

Bishop's Waltham Junior School Year Group: 3 Medium Term Planning: Geography
Term: Autumn 2 Study Unit: Bishop's Waltham: Our Settlement Total Hours: 12 hours



AUTUMN TERM 2 (8 SESSIONS)

Session	Key Questions	Learning Objectives	Activities (Learning Pathway)	Learning Outcomes	Resources
1a	What are the key Geographical features of our town?	<p><i>I can describe Bishop's Waltham and ask relevant Geographic questions.</i></p> <p><i>I can reason about the features of Bishop's Waltham (+)</i></p> <p>- Recognise and describe the physical and human features of Bishop's Waltham.</p> <p>- Ask and respond to geographical questions.</p>	<p>The hook: A trip into Bishop's Waltham (allow 1.5hrs door to door).</p> <p><u>Before Leaving</u> Show children a letter from Jeff Stanfield requesting information about Bishop's Waltham. KQ: What is Bishop's Waltham like as a place (and why)? Today's task is to look at our town through the eyes of an Ace Place Detective (Geographer). Key skills will be:</p> <ul style="list-style-type: none"> • Observation • Description of features • Questioning skills • Reasoning skills (+) <p>Talk through organisation of the trip (see related paperwork in planning/working files), health and safety, and expected outcomes (see flipchart & resources).</p> <p><u>During Visit</u> All groups to visit the High Street plus two other streets (see visit paperwork). Adult to prompt thinking of chn in group as necessary. Children to fill in appropriate Ace Place Detective sheet for both streets, and draw interesting place-related things on Geo-doodles sheet (e.g. signs, the clock, an unusual building). One assigned member of each group to carry recording device and record interesting sounds relating to the place on it (e.g. birdsong, music, chatter, traffic).</p>	<p>Children are able to describe features of their locality and ask relevant Geographical questions.</p> <ul style="list-style-type: none"> • Collection of evidence through a variety of means • Accuracy of descriptions • Relevance of questions <p>Logic of reasoning skills</p>	<ul style="list-style-type: none"> • Ace Place Detective Notepad Sheets (one for each street per child - at appropriate level) • Geo-doodle sheet (all chn) • Adults (ideally 1:6) • Clipboards and pencils • Medicines • Risk assessment • Easi-speak recording devices x 10 • Cameras
1b (NB. Should be same)	What are the key Geographical features of our	<p><i>I can communicate my findings about Bishop's Waltham.</i></p> <p>- Recognise and</p>	<p>Remind children of the letter from Jeff Stanfield and our field trip. What did we discover that we could tell him? Chn to refer back to their field notes and 'show and tell' some of their main observations/descriptions/ideas.</p>	<p>Children are able to apply relevant Geographical vocabulary and clearly communicate</p>	<ul style="list-style-type: none"> • A3 'Bishop's Waltham: Our Town' cut-and-stick titles (inc. Venn diagram).

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<p>week as field trip)</p>	<p>town?</p>	<p>describe the physical and human features of Bishop's Waltham.</p> <ul style="list-style-type: none"> - To use appropriate Geographical vocabulary - To compare streets within Bishop's Waltham 	<p>Using flipchart prompt pages, pool some of this information onto concept maps. Some of the children's observations can be looked at in more depth and relevant Geographical vocabulary applied (e.g. types of houses, generic names for shop types). Record some of children's Geographic questions. (Both should be printed out for children's books and display).</p> <p>Show children the sheets they will be using to communicate their findings and model just one suggestion as to how it might be completed. Make it clear that children can be as creative as they like, as long as they include:</p> <ul style="list-style-type: none"> • Observations • Descriptions • Comparisons (using Venn) • Possible reasons (+) <p>Emphasise importance of applying key vocabulary.</p> <p>Children to complete their sheets (allow at least 1hr), referring to the key vocabulary sheets provided.</p> <p>Allow time at the end of the lesson for children to circulate the room looking at and commenting on each other's work.</p>	<p>their findings.</p> <ul style="list-style-type: none"> • Verbalisation of observations, description and understanding of BW as a place • Written evidence of understanding (useful for levelling - see progression sheets in Working File) 	<ul style="list-style-type: none"> • Differentiated key vocabulary sheets • Coloured sugar paper • Colouring pencils • Photos printed during visit • Downloaded audio files from visit
<p>2</p>	<p>What does Bishop's Waltham look like on a map?</p>	<p><i>I can use maps to locate Bishop's Waltham, its streets and key features.</i></p> <ul style="list-style-type: none"> - Use Google Maps to locate Bishop's Waltham and explore surrounding topography. - Use a street map of Bishop's Waltham to 	<p>Explain that Jeff Stanfield loves looking at maps and would really appreciate receiving some map work from the children too.</p> <p>KQ: What is a map? Discuss - flat picture of a place/plan view/as seen from above (airplane/bird...).</p> <p>Starter task: On SWBs, can the children draw a map of their classroom?</p> <p>Using Google Maps, search 'Bishop's Waltham', scale out and ask children to locate the surrounding villages and</p>	<p>Children can locate places using a map, can identify simple symbols and know their meanings and use 4 figure grid references accurately.</p> <ul style="list-style-type: none"> • Accuracy of mapwork. 	<ul style="list-style-type: none"> • Internet access for Google Maps and BBC Scotland ITP http://www.bbc.co.uk/scotland/education/sym/landscapes/highlands_islands/flash/index.shtml?flash=land_ms_grid_ref • Street map of Bishop's Waltham including

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		<p>identify areas visited on the field trip.</p> <p>- Locate particular streets and buildings within Bishop's Waltham</p> <p>- Identify land-use in Bishop's Waltham and surrounding areas.</p> <p>To interpret symbols and use 4 figure grid references.</p>	<p>towns. Challenge: use directional vocabulary (N, S, E, W). Note that city names are written in larger type. Switch to 'satellite' view - what do the chn notice about the landscape? Note our proximity to the coast. Scale in on map mode and see if chn can recognise the streets they focused on during our fieldwork? Where is our school? Where do the chn live? What other features of our town can they see? (Green spaces, water, B roads, roundabouts - discuss how these are identified on the map). Introduce children to the idea that symbols can be used to represent features of a place. Show examples on the flipchart.</p> <p>Task 1 - on their paper map, children to colour in the streets they studied during our visit, BWJS and the street where they live. Some children will be able to mark on key features seen in streets (e.g. the clock on the high street could be marked with a symbol and a key).</p> <p>Show children BBC Scotland's grid reference ITP (www link on flipchart). Work through challenges together (chn to record 4 figure grid references on SWBs then check together on ITP).</p> <p>Task 2 - using the grid and symbols on their paper map, chn to locate places listed and record grid references. (-) will need support (or produce simpler letter/number grid). Mapwork will also be sent to Jeff Stanfield.</p> <p>Share what we have learnt about maps today. What else did we learn about Bishop's Waltham in task 2? Make a list of further features and print for books & display.</p>		<p>simple OS style symbols e.g. for church, post office, petrol, Palace Ruins and numbered grid (adapt according to the level of your class - see skills progression in Working File).</p>
English Lesson	Extended writing (in topic book)	<p><i>I can write a letter to a Geography expert.</i></p> <p>- Use appropriate</p>	<p>Show children planning pro-forma for letter replying to Jeff Stanfield. Main sections:</p> <p>- Intro</p> <p>- Overview of trip (include feelings, what enjoyed most</p>	<p>Children can communicate their Geographical work and learning in their own</p>	<ul style="list-style-type: none"> • Plan for letter • Example reply • Line guides for writing up in neat.

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		<p>geographical vocabulary.</p> <ul style="list-style-type: none"> - Communicate in ways appropriate to the task and audience. 	<p>about the activity etc)</p> <ul style="list-style-type: none"> - Explain the findings sheet and mention most interesting observation - Communicate questions you had as a result of the visit - Tell about mapwork and findings/what learnt. <p>Model completing a plan and show an example reply.</p> <p>Children to plan and draft their letter in the first lesson and write it up in neat in the second.</p> <p>These will be sent with the fieldwork findings and mapwork.</p>	<p>words.</p> <ul style="list-style-type: none"> • Application of Geographical vocabulary <p>Also to be assessed for English level.</p>	
3	<p>Where on earth is Bishop's Waltham located?</p>	<p>I can locate Europe, the countries of the UK, Hampshire and surrounding counties.</p> <ul style="list-style-type: none"> - Know that the UK is part of Europe; locate the continents (revision from KS1). - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (revision from KS1). - Know the location of Hampshire and surrounding counties. - Use a world map (poster & globe) to locate Europe and the UK. 	<p>Little input – job cards on the tables. Let children discover!</p> <p>Children should have atlases and maps to see if they can find the information required.</p> <ul style="list-style-type: none"> - List the continents of the world - Highlight Europe on the map - What countries are in the UK? - What counties surround Hampshire? - Colour BW in red! <p>Class Activity:</p> <p>On display have a World Map – Label the continents</p> <p>Then pin up a map of Europe – Label the countries that are part of the UK</p> <p>Then pin up a map of the South of England – Label Hampshire and surrounding counties and pin point BW.</p> <p>Photograph as evidence along with sheet from first part of session</p>	<p>Children can locate Europe, countries of the UK, Hampshire and surrounding counties</p> <ul style="list-style-type: none"> • Be able to locate places in an Atlas or on a map • Talk confidently about the countries within the UK • Know surrounding counties to Hampshire 	<p>Atlas Maps</p> <p>Display board ready for information!</p>

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		- Use a map of the UK (poster) to locate the four countries of the UK, Hampshire and surrounding counties.			
4	<p>How would I get to different destinations from Bishop's Waltham? Why might people require directions to Bishop's Waltham?</p>	<p><i>I can identify how places are connected and give directions.</i></p> <p>- To recognise that most places are connected to others.</p> <p>- Consider links with Bishop's Waltham e.g. trade, tourism.</p> <p>- Use an OS map of the Meon Valley to identify routes to/from Bishop's Waltham to other locations.</p> <p>- Describe routes using 4 points of the compass.</p>	<p>KQ: How and why are settlements linked? Remind children of History learning - one Roman legacy was their roads. How else would early settlers travel from place to place? What different kinds of route ways exist today? Map on concept map (print for children's books & display).</p> <p>Show scan of part of OS map of the Meon Valley. Go through OS symbols for motorways, A roads, B roads, railways etc. Get children up to the board to point out examples of each.</p> <p>Ask a child to choose an isolated place some distance from Wickham. Using SWBs, children to describe the route from the chosen place to Bishop's Waltham. Challenge to use directional vocabulary (N, S, E, W, NE, SW etc).</p> <p>Task (using road atlas) Children to select 2 or 3 isolated places themselves and write directions for people in these places to get to Bishop's Waltham. (-) children to use key to explain roads to follow but not necessarily directions.</p> <p>Plenary - Why might people require directions to Bishop's Waltham today? Discuss social/family reasons, events, use of shops and amenities, education.</p>	<p>Children understand how settlements are connected.</p> <ul style="list-style-type: none"> Written directions give opportunities to assess children's understanding of maps, symbols and directions. 	<ul style="list-style-type: none"> Scan of OS Explorer 119 (on flipchart) SWBs and pens Photocopied pages from road atlas Key vocabulary (directions, road types – print from flipchart)
5	<p>What is a 'settlement'?</p>	<p><i>I understand the decisions that early</i></p>	<p>Introduce children to the term 'settlement' - a place where people choose to set up home. Explain that settlements</p>	<p>Children understand reasons for early settlers</p>	<ul style="list-style-type: none"> Internet access for class clip

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	<p>If you were a Saxon, where would you choose to settle and why?</p>	<p>settlers made.</p> <ul style="list-style-type: none"> - To recognise and explain patterns - To recognise physical and human features of places -To consider land use - Select appropriate geographical information from a range of secondary sources. - Know the correct terminology used to describe different sized settlements (hamlet, village, town, city). 	<p>vary in size, but they start small and develop over time. Show flipchart page with key vocabulary. Talk-pair-share - what features might we expect in each settlement type today? Add features to flipchart page. Print for display and children's books.</p> <p>Explain that Bishop's Waltham originally started off as a Saxon settlement (c. 450AD). Show BBC class clips video about Saxon settlements. Why do you think the Anglo Saxons (from Northern Germany, Denmark and the Netherlands) would be attracted to the South Coast of Britain? Discuss the needs of early settlers (eg. fresh water supply, flat land for crops, woodland, safety) and what might be the best locations for settlement (eg. near a river, away from flooding). Link to History learning and make sure that chn understand that there would never be features like supermarkets and tower blocks in these times!</p> <p>KQ: If you were a Saxon, would you choose to settle in BW and why?</p> <p>Show chn photos of various locations around BW on flipchart (by water, valley, farmland etc).</p> <p>Working in table groups, each with one of these photos, chn to annotate with advantages and disadvantages of location for settlement. Share together - what conclusions can we draw?</p> <p>Plenary: On IWB show a large aerial view of BW and stick locations on to it. Each group to justify why they would choose to settle there or not.</p>	<p>settling in certain locations.</p> <ul style="list-style-type: none"> • Photograph annotations and map work will evidence understanding through application. 	<p>http://www.bbc.co.uk/learningzone/clips/anglo-saxon-settlement/3345.html</p> <ul style="list-style-type: none"> • Sugar paper • Photos of locations • Aerial view of BW
6	<p>How and why do settlements develop?</p>	<p>I can design and map my own small town.</p> <ul style="list-style-type: none"> - To recognise and 	<p>Incorporate a brief explanation of features and WHO features appeal to (Lesson 7 previously).</p> <p>KQ: How do settlements develop?</p>	<p>Children can give reasons (both physical and human) for settlements changing</p>	<ul style="list-style-type: none"> • Simple hand drawn map of BW • Simple illustrations of various buildings,

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	<p>What improvements could be made to our town?</p>	<p>explain patterns</p> <ul style="list-style-type: none"> - To consider the specific features of modern settlements - To map the layout of a settlement using own symbols and keys 	<p>Reflect back on learning in History. What features do settlements have today that weren't around in Saxon times? Think-pair-share: why have these features developed? Record children's ideas on f/chart. Who have the features developed for and why are they of benefit?</p> <p>Task 1 - Using a simple drawn map of BW children to add on the features of BW. Encourage them to develop their own symbols and keys. Explain WHO these features appeal to and more able to justify why this may be. Children to highlight later additions to BW compared to looking back in history e.g. more restaurants, car parks, shop chains such as the co-op.</p> <p>Task 2 – Add improvements to their map of BW making sure they appeal to all age ranges. Again, more able being encouraged to justify their ideas.</p>	<p>and developing.</p> <ul style="list-style-type: none"> • Map shows logical development of a small town based on physical characteristics and human influences. 	<p>trees etc for (-)</p>
7	<p>Are there any planned changes to our town?</p> <p>How are these perceived by residents?</p>	<p><i>I can understand how development can affect those within the area.</i></p> <ul style="list-style-type: none"> - Investigate change and development in Bishop's Waltham. - Consider the impact of change and development from various points of view. - Ask and respond to geographical questions. 	<p>Thinking Hats starter activity recapping good/bad things observed/discovered so far about BW.</p> <p>Change & development – is it good or bad? Mind map ideas for and against.</p> <p>Task 1: Children to research change within BW that is occurring currently using news clippings, web research/evidence, town council minutes, possible pre-lesson homework task: interviewing various residents (inc. shop-keepers)...(If not set as homework task – could invite in during this part of the unit – Hylands, Butchers and Atkins all have links within the school).</p> <p>Ideas for changes: Sainsbury's development/housing developments/park and stride to school.</p> <p><i>Be a good idea if a town council member could come in to explain the process of changes/developments that occur in BW.</i></p>	<p>Children can give reasons for or against a development and be able to justify their view point.</p>	<p>Net books BW books Newspaper articles (could be printed) Interviews Correspondence/articles from town council</p>

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			<p>Task 2: Consciences alley activity. In role as different residents/shop keepers/tourists/other community figures (e.g. head teacher, doctor, community support officer..), those who think the development is a good idea one side, those who oppose it the other. Teacher and TA to walk through being pushed and pulled in different directions before making their own choice. (TA could note down the different points being raised for each side of the discussion for reference next lesson).</p>		
8	<p>Extended writing (May need 2 sessions)</p>	<p>I can write a letter of persuasion for or against a development idea.</p> <p>- Communicate in ways appropriate to the task and audience.</p>	<p>Opportunity for 'site of application' email/letter- writing (persuasion) to town planners communicating their vision for the future of B/W or their support/opposition regarding proposed changes, considering others as well as self.</p> <p>Plan using boxing up grid and argue either for or against a development idea that had been discussed in the previous lesson.</p>	<p>An independent letter of persuasion with suitable reasons for their stance. Children can give reasons for or against a development and be able to justify their view point.</p> <p>(emerging – shared write)</p>	<p>Boxing up sheet.</p> <p>Shared writing frame</p>