

Subject: Geography – Year 3, Unit 1, The UK (Resources, Regions, Counties & Cities)



Enquiry Questions:

Why is London the capital city of England and not Manchester?

What are the similarities and differences between the counties of Cheshire and Cumbria?

NC/POS:

Locational Knowledge

- Locate the World's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

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

Human and physical geography

- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use 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.

Prior Learning (what pupils already Know and can do):

- Children know their school is in Warrington in England.
- They know how to locate the UK and continent on a World map.
- Children know and can locate the 4 countries and their capital cities in the UK and key characteristics.
- Children can conduct simple fieldwork to find out about a place.
- They can identify human and physical features on a map.
- Children know that there are different map types and what they are used for.
- They know how to use mapping tools: compass, scale and key.

End Points (what pupils MUST know and remember):

- Know the 4 different settlements: hamlet, village, town and city and that we live in the county of Cheshire.
- Know some key human and physical features of the North West region,
- Know that resources are materials or assets that people can make use of.

- Know that renewable energy comes from natural resources that are naturally replenished.
- Name non-renewable (coal, oil, natural gas, nuclear) and renewable energy sources (solar, wind, wave and tidal energy).
- Know that non-renewable energy comes from resources that are not naturally replenished.

Key Vocabulary: hamlet, village, town, city, population, government, royal family, county, topography, height, transportation, A-Road, motorway, climate, region, compass, direction, human, physical, resource, natural material, renewable, non-renewable, replenished, energy source.

SESSION 1: What is a city?

End points covered in this session:

Learn the 4 settlements and what they are like: hamlet, village, town and city.

- What type of settlement is Warrington? A town.
- Fun fact: It is the biggest town without a professional football league team.

Know the 4 different settlements: hamlet, village, town and city.

Ask the children – What is a city? Can they name any?

- Define a city as a settlement where people live and work and that has a large population. Ask - what does population mean?
- Show the children a picture of Chester and Liverpool – ask them which they think is a city? (Squash the misconception that a city has skyscrapers)
- Discuss then what makes a city a city: talk through key features e.g. high concentration of buildings, homes, people. Other wider features are shopping centres, transport links, business and office space, places of worship, theatres and cinemas industry that supports is economy.
- On a map of the UK, locate major cities: Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast, Newcastle, York.
- Highlight that we live near to Manchester, Chester and Liverpool and that London is our capital city.

Name and locate UK cities – Manchester, Liverpool, Chester, Birmingham, London, Edinburgh, Cardiff, Belfast, Newcastle, York.

Identify similarities and differences between cities Manchester and London.

Vocabulary: hamlet, village, town, city, population, government, royal family.

ENQUIRY QUESTION: Why is London the capital city of England and not Manchester?

Compare London and Manchester – Why does London have 'capital city' status and not Manchester?

- Look at population
- Look at the government buildings
- Look at royal family

SESSION 2: What is a county?

End points covered in this session:

Explain that a county is a smaller area with its own governing body that looks at things like transport, education and policing.

- Children name and locate the 5 counties in our region (The North West): Cheshire, Merseyside, Manchester, Lancashire and Cumbria.
- Ask the children which county we live in – Cheshire

Name and locate some UK counties local to the area – Cheshire, Merseyside, Greater Manchester, Cumbria, Lancashire.

ENQUIRY QUESTION: What are the similarities and differences between the counties of Cheshire and Cumbria?

Begin comparison of Cumbria and Cheshire: Ask if anyone has been to the Lake District. Can they describe what its like? Explain that it is hilly and has many beautiful lakes and towns.

Focus on topography –

- Explain that a topography map shows the height of the land.
- Give the children a topography map of Cheshire and of Cumbria and have them discuss what they can see.

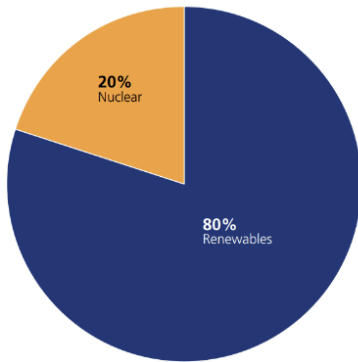
Identify the similarities and differences between counties Cheshire and Cumbria.

Vocabulary: county, topography, height,

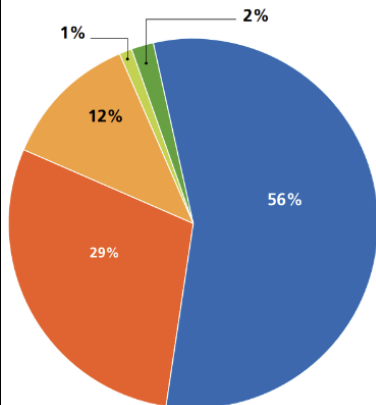
• Recognise that there is more elevation in Cumbria. Why is this? It is hilly compared to where we live. Focus on roads links – • Ask the children what a motorway is. • Discuss the difference between an A-road and the motorway – show a photograph of both. • Give children a road map of Cumbria and Cheshire - children should notice that there are lots of motorways around Cheshire and many A-roads in Cumbria. • Explain how these road maps might impact a person’s journey in Cumbria vs Cheshire e.g. it may take longer to travel around Cumbria/ Cheshire has lots of links to different places. Would the children prefer to live in Cumbria or Cheshire based on the roads? Focus on climate – • Recap: what is climate? How is it different to weather? Weather is day-to-day conditions, climate is the average conditions over a long time e.g. it is sunny today in Warrington (weather), it is usually warm in summer in Warrington (climate). • Children research the climate in Cheshire vs Cumbria • Cheshire: https://www.worldweatheronline.com/chester-weather-averages/cheshire/gb.aspx • Cumbria: https://www.worldweatheronline.com/en-gb/lake-district-weather-averages/cumbria/gb.aspx • Children fill in a table for each county: <table><tr><th>Month</th><th>Day temperature</th><th>Night temperature</th><th>Days with rain</th></tr><tr><td>January</td><td></td><td></td><td></td></tr><tr><td>February</td><td></td><td></td><td></td></tr><tr><td>March</td><td></td><td></td><td></td></tr><tr><td>April</td><td></td><td></td><td></td></tr><tr><td>May</td><td></td><td></td><td></td></tr><tr><td>June</td><td></td><td></td><td></td></tr><tr><td>July</td><td></td><td></td><td></td></tr><tr><td>August</td><td></td><td></td><td></td></tr><tr><td>September</td><td></td><td></td><td></td></tr><tr><td>October</td><td></td><td></td><td></td></tr><tr><td>November</td><td></td><td></td><td></td></tr><tr><td>December</td><td></td><td></td><td></td></tr></table> • Discuss what they notice: it is rainier in Cumbria. Why is this? It is more mountainous. Complete a skills lesson on how we use a thermometer and rain gauge. • FIELDWORK – Collect and analyse data around rainfall (using a rain gauge) and temperature (using a thermometer) for a week and compare to Cumbria – talk about the effectiveness of this fieldwork – why might the outcome not match the data collected?	Month	Day temperature	Night temperature	Days with rain	January				February				March				April				May				June				July				August				September				October				November				December				transportation, A-Road, motorway, climate.
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<u>SESSION 3: What is a region?</u> Explain that a region is an area of land with common features and is made up of counties: • Children learn that there are 12 regions in the UK • Children name and locate the 12 regions on a blank map of the UK: <i>Scotland, Wales, Northern Island, London, North East, North West, Yorkshire, East Midland, West Midland, South East, East of England, West of England.</i> • Ask the children which region we live in? The North West.	<u>End points covered in this session:</u> Name and locate UK geographical regions - Northwest, Yorkshire and Humber, East Midlands, West Midlands, Southeast, Southwest,																																																				

Recap the 4 compass points and extend to an 8-point compass - Children fill in a blank 8-point compass. - Using a map of the 12 regions, children then describe the direction you would travel in to get from one region to another e.g. <i>Scotland is North of Yorkshire and the Humber, Wales is to the North West of London.</i> Recap the difference between human and physical features: human is human-made, and physical is naturally occurring. - Give the children photographs of human and physical features in the North West – they classify them into human and physical categories. - Human features: Anfield Stadium, Trafford Centre, Blackpool Tower, Warrington Wolves Stadium, Liverpool Cathedral - Physical: Delamere, Lake Windermere, Ingleton Falls, Scafell Pike, River Dee, Moore Nature Reserve.	Northeast, East of England, London, Scotland, Wales, Northern Ireland. Identify the North West region, its key human and physical features. Vocabulary: region, compass, direction, human, physical.																								
<u>SESSION 4: What are resources?</u> Discuss what a resource is: any natural material that people need and value. - Ask the children to name materials that we might need as humans e.g. food, water etc. - Explain that in geography resources can be land, water, minerals and energy sources. - Highlight energy sources – What is energy? How do we as humans get energy? - Discuss that energy creates power and that there are different ways we can make power that can be classified into renewable and non-renewable. Explain the difference between non-renewable and renewable. - Renewable – naturally replenished, will never run out. Non-renewable – cannot be naturally replenished. - Give the children photographs of non-renewable and renewable energy sources: they classify them in their books e.g. coal is non-renewable etc. Fieldwork: Children use the ClassVRs to 'visit' a solar farm, coal mining, wind farm, fish farming. Look at the use of energy sources in the past, present and plans for the future: <table border="1"> <caption>The UK's energy mix in 1972</caption> <thead> <tr> <th>Energy Source</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Coal</td> <td>56%</td> </tr> <tr> <td>Oil</td> <td>29%</td> </tr> <tr> <td>Nuclear</td> <td>12%</td> </tr> <tr> <td>Gas</td> <td>2%</td> </tr> <tr> <td>Hydro</td> <td>1%</td> </tr> </tbody> </table> <table border="1"> <caption>The UK's energy mix in 2018</caption> <thead> <tr> <th>Energy Source</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Gas</td> <td>40%</td> </tr> <tr> <td>Renewables</td> <td>33%</td> </tr> <tr> <td>Nuclear</td> <td>20%</td> </tr> <tr> <td>Coal</td> <td>5%</td> </tr> <tr> <td>Other</td> <td>3%</td> </tr> </tbody> </table>	Energy Source	Percentage	Coal	56%	Oil	29%	Nuclear	12%	Gas	2%	Hydro	1%	Energy Source	Percentage	Gas	40%	Renewables	33%	Nuclear	20%	Coal	5%	Other	3%	<u>End points covered in this session:</u> Know that resources are materials or assets that people can make use of. Know that renewable energy comes from natural resources that are naturally replenished. Know that non-renewable energy comes from resources that are not naturally replenished. Name and understand non-renewable (coal, oil, natural gas, nuclear) and renewable energy sources (solar, wind, wave and tidal energy). Know why we sometimes use renewable energy and why sometimes we use non-renewable energy – storage, cost, lack of wind/sun. Vocabulary: resource, natural material, renewable, non-renewable, replenished, energy source.
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The UK's energy mix in 2050

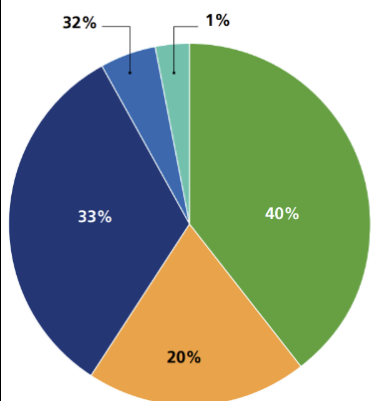


Children label the blank pie charts:



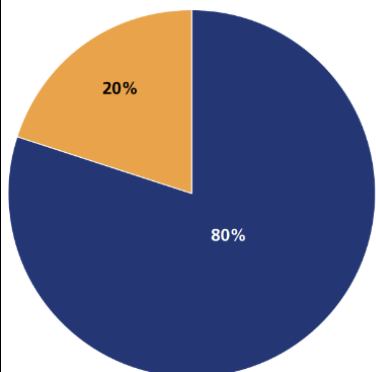
The UK's energy mix in 1972

Hydro: _____
 Gas: _____
 Oil: _____
 Nuclear: _____
 Coal: _____



The UK's energy mix in 2018

Gas: _____
 Coal: _____
 Renewables: _____
 Nuclear: _____
 Other fuels: _____



The UK's energy mix in 2050

Nuclear: _____
 Renewables: _____

- Discuss how energy has changed over time: move to more renewable energy
- Why is this the case? It is sustainable / better for the environment.
- Ask the children why nuclear is still being used even though it is a non-renewable source: explain that it does not cause climate change like fossil fuels and so does not harm the environment.

Look at the pros and cons of different types of renewable and non-renewable energy sources: • Think about their impact on jobs, wildlife, people's lives (e.g. noise/eyesore), cost to run, lack of wind/sun on some days.	
<u>Future learning this content supports:</u> This learning will support future units on comparison studies – Greece/North West and Lake District/Great Lakes. The children will investigate climate change in Year 6 where they look at what can be done to help alleviate the problem by further investigating non-renewable and renewable resources and their impact on the environment. The children will look closely at World trade and global resources linked to the Amazon rainforest. They will create persuasive/informational posters on how to reduce carbon footprints and help save the future of the planet.	