

Brough Primary School – Curriculum Intention

Plan 2022 - 2023



Subject: Geography Year Group: Y3/4 Cycle A		Area of learning: Focus on Hull- mapping skills and human geography focus
Links to previous work/Remember when	Y3- Y1/2 - UK focus in Summer Term (cycle B) Locational knowledge sessions from Y1/2. Y4- East Yorkshire focus (cycle B) physical geography of one small area of UK compared to a region of another European country (Norway). Locational knowledge sessions in Y3.	
Term-Summer 2023	Key Skills to be taught	
What the children should know at the end of this series of lessons	National Curriculum <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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 dial technologies. 	

Vocabulary

- types of settlement and land use, distribution of natural resources, food, agriculture, industry, transport,
- Atlas, globe, map, compass points- north, south, east, west, north-east, south-east, south-west and north-west, plans, grid reference,
- country, continent, capital, city, town, village, port.

Regular locational knowledge sessions- using maps and ipads

-focus on countries, capitals, major cities, rivers, main islands and seas of the UK

Sequence of learning	Objectives and suggested details provided by subject leader.
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Pre-assessment + task	<p>What do you know about Hull?</p> <p>What are the key landmarks?</p> <p>What industries are based in Hull?</p> <p>Create a class list of questions about Hull.</p>
1	<p>Where is Hull on a world and UK map?</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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 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) <p>Look at a map of the UK and locate Hull.</p> <p>What continent, country and county does it lie in?</p> <p>How would you describe its location?</p> <p>Use compass point vocabulary to explain where it is as well as the rivers, seas and other cities around it.</p>
2	<p>Why was Hull built there? What was the main industry in Hull a 100 years ago? How do we know?</p> <ul style="list-style-type: none"> 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 <p>Class discussion- Think of the reasons why Hull is located where it is- access to Humber, and then onto the North Sea, and River Hull.</p> <p>Look at images of the dock area and maps of the docks now and in the 1950s and 1890s.</p> <p>How have the docks changed?</p> <p>What is the main industry in Hull now?</p> <p>Play Geography Bingo game to check understanding.</p>
3	<p>How has the land use in Hull changed over the last 75 years? Why did this happen?</p> <p>Compare a map of Hull 1950 to one for now. Look how the city has expanded.</p> <p>Look at the changes that you can see- look at the human features- roads, railways and buildings, e.g. Stadium,</p> <p>How has Hull changed?</p> <p>Research data and maps to compare these features.</p>
4	<p>Where are the new landmarks in Hull located? How have the new landmarks changed Hull?</p> <p>Look at the map of the landmarks- list recent landmarks and in small groups/pairs research these landmarks- date built, where built, what the function is, what did it replace? What is its grid reference?</p> <p>-describe a route from one landmark to another- use compass point references.</p>
5	<p>See Learning outcome/product</p> <p>Allow time for presenting and feedback so presenters can reflect and make improvements.</p>

Learning Outcome/product	
Create a short presentation of a tour of Hull- in pairs/groups. Write a short script of the human features/landmarks and use a map to help their audience visualise the route.	

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question	
What are the key changes in Hull's Human geography in the last 75 years?	