

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School Geography

**Clougha Class
Autumn 2
Year B**

N.C. LINKS: Human and Physical

Pupils should be taught to:

- 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.

Key Concept: Somewhere to Settle

Key Question: Who were the first settlers in the UK?

What would your ideal settlement be?

Unit Overview:

Early Settlers

Place Names

Land Used in Settlements

Ideal Places for Settlement

Vocabulary:

Settle, settlement, live, agriculture, early settlers, healthcare, industrial, leisure, retail, transport, shelter, water, food, electricity, entertainment.

. New Knowledge Progression:

Building on Prior learning KS1:

Building on Prior learning when A follow B:

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- to understand types of settlements linked to land use and physical features, economic activity, trade links and distribution of natural resources.
- To use maps, atlases, globes and digital mapping to locate countries and describe features.

- to locate seaside locations in the 4 countries of the UK
- Describe features of a seaside resort
- To understand the changes that have happened to seaside locations over the years and why.
- Locate hot and cold islands around the world.
- Use a map to plan a route around a seaside resort.
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- To name and locate the countries and cities of the UK.
- To use the eight compass points to locate countries and cities.
- To name and locate counties.
- To name and locate areas of high ground.
- Identify how London has changed over time.
- To identify how the UK has changed over time.

Key Skills (Disciplinary)

- Use geographical language to describe some aspects of human and physical features and patterns.
- Make observations about places and features that change over time.
- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Identify similarities, differences and patterns when comparing places and features.
- Ask and respond to more searching geographical questions including 'how?' and 'why?'
- physical and human features of the environment.
- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
- Communicate geographical information through a range of methods including the use of ICT.

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Sequence of Lessons:

1. **What did Early Settlers need?** – To explain why settlements develop in certain locations.
2. **Where would you settle?** – To explain why settlements develop in certain areas.
3. **What's in a name?** – To use maps to identify settlements built by invaders.
4. **How is land used in Settlements?** -To compare different settlements.
5. **How are settlements linked?** - To use maps to identify links between settlements.
6. **An ideal Place to Settle** – To create a map of a settlement.

Enhancements:

Den making outside.

End of Unit Outcome: Make own settlement model.

Children will create their own ideal settlement model. They will include things that they believe would make a nice place to live.