GEOGRAPHY LEARNING JOURNEY – Our Local Area, Pudsey

YEAR 3 SPRING TERM 1

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
This unit is based on local geography and the land use of the Pudsey area. Pudsey has been focused upon as children have completed a significant amount of fieldwork in the Farsley area during their time in Key Stage 1. Pudsey, as a larger town, also offers a greater range of features to record. Throughout the unit, children will measure the local microclimate and write a short climate summary at the end. For the final lesson, children will focus purely on the area surrounding the school and identify how Farsley has changed since WWII.	Throughout KS1 children will have consolidated their knowledge of the continents and oceans. In addition to this, they will have developed a basic understanding of the key physical and human features of each continent. Children will have had practice using a range of maps and atlases throughout KS1 so they will be given more independence in this unit in order to refine their skills. During Year 1 and 2 children will have learned about key rivers in Africa and China so they will have a basic understanding of the uses of a river as well as being able to name some examples.	In Year 4, children will learn about sustainability and need their land use knowledge developed throughout this unit to explain how they could make Farsley more sustainable. There will be a brief introduction to the term, 'counties'. Children will be able to explain that they live in West Yorkshire.	Land use Agricultural Residential Commercial Transport Recreational Counties City Town Village Settlement Local OS map

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF LEARNING/KNOWLEDGE
Pupils should be taught to: ● **Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.** ● **Locate and identify characteristics of a range of the world's most significant human and physical features.** ● **Use their geographical knowledge, understanding and skills to enhance their locational and place knowledge.** **Locational knowledge** ● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns **Place knowledge**	**Set up a weather station to be checked daily and keep class records throughout this short unit – green pen at end of unit with microclimate summary. Use a marked pop bottle to measure daily rain, use wind vane to record direction, cloud cover and type. See microclimate guidance saved in folder.** **Key Question: What is a settlement?** ***Session 1:*** ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **L.O: To describe different types of settlement** **Task:** ● Retrieval of countries and their capital cities in the United Kingdom. ● Identify key differences between the human and physical features of Leeds, Pudsey and Farsley – practical exploration of maps, findings recorded on the smartboard. **Knowledge:** ● Be able to explain that England is split into smaller areas of land called counties ● Identify that we live in West Yorkshire ● Be able to explain that a settlement is somewhere that people live ● Briefly describe the three types of settlement: village, town and city. ● Identify settlements (including Farsley and Pudsey) on aerial photographs and OS maps (*See Year 4 resources for previous Industrial Revolution unit)*

• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country **Human and physical geography** • Describe and understand key aspects of: physical geography, including: rivers, mountains, human geography, including: land use and economic activity **Geographical skills and fieldwork** • Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and digital technologies	***Session 2:*** ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **L.O: To describe how the local Farsley area has changed over time.** **Task:** • Analyse the different maps of Farsley from the Industrial Revolution until the present day – children are to use colour outlining to identify key geographical features which they can then track through time. **Knowledge:** • The residential, transport and commercial area has increased • The agricultural area has decreased • Change of commercial land use from mills to shops • Change in transport from canal and railway to roads **The next section of this unit is a local geography fieldwork enquiry and should follow the planning cycle for an enquiry.** **Central Question: Can I explain the location of features in my local area?** ***Sessions 3 and 4:*** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** ***Ideally these two lessons will take place in either the same day or the same week.*** **L.O: To identify the human and physical features in the local area.** **Session 3:** **Task:** • Retrieval of human and physical geographical features. • Retrieval of geographical vocabulary. • Discussion of land use types facilitated by photographs. • Create a plan for how to answer the central question which includes how and where to collect the data and the equipment needed using the map of Pudsey. Children need to use a map to show the route they would take from school to the carpark in Pudsey. **Knowledge:** • Identify the 5 types of land use: recreational, transport, agricultural, residential and commercial **Session 4:** **Task:** • Create a simple key to show land use on a zoomed in map of Pudsey whilst on a fieldwork trip to Pudsey – see map for guidance. **Knowledge:** • Recognise some features on an OS map. • Identify the 5 types of land use: recreational, transport, agricultural, residential and commercial • Identify which types of land use are used in Pudsey.

	Session 5: ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **L.O. To explain the location of features in the local area.** **Task:** ● Analyse the data specifically looking at where the features of land use are and why they may be there – the children can choose how they present their data – use this Kapow lesson for guidance https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3/are-all-settlements-the-same/lesson-3-can-i-explain-the-location-of-features-in-my-local-area/ **Knowledge:** ● Identify the 5 types of land use (see above) and suggest reasons for their placement within the locality.

END POINT

By the end of this unit most children will:

- Know that a settlement is where people live
- Name the three types of settlement in size order
- Identify the 5 types of land use and briefly describe
- Explain that we live in the city of Leeds in the county of West Yorkshire
- Explain some of the changes that have happened to land use in Farsley
- Be able to carry out field work to map land use