



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

Our Curriculum – Medium-Term Planning



Term and Year:	Autumn 1
Class:	Year 4/5
Subject:	Geography
Key Unit Question:	Why is the North East a special place?
Memorable Experience:	Fieldwork Visit – Durham/Newcastle

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 and human geography
- 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 which is further explored in Key Stage 2. It also introduces the concept of economic activity that will be further developed the History unit on 'Industry in the North East'.

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 the main human and physical features of the North East are
- I know what is made/produced in the North East

Disciplinary knowledge:

- I can use 4 compass point well
- I can identify features on aerial/oblique photographs
- I can use letter/no. co-ordinates to locate features on a map



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Key lesson questions		Activities/Key points
Lesson 1	What do we know about the North- East region of England? - 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	- 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.
Lesson 2	What are some of the main human and physical features of the North East? - 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	- Explain that mountains have their own climates because of their high altitude, and that this is the reason that mountain peaks can often have snow all year round, even if the mountains are by the equator. - Explain that the climate of the mountain affects what can live and grow there, especially towards the mountain peak. - Read through the information about the weather and climate on Mount Everest, explaining what the monsoon season is and what the coldest and warmest months are. - Show children the climate data. Can you spot when the monsoon season is? Which is the hottest month according to this data? Which is coldest? Which is wettest? Which is driest? - Explain that today children will be finding out about the climate of a particular mountain. What kind of information might you need to find out? Children to think, pair, share their ideas then list them on the slides. Discuss which search terms might be best to use to find the information they need on the internet. - Ask children to choose a particular mountain to investigate and tell them that their challenge today is to create a set of data to show the climate of their chosen mountain. They should find out, if possible, average temperatures for each month, average precipitation, when storms, hurricanes or blizzards are most likely, etc. - Children to present the data they have found in charts and bar graphs. - What differences did we find today between climates on different mountains around the world? What similarities were there between these mountain climates? Invite children to share their ideas.

Lesson 3	What does the North East look like on a map? - 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	- 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?
Lesson 4	What is made in the North East of England? - 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	- 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? - 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	- 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 center 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	