## Overview of the Learning:

In this unit children will develop their Place knowledge and understanding. They will explore and investigate geographical similarities and differences of a contrasting locality. The children will be able to identify and explain key physical and human features and begin to use geographical skills, including first hand observation, to enhance their locational awareness.

### Core Aims

- **Children will develop their human and physical geographical knowledge and understanding.**
- **Identify similarities and differences through studying the human and physical geography of a small area of the United Kingdom.**
- **Use basic geographical vocabulary to refer to physical and human features.**

### Pupils should be taught to develop their human and physical knowledge...

- Investigate a small area in a contrasting UK locality.
- To use geographical vocabulary when referring to key physical and human features.
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- To use simple fieldwork and observational skills to study the geography of the UK and its grounds and the key physical and human features of its surrounding environment.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.
- To use world maps atlases and globes to identify geographical features.
- To use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- To construct simple maps, using basic symbols in a key.
- To use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
Expectations
Children can:

- Identify and describe key physical and human features of the UK
- Identify and describe what places are like.
- Identify similarities and differences through studying human and physical geography.
- Draw geographical comparisons between their locality and a contrasting locality.
- Use maps and atlases to develop their understanding and position of locations.
- To use compass directions and locational and directional language when planning routes and mapping.
- Draw simple maps using keys and symbols.
- Ask simple geographical questions and investigate answers.
- Use observations and first hand experiences to suggest answers to questions.
- To understand and give accurate examples of physical and human features in and around the UK.
- They carry out simple tasks and select information using resources that are given to them about places and environments.

Learning Objectives

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<tr>
<th>Suggested Learning Opportunities</th>
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<tr>
<td>Introduce the children to this terms topic: Bridgnorth field study – A contrasting UK locality.</td>
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<tr>
<td>What questions would the children like to investigate this term, relating to the unit?</td>
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<td>Show the children a range of photographs of Bridgnorth, what geographical conclusions can be drawn?</td>
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<td>Where do you think Bridgnorth is? What do you think it’s like there? Have you ever heard of/been to Bridgnorth? How is it different to where we live? How would you travel to get there?</td>
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<td>How long do you think it would take?</td>
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<td>Maps, atlases of UK, West Midlands – Can you locate Bridgnorth? Wolverhampton?</td>
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<td>Using positional language can you plan a route using your map? (North, south, East, West) (left, right, near, far)</td>
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<td>Learning opportunity ideas:</td>
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<tr>
<td>- Identify and map Wolverhampton and Bridgnorth on a map</td>
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<td>- Map/trace a route using positional language</td>
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<td>- Travelling to Bridgnorth</td>
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<tr>
<td>- Brief description about Wolverhampton and Bridgnorth drawing conclusions from photographs Bridgnorth is a town in the countryside, Wolverhampton is a city…</td>
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East Park Academy
| To investigate Bridgnorth. | Building upon their understanding of what Bridgnorth is like...
- What questions did you generate last lesson that you would like to investigate? – Show the children a picture of a family who live in Bridgnorth.
- Do you want to add any more questions?
- Tell the children today they will be finding some of these answers!
- Making predictions - What do you think Bridgnorth would be like if you were to go there?
- Using sources, making predictions and drawing geographical conclusions from visual pictures children investigate what Bridgnorth is like.
- What is a human feature? A physical feature? What human and physical features do you think Bridgnorth has?
- Using pictures, photographs, maps, written sources children investigate...
- Discuss findings – what is a quarry? Why are there so many open spaces? What are these used for?
- Learning opportunities:
  - Table of human and physical features of Bridgnorth
  - Map area of Bridgnorth identifying key physical and human features
  - Drawing conclusions about the physical and human features they have discovered.
  - A detailed fact file about a physical or human (or both) feature of Bridgnorth. |
| To use a range of sources to find out about a locality. |  |
| To identify key physical and human features of Bridgnorth. |  |
| Ask simple geographical questions and investigate answers |  |

| To investigate buildings in Bridgnorth | Share with the children a range of houses in Bridgnorth.
What are they like? What are they made of? Who might live there?
How are they similar/ different to the homes we live in?
Book: In your neighbourhood Where We Live.
- Pictures of house in Wolverhampton, house in Bridgnorth – describe and compare
- Draw picture of house and their own home – identifying similarities and differences
- List/ compare similarities and differences
Why do you think they are different?
Based on your findings, do you think all buildings are different in Bridgnorth?
- Using the pictures of the shops, pubs, churches and farms from Bridgnorth and discuss what they tell us about the village (use photographs 12-15 and Shops in Bridgnorth List). e.g. what sort of shops can we see? What do you notice about the shops? Why does Bridgnorth have more shops than the area local to Manor? Can you see a supermarket?
- Discuss how similar and different the shops are to the shops in our locality. Can the children see any supermarkets in Bridgnorth? Any fast food restaurants e.g. McDonalds
Ask the children to imagine they were going to open a shop in Bridgnorth village. |
What sort of shop would it be and why?  
Look now at photographs and maps of Wolverhampton:  
How do the two locations compare? Similarities? Differences? (open spaces, land uses etc)  
-Complete a table comparing similarities and differences between Bridgnorth and Wolverhampton.  
Where would you prefer to live and why?  

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<tr>
<th><strong>What</strong></th>
<th><strong>Where</strong></th>
<th><strong>Why</strong></th>
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<tr>
<td><strong>To use positional and directional vocabulary</strong></td>
<td><strong>Tell the children to imagine they are going to visit Bridgnorth.</strong></td>
<td><strong>To use positional and directional vocabulary when describing and mapping places.</strong></td>
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<tr>
<td><strong>To map a route for Bridgnorth.</strong></td>
<td><strong>What human and physical features do you know exist in Bridgnorth?</strong></td>
<td><strong>To map a route for Bridgnorth.</strong></td>
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<td><strong>Possible Learning Opportunities:</strong></td>
<td><strong>How is Bridgnorth town mapped out? What are the roads like? How can you tell Bridgnorth is in the countryside?</strong></td>
<td><strong>To identify and describe what places are like.</strong></td>
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<td><strong>Template to scaffold mapping work</strong></td>
<td><strong>Possible Learning Opportunities:</strong></td>
<td><strong>To draw geographical comparisons between their locality and a contrasting locality.</strong></td>
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<td><strong>-As you travel around Bridgnorth, plan your route marking on key human and physical features that you would see.</strong></td>
<td><strong>-Using a map of Bridgnorth - Using positional and directional vocabulary describe what you would see walking around Bridgnorth.</strong></td>
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<td><strong>-Use a key to map features</strong></td>
<td><strong>-Geographical conclusions, If you went to visit Bridgnorth, follow my map and you will find north of Bridgnorth the…</strong></td>
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<td><strong>Ask the children to think about what it might be like living in Bridgnorth and going to school there…</strong></td>
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<td><strong>Look at the photograph of Bridgnorth First School. Ask the children what it might be like there? How might it be the same/different to our school?</strong></td>
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<td><strong>Introduce Simon and tell the children about his school – Bridgnorth First School. What would you like to ask Simon about his school?</strong></td>
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<td><strong>Look at Simon’s route to school from map of Bridgnorth and discuss what he sees every day. How does this compare to the children’s journey to school? How is it similar? How is it different?</strong></td>
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<td><strong>Potential Learning opportunities:</strong></td>
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<td><strong>On the copy of the plan draw Simon’s shortest route to school by road. What conclusions can you make?</strong></td>
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<td><strong>Ask the children to draw four different things Simon sees on his way to school compared to what they see on their way to school.</strong></td>
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<td></td>
<td><strong>Compare this with a map of the route they take to school? (bullet point differences?</strong></td>
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Similarities?
Write an e-mail to Simon at his first school and share the similarities and differences between schools. (or you have a mock email from Simon telling you facts about his school life and ask children to replay sharing similarities and differences between school life.

• Identify and describe what places are like.
• Identify similarities and differences through studying human and physical geography

How does Bridgnorth compare to Wolverhampton? What are the differences?
Do you think there are any places in our area that are like Bridgnorth? Reasons for your answers?
Tell the children there is a Village near our school that is very similar to Bridgnorth e.g. Trysull
Children to make an educational visit to Trysull. The children provided with opportunities to see first hand a Village. While the children are there provide opportunities to:-
Identify what can be found in a Village, making links to their learning about Bridgnorth
Look at the buildings and shops in the Village
Explore the Village and look at maps show the children can develop their key skills
Ask the children to discuss their visit to the local village e.g. what did they see? What did they do? What did they enjoy the most? What might they like to do if they visited the Village again?
Ask the children to use a key to label human and physical features of the Village area on a base drawing
Use photographs and other information gathered from the educational visit as a stimulus for work with the children
– sketch buildings they saw,
- write postcards to friends,
- diaries of their day,
- pictures of what they did.

Useful links for teacher reference
http://www.visitbridgnorth.co.uk/
http://www.bridgnorthguide.info/
http://www.bridgnorthcliffrailway.co.uk/

East Park Academy
http://www.dayoutwiththekids.co.uk/things-to-do/bridgnorth
News and events http://www.bbc.co.uk/search?q=bridgnorth

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