



<p>Year group: 3</p> <p>Geographical enquiry question for learning: How Does the Geography of the UK Shape Our Local Area? (Interconnection)</p> <p>Geographical scale for learning: Local / UK / World</p> <p>Geographical concepts:</p> <p> Place Environment Space Scale Diversity Change Interconnection Sustainability </p>					
<p>Subject rationale: This enquiry investigates the geographical features of the UK, beginning with its major countries, cities, rivers, and seas. It explores how hills and mountains affect the environment and human activities, and uses maps to locate local areas. Pupils examine the needs of early settlers, the significance of place names, and the evolution of different settlements. Finally, they integrate this knowledge to understand how the UK's geography influences their local community, emphasising the interconnectedness of physical and human geography.</p>		<p>Prior learning: In KS1, pupil learned the names and locations of the UK's countries and capitals, explored their local area's human and physical features, and compared them with a contrasting non-European place. They gained basic map skills, understanding of weather patterns, and familiarity with simple geographical features like rivers and hills. This foundation supports Year 3's exploration of the UK's geography, including cities, counties, and settlements, by building on their knowledge of place, environment, and the connections between human activities and geography.</p>			
<p>Enquiry</p>	<p>Connecting Learning</p>	<p>Direct Instruction Practice</p>	<p>Evaluation and Assessment What if question?</p>		
<p>Lesson 1: What are some major countries, cities and counties in the UK? Place: Understanding the specific geographical locations and characteristics of regions within the UK.</p> <p>National Curriculum Objectives:</p>	<p>Review the countries in the UK and their capitals, ensuring that pupils recall their previous knowledge from KS1.</p>	<p>Labelling Countries and Capital Cities Provide pupils with a blank map of the UK and a visible list of countries and their capital cities. Pupils will label the countries (England, Scotland, Wales, Northern Ireland) and their capital cities (London, Edinburgh, Cardiff, Belfast) on the map (Recap from KS1) Scaffolding: Offer a map where some countries and capitals are already labelled to help guide pupils.</p>	<p>Review enquiry question: What are some major countries, cities and counties in the UK? <i>What are the names and locations of the four countries of the UK, and what are their capital cities?</i></p>		




<p>Place Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Geographical Skills and Fieldwork: Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Key Questions: What are the countries and capital cities of the UK? What are some other major cities in the UK, and where are they located? What are the names of some counties in the UK?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Major cities • Capital cities • Counties • Administrative divisions • Governance • Local identity <p>Sticky Knowledge: The UK comprises four countries: England, Scotland, Wales, and Northern Ireland. Each country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales), and Belfast (Northern Ireland). Major cities outside the capitals include Birmingham, Manchester, Glasgow, and Liverpool.</p>	<p>Can you name the four countries of the UK and their capitals?</p> <p>Can you locate them on a map of the UK?</p>	<p>Provide labels that pupils can place on the map, including country names and capital cities.</p> <p>Can you identify the capital cities on the map? How do the countries relate to their capital cities geographically?</p> <p>Exploring Major Cities Introduce the concept of major cities beyond the capitals. Pupils use a map of the UK to locate and label these cities.</p> <p>Scaffolding: Provide a list of major cities along with their approximate locations on the map. Offer a map where some cities are already marked to assist with location.</p> <p>How does _____ fit into the geography of the UK? Why do you think these cities are considered major cities in the UK?</p> <p>Exploring Counties Transition to a discussion about counties, focusing on their roles and importance in governance and identity. Provide a more detailed map of England to label key counties such as Yorkshire, Lancashire, and Kent. Pupils will colour-code their maps, designating different regions of counties within each country.</p> <p>Scaffolding: Use a map with major counties already outlined. Provide pupils with a list of counties to match and label on their maps.</p> <p>Engage the class in a discussion about how counties contribute to a sense of place and identity. Discuss how these divisions are significant in terms of governance and administration.</p> <p>How do counties help define the identity and culture of different regions in the UK? Why do you think counties are important for governance and local administration?</p>	<p>What are some major cities and counties in the UK, and how are they distributed across the countries?</p> <p>How can we use maps to identify and label the countries, major cities, and counties in the UK?</p> <p>How do different types of maps help us understand the geographical layout of countries, cities, and counties in the UK?</p> <p>How do these geographical divisions help us understand the UK?</p> <p>Why is it important to know where these places are located?</p> <p>What If Question: What if you lived in a different country or city within the UK? How might that change your daily life?</p>
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<p>The UK is divided into counties, each of which has administrative and cultural significance. Counties play a vital role in local governance, contributing to the identity and structure of local communities.</p>			
<p>Misconception: Confusion Between Countries and Capital Cities Pupils might confuse capital cities with countries or think that all major cities are capitals. Strategy to Address: Use clear, labelled maps and repeated practice. Emphasize that each country has one capital city, and major cities are not necessarily capitals. Incorporate matching activities where pupils connect countries with their capitals.</p> <p>Misconception: Overlapping Boundaries of Counties Pupils might think that county boundaries overlap or that a single area could belong to multiple counties. Strategy to Address: Use visual aids and maps with clearly defined county boundaries. Reinforce the concept that each region is part of a specific county and demonstrate how counties are distinct from one another.</p> <p>Misconception: Major Cities Are Only Capitals Pupils might believe that only capital cities are considered major cities in the UK. Strategy to Address: Explain that major cities are important due to their size, population, or economic role, not just because they are capitals. Provide examples of non-capital major cities and their significance.</p> <p>Misconception: Counties Are Not Important in Modern Times Pupils might think that counties are outdated or not significant in today's world. Strategy to Address: Discuss the ongoing importance of counties in local governance, identity, and administration. Use examples of how counties manage local services and preserve cultural heritage.</p> <p>Misconception: The Shape of the UK Map is Simple Misconception: Pupils might find it hard to visualize the UK's geographical divisions and how they fit together. Strategy to Address: Provide maps with various levels of detail, including physical and political features. Use interactive activities, such as puzzles or map games, to help pupils understand the shape and divisions of the UK.</p> <p>Misconception: Major Cities Are All in England Pupils might assume that major cities are only in England and overlook important cities in Scotland, Wales, and Northern Ireland. Strategy to Address: Highlight and discuss major cities across the whole of the UK, not just in England. Use a map to show the distribution of major cities and their locations in different countries of the UK.</p>			
<p>Lesson 2: Which major rivers and seas can be found in the UK, and how have they influenced the environment?</p>	<p>Revisit the major cities and counties</p>	<p>Identifying Major Rivers and Seas</p>	<p>Review enquiry question: Which major rivers and seas can be found in the</p>



<p>Environment: Exploring how natural features such as rivers and seas shape ecosystems and human activities in the UK.</p>  <p>National Curriculum Objectives: Locational Knowledge: Name and locate key topographical features including hills, mountains, coasts, and rivers, and understand how some of these aspects have changed over time. Human and Physical Geography: Describe and understand key aspects of physical geography, including rivers and the water cycle, and human geography, including types of settlement and land use, economic activity, and the distribution of natural resources</p> <p>Key Questions: What are some major rivers and seas in the UK, and where are they located? How do these rivers and seas influence the local environment and activities?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • River • Sea • Tributary • Estuary • Flow • Influence <p>Sticky Knowledge:</p>	<p>identified in Lesson 1.</p> <p>Can you name a major city and the county it belongs to? Where are they located?</p> <p>What makes these cities and counties important or special in the UK?</p>	<p>Introduce pupils to the major rivers and seas in the UK, including the Thames, Severn, and Mersey rivers, and the North Sea, English Channel, and Irish Sea. Provide pupils with a map of the UK. Using a list of rivers and seas, pupils will label these features on their maps. Discuss the locations of these rivers and seas in relation to the cities identified in Lesson 1. Emphasize how cities often develop near water bodies due to their benefits for transport, resources, and defence. Scaffolding: Provide a partially labelled map showing major rivers and seas. Offer a list of rivers and seas with their locations. Where are the major rivers and seas located in the UK? How do these features interact with the cities and regions?</p> <p>Exploring the Impact of Rivers and Seas Discuss how rivers and seas influence the environment and human activities. Examples might include how the Thames supports transportation and how the North Sea affects weather patterns in coastal regions. Pupils to create a poster or diagram showing the impact of a specific river or sea on a nearby city or region. Include aspects like transportation, recreation, and industry. Scaffolding: Provide a project template with sections for different impacts of rivers and seas (e.g., transportation, industry, recreation). Offer examples of how rivers and seas have influenced UK cities, such as the impact of the River Thames on London’s development or the role of the English Channel in trade. How does the presence of a river or sea affect the local environment and community? Can you think of specific examples where a river or sea has shaped how people live or work in a particular area?</p> <p>After creating their posters or diagrams, have each group present their work to the class, explaining how the river or sea they studied influences the local environment and human activities.</p>	<p>UK, and how have they influenced the environment? What are some major rivers and seas in the UK, and where are they located? How have these rivers and seas affected the development of cities and local environments? How can we use maps to locate major rivers and seas and understand their influence on the environment? How can we analyse the impact of rivers and seas on local communities and ecosystems?</p> <p>What If Question: What if a major river or sea were to change course or dry up? How might this affect the cities and regions it influences? Encourage pupils to think about the potential changes in transportation, economy, and daily life.</p>
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<p>Major rivers in the UK include the Thames, Severn, and Mersey. Significant seas around the UK include the North Sea and the Irish Sea. Rivers and seas play a crucial role in shaping local environments, supporting ecosystems, and influencing human activities.</p>			
<p>Misconception: Rivers and Seas are the Same Pupils might confuse rivers with seas or think they serve the same functions. Strategy to Address: Clearly distinguish between rivers and seas by explaining their different characteristics and roles. Use diagrams to show how rivers flow and how seas are bodies of saltwater surrounding land. Discuss their unique impacts on human activities and the environment.</p> <p>Misconception: Cities Only Develop Near Rivers Pupils might believe that all cities develop near rivers, ignoring other factors like coastlines or resource availability. Discuss various factors that influence city development, including proximity to seas, access to resources, and geographical features. Use examples of cities near both rivers and seas to show a range of influences.</p> <p>Misconception: All Rivers and Seas Affect Cities the Same Way Pupils might think that every river or sea has the same impact on cities (e.g., all rivers are used for transportation, and all seas affect weather patterns equally). Strategy to Address: Provide specific examples showing different impacts of rivers and seas on cities. For instance, explain how the Thames supports trade and transportation, while the North Sea influences the climate in coastal areas. Use case studies to illustrate varying impacts.</p> <p>Misconception: Geographical Features Have No Impact on Modern Cities Pupils might believe that modern cities are unaffected by their geographical features, focusing only on contemporary factors like technology. Strategy to Address: Highlight how geographical features continue to influence cities today. Discuss how rivers and seas still impact transportation, trade, and climate, even with technological advancements. Use current examples to show ongoing relevance.</p>			
<p>Lesson 3: Where are the main hills and mountains located in the UK, and what impact do they have? Environment: Investigating the influence of physical landscapes on climate, land use, and human activity.</p>  <p>National Curriculum Objectives:</p>	<p>Revisit the major rivers and seas of the UK.</p> <p>How do rivers and seas influence the cities and</p>	<p>Hills and Mountains Mapping Introduce pupils to the major hills and mountains in the UK, such as the Pennines, the Scottish Highlands, the Cambrian Mountains, and the Mourne Mountains. Explain that these physical features are essential to the landscape and influence various aspects of life in the UK, including weather patterns, agriculture, and tourism. Provide pupils with a blank map of the UK. Pupils will label the major hills and mountains, using a list of names provided by the teacher.</p>	<p>Review enquiry question: Where are the main hills and mountains located in the UK, and what impact do they have? What are the names and locations of some significant hills and mountains in the UK?</p>



<p>Physical Geography: Describe and understand key aspects of physical geography, including mountains. Human Geography: Understand how physical geography impacts human activities and environments.</p> <p>Key Questions: Where are the main hills and mountains in the UK? How do these features affect the environment?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Hills • Mountains • Landscape • Climate <p>Sticky Knowledge: The UK has notable hills and mountains, such as the Pennines and the Scottish Highlands. These geographical features impact the climate, recreation, and land use in their regions.</p>	<p>counties they are near? How do rivers like the Thames or the Severn impact the cities they flow through? Why are seas like the North Sea important to the regions that border them?</p> <p>Introduce the idea that just like rivers and seas, hills and mountains are significant physical features that play a crucial role in shaping the environment and human activities.</p> <p>How might hills and mountains, similar to rivers and seas, affect the climate, land use, and communities in different parts of the UK?</p>	<p>As pupils work, discuss how the location of these hills and mountains might affect the surrounding environment. For example, how might the Scottish Highlands influence the climate and human activities in Scotland?</p> <p>Scaffolding: Provide a map with some hills and mountains pre-labelled as reference points. Offer a list of the major hills and mountains with brief descriptions of their locations.</p> <p>Where are the major hills and mountains in the UK located? How might these features influence the surrounding environment and communities?</p> <p>Environmental Impact of Hills and Mountains Discuss with pupils how hills and mountains influence the local climate, land use, and human activities. For instance, mountains can create rain shadows, support specific types of agriculture, and offer recreational opportunities. Show examples of how these impacts might look in diagrams or illustrations.</p> <p>Diagram/Booklet Creation: Pupils will choose a specific hill or mountain range (e.g., the Pennines or Snowdonia) and create a diagram or booklet that shows its environmental impact. They should consider aspects like climate, agriculture, tourism, and biodiversity. Include sections on how these physical features influence human activities, such as farming, recreation, and settlement patterns.</p> <p>Scaffolding: Provide a guided template for the diagrams or booklets, with sections for climate, land use, and human activities. Offer examples or prompts to help pupils think about the various ways hills and mountains can impact their surroundings.</p> <p>How do hills and mountains affect local climates and land use? What are some specific ways these features influence human activities in their regions?</p> <p>Invite a few pupils to present their diagrams or booklets to the class, highlighting key points about the hill or mountain range they studied.</p>	<p>How do hills and mountains affect the local climate and land use? How can we use maps to find and label hills and mountains in the UK? How can we investigate the influence of hills and mountains on human activities and environmental conditions?</p> <p>What If Question: What if hills and mountains were not present in the UK? How might this change the environment and human activities in the regions where they currently exist?</p>
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<p>Misconception: All Hills and Mountains Are the Same Pupils might think that all hills and mountains have the same characteristics and effects on their environment. Strategy to Address: Emphasize the differences between various hills and mountains, such as their heights, shapes, and impacts on climate and land use. Use comparisons and specific examples to illustrate these differences.</p> <p>Misconception: Hills and Mountains Don't Affect Weather or Climate pupils may not understand how hills and mountains can influence weather patterns or climate. Strategy to Address: Provide clear examples and diagrams showing how mountains can create rain shadows and affect local climate. Use visual aids to demonstrate how these physical features impact weather and climate conditions.</p> <p>Misconception: Hills and Mountains Only Affect Agriculture Pupils might think that the influence of hills and mountains is limited to agriculture. Strategy to Address: Highlight a range of impacts hills and mountains have, including their effects on climate, recreation, and settlement patterns. Use examples of how these features also influence tourism and biodiversity.</p> <p>Misconception: Physical Features Don't Change Over Time Pupils might believe that the influence of hills and mountains on the environment is static and unchanging. Strategy to Address: Explain how natural processes and human activities can alter the environment and the use of hills and mountains. Discuss concepts like erosion, deforestation, and urbanization, and their effects on these features</p>			
<p>Lesson 4: How can we use maps to locate our local area and describe what it tells us about our surroundings? Space: Understanding spatial relationships and how to navigate and describe locations using maps.</p>  <p>National Curriculum Objectives: Geographical Skills: Use maps, atlases, and globes to locate countries and describe features. Fieldwork: Use simple fieldwork and observational skills to study the geography of the school and its grounds</p>	<p>Recap the previous three lessons, emphasizing how each geographical feature (cities, rivers, counties, hills/mountains) is represented on a map. Discuss how these elements may be present or absent in the local area.</p>	<p>Map Skills Practice Provide children with local area maps that include features like roads, rivers, landmarks, and nearby hills. They will practice identifying these features on the map using the map's key/legend. Ask pupils to locate their school, home, or another familiar place on the maps. Have them describe the location using directional language (north, south, east, west) and spatial relationships (near/far from specific landmarks). Scaffolding: Provide a simplified map for pupils struggling with map reading. Include a legend with symbols explained clearly, and pre-mark some of the significant features (like the school or a major road) to guide them. Where is your local area located on this map? How does it connect to nearby cities, rivers, or hills? Can you identify any physical or human features that we've discussed in previous lessons on this map?</p>	<p>Review enquiry question: How can we use maps to locate our local area and describe what it tells us about our surroundings? Discuss how the features of the local area connect to the broader geographical features of the UK. Encourage pupils to think about how their local area fits into the "bigger picture" of the UK's geography.</p>



<p>and the key human and physical features of its surrounding environment.</p> <p>Key Questions: How can we accurately locate our local area on a map? What information can maps provide about our local area, and how does it relate to what we've learned about the UK's geography?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Local area Map Directions Spatial relationships Symbols Key/legend <p>Sticky Knowledge: Maps are tools that represent the location of features in the local area and are crucial for navigation and understanding spatial relationships. Knowing how to interpret a map's symbols and key is essential for understanding the geography of an area.</p>	<p>How can we find cities, rivers, counties, and hills/mountains on a map? What do their locations tell us about the UK?</p> <p>Which of these features are in our local area? How do they compare to the UK map?</p>	<p>Map Description and Interpretation Pupils will write a descriptive paragraph about their local area, focusing on its geographical features. Encourage them to mention both physical features (like rivers and hills) and human features (like cities and counties) they've learned about in previous lessons. Scaffolding: Provide a structured template to help pupils organize their thoughts and include specific references to geographical features. How does your local area relate to what you've learned about the broader geography of the UK?</p> <p>Giving Directions: Pupils will practice giving directions from one familiar place to another using the correct directional terms and references to geographical features. Pupils will work in pairs to describe a route from one place to another, ensuring they use geographical vocabulary (e.g., "Head north towards the river, then turn east past the park"). How do the geographical features in your directions help you describe the route clearly?</p> <p>Optional Activity: Creating a Simple Map If time allows, pupils can create a simple map of the local area, highlighting key features such as the school, local parks, roads, rivers, and any nearby hills. Encourage pupils to use symbols and a legend to represent these features. Scaffolding: Provide a basic map outline for pupils to fill in if they need more support. What important features have you included on your map, and why?</p>	<p>How can we find our local area on different types of maps? What information do maps provide about our local area?</p> <p>How can we use map skills to give clear and accurate directions to our local area? How do we interpret map symbols and features to describe our local environment?</p> <p>What If Question: What challenges might arise if our local area were not accurately mapped? How would that affect things like navigation, planning, and understanding of our environment?</p>
<p>Misconception: Misunderstanding of Directional Language Pupils might confuse directional terms like north, south, east, and west, or think these directions are relative (e.g., "north" is always in front of them). Strategy to Address: Provide clear, hands-on practice with directional language. Use a compass or a classroom map to help pupils physically orient themselves and understand cardinal directions. Reinforce the concept that directions are fixed and not relative to where they are standing.</p> <p>Misconception: Confusion Between Physical and Human Features</p>			



Pupils may struggle to differentiate between physical features (like rivers and hills) and human features (like roads and buildings) on a map.

Strategy to Address: Clearly define and consistently use the terms "physical features" and "human features" throughout the lesson. Use examples from the map to illustrate the difference, and incorporate activities where pupils categorize features into these two groups.

Misconception: Difficulty Interpreting Map Symbols and Legends

Pupils might have trouble understanding map symbols and the purpose of a map legend, leading to difficulty in identifying features on the map.

Strategy to Address: Start by introducing a simplified map with only a few key symbols. Go through the legend with the pupils, explaining each symbol and its meaning. Use repetition and guided practice to reinforce understanding. You could also include a matching activity where pupils connect symbols with their meanings.

Misconception: Thinking Maps Are Just Pictures


Some pupils might see maps as just pictures without understanding that maps are scaled representations of real places.

Strategy to Address: Explain the concept of scale and how maps represent real distances and locations. Use real-world examples (e.g., comparing the map of the classroom with the actual classroom layout) to help pupils grasp this concept.

Misconception: Misplacing Familiar Locations on the Map

Pupils may incorrectly place familiar locations like their school or home on the map due to a poor understanding of spatial relationships.


Strategy to Address: Provide plenty of guided practice in locating familiar places on maps. Start with simple exercises, such as locating the school on a map where it is already marked, and gradually increase the complexity by asking pupils to find their home or another familiar place using surrounding landmarks as clues.

<p>Lesson 5: What were the needs of early settlers and how did geography influence their choice of settlement?</p> <p>Interconnection: Examining the relationship between human needs, geographical features, and the formation of settlements.</p>  <p>National Curriculum Objective: Human Geography: Understand how human and physical geography can shape local environments and communities.</p> <p>Key Questions: What were the basic needs of early settlers?</p>	<p>Revisit the geographical features covered in previous lessons, such as rivers, hills, mountains, and the characteristics of different counties.</p> <p>Ask pupils to recall how these features impacted local communities and environments.</p>	<p>Understanding the Needs of Early Settlers</p> <p>Introduce the concept of early settlers and discuss what basic needs they had for survival (e.g., water, food, shelter, safety). Explain that these needs were directly influenced by the geography of the land where they chose to settle.</p> <p>Provide pupils with a list of basic needs of early settlers (e.g., access to water, fertile land, protection from enemies) and a list of geographical features (e.g., rivers, hills, forests). Pupils will match each need with a geographical feature that could fulfil it. For example, they might match "water" with "river" and "shelter" with "forest."</p> <p>Scaffolding: Provide a partially completed matching chart to guide pupils, such as "Need: Water – Feature: River."</p> <p>Use visual aids like images or simple diagrams of geographical features to help pupils make connections.</p> <p>What were the most important needs for early settlers? How did specific geographical features like rivers and hills help meet these needs?</p>	<p>Review enquiry question: What were the needs of early settlers and how did geography influence their choice of settlement?</p> <p><i>What were the basic needs of early settlers, and how did geography help meet these needs?</i> <i>How did geographical features like rivers and hills impact the location of early settlements?</i> <i>How can we use historical and geographical information to understand why early settlers chose specific locations?</i> <i>How can we analyse how geography influenced</i></p>
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<p>How did geography influence their choice of settlement?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Settlers • Resources • Location • Shelter • Fertile land • Water source • Protection <p>Sticky Knowledge: Early settlers required essential resources like water, fertile land, and shelter to survive and thrive. Geographic features like rivers, hills, and fertile land were crucial in determining the best locations for early settlements.</p>	<p>Why were rivers important to the cities we studied in previous lessons?</p> <p>How did hills and mountains affect the climate and lifestyle in those regions?</p> <p>Discuss how these geographical features would have been important to early settlers when choosing a place to live.</p>	<p>Early Settlements Case Study</p> <p>Case Study Introduction: Present a brief overview of Rotherham, focusing on its historical significance and geographical features. Explain how the town's location on the River Don and its surrounding hills influenced its development. Discuss why these features made Rotherham a strategic place for early settlers, particularly during the Industrial Revolution.</p> <p>Activity: Have pupils locate Rotherham on a provided map that includes features like rivers and hills. Pupils create a drawing or simple model of Rotherham, highlighting the River Don and surrounding hills. They should include labels and brief explanations of why these features were important (e.g., "The River Don provided water for early industries and transport").</p> <p>Alternative Option: If time permits, introduce another nearby settlement such as Sheffield. Discuss its geographical features and historical significance, similar to Rotherham. Pupils can locate Sheffield on the same map and identify key features like the River Sheaf. Pupils create a drawing or simple model of Sheffield, including labels and explanations of its geographical advantages.</p> <p>Scaffolding: Provide a guided template with sections to fill in, such as "We chose this location because..." for Rotherham or Sheffield. Offer examples of well-known historical settlements and their geographical advantages to inspire pupils.</p> <p>Why did early settlers choose Rotherham (or Sheffield) as a location for their settlement?</p> <p>How did the geographical features of Rotherham (or Sheffield), such as the River Don (or River Sheaf) and surrounding hills, help the settlers meet their basic needs?</p>	<p>settlement patterns and development?</p> <p>What If Question: What if early settlers had to move to a location that lacked a key feature, such as a river or hill? How might their settlement have been different? Encourage pupils to think critically about how the absence of certain geographical features would have affected the settlers' ability to survive and thrive.</p>
<p>Misconception: Belief That Early Settlers Had the Same Needs as Modern People Pupils might think early settlers had access to modern conveniences and technologies, such as grocery stores for food or houses for shelter, and may not understand the importance of natural resources.</p> <p>Strategy to Address: Emphasize the difference between the needs of early settlers and modern people. Use storytelling or role-play to illustrate how settlers relied on natural resources, like rivers for water and forests for shelter, and how these resources directly influenced their choice of settlement location.</p>			



<p>Misconception: Confusing the Role of Geographical Features Pupils may not clearly understand how specific geographical features fulfil different needs (e.g., they might think hills provided food or that rivers alone could offer complete safety). Strategy to Address: Use clear, concrete examples to explain the role of each geographical feature. For instance, discuss how rivers provided water for drinking and irrigation, while hills offered protection from invaders. Provide real-life examples from historical settlements to solidify these concepts.</p> <p>Misconception: Assuming Settlers Could Settle Anywhere Pupils might think that early settlers could choose any location without considering the availability of resources or strategic advantages. Strategy to Address: Use mapping activities to show why certain areas were more desirable for settlement due to their geographical features. Have pupils work through scenarios where they have to choose the best location based on the needs and features provided, explaining their reasoning.</p> <p>Misconception: Overestimating the Ease of Settling Pupils might believe that settling was an easy process and that early settlers did not face significant challenges related to geography. Strategy to Address: Discuss the challenges early settlers faced, such as finding a reliable water source or defending their settlement. Use case studies, like Rotherham, to show how geographical features could both help and hinder settlement.</p> <p>Misconception: Not Connecting Geography to Development Over Time Pupils may not understand how geographical features continued to influence settlements as they grew, especially during events like the Industrial Revolution. Strategy to Address: Highlight how the same geographical features that attracted early settlers (like rivers) later supported industrial growth. Discuss the ongoing role of these features in the development of towns like Rotherham or Sheffield.</p>			
<p>Lesson 6: How are place names linked to geographical features? Place: Analysing how place names reflect geographical features, history, and cultural influences.</p>  <p>National Curriculum Objective: Human Geography: Understand how human and physical geography can shape local environments and communities.</p> <p>Key Questions: How are place names linked to geographical features? What can place names tell us about the history and characteristics of an area?</p>	<p>Begin the lesson by revisiting the basic needs of early settlers discussed in Lesson 5.</p> <p>Can you remember which geographical features helped early settlers meet their need for water and food?</p> <p>Why do you think early settlers preferred</p>	<p>Exploring Place Names Explain that place names often carry meanings related to the land's physical geography, historical events, or cultural influences. Introduce the concept of "toponymy" (the study of place names) and give examples of how place names are formed.</p> <p>Provide pupils with a map of the local area or the UK. Ask them to identify and research the meanings of a few place names, focusing on those that clearly relate to geographical features. For example, names ending in "-ford" often indicate a river crossing, while "-ton" or "-ham" might indicate a farm or settlement.</p> <p>Scaffolding: Offer a list of local place names with possible meanings and origins. Include etymological clues (e.g., "ford" means a shallow river crossing).</p> <p>Use visual aids, such as annotated maps, to help pupils connect place names with physical geography.</p> <p>What do local place names tell us about the area's geography? How do these names reflect the physical features or history of the region?</p>	<p>Have pupils present their reports or posters to the class, focusing on what they learned about their place names.</p> <p>Discuss how understanding place names can give us insights into both the geography and history of an area. Highlight the connection between physical geography and human activities.</p> <p>Review enquiry question: What's in a name? How</p>



<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Place names • Etymology • Geographical features • History • Toponymy • Origin <p>Sticky Knowledge: Place names often reflect physical features, historical events, or cultural influences. Understanding place names can provide insights into the history and geography of an area.</p>	<p>locations near rivers and hills?</p>	<p>Place Names and Historical Context Discuss how place names can also reveal historical and cultural aspects of an area. For example, names like "Normanton" might indicate a settlement founded during the Norman period, while "Greenwich" might reflect an older English or Viking influence. Pupils will choose a place name and write a paragraph explaining its history, meaning, and geographical significance.</p> <p>Scaffolding: Provide a Paragraph Template: Offer a simple structure with prompts to guide pupils, such as: Introduction: The place name I chose is [Place Name]. Meaning: The name means [meaning], which comes from [origin]. Historical Significance: This name tells us about [historical aspect or event]. Geographical Connection: It relates to the geography because [geographical feature or aspect]. Example: The place name I chose is 'Greenwich.' The name means 'green village,' which comes from Old English. This name tells us about the village's lush, green surroundings. Greenwich is located near the River Thames, which influenced its development as a major port. What does the place name tell us about the area's geography? How does the name connect to historical events or features?</p>	<p>are place names linked to geographical features?</p> <p>How do local place names reflect the geographical features of an area? What historical or cultural aspects are revealed through place names? How can we research and interpret the meanings of place names using maps and historical context? How can we use place names to explore the geographical and cultural history of our area?</p> <p>What If Question: What if place names did not reflect geographical features? How might this affect our understanding of an area?</p>
<p>Misconception: Misunderstanding the Literal Meaning of Place Names Pupils might assume that place names are always literal descriptions of the place as it is today. For example, they might think that a place called "Greenwich" must currently be very green or that "Oxford" always had oxen crossing the river. Strategy to Address: Explain that place names often reflect what the area was like when it was first named, which might be very different from its current state. Use historical examples to show how landscapes and names can change over time. Encourage pupils to think of place names as clues to the past, not necessarily accurate descriptions of the present.</p> <p>Misconception: Assuming All Place Names Have Obvious Meanings Pupils might think that every place name has a clear and easily understandable meaning or origin. Strategy to Address: Introduce the idea that some place names have evolved over hundreds of years and may not have an obvious or clear meaning today. Explain that some names might come from old languages (like Old English, Norse, or Celtic) that are no longer spoken. Use examples of place names that are difficult to decipher without understanding their linguistic roots, showing that some research or detective work is required.</p>			



<p>Misconception: Confusing the Origins of Place Names Pupils might mix up the origins of different place names, thinking, for instance, that all names ending in "-ton" are related to rivers or that "-ham" always indicates a village by the sea.</p> <p>Strategy to Address: Provide clear, specific examples and explanations for common place name endings (e.g., "-ford" for river crossings, "-ham" for settlements). Use a matching activity where pupils pair place name endings with their meanings to reinforce the correct connections.</p> <p>Misconception: Believing That All Place Names Are Related to Geography Pupils might believe that every place name is related solely to geographical features, overlooking the cultural, historical, or linguistic factors that also influence place names.</p> <p>Strategy to Address: Explain that place names can also reflect historical events, cultural influences, or the people who lived there. Use examples like "Normanton," which reflects Norman influence, or "Greenwich," which has cultural and historical connotations beyond its geographical meaning. Encourage pupils to look at place names from multiple angles—geographical, historical, and cultural.</p> <p>Misconception: Thinking Place Names Have Not Changed Over Time Pupils might believe that place names have remained the same throughout history and have not evolved.</p> <p>Strategy to Address: Discuss how place names can change over time due to language evolution, cultural changes, or administrative decisions. Provide examples of places that had different names in the past or whose names have changed in spelling or pronunciation. Encourage pupils to think about how language evolves and how this can affect place names.</p>			
<p>Lesson 7: What are different settlements, and how have they changed over time? Scale: Understanding the evolution of settlements from small villages to large cities and how changes occur over time.</p> <p>National Curriculum Objective: Human Geography: Understand how human and physical geography can shape local environments and communities.</p> <p>Key Questions: What are different types of settlements (e.g., villages, towns, cities)? How have settlements changed over time?</p>	<p>Show a few examples of early settlement locations and their key geographical features (e.g., a settlement near a river or on a hill). Ask pupils to recall and discuss the geographical reasons why early settlers chose these locations. How do geographical features influence the</p>	<p>Types of Settlements Define different types of settlements: hamlet, village, town, city. Discuss the characteristics of each, such as size, population, and available services. Use visual aids like pictures or diagrams to illustrate these differences. Provide pupils with maps showing various settlements. Ask them to identify and categorize different types of settlements (e.g., mark hamlets in yellow, villages in green, towns in blue, and cities in red). Discuss what makes these settlements distinct from one another. Scaffolding: Offer a chart or template for categorizing settlements, with columns for size, population, services, and geographical location. What are the characteristics of each type of settlement? How do these settlements differ from one another in terms of size, population, and services?</p> <p>Changes in Settlements Discuss how settlements change over time due to factors like population growth, technological advancements, and geographical changes.</p>	<p>Pupils present their timelines or diagrams, discussing the evolution of their chosen settlements.</p> <p>How has the settlement changed and what factors contributed to these changes?</p> <p>Review enquiry question: What are different settlements, and how have they changed over time?</p> <p>What are the characteristics of different types of settlements, such</p>



<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Settlements • Village • Town • City • Urbanization • Industrialization • Population <p>Sticky Knowledge: Settlements range from small villages to large cities, each with different characteristics. Settlements evolve based on changes in population, technology, and geography.</p>	<p>early settlers' choice of location? Can you give examples of why settlers might have named their settlements after the features they relied on, such as rivers or hills?</p>	<p>Introduce the concepts of urbanization and industrialization as drivers of change in settlements. Pupils will research key events in Rotherham's history, such as the establishment of major industries, the impact of the railway, and recent redevelopment projects. Using a timeline or diagram template, pupils will mark significant events and changes in Rotherham's history. They should illustrate how these events influenced the town's growth and character. Scaffolding: Provide a timeline template with major historical milestones in Rotherham's development. Offer examples of similar timelines for other settlements to guide pupils. How has Rotherham changed over time, and what are some key events that influenced these changes? What geographical factors, such as location or resources, played a role in these changes?</p>	<p>as villages, towns, and cities? How have settlements evolved over time, and what factors influenced these changes? How can we use maps and historical records to study changes in settlements over time? How can we investigate the reasons behind the development and transformation of various types of settlements?</p> <p>What If Question: What might a settlement look like in the future based on current trends?</p> <p>Encourage pupils to consider how ongoing changes, like population growth or technological advancements, might continue to shape settlements.</p>
<p>Misconception: Confusion Between Different Types of Settlements Pupils might mix up the different types of settlements, thinking, for example, that a town and a city are the same or that a hamlet is just a small village without any other distinguishing features. Strategy to Address: Use clear, visual comparisons with images and diagrams that show the differences in size, population, and services. Provide a simple definition and example for each type of settlement, such as showing a picture of a hamlet with a few houses versus a bustling city with skyscrapers and many amenities. Engage pupils in activities where they physically sort images or descriptions into categories (hamlet, village, town, city) to reinforce the distinctions.</p>			



Misconception: Misunderstanding the Concept of Urbanization

Pupils might think that urbanization simply means more buildings being added to a place, without understanding the broader social and economic implications, such as population growth or changes in lifestyle.

Strategy to Address: Break down the concept of urbanization into simple, relatable ideas. For example, explain that as more people move to an area, they need more houses, schools, shops, and roads, which changes the area from a village to a town or city. Use historical examples, like how Rotherham grew with the development of industry and transportation, to show how urbanization changes the character of a settlement over time.

Misconception: Thinking Settlements Stay the Same Over Time

Pupils might believe that settlements have always looked the same and don't change much over time, or they might not understand the reasons why a settlement changes.

Strategy to Address: Use timelines to illustrate how settlements evolve, emphasizing key events that lead to change. For instance, show how the introduction of a railway might lead to a town growing as more people move there for work. Incorporate before-and-after pictures of settlements to visually demonstrate changes over time. Encourage pupils to think about what might have changed in their own local area in the last 100 years.

Misconception: Assuming All Settlements Grow in the Same Way

Pupils might assume that all settlements grow or develop in the same way, without recognizing the influence of geographical features, historical events, or economic factors.

Strategy to Address: Compare and contrast different settlements, highlighting how geography, resources, or historical events lead to different patterns of growth. For example, discuss why Rotherham developed differently from a coastal city like Liverpool, focusing on factors like access to resources, trade routes, and historical industries.

Misconception: Overlooking the Role of Geography in Settlement Growth

Pupils might overlook the importance of geographical features, such as rivers, hills, or resources, in influencing where and how settlements develop.

Strategy to Address: Reinforce the connection between geography and settlement growth by having pupils map out key geographical features alongside settlements. Discuss how features like the River Don influenced Rotherham's growth, or how cities like Sheffield developed due to their proximity to natural resources like coal and iron. Use case studies to show how geography has shaped different settlements over time.

Lesson 8: How can we use grid references and maps to investigate settlements?

Space: Applying spatial skills to locate and analyse settlements using grid references and maps.



National Curriculum Objective: Geographical Skills and Space: "Use maps, atlases, and globes to locate countries and describe features.

Revisit the key characteristics of different types of settlements and how these are often influenced by geographical features such as rivers, hills, and mountains.

How do geographical

Understanding Grid References

Provide pupils with a map of the UK or a local area, marked with grid lines. Use examples to walk them through how to identify locations using four and six-figure grid references.

Give pupils a list of grid references and have them find and label these locations on their maps.

Scaffolding:

Offer a reference guide that breaks down the steps to reading grid references.

Use color-coded maps or visual aids to help pupils who may struggle with understanding the concept.

What are grid references, and why are they important in geography?

Reflect on the importance of grid references in understanding and navigating spaces. Ask pupils how they might use these skills in real-life situations.

Review enquiry question: **How can we use grid references and maps to investigate settlements?**



<p>Key Questions: How can we use grid references to locate and investigate settlements? What information can maps provide about different settlements?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Grid references • Maps • Investigation • Settlement • <p>Sticky Knowledge: Grid references help locate specific places on a map. Maps provide detailed information about settlements and their features.</p>	<p>features like rivers, hills, or proximity to other settlements influence where settlements are located? What types of settlements have we previously studied, and where are they found on the map?</p>	<p>How do you read a four-figure grid reference? How can grid references help us precisely locate places on a map?</p> <p>Investigating Settlements Using Maps Assign pupils the task of investigating a settlement using grid references. Divide pupils into small groups and assign each group a different settlement. Provide each group with a map of the settlement, marked with grid references. Their task is to identify key features of the settlement (such as the town centre, major roads, rivers, parks, etc.) and analyse how these features are distributed across the area. They will present their findings in a report.</p> <p>Scaffolding: Offer a template for the report, with sections for each key feature, its grid reference, and its significance to the settlement. Provide a checklist of features to investigate, ensuring all groups cover similar aspects for comparison. For pupils needing more support, pre-mark some features on their maps and focus on identifying others.</p> <p>What can we learn about a settlement by examining its location on a map? How do grid references help us analyse the spatial organization of a settlement? What are the key features of the settlement you investigated, and how are they arranged geographically?</p>	<p>How can grid references be used to locate specific places on a map? What information about settlements can be obtained from maps and grid references? How can we apply grid references to find and analyse settlements on a map? How can we use maps and grid references to understand the layout and characteristics of different settlements?</p> <p>What If Question: What if maps didn't have grid references? How would this affect our ability to find and understand places?</p>
<p>Misconception: Confusion Between Grid References and Coordinates Pupils might confuse grid references with coordinate systems (like latitude and longitude), thinking they work the same way or that numbers in grid references represent physical distances rather than positions within a grid. Strategy to Address: Clarify that grid references are a system used specifically for maps to pinpoint locations within a grid. Use simple, visual examples on a large classroom map where pupils can physically place markers at different grid references to see how the numbers correspond to specific locations within the grid.</p> <p>Misconception: Mistaking the Order of Eastings and Northings Pupils might confuse the order in which to read grid references, particularly which number comes first (Eastings or Northings). Strategy to Address: Use the phrase "Along the corridor, then up the stairs" to help pupils remember the order—first, move across (Eastings), then move up (Northings). Reinforce this with repetitive practice and mnemonic aids. Pupils could practice by physically moving along a grid on the classroom floor, first moving horizontally and then vertically.</p> <p>Misconception: Assuming Grid References Are Exact Locations Rather Than Areas</p>			



Pupils might think a grid reference points to a single, exact spot rather than a square on the map, especially with four-figure grid references.
Strategy to Address: Emphasize that a four-figure grid reference refers to a square on the map, not a specific point within that square. Use examples where pupils find different objects within the same grid square to illustrate that a reference points to an area. Progress to six-figure grid references by explaining that these allow for more precise identification of a specific location within that square.

Misconception: Overlooking the Importance of Grid References in Real-Life Applications

Pupils might not understand why grid references are useful or important beyond the classroom, seeing them as just another abstract concept.
Strategy to Address: Provide real-life examples where grid references are crucial, such as in search and rescue operations, orienteering, and even delivery services. Have pupils work on a scenario where they use grid references to "direct" someone to a specific location, emphasizing how this skill is used outside the classroom.

Lesson 9: How does the geography of the UK shape our local area?

Interconnection: Exploring how geographical features interact with human activities to shape local environments and communities.



National Curriculum Objective:

Human and Physical Geography: "Describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle."
 Human and Physical Geography: "Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources"

Key Questions:

How do the geographical features of the UK influence our local area?
 What are the interactions between physical and human geography in our community?

Recap the key concepts from previous lessons on countries, cities, rivers, seas, counties, hills, mountains, and settlements. Discuss how these elements are interconnected and how they influence the local area and community.

Ask pupils to think about how the various geographical features they've studied come together to shape the place where they live. Encourage them

Map Review and Local Area Focus

Provide pupils with a map of the UK and a local area map. Ask them to locate and label the key geographical features they've studied, such as rivers, hills, cities, and settlements. Then, focus on how these features are represented in their local area.

Where is our local area located on the UK map?

What geographical features from the UK map can we see or find in our local area?

How might these features influence our local community?

Group Research and Analysis

Divide the class into small groups. Assign each group a different aspect of how geography influences the local area (e.g., rivers, hills, settlements, place names). Each group will investigate and discuss how their assigned feature has shaped the local community. Provide access to maps, historical records, and other resources that might help in their research. Encourage them to use grid references and previous knowledge to support their findings.

Creative Synthesis Project

Groups will create a project that synthesizes all they've learned. This could be in the form of a large map with annotations, a poster, a booklet, or a digital presentation. The project should answer the overarching question: *How does the geography of the UK shape our local area?*

Project Elements:

- A map or visual representation of the local area.

Review enquiry question:
How does the geography of the UK shape our local area?

How do geographical features of the UK, like rivers, hills and mountains, influence our local area?
 In what ways do the geographical features of our local area (like rivers, hills, and place names) tell us about the history and development of our town or city?

How can we use maps and grid references to find out more about the geographical features of our local area?
 What steps can we take to investigate how geographical features affect where people live and what they do in our local area?



<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Interconnection • Influence • Environment • Community • Physical geography • Human geography • <p>Sticky Knowledge: The UK's geographical features, such as rivers, hills, and seas, influence local environments and communities. Understanding these interactions helps us appreciate how geography shapes our daily lives.</p>	<p>to consider how rivers, hills, and settlements all interact in their local area.</p> <p>How do the major rivers and hills we studied influence the cities and counties we've learned about? Can you give an example of how a river or hill affects a city or county? In what ways do the geographical features like rivers, hills, and mountains come together to shape your local area? How might these features influence where people live and how they use the land?</p>	<ul style="list-style-type: none"> ○ An explanation of how key geographical features (rivers, hills, place names, settlements) influence the area. ○ References to the historical development of the area, linked to its geographical features. ○ Use of grid references to identify significant locations. <p>Scaffolding: Provide templates or outlines for projects. For example, a map template with sections to label or a poster with prompts for what to include.</p> <p>Presentation and Reflection Each group will present their project to the class, explaining how the geography of the UK has shaped their local area and community. After each presentation, invite questions from the audience to encourage discussion.</p>	<p>Conclusion and Assessment Conclude with a whole-class discussion on how geography plays a crucial role in shaping communities. Assess pupils' understanding through a quick written reflection or an exit ticket where they summarize one key way the geography of the UK has shaped their local area.</p> <p>What If Question: What if the local geography was different (e.g., no river, different climate)? How might this change the community?</p>
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Medium Term Planning: Geography

