

Geography



On our Doorstep

Essential Knowledge

By the end of this unit children will

- By the end of this unit, Year 3 children will have a solid understanding of the geography of Grantham, including its physical features like rivers, hills, and parks, as well as its human-made features such as roads, buildings, and landmarks. They will be able to locate Grantham on a map of the UK and understand its position within Lincolnshire. Children will also develop basic map-reading skills, including using symbols and grid references, and compare Grantham with other places. Through a field trip to Belton House, they will use fieldwork skills to observe and record features in the local environment. Additionally, they will create and present a project showcasing their learning, demonstrating their understanding of the area's geography.

Vocabulary

Geography
Map
Symbol
Key (or Legend)
Grid Reference
Location
United Kingdom (UK)
County
Town
Physical Geography

On our Doorstep Intention

This unit explores the local area of Grantham, Lincolnshire, providing children with an understanding of geographical features, landmarks, history, and map skills. The unit includes a visit to Belton House to enrich learning about local heritage and the environment.

Geography

Key Objectives-

Locate and name the continents and oceans of the world.

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a European country, and a region within North or South America.

Study of a region of the United Kingdom and its human and physical features.

Describe and understand key aspects of physical geography, including:

- Rivers, mountains, volcanoes, earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including:

- Types of settlement and land use, economic activity, 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-figure grid references, symbols, and key to build their knowledge of the United Kingdom and the wider world.

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.

Session 1 - Where is Grantham?

Focus: To understand what geography is and how it relates to the local area.

Identify Grantham's position within Lincolnshire and the UK.

Learn basic map features and symbols.

Prior Learning: Children should be able to name the 4 countries of the UK (Y1) Children should know what makes an Island (Y2), They should know where they live in the UK by locating it on a map (Y2)

Future learning: Comparing the UK to other countries (Y4)

Introduction Begin by asking the children: "What do you know about geography?" Encourage responses like maps, countries, cities, and physical features. Explain that geography helps us understand the world around us by using maps and other tools.

Show a large map of the UK and ask, "Where do you think Grantham is?" Introduce the concept of the UK and how different places can be located on a map.

Main

Locating Grantham on a Map: Display a large map of the UK. Identify Lincolnshire and then locate Grantham. Discuss the significance of understanding where places are within the UK and how we use maps to find them.

Map Symbols: Introduce the concept of map symbols (roads, parks, rivers). Use a key to demonstrate how to read a map, and have the children identify key symbols. Show the class a simple map of Grantham and identify key features like roads, parks, and buildings.

Introduce OS surveys and 6 point grid references.

Plenary: Ask children to share what they found interesting about Grantham's location on the map. Use a large blank map of Grantham and have children come up one by one to point out one feature (river, park, church, etc.).

Exit Slip: "Write one thing you learned today about where Grantham is located."

Session 2 - What are Grantham's physical features?

Focus: To identify and describe the physical features of Grantham (e.g., rivers, hills, parks).

Understand how the landscape around Grantham has shaped its development.

Introduction: Start by asking, "What do you think of when you hear the word 'landscape'?" Define physical features (natural aspects of the landscape like rivers, hills, and parks). Show children a picture of the River Witham, which flows through Grantham. Ask, "What do you see in this picture, and how do you think this river affects the town of Grantham?"

Main

- **Exploring Physical Geography:** Discuss the different physical features of Grantham, such as the River Witham, the surrounding countryside, and any hills or green spaces.
- **Using a Physical Map:** Provide children with a map of Grantham that highlights the River Witham and any parks or hills. Work with the class to locate these features on the map.
- **Interactive Activity:** Have children work in pairs to find a physical feature on the map and discuss how it might impact daily life in Grantham (e.g., a river might be used for transport, or a park for recreation).

Plenary: Ask the children to share one physical feature they learned about today. Write a list of features on the board as children share them.

Exit Slip: "Draw one physical feature of Grantham that you learned about today."

Session 3- What are Grantham's human features?

Focus: To learn about the human features of Grantham (e.g., roads, buildings, schools, and shops).

To understand how human activity shapes the landscape.

Introduction:

- Start by asking, "What makes a place look different from the countryside or nature?" Discuss the idea of human-made features (roads, buildings, and shops) and how people shape their environment.
- Show children a photograph of Grantham's market square and ask, "What human features can you spot in this photo?"

Main:

- **Exploring Human Features:** Discuss different human features found in Grantham, such as roads, houses, shops, and landmarks (e.g., St. Wulfram's Church and Grantham's market square).
- **Mapping Human Features:** Provide children with a map of Grantham and have them work in pairs to identify key human-made features like roads, shops, and buildings. Discuss the purpose of each feature.
- **Group Discussion:** Discuss how human features impact life in Grantham. For example, roads make travel easier, while schools and shops serve the community.

Plenary: Ask children to think of one human feature in Grantham that helps them in their daily life (e.g., the shop they visit, or the school they attend). Share these with the class.

Exit Slip: "Write one human feature in Grantham that you find interesting and why."

Session 4 - Belton House

Visit Belton House and the grounds.

Focus: To use fieldwork skills to explore Belton House, identifying both physical and human features.

To learn about the history and significance of Belton House in Grantham's heritage

Introduction: Introduce the field trip by showing images of Belton House. Ask, "What do you think we will see at Belton House? What types of features can we look for?" Explain that the children will be using their map skills to explore Belton House and its grounds.

Provide some background information on Belton House, including its historical significance and its role in the local area.

Main:

- **Fieldwork:** During the visit to Belton House, children will work in small groups to explore both physical features (gardens, trees, water features) and human-made features (buildings, paths, statues). Encourage children to use their field notebooks to take notes, draw pictures, and label the features they observe.
- **Map Skills:** Have children use a simple map of Belton House's grounds to locate key features. (Messy maps) Ask them to work together to find these features and make observations about how they fit into the larger landscape.

Plenary: After the visit, discuss what children saw at Belton House. Ask them to share one thing they learned about the physical or human features at Belton House.

Exit Slip: "Draw one feature you saw at Belton House and write a sentence describing it."

Session 5 - Comparing Grantham to another place in the UK.

Focus: To compare the physical and human features of Grantham with another location in Lincolnshire or the UK.

To understand how different places have different geographical features.

Introduction: Start by asking, "What is something that makes Grantham different from other places? And what is something that makes it similar?"

Introduce the idea of comparing and contrasting two places.

Introduce another place in Lincolnshire (e.g., Lincoln). Show a map and ask, "Where do you think this place is located? What might be similar to or different from Grantham?"

Main:

- **Comparison Activity:** Use maps and photographs of both Grantham and the other location to compare physical and human features. Discuss how both places have similarities (e.g., they both have parks) and differences (e.g., one might have more shops or be closer to the coast).
- **Venn Diagram:** Create a Venn diagram as a class, comparing Grantham and the other place in terms of physical and human features. Children can then work in pairs to fill in their own Venn diagrams.

Plenary: Ask children, "What is one similarity and one difference between Grantham and the other place we compared?" Discuss these as a class.

Exit Slip: "Write one thing that Grantham has that the other place doesn't."

Session 6 - Local area project

Focus: To consolidate knowledge of Grantham's geography.

To present findings in a creative way, demonstrating understanding of the local area.

Introduction: Start by explaining that the children will be creating a project to showcase everything they've learned about Grantham. They can focus on a specific area, such as the physical features, human features, or the history of Belton House.

Discuss what makes a good project: clear information, creativity, and use of maps or drawings.

Main:

- **Project Work:** Allow children to work on their projects, using the knowledge they've gained in the previous lessons. Encourage them to include maps, drawings, and any field notes or photographs they have taken.
- **Presentation Preparation:** Give children time to prepare for their presentations, practicing speaking clearly and confidently.

Plenary:

Presentations: Each student presents their project to the class. Encourage the audience to ask questions and provide positive feedback.

After the presentations, ask the class to share what they learned from each other's projects. Discuss how the study of Grantham's geography has helped them understand the area better.

Exit Slip: "What was your favourite part of learning about Grantham, and why?"

Through this unit of work the following essential skills will be developed:

Literacy

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

Learning and thinking skills

create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions

evaluate, developing criteria for judging work and suggesting refinements and improvements

Personal and emotional skills

reflect on past achievements and experiences to manage future learning and behaviour
set goals for their personal development and learning, and work towards them
work independently, knowing when to seek help, dealing with pressures and deadlines
control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

take turns and share as appropriate, stating their own views and needs
give constructive support and feedback to benefit others as well as themselves.

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