

Brough Primary School – Curriculum Intention Plan 2024-2025



Subject: Geography Year Group: Year 3/4		Area of learning: Mapping Skills-Hull
Links to previous work/Remember when	<u>Y3/4</u> - UK and where they live in the UK - Brough and the surrounding areas. - the UK, the 4 countries and their capitals and the landscapes - UK weather, weather maps and symbols. - 4 main compass points. - used atlases, maps, aerial photos and globes and created simple maps. <u>Y4</u> - knowledge of East Yorkshire location and Hull's location East Yorkshire. - knowledge of using and creating smaller scale maps.	
Term	Key Skills to be taught	
Autumn 2024 What the children should know at the end of this series of lessons	<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- city, town, village, port.

Land use- agriculture, industry, transport, residential and retail.

Atlas, globe, map, compass points- north, south, east, west, north-east, south-east, south-west and north-west, plans, grid reference,

Location- county, country, continent, capital and major city. Estuary, docks and landmarks.

Regular locational knowledge sessions- using maps and ipads

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

Move onto countries of Europe and their location compared to UK.

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
pre-assess	<p>What do you know about Hull? What are the key landmarks? What industries are based in Hull? Create a class list of questions about Hull.</p>	
1	<p>Learning Objective: To know where the UK and Hull are on a world map. To know where East Yorkshire and Hull are on a UK map. To be able to use compass points and locational language to describe where Hull is.</p> <p>Key Knowledge: Hull is a city located in East Yorkshire. It is on the Humber Estuary, to the south, with the North Sea to the east. It is the only city in East Yorkshire.</p> <p>Enquiry Type: map skills, using digital maps.</p>	<p>Where is Hull on a world and UK map? Recap – What county do we live in? Is Brough a village, town or city? What is our nearest city?</p> <p>For this session you will need- atlases and access to Google Earth.</p> <p>Look at a map of the world and locate the UK then locate Hull on a UK map. What continent, country and county does it lie in? How would you describe its location? Use compass point vocabulary to explain where it is as well as the rivers, seas and other cities around it.</p> <p><i>Children record</i> Annotated map of the UK- key to include colour to indicate East Yorkshire and symbol for Hull. Write a short description of Hull's location using an atlas. Plenary https://www.youtube.com/watch?v=l8ey4hDbnWQ https://www.youtube.com/watch?v=YXt4pNNH564</p>
2	<p>Learning Objective: To know why Hull's coastal location was due to it developing into a city. To know that 100 years ago fishing was Hull's main industry due to its location.</p> <p>Key Knowledge: That Hull's location on a large estuary near the North Sea was crucial to its expansion due to a thriving fishing industry 100 years ago. The docks were added to over time as the</p>	<p>Why was Hull built there? What was the main industry in Hull a 100 years ago? How do we know? Recap – Use locational language to describe where Hull is on a map of UK.</p> <p>For this session you will need- atlases, ipads and access to Digimaps.</p> <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. Look at images of the dock area and maps of the docks now and in the 1950s and 1890s- see Digimaps. How have the docks changed? What is the main industry in Hull now?</p> <p><i>Children record</i></p>

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	<p>industry expanded and ships brought in other products such as wood for building.</p> <p>Enquiry Type: Research and map reading skills.</p>	<p>Note how Hull docks have changed by labelling images. Y4- Show that they have researched in pairs what the industries of Hull are now.</p>
3	<p>Learning Objective: To understand that cities like Hull change over time as land is used for different needs of the population. That Hull was bombed in World War II and this had an impact on the city.</p> <p>Key Knowledge: Hull has changed due to</p> <ul style="list-style-type: none"> - increase in population - decline of the fishing industry - badly bombed in WWII- second worst bombed city after London- 95% of homes destroyed or damaged! - less need for railways and more need for roads. <p>Enquiry Type: map skills, using digital maps.</p>	<p>How has the land use in Hull changed over the last 75 years? Why did this happen? Recap – How did Hull docks change over time? Why did this happen?</p> <p>For this session you will need- images of Hull maps at different times.</p> <p>Focus on the changes of land use. Look again at the Hull ppt and Y4 make a note of these changes in their book. Look at the maps on their table. What other changes have happened that they have not added to their notes? Churches have disappeared, railway track and station going north has gone, MK stadium built on West Park, more roads and roundabouts, The Deep and museums have opened.</p> <p><i>Children record</i> Create a list of changes to Hull over time- Y4 to help Y3 partners. watch https://www.youtube.com/watch?v=S12jo-Qq3ho Pausing on the maps at the end and looking at the dates and population changes. What do they notice has happened to Hull over time- add to their notes.</p> <p>Play Hull Geography Bingo (in the folder) to check understanding.</p>
4	<p>Learning Objective: To use maps to locate Hull's landmarks. Research these landmarks and discuss why they were built and what they replaced.</p> <p>Key Knowledge: New landmarks have been built to replace older ones eg. MKM</p>	<p>Where are the new landmarks in Hull located? How have the new landmarks changed Hull?</p> <p>Recap – Why has Hull changed over the last 100 years?</p> <p>For this session you will need- images of Hull landmarks and a map of Hull landmarks and ipads. Look at the images and discuss. In small groups, choose a landmark to research Research and answer questions such as</p>

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	<p>stadium replacing the old Boothferry Park and The Boulevard. The Humber Bridge to create a road crossing. The Deep to bring tourists to Hull.</p> <p>Enquiry Type: research and map skills, using digital maps.</p>	<p>- what built, who designed them, where are they built, what the function is, what did it replace?</p> <p><i>Children record</i> List recent landmarks. In small groups, choose a landmark to research Research and answer questions such as - what built, who designed them, where are they built, what the function is, what did it replace?</p> <p>Start to Discuss how they want to present this- who will speak? What visual resources will they need e.g. a map or image of the landmark?</p>
5	<p>Learning Objective: To work well with others to present information about a Hull landmark.</p> <p>Key Knowledge: see above.</p> <p>Enquiry Type: Research and presentation skills.</p>	<p>Recap –What are the new landmarks in Hull?</p> <p>For this session you will need- images of Hull landmarks and a map of Hull landmarks and ipads.</p> <p><i>Children record</i> Write a short script using their research, again one per group to be photocopied for their books. Rehearse their presentation.</p>
6	<p>Learning Objective: To demonstrate what has been learnt about Hull through a presentation of one of its landmarks.</p>	<p>ASSESSMENT LESSON See outcome below.</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 location.

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