

Year Group: 5	Term: Autumn	Enquiry: How has our local area changed?
NC Links		
<ul style="list-style-type: none"> • To identify topographical features and land-use patterns and recognise how these have changed. • To understand key aspects of land use. • To describe features of land use using a range of geographical vocabulary. • To use 6-figure grid references to locate areas on a map. • To use fieldwork to observe changes to features of the local area. 		
Other Curriculum Links		
<p>History - local history. Maths - data collection. ICT - Microsoft Excel, PowerPoint & Word.</p>		
Links to Rights Respecting		
<p>Article 28 - Every child has the right to an education. Primary educations must be free and different forms of secondary education must be available to every child. Discipline in schools much respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		
Caedmon Curriculum Drivers		
<p>Diversity & Inclusion Aspirations & Careers World Citizens</p>		
Links to North East Ambition		
<p>Introduce children to the careers that use some of the skills they are learning and arrange possible visits/visitors from related companies in areas such as Surveying, Archeology, Town Planning, Environmental Science, Pollution Analyst.</p> <p>GATSBY BENCHMARK 4</p>		
Unit Overview		
<p>Children will learn about the different ways land is used and broaden their geographical vocabulary to describe features of urban and rural areas. They will carry out some fieldwork to consider the type of area they live in. They will be given opportunities to develop their competency when using digital mapping to look at modern Ordnance Survey maps and maps from 1890s and 1950s to research the changes in our area and begin to consider the reasons for change.</p>		

Possible Visits/Visitors

Gateshead Library - archives.

St Mary's Heritage Centre

Council - town planner

Local walk to Gibside School and Old Gateshead College site to observe changes.

Essential Subject Skills to be covered

Geographical Skills

- To use digital mapping to compare local maps from different time periods.
- To locate areas on a map using 6-figure grid references.

Fieldwork

- To carry out fieldwork to record and present recent changes in the local area (e.g. Gibside School).

Locational Knowledge

- To identify topographical features on maps to show changes to local land use.

Place Knowledge

- To understand the changes to our local area between the past and now.

Human & Physical Geography

- To understand the term 'land use'.
- To use geographical vocabulary to describe the way land is used: rural, urban, greenbelt, farming, industry,).

Overall Learning Outcomes

By the end of this unit children will have an awareness of changes in our local area, both recent (addition of Gibside School since GoogleEarth photo was taken) and longer ago (e.g. mine areas becoming nature areas). They will have a good understanding of the way land is used and factors that affect this, building upon their prior learning about settlements and rivers. Children will use digital mapping to research areas and explore tools of marking and measuring as a means of recording their findings.

They will be encouraged to think about local industry and populations to inform their considerations of why things have changed. When looking at maps, children will use 8 points of a compass. Their learning from this unit will benefit them in Year 6 when researching another UK region and drawing comparisons between the 2 before going on to consider their own development plan for our area.

Learning Intentions (for use in self assessment at end of topic)

I know what the term land use means.

I know how local land use has changed.

I can use geographical vocabulary to describe how land is used (rural, urban, greenbelt, farming, industry, coastal, inland).

I can use digital mapping to compare land use in the past and now.
I can talk about some reasons for changes in land use.

Suggested Strategies for Recording Learning

- Saving children's use of marking and measuring tools on Digimap.
- Observations of fieldwork - photos and relevant comments from children.
- Exercise books - examples of data collection, children's own maps etc.

Suggested Lesson Starters

Photographs of the area from different time periods to identify changes.

Group work - OS maps and 6-figure grid references to find place names/particular features on a map.

Blooket quiz - land use vocabulary and definitions.

Whiteboards - give me 2 reasons why areas become urbanised.

Remember that lesson starters can also recap knowledge from previous units and year groups - continue to recap countries, continents, oceans, rivers, human and physical features etc.