



## YEAR 4 FOOTBALL CRAZY UNIT PLAN (Draft Version)



### SUMMER TERM (6 WEEKS)

<u>Session</u>	<u>Key Questions</u>	<u>Learning Objectives</u>	<u>Activities (Learning Pathway)</u>	<u>Outcomes/ Assessment Opportunities</u>
1  <b>Poss. teach at end of Spring term?</b>	<p><b>Where is Southampton?</b></p> <p><b>What can we find out about this local city without visiting?</b></p> <p><b>Where are other football teams that we support?</b></p> <p><u>Resources</u></p> <p><b>NB. Will need to establish a connection with schools in chosen locations immediately after this lesson.</b></p> <p><b>Also need to rush-order local maps of the chosen focus localities.</b></p>	<p><b>I can locate Southampton and answer geographical questions through map work.</b></p> <p><b>I can locate the homes of other football teams.</b></p> <ul style="list-style-type: none"> <li>- Know the location of the UK and Europe within the world.</li> <li>- Name and locate countries, counties and cities of the United Kingdom.</li> <li>- Use simple atlas maps and globes to identify the UK and surrounding ocean &amp; seas, nearby countries etc.</li> <li>- Use a map of the UK to locate England, Wales, Scotland and Northern Ireland.</li> <li>- Use digital/computer mapping to locate focus regions and identify physical/man-made features.</li> <li>- Identify key topographical features of regions (including hills, mountains, coasts, rivers).</li> </ul>	<p>Lots of map work! Must hit LO's.</p> <p>(Must determine focus football teams with the children this session or before half term. Might be desirable to have an Irish/Welsh/Scottish team in the mix if this can be 'fixed' at all! Would be good if there was a bit of variety in focus locations so that decent compare/contrast activities can take place late e.g. a rural/coastal location. Include a London club? Southampton = city on the coast. Don't all have to be cities. If they do all end up being cities, will need to encourage chn to find out about surrounding areas when corresponding with pen pals so that they learn about different landscapes etc)...</p> <p>Establish that Southampton is a CITY with docks. Compare with B/W – what do they expect to be different?</p> <p>Also during this session, look at surrounding area and establish proximity to the New Forest (a National Park), beaches etc.</p>	<p>Map work: Consider (-), (), (+) expectations...</p>



## YEAR 4 FOOTBALL CRAZY UNIT PLAN (Draft Version)



<p><b>Extra enrichment session?</b></p>			<p><b>HOOK!! Awe and wonder etc etc.</b>  <b>Visit from Lesley Peach's son – sports journalist?</b>          Establish that Mr Peach has to research locations before he goes there for his job...</p>	
<p>2</p>	<p><b>What can we find out about Southampton by visiting?</b></p> <p><u>Resources</u></p>	<p><b>I can detect important geographical characteristics of Southampton, home of the Saints FC.</b></p> <ul style="list-style-type: none"> <li>- Identify geographical regions in the UK and their distinguishing human and physical characteristics.</li> <li>- Use local maps to plan/follow routes.</li> <li>- Use fieldwork techniques to observe, measure, record and present the human and physical features in their own local areas (photography, sketches, interviews, graphs).</li> <li>- Locate features using aerial and ground shot images.</li> </ul>	<p><b>* Fieldwork trip to Southampton *</b></p> <p>Remind children of how they were 'detectives' in Year 3 during their fieldwork trip into B/W. Use of all the senses.</p> <p>Suggest preparing packs for the chn with images of features to find, questions to answer, plain paper for sketch maps, digital cameras and recording devices etc. Mini-interviews with store staff/other visitors to the city would be a fantastic experience for the chn and great for gathering first-hand information.</p>	<p>Evidence from fieldwork packs: consider (-), (), (+) expectations.</p>
<p>3 &amp; 4</p> <p><b>Block in same week?</b></p>	<p><b>What could we tell a pen pal about Southampton?</b></p> <p><u>Resources</u></p>	<p><b>I can record what I have learnt about Southampton so that others can learn from me.</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork techniques to observe, measure, record and present the human and physical features in their own local areas (photography, sketches, interviews, graphs).</li> </ul>	<p>Suggest each table works collaboratively, drawing on pupil strengths, in order to produce a miniature booklet of information about Southampton?? Or pair work?</p>	<p>Booklet contributions</p>



**YEAR 4 FOOTBALL CRAZY  
UNIT PLAN (Draft Version)**



	<p><b>What could we tell a pen pal about Southampton?</b></p> <p><b>What do we want to know about our pen-pal's locality?</b></p>	<p><b>I can communicate what I have learnt about Southampton and surrounding area in letter form.</b></p> <p><b>I can ask relevant geographical questions about my pen pal's home and surrounding area.</b></p> <p>- Ask and respond to geographical questions.</p>	<p>'We have been on a field trip to find out more about Southampton...'</p> <p>'Although Southampton is a city, it is only xxx miles from the New Forest National park...'</p> <p>'What is the population of....?'</p> <p>'What types of shops are found in...?'</p> <p>'Are your beaches sandy or stony?'</p> <p>'What types of housing can be found where you live?'...</p>	<p>Long written outcome – assess for Literacy level too.</p>
5	<p><b>What have we learnt from our pen pals about our focus locations?</b></p> <p><b>Can we back up what we are being told with evidence from other secondary sources?</b></p>	<p><b>I can share what I have learnt from my pen pal about [my focus location].</b></p> <p><b>I can use local maps and the internet to further understand about [my focus location].</b></p> <p>- Identify geographical regions in the UK and their distinguishing human and physical characteristics.</p> <p>- Identify key topographical features of regions (including hills, mountains, coasts, rivers).</p> <p>- Locate focus localities and significant micro-regions within these localities.</p> <p>- Use large-scale local maps to locate homes, schools, workplaces etc of pen-pals and their families.</p> <p>- Locate features using aerial and</p>	<p>Time to read letters. Share info with table group (same location). Share with rest of class.</p> <p>Guided research (teachers need to have read the letters in advance to prepare focus!) e.g. use local map to locate street where pen pal's school is; find main high street in town/city; locate nearest beach/leisure centre etc etc – chance to use grid references (last used in Y3). Use www tourist info page or similar to find further info on points of interest mentioned in letter; Geograph on www to find pictures to help visualise aspects...</p>	<p>Discussion outcomes: Consider (-), (), (+) expectations...</p>



## **YEAR 4 FOOTBALL CRAZY UNIT PLAN (Draft Version)**



		<p>ground shot images.</p> <ul style="list-style-type: none"><li>- Use 4-figure grid references to locate focus places and surrounding cities/significant regions/physical features.</li><li>- Use letter and number co-ordinates to locate features within focus areas.</li></ul>		
6	<b>How do all our focus locations compare?</b>	<p><b>I can identify similarities and differences between Southampton and [my focus location].</b></p> <ul style="list-style-type: none"><li>- Ask and respond to geographical questions.</li><li>- Identify land-use patterns</li><li>- Compare types of settlement and land use. (- Compare jobs and economic activity in the areas)</li><li>- Compare locations within the UK in order to understand geographical similarities and differences.</li><li>- Recognise and describe similarities and differences in home/school locations in own area and focus localities.</li><li>(- Make 2D/3D maps of focus regions?)</li></ul>	<p>Venn diagrams? Or something more creative – linked to comparative classroom display??</p>	