

LKS2 Unit – What can I see from my window?

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

Knowledge Progression

Name and locate counties and cities of the United Kingdom.

To be able to describe where they are in the world

Locate the UK on a map and find Westhoughton, its closest town, city and the county in which it sits.

To be able to say Westhoughton is in relation to the school, their home and familiar places.

To know how Westhoughton has changed over time, ask questions about it today and how it could be in the future.

To use sources of information to answer Geographical questions.

To know how to use a map to get to their destination.

To know how to safely get to their destination.

Skill Progression

-Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.

-Link features on maps to photos and aerial views.

-Use the eight points of a compass.

-Use maps at more than one scale.

-Recognise that larger scale maps cover less area.

-Make links between features observed in the environment to those on maps and aerial photos.

-Use the zoom facility on digital maps to locate places at different scales.

-Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes

-View a range of satellite images

-Show increasing empathy and describe similarities as well as differences.

-Draw and follow routes on digital maps.

-Use presentation/multimedia software to record and explain geographical features and processes.

-Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations.

Key Learning

-To name and locate counties and cities of the United Kingdom – Using a variety of maps and mapping technology. This should include Greater Manchester / Yorkshire and the 5 largest English counties.

-To use key vocabulary such as 'North-West' and location to describe where their homes are located in the world. (Westhoughton, Bolton – north-west of England)

-To locate the UK on a map (England, Wales, Scotland and Northern Ireland) and find Westhoughton, its closest town (Bolton), city (Manchester) and the county in which it sits (Greater Manchester).

-To learn where Westhoughton is in relation to the school, their home and familiar places.

-To learn how Westhoughton has changed over time, ask questions about it today and how it could be in the future.

-To use sources such as aerial photos, secondary sources and explore topographical features to answer geographical questions about the region of Westhoughton.

-To learn how to use a map to get to a given destination from another location.

-To learn how to create simple sketch-maps and follow map keys (creating these in the process)

-To learn how to safely get to a destination by exploring map features such as roads, railway lines and path-ways using OS mapping.

Vocabulary

Britain, Bolton, Westhoughton, Manchester, Industry, Train, Canal, Road, Rivers, Reservoir, Lakes, Town, Village, City, Manchester, Mine, Mill, Factory, Transport, House, Terrace, Semi-detached, Detached, Population, OS Map

Misconceptions

- All maps are 3D
- The UK is one country
- The capital of The UK is London.
- Westhoughton is a city.
- Bolton is a city.

Prior Knowledge

KS1

Amazing Africa

- Place knowledge – Continents and Oceans
- Physical features
- Geographical skills and fieldwork

LKS2 –

The Rainforest

- Rainforest locations on Earth
- How and why these areas are changing and have done so over time.
- Conservation efforts / Deforestation

Future Learning

Y3 –

France

- Human and physical features of France and a region within the country.
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Y4 –

Volcanoes

- Mapping of location
- Formation and their impact on human geography
- Physical geography and the features of a volcano.

Possible Activities/Evidence

Mapping – Practical, children create 3D map of UK and its surrounding (label) using play-doh
Recap of Knowledge of UK and surrounding seas – cover 7 continents and 5 Oceans.
Look at location of UK capitals and Westhoughton, Bolton
Use Google Maps to orient them- inc different layers, satellite, terrain etc.
Use laminated maps to find where ... is.
Produce where a certain location is on printed UK map.
Fieldwork – Visit the town of Westhoughton. Study of the buildings around the town centre – Market Street. Look at Town Hall – St. Barts Church Tower.
Children sketch maps of route taken and create 3D maps from everyday items like cereal boxes, tubes and plastic milk bottles for terrain
Use sketch maps and mapping of local area. Children create 3d map of local area on graph paper.

LKS2 - Unit – The Rainforest
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.
Knowledge Progression
-To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, relating to rainforests and their location. -To locate the worlds countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions on a map, key physical and human characteristics, countries and major cities in the context of rainforests. -Describe and understand key aspects of: Physical geography, including: climate zones, vegetation belts, rivers, mountains -Describe and understand key aspects of: 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. -Identify the position and significance of the, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Skill Progression
-Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. -Identify and describe geographical features, processes (changes), and patterns. -Make links between features observed in the environment to those on maps and aerial photos. -Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. -Make a simple scaled drawing -Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm. -View a range of satellite images -Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
Key Learning
-To able to use maps to locate and label the rainforests of the world. Children should be able to name key facts about rainforests, in particular the Amazon Rainforest that is located in Brazil; it’s the largest rainforest in the world and is home to 1 in 10 species of animal. It covers 40% of South America and is located fifth largest country in the world (Brazil). The population is over 200 million; the Amazon is its longest river, running through the rainforest. -To learn that Brazil has a mainly tropical climate compared to the UK’s temperate climate and what this means – relating to the Amazon rainforest. -To learn about vegetation belts across Brazil and that a vegetation belt is an area with distinct plant types determined by climate, soil, drainage and elevation. -To be able to identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and discuss the Prime/Greenwich Meridian and time zones (including day and night). -To understand the significance of The Amazon rainforest as a habitat and its importance to life on Earth.
Vocabulary
Rainforest , Temperate, Species, Decay, Logging, Ecosystem, Rainfall, Monsoon, Strata, Carbon dioxide, Sunlight, Canopy, Deforestation, Tribes / Uncontacted, Tropical, Climate, Natural medicines, Vegetation belts, Settlement, Tropics of Capricorn and Cancer, Hemisphere, Prime/ Greenwich Meridian.
Misconceptions
-Rainforests cover the whole country -No life in the rainforests -No technology -Weather – always raining
Prior Knowledge
EYFS
-Knows that there are different countries in the world

- Can ask questions about the world and enjoys looking at maps
- Recognise some environments that are different to the one in which they live

KS1 – The United Kingdom

- 4 Countries and 4 seas of UK
- What are the physical and human geographical features - comparison
- Compare and contrast the physical features of a **small area** of the UK.

Future Learning

Y4

Wartime Westhoughton

- Evacuation to Westhoughton – Train lines
- OS mapping of local area
- Local area – change over time in Westhoughton.

Y5

Hillforts within the UK

- Hillforts within the UK
- Compass directions
- Relief maps and topographical features.

Possible Activities/Evidence

- Children study the world using combination of Google maps/Earth Pro and atlases and define the 7 continents and 5 oceans.
- Children use world map to colour code and key each ocean and continent.
- Children use atlases and world map to colour code and shade the 5 main rainforests of the world – No use of tablets (Africa, Asia and Central/South America)
- Children label and construct a diagram / collage to show the four layers of the rainforest – Use DK Books <https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rainforest-layers/>
- Children research the 4 layers / strata and use tablets to improve their knowledge and diagram / collage.
- Children research the wildlife and produce fact-file regarding set of plants. Children choose 3/4 particular plants (noting where in the layers they live)
- Children create their own version of the rainforest in a jar this lesson. Take children into nearby woodland that is dense – Hall Lee Bank Park – look at the trees and the creatures that reside there. Look at the woodland floor – what resides and why (shade and sunlight)
- Children then return and make diorama of rainforest using glass jars, small stones, soil and small tropical plant - <https://www.youtube.com/watch?v=Hqrrbb8fGr4>
- Children produce a PowerPoint to present to class- report using green screen like David Attenborough. – See <https://www.youtube.com/watch?v=MBNd8LuGFLA> as inspiration. Present to class as group.

LKS2: Unit – Local Study – ‘Cottonopolis’

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

Knowledge Progression

- Name and locate **counties** and cities of the United Kingdom.
- To be able to describe where they are in the world
- Study a region of the United Kingdom in relation to the Industrial revolution of Great Britain.
- To be able to say where Westhoughton is in relation to the school, their home and familiar places.
- To be able to say where Westhoughton is in relation to the wider region of the North-West of England.
- To be able to describe where on a map Westhoughton is located using knowledge of their homes, school and familiar places.
- Know how Westhoughton has changed over time, ask questions about it today and how it could be in the future.
- Use sources of information to ask and answer geographical and historical questions.
- Study the physical developments such as canal formation, mining and railways and their impact upon the land today.
- Study the industrial archaeology still seen in the local area of Westhoughton
- Compare the city of Manchester’s similarities to Westhoughton in terms of jobs and industry – in particular housing and buildings and job roles.

Skill Progression

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Choose the most appropriate map/globe for a specific purpose.
- Create sketch maps using symbols and a key.
- Observe, measure and record human and physical features using a range of methods including **sketch maps**.
- Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery.

Key Learning

- To know the 7 continents and 5 oceans of Earth.
- To know that the UK is located in Europe
- To know that Westhoughton is located in the North-West of England
-

Recapping knowledge of where the UK is located on Earth and where Westhoughton can be found on our planet. Children should be taught that Westhoughton is part of the municipal borough of the town of Bolton, located in North West of England. Children will know that the township of Westhoughton itself has a rich history, owing much to this is the fact that Westhoughton has grown in size and populace at a rapid rate since the turn of WW2. Children should be taught that Westhoughton is located within the county of Greater Manchester, England, and is 4 miles (6 km) southwest of Bolton, 5 miles (8 km) east of Wigan and 13 miles (21 km) northwest of Manchester. Children should note that in the past, Westhoughton was located within the boundaries of Lancashire, and was once a centre for coal mining, cotton-spinning and textile manufacture. It had a population of 24,974 at the 2011 Census.

Westhoughton incorporates several former villages and hamlets which have their own distinctive character, sports traditions and amenities, including Wingate's, White Horse, Over Hulton, Four Gates, Chequerbent, Hunger Hill, Snydale, Hart Common, Marsh Brook, Daisy Hill and Dobb Brow. Children should be taught to recognise mapping within this topic that covers OS maps from various years, especially 1919, 1931 to modern dates – comparing and contrasting the change to size, density of population and the location of industry within these maps.

Vocabulary

Map, Earth, Continent, Ocean, Country, British Isles, United Kingdom, Great Britain, Capital city, City, Town, Village, Hamlet, Local, Compass, Flag, Coast, Beach, County, Railway line, River, Stream, Boundary, Human Geography, Physical Geography, Mill, Industry, Mine, Pit, Farm, Agriculture

Misconceptions

- Westhoughton is a city / Bolton is a city.
- Britain and England are the same – both countries.
- Britain is a country and is where we live (as opposed to England).
- Westhoughton is a small area near to school (Westhoughton is one of the largest towns in scale, within England).

Prior Knowledge

Australia / My Locality– Contrasting a non-European Country – KS1

- Human and physical features of South America and a region within UK (Westhoughton).
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Future Learning

LKS2

France – A European Study

- Compass directions
- Comparison with another European country including study of geographical similarities and differences.
- In-depth focus of human and physical geography of a region in France

Possible Activities/Evidence

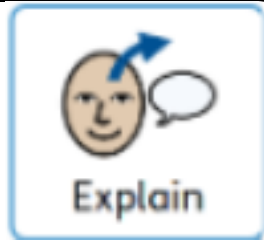
- Sort human and physical features.
 - Identify human and physical features from years gone by to now.
 - Use visuals from different times of the year to compare season (Google Maps – Switch 'Terrains')
 - Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
 - Create a fact file of Westhoughton and how the town has changed over time.
 - Explore specific building that are there and maybe gone – looking at old photos and how these differ from today.
- Enrichment – local are walk to town centre – looking at features of buildings and how these have changed.

Connected Learning

Digging Deeper:

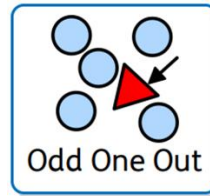
[Lesson 1 \(links between Year 1 and 2 learning with EYFS learning\)](#)

[& Lesson 5 \(links between Year 1 and 2 learning with EYFS learning\) - Mapping](#)



Digging Deeper

Explain what environmental geography is in your own words. Can you give 1 example of this in our local area?



Digging Deeper

Which image is the odd one out? Why?



Anchor Questions – Seesaw Recap Quiz

1. Which map would be BEST to help you find where Westhoughton is in the United Kingdom?

- A. A world map showing continents
- B. A road map of one street
- C. An atlas map of the United Kingdom
- D. A weather map

✓ **Correct answer: C – An atlas map of the United Kingdom**

Teacher discussion prompt:

Why might an atlas be more useful than a world map when finding towns? What information does an atlas show?

2. If you wanted to compare Westhoughton in Victorian times with today, what would help you most?

- A. Two maps from different time periods
- B. A story book about Victorians
- C. A picture of a beach
- D. A globe

✓ **Correct answer: A – Two maps from different time periods**

Teacher discussion prompt:

What changes might we notice when comparing an old map with a modern one?

3. Many Victorian towns like Westhoughton had coal mines. Why were mines often built near towns?

- A. Coal was needed for factories and homes
- B. Coal only grows near houses
- C. Miners liked living in towns
- D. Coal was used to make ice cream

✓ **Correct answer: A – Coal was needed for factories and homes**

Teacher discussion prompt:

How did coal mining change the landscape and jobs in towns during the Victorian period?

4. What might a symbol on a map show?

- A. A real building stuck onto the map
- B. A small picture representing something like a school or church
- C. The weather in another country
- D. A story about the town

✓ **Correct answer: B – A small picture representing something like a school or church**

Teacher discussion prompt:

Why do maps use symbols instead of drawing everything exactly?

5. What does scale on a map tell us?

- A. How heavy the map is
- B. The distance between places in real life
- C. The colour of the roads
- D. The temperature in the town

✓ **Correct answer: B – The distance between places in real life**

Teacher discussion prompt:

How might a large-scale map help us explore our local area better?

6. Why might a teacher show an aerial photo of Westhoughton?

- A. To see the town from above and compare it to a map
- B. To check the weather forecast
- C. To see animals living underground
- D. To find countries around the world

✓ **Correct answer: A – To see the town from above and compare it to a map**

Teacher discussion prompt:

What features can we see in aerial photographs that might also appear on maps?

7. What do latitude and longitude help us do?

- A. Measure rainfall
- B. Find an exact location on Earth
- C. Build houses
- D. Count people in a town

✓ **Correct answer: B – Find an exact location on Earth**

Teacher discussion prompt:

Why might explorers or pilots use latitude and longitude?

8. If someone wanted to show where factories used to be in Victorian Westhoughton, which type of map would help?

- A. A thematic map showing industry
- B. A political world map
- C. A map showing oceans
- D. A map of the Moon

✓ **Correct answer: A – A thematic map showing industry**

Teacher discussion prompt:

What other themes might maps show (population, land use, transport)?

9. Why might Westhoughton have changed since Victorian times?

- A. New houses and roads were built
- B. People stopped living there
- C. The town moved to another country
- D. The Earth became flat

✓ **Correct answer: A – New houses and roads were built**

Teacher discussion prompt:

What human activities can change towns over time?

10. What is the purpose of a sketch map?

- | | |
|---|--|
| <p>A. To draw a simple map showing important features</p> <p>B. To make a detailed satellite photograph</p> <p>C. To show the whole world accurately</p> <p>D. To show only imaginary places</p> <p>✓ Correct answer: A – To draw a simple map showing important features</p> <p>Teacher discussion prompt:</p> <p>What symbols might we include if we created a sketch map of our journey to school?</p> | |
|---|--|

LKS2: Unit – European Study – Fantastic France

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, and a region within North or **South America**

Knowledge Progression

- Locate the world's countries, using maps to focus on Europe and North and South America, particularly France in relation to UK.
- To study a region in a European country (France – Brittany /Normandy).
- To understand geographical similarities and differences through the study of human and physical geography of a region of France.
- Describe and understand key aspects of:
 - **Physical** geography, including: climate zones, biomes and rivers, mountains
 - **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.
- To understand the geographical similarities of a French region to that of Bolton area.
- To be able to describe where on a map of Europe Normandy / Brittany is located.
- To use the physical landscapes depicted in a range of art-works to characterise the features of different climate zone within France.

Skill Progression

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Choose the most appropriate map/globe for a specific purpose.
- Create sketch maps using symbols and a key.
- Observe, measure and record human and physical features using a range of methods including **sketch maps**.
- Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery.

Key Learning

Substantive Learning

Children will develop their geographical knowledge and skills by studying maps of France, with a focus on comparing it to the United Kingdom. Key learning intentions include: to identify and locate France on a map of Europe; to name and locate major cities, regions, rivers, and mountain ranges in France; to use compass directions and simple grid references to describe locations; to understand key physical and human features of France and how they differ from the UK.

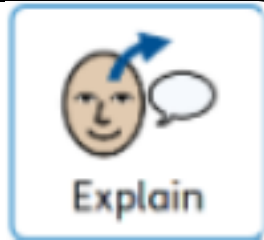
Disciplinary Knowledge

Children will explore land use, climate, and environmental differences; to compare population distribution and settlement patterns between France and the UK; to interpret simple thematic maps and symbols; to develop basic fieldwork skills by observing and recording geographical features; to use maps, atlases, and digital mapping tools to investigate France; and to communicate geographical information through labelled maps, diagrams, and short written explanations.

Vocabulary
Misconceptions
Prior Knowledge
<u>Rainforest unit covered in LKS2</u> -Human and physical features of South America and a region within (Brazil). -What human and physical features are. -Comparison of towns and regions within the country. -Bordering countries and land areas. <u>Comparison with France in LKS2</u> -Human and physical features of France and a region within the country. -What human and physical features are. -Comparison of towns and regions within the country. -Bordering countries and land areas.
Future Learning
<u>Y5</u> <u>Hillforts within the UK</u> -Compass directions -Relief and topographical features. -Sketch maps <u>Y6</u> <u>KS3 curriculum – children moving on to Secondary Education</u> - Comparisons with areas of Russia, Africa and Middle East - Polar regions and hot deserts - Understand key geographical similarities and differences of a region in Africa / Asia - physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; change in climate from the Ice Age to the present; and glaciation, hydrology - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
Possible Activities/Evidence
- Sort human and physical features. - Identify human and physical features from both areas - Use visuals from different times of the year to compare season (Google Maps – Switch ‘Terrains’) - Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there? - Create a fact file of each location.
Connected Learning
Digging Deeper:

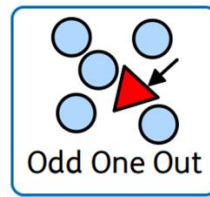
Lesson 1 (links between Year 1 and 2 learning with EYFS learning)

& Lesson 5 (links between Year 1 and 2 learning with EYFS learning) - Mapping



Digging Deeper

Explain what is the difference between **human** and **physical** geography? Can you give an example of each from the town of Westhoughton?



Digging Deeper

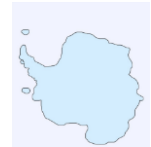
Which continent is the odd one out? Why?



North America



South America



Antarctica

Anchor Questions – Seesaw Recap Quiz

LKS2: Unit – Local Study – Maps and Mapping

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

Knowledge Progression

- Name and locate counties and cities of the United Kingdom.
- Locate the UK on a map and find Westhoughton, its closest town, city and the county in which it sits.
- To study a region of the UK.
- Describe and understand key aspects of:
 - **Physical** geography, including: climate zones, biomes and rivers, mountains
 - **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.
- To know how Westhoughton has changed over time, ask questions about it today and how it could be in the future.
- To be able to say where Westhoughton is in relation to the wider region of the North-West of England.
- To use sources of information to answer Geographical questions.
- To be able to describe where on a map Westhoughton is located using knowledge of their homes, school and familiar places.

Skill Progression

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Choose the most appropriate map/globe for a specific purpose.
- Create sketch maps using symbols and a key.
- Observe, measure and record human and physical features using a range of methods including **sketch maps**.
- Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery.

Key Learning

- Children will identify and describe key human and physical features of the local environment using simple maps and aerial images;
- Children will use basic geographical vocabulary to discuss features such as roads, rivers, housing, green spaces and transport links in the area;
- Children will understand how maps represent real places and recognise the purpose of different types of maps;
- Children will use simple grid references, compass directions (north, south, east and west) and map symbols to locate places within Westhoughton;
- Children will interpret and create simple sketch maps of familiar routes, such as journeys to school or local landmarks;
- Children will compare historical and modern maps to identify how the local area has changed over time;
- Children will conduct simple fieldwork in the local area to collect geographical information and represent it on maps or plans;
- Children will use atlases, digital maps and aerial photographs to locate Westhoughton within Bolton, Greater Manchester and the United Kingdom;
- Children will develop enquiry skills by asking and answering questions about how land is used locally; especially within the area of Westhoughton

- Children will present geographical findings using labelled maps, keys and simple map-based diagrams.

Vocabulary

Map, key, symbol, compass, north, south, east, west, grid reference, aerial view, rote, human features, Physical features, land use.

Misconceptions

- That Westhoughton is a village not a town in its own right.
- That Westhoughton is not part of Bolton.
- That the town itself has always looked the same.
- That the maps looked at have not changed.
- Small towns like Westhoughton will not appear on maps.

Prior Knowledge

Rainforest unit covered in LKS2

- Human and physical features of South America and a region within (Brazil).
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Comparison with France in LKS2

- Human and physical features of France and a region within the country.
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Future Learning

Y5

Hillforts within the UK

- Compass directions
- Relief and topographical features.
- Sketch maps

Y6

KS3 curriculum – children moving on to Secondary Education

- Comparisons with areas of Russia, Africa and Middle East
- Polar regions and hot deserts
- Understand key geographical similarities and differences of a region in Africa / Asia
- physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; change in climate from the Ice Age to the present; and glaciation, hydrology
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

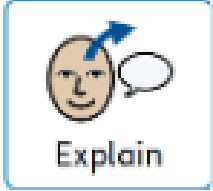
Possible Activities/Evidence

- Sort human and physical features.
- Identify human and physical features from both areas
- Use visuals from different times of the year to compare season (Google Maps – Switch ‘Terrains’)

- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each location.

Connected Learning

Lesson 3



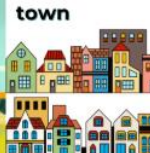
Digging Deeper

Explain the difference between a town and city. Can you use the word urban in your explanation?

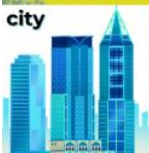
village



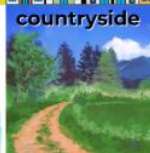
town



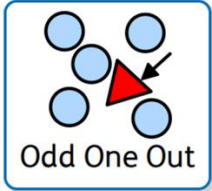
city



countryside



Lesson 5 (links KS1 learning to KS2)



Odd One Out

Digging Deeper

Which of these images is the odd one out? Can you explain why?





Anchor Questions – Seesaw Recap Quiz

1. What is a map?

- A. A drawing that shows where places and features are located ✓
- B. A photograph taken from the ground
- C. A story about a place
- D. A list of towns in an area

Follow-up prompt:

How is a map different from a photograph of a place? What information can a map show that a photograph might not?

2. What is the key (legend) on a map?

- A. A box that explains what the symbols mean ✓
- B. The most important place on the map

- C. A tool used to measure distance
- D. The title of the map

Follow-up prompt:

Why would it be difficult to use a map if it didn't have a key? Can you think of a symbol you might see in a key?

3. What are the four main compass directions?

- A. North, South, East, West ✓
- B. Up, Down, Left, Right
- C. Forward, Backward, Sideways
- D. Top, Bottom, Middle, Edge

Follow-up prompt:

If our school was north of the park in Westhoughton, where would Central Park be from the school?

4. What is a symbol on a map?

- A. A small picture or mark that represents something real ✓
- B. A long sentence explaining a place
- C. A colour that shows the weather
- D. A photograph of a building

Follow-up prompt:

Why do maps use symbols instead of drawing real pictures of buildings or roads?

5. Which of these is a human feature?

- A. A road or railway line ✓
- B. A hill

- C. A river
- D. A forest

Follow-up prompt:

Can you name another human feature you might find in Westhoughton? Who built it and why?

6. Which of these is a physical feature?

- A. A school
- B. A hill or river ✓
- C. A car park
- D. A house

Follow-up prompt:

Why are physical features important when people decide where to build towns or roads?

7. What does an aerial view show?

- A. A place viewed from above, like from a plane or satellite ✓
- B. A view from under the ground
- C. A close-up photo of a building
- D. A drawing made by someone walking on the street

Follow-up prompt:

What things might you notice in an aerial view of Westhoughton that you might not see when walking down the street?

8. Why do maps use grid references?

- A. To help us find exact locations on the map ✓
- B. To make the map look more colourful

- C. To show which places are the most important
- D. To tell us the weather in a place

Follow-up prompt:

When might someone need to find an exact location on a map? Who might use this skill in real life?

9. What is a route on a map?

- A. The path you take to travel from one place to another ✓
- B. The tallest building in a town
- C. A picture of a road sign
- D. A list of all the shops in a place

Follow-up prompt:

If you were planning a route from school to a park in Westhoughton, what things might you need to think about?

10. Why might the town of Westhoughton have changed over time?

- A. New houses, roads or buildings may have been built ✓
- B. Maps change places automatically
- C. Towns never change once they are built
- D. Only capital cities change over time

Follow-up prompt:

What clues might we see on maps or aerial photographs that show a place has changed?