DOWN AMPNEY PRIMARY SCHOOL

Term 6
Unit Overview: UKS2 Geography
Local Study

National Curriculum Objectives

- 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.
- **By the end of this topic: Children should know:**

The location and principal features of their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region; • ways in which the landscape of the region is used by people and affected by human activity; • ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and the Americas).

Children should be able to:

Interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route planning) • use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; • confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place.

Substantive knowledge

- I know how my local area and my region fit into the wider world.
- I can identify and locate the main features of my region.
- I can explain how our region meets people's needs.
- I can undertake virtual fieldwork to compare two similar rural locations (Down Ampney & Malham).

Support

Children will understand that similar rural areas can differ in layout and what they offer to local people. They will understand that areas change to meet the needs of the population. They will understand the difference between rural and urban areas.

Extend

Children will relate the way in which the local area is changing, to the changing needs of the population and make predictions about how the area might further change.

Vocabulary

Locational terms	Geographical terms	Place names
grid reference 16-point compass terms (e.g. north-north-west, westnorth-west, etc)	aerial view international key land use local national	Down Ampney Cirencester Gloucestershire River Thames River Churn Malham North Yorkshire

Phonics focus

Compass

aerial

Key People

DeVere Waterpark Hotel heads of dept.

Councillor Lisa Spivey

Extended writing opportunity

Newspaper report: four-page pull-out feature on what the local area is doing for its population.

"Thinking like a Geographer"

- ❖ Oddizzi Weekly news pack and Big Question

Disciplinary knowledge

- Locate our local area in relation to other places.
- Local, regional, national and international links to our local area.

Fieldwork

- Conduct a transect to observe changes in buildings and land use.

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	• Locate the key features of our local area. • Carry out fieldwork in the local area to gather evidence of how a region is meeting its population's needs. • Read and label an Ordnance Survey map with local sites.	• Undertake local workplace interviews to understand how a key industry is vital to our local area: Hospitality. • Interview people visiting the area to understand what brought them here and from where. • Use local development maps to explore the changing layout of the village and design and conduct fieldwork interviews to establish the range of views local people hold about the proposed developments. • Interview a local councillor about the new housing developments and the "eco credentials" of the site.

Map skills (Digital and OS Maps)

- Find 6-figure grid references and check using the Grid Reference Tool.
- Combine area and point markers to illustrate a theme.
- Use maps at different scales to illustrate a story or issue.
- Use maps to research factual information about locations and features.
- Use linear and area measuring tools accurately.

Deeper thinking.

- How have places changed over time, including changes to land local to us and local workplaces?
- What will our village look like in 10 years and how will the housing developments change how the village meets peoples needs?

British Values

- **Democracy:** Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.
- **Rule of Law:** Children think about moral law and the consequences of their actions on future generations.
- **Individual Liberty:** Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world.
- **Mutual Respect for and tolerance of those with different faiths and beliefs:** Pupils compare similarities and differences between their lives and those of others within the UK. We aim to disband stereotypes and foster a common respect for different cultures within our own country by learning about them.

Christian Values

- **Belonging**: Appreciate the diversity of cultures across continents.
- **Empowering**: Compassion and justice for all citizens of the world we live in.
- **Succeeding**: Make responsible choices to look after our environment and leave the planet a better place for future generations.

Case studies / examples

- Down Ampney, Gloucestershire
- Malham, North Yorkshire

Reading opportunities

- Settlements (UKS2)

Reading support

- Word ban game Pictorial based weekly challenges
- Vocabulary mats
- Videos and photographic examples
- Writing frames
- Teaching of key vocabulary

Prior learning

KS1: Local study into Down Ampney and how the buildings have changed over time.

Key questions

- What is the land local to our village used for and why?

Future learning

KS3

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LKS2: Local study into Roman Cirencester and how our local town has changed since Roman times and how this has affected the layout of our area.	❖ How has this land use changed over time? What has affected it? ❖ Why is hospitality such a large industry in our local area? ❖ Why do tourists visit The Cotswolds?	Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.