff. And then they can self-check their answers and where they've placed the cities on the map by looking at a map of the UK online or using an atlas.</li> </ul>
Lesson 2	<p><b>Where are our local cities?</b></p> <ul style="list-style-type: none"> <li>I can recall facts about our region</li> <li>I can find our local cities on a map</li> <li>I can write a geographical fact file about a local city</li> </ul>	<ul style="list-style-type: none"> <li>Children to use their knowledge from the prior geography unit and identify the North East region on a map of the UK</li> <li>Looking at a map of the North East, can children identify our local cities? Durham, Newcastle, Sunderland</li> <li>In groups children to research and write a short fact-file for a North East city</li> <li>Consider the question 'How is a city different from a village or a town?'</li> </ul>
Lesson 3	<p><b>Fieldwork – Trip to Newcastle</b></p> <ul style="list-style-type: none"> <li>I can follow a route on a map</li> <li>I can draw a sketch map from a high viewpoint</li> <li>I can begin to collect and record evidence</li> </ul>	<ul style="list-style-type: none"> <li>Use GA – guide to fieldwork in Newcastle to support – adapt from KS3 to KS2.</li> <li>Consider:               <ul style="list-style-type: none"> <li>River Tyne</li> <li>Newcastle Train Station</li> <li>Local industry – Baltic (converted Mill), coal, glass</li> <li>Grainger Street/Northumberland Street – pedestrianised shopping streets</li> </ul> </li> </ul>
Lessons 4 and 5	<p><b>What makes an effective city?</b></p> <ul style="list-style-type: none"> <li>I can consider the different features of cities</li> <li>I can draw a map highlighting human and physical features</li> <li>I can discuss what makes an effective city</li> </ul>	<ul style="list-style-type: none"> <li>Pupils create an annotated map of their own new city, with sketches of some of the key features and places in it such as leisure facilities or offices.</li> <li>Encourage pupils to think about how they might organise their city. What might need to go down on the map first? What kind of housing will they create; what will the transport connections would like; how will they make it safe and environmentally friendly; and what kinds of entertainment will there be?</li> <li>What would they call their city? What would the overall vision for the city be? Could the city be created to be car free? Could it be self-sufficient in terms of clean water and food? Would it be all about being environmentally friendly, or maybe about being the most entertaining, exciting city in the UK</li> </ul>
Lesson 6	<p><b>Why do we have cities?</b> End of Unit Assessment / Knowledge Harvest</p>	