

The United Kingdom

Lesson One: The UK - Building a Picture

Locational Knowledge	Place Knowledge	Key Questions and Ideas	Teaching and Learning Activities	Resources
<p>Country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'. Capital cities of UK. Names of surrounding seas.</p>	<p>Pupils develop contextual knowledge of constituent countries of UK: national emblems; population totals/characteristics; language; customs, iconic landmarks etc.</p> <p>Pupils understand the political structure of the UK and the key historical events that have influenced it.</p>	<p>Where is the United Kingdom in the world/in relation to Europe?</p> <p>What are the constituent countries of the UK?</p> <p>What is the difference between the UK and The British Isles and Great Britain?</p> <p>What does a typical political map of the UK look like?</p> <p>What seas surround the UK?</p> <p>What are the names of the capital cities of the countries in the UK?</p>	<p>STARTER: Introduce pupils to blank outline of GIANT MAP OF UK classroom display. Use Interactive online resources to identify countries, capital cities, physical, human and cultural characteristics. Transfer information using laminated symbols to the 'UK Class Map'.</p> <p>MAIN ACTIVITY: Familiarisation with regional characteristics of the UK through 'UK Trail' and UK Happy Families' games. Photographs of iconic locations to be displayed on a 'UK Places Mosaic'.</p> <p>Extension: Pupils use the scale on the UK trail map to calculate distance and time and/or work in pairs to research 'Fascinating Facts' relating to one of the 'Happy Family' groups.</p> <p>PLENARY: Pupils to recall as many physical and human landmarks as possible; teacher to scribe on IWB.</p>	<p>Interactive: identify constituent countries of UK, capital cities, seas and islands, mountains and rivers using http://www.toporopa.eu/en</p> <p>Downloads: Building a picture (PPT) Lesson Plan (MSWORD) UK Module Fact Sheets for teachers PDF MSWORD) UK Trail Map template PDF MSWORD UK Trail Instructions Sheet PDF MSWORD UK Happy Families Game PDF MSWORD UK population fact sheet PDF MSWORD</p>
<p>Human and Physical Geography</p> <p>Pupils are able to describe and understand key aspects of physical geography including mountains, rivers and seas.</p> <p>Pupils are able to describe and understand key aspects of human geography including cities and land use.</p>	<p>Geographical Skills and Fieldwork</p> <p>Pupils use maps, atlases and digital/computer mapping to locate and describe features of UK countries.</p> <p>Pupils use the eight points compass and map keys to build their knowledge of the UK</p>	<p>What are the populations of each of the countries of the UK? How have these changed over time?</p> <p>What are the flags, other national emblems and languages?</p> <p>What are the key iconic physical and human features of the UK?</p>		<p>Assessment opportunities</p> <p>Baseline assessment from the Starter Formative Assessment from 'UK Trail' answers and 'Fascinating Facts' presentation.</p>

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Lesson Two: Scaling Geographical Heights

Locational Knowledge	Place Knowledge	Key Questions and Ideas	Teaching and Learning Activities	Resources
Name and locate key topographical features of the UK including hills, mountains, coasts and rivers.	<p>Understand geographical similarities and differences through the study of the physical geography of the UK.</p> <p>Describe different landscapes and environments to explore feelings about places (sense of place).</p>	<p>What are the key physical features of the UK?</p> <p>What are the key human features of the UK?</p> <p>What does the UK look like from the air?</p> <p>What is the typical climate of the UK?</p> <p>How do weather patterns vary between the North, South, East and West?</p> <p>How do mountains and the sea affect regional weather?</p>	<p>STARTER: Link with 'Britain from the Air' website. 'Exploring the Landscapes of Britain': open sensory questioning based on 9 aerial photographs: what do you see, what might you hear, how does the photo make you feel? Write descriptive words on interactive whiteboard.</p> <p>MAIN ACTIVITY: In teams of 3, pupils create a topological map for a road journey for the 'The Three Peaks Challenge' starting from London. Each team produces a journey log including distances, directions, duration of travel, physical and human geography encountered and writes a weather forecast for one of the Three Peaks.</p> <p>EXTENSION: Pupils use the OS Explorer map for one of the Three Peaks to describe the route of the climb from a specific start point.</p> <p>PLENARY: Weather forecast role-plays Information added to 'UK Class Map'</p>	<p>Interactive: variety of physical and human landscapes in UK identified through aerial photography: http://www.rgs.org/Britain+Air+Education</p> <p>Downloads: Lesson Plan (MSWORD) Scaling geographical heights (PPT) Three Peaks Journey Instructions PDF MSWORD Three Peaks log and blank outline of the UK PDF MSWORD Weather Forecast template PDF MSWORD Example of a UK weather forecast PDF MSWORD UK Climate Factsheet PDF MSWORD UK mountains and rivers factsheet PDF MSWORD</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>How do physical and human factors affect agricultural land use?</p> <p>Where are the major cities located and why?</p> <p>How are the regions of the UK linked up by transport routes? How have these developed over time?</p>		Assessment opportunities
Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains. Describe and understand key aspects of human geography including settlement type, land use, economic activity etc.	<p>Interpret a range of sources of geographical information including aerial photographs.</p> <p>Use Ordnance Survey (OS) maps (4 and 6 figure grid references, symbols and key) and 8 point compass to locate specific features and build knowledge of the UK.</p>			<p>Starter evokes an emotional response to UK landscapes (qualitative assessment) The Three Peaks Challenge exercise will assess knowledge of the UK's physical and human features and competency in 4 and 6 figure grid references, interpretation of keys, scales and compass directions.</p>

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Lesson Three: Trace the Taste: Counties and Products

Locational Knowledge	Place Knowledge	Key Questions and Ideas	Teaching and Learning Activities	Resources
Name and locate counties of the UK and geographical regions, particularly in relation to agriculture.	<p>Understand geographical similarities and differences through the study of physical and human geography of a UK county.</p> <p>Understand the interdependence between physical and human landscapes.</p>	<p>What are counties? How did they originate?</p> <p>How do counties differ in the different countries of the UK?</p> <p>How do the different climate, relief and soil zones of the UK influence patterns of farming?</p> <p>Where are the main areas for crops and livestock?</p> <p>What historical factors might cause counties to specialise in food production?</p>	<p>STARTER: Display the maps of the UK countries on the <i>PPT</i> to show the counties of England, Principle Areas of Wales, Council areas of Scotland, and Districts of Northern Ireland. Discuss whether any pupils have links with any specific counties or regions.</p> <p>MAIN ACTIVITY: Teams of children produce information posters relating to manufactured food products from specific counties/regions of the UK.</p> <p>Extension: Pupils to carry out online research using a child-friendly search engine to add to their learning this lesson to produce a fact file</p> <p>PLENARY: Each team presents a fact file of the physical and human influences on farming in its allocated county/region.</p>	<p>Interactive: counties of UK identified through http://www.toporopa.eu/en</p> <p>Downloads: Counties and products (PPT) Lesson Plan (MSWORD) 'Counties and Products' Example of Information sheet PDF MSWORD Fact File: 'Influences on Farming' PDF MSWORD Farming types in the UK Factsheet PDF MSWORD Fact File – Influences on farming (extension) PDF MSWORD</p>
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
<p>Describe and understand key aspects of the physical geography of the UK including climate zones and distribution of soils.</p> <p>Describe and understand key aspects of the human geography of the UK including the distribution of farming types and traditional food products.</p>	<p>Use discursive skills; presentational skills (artistic/graphical/oral); organisation of information; cross-curricular links with History, Science and SMSC.</p>	<p>How has the appearance of the farming landscape in the UK changed over time?</p> <p>How has technology changed the productivity and pattern of farming in the UK?</p>		<p>Formative assessment of physical and human influences on farming from posters, fact files and tourist pitch scripts.</p>

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Lesson Four: Famous Football Cities

Locational Knowledge	Place Knowledge	Key Questions and Ideas	Teaching and Learning Activities	Resources
Name and locate UK cities and industrial land use and understand how these aspects have changed over time.	<p>Understand the processes of industrial growth and how economic prosperity might be related to the success/failure of the local football team.</p> <p>Understand how the nicknames of football teams might give clues to the industrial history of the town/city.</p>	<p>What happened during the Industrial Revolution in the UK? When did it take place?</p> <p>How and why did towns/cities grow during this period of industrial growth?</p> <p>What types of industries were successful?</p> <p>How did the UK landscape change as a result?</p>	<p>STARTER: Pupils, in pairs, read the article on Tom Finney's early footballing career. Create a role-play to illustrate the work conditions of professional footballers in the 1940s.</p> <p>MAIN ACTIVITY: In groups of four, pupils sort historical materials for Sheffield to create an industrial timeline to show how their city's economic activity has evolved over time.</p> <p>EXTENSION: Research the specialist industrial activities of other football towns (see 'Football Towns and Industry')</p> <p>PLENARY: Construct symbols of 'Industrial Heritage' and 'Present Employment' and post on the 'UK Class Map'.</p>	<p>Interactive: 'The Beautiful History of Club Crests, Club Colours and Nicknames': http://thebeautifulhistory.wordpress.com/clubs</p> <p>Downloads: Famous Football Cities (PPT) Lesson Plan (MSWORD) Tom Finney Roleplay exercise PDF MSWORD Sheffield Industry Resource Pack PDF MSWORD Football Towns and Industry PDF MSWORD UK Cities and Transport Networks Factsheet PDF MSWORD</p> <p>Assessment opportunities</p> <p>Formative assessment of the content of the role-play in the Starter.</p> <p>Interpretation of historical materials and sequencing on timeline will assess geographical skills covered in the lesson.</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>What is the link between football and industry in many UK cities?</p> <p>What are the main types of work in these cities today? What has caused the change?</p> <p>What does the modern city landscape look like? Why is this?</p>		
Describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals. Explain the location, growth and decline of settlement.	Use atlases to locate footballing towns/cities; cross-curricular links with History; interpretation of past and present land use through OS maps.			

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Lesson Five: B&B - Cities of Contrast

Locational Knowledge	Place Knowledge	Key Questions and ideas	Teaching and Learning Activities	Resources
Name and locate cities of the UK and understand how their characteristics have changed over time.	<p>Understand geographical similarities and differences through a comparative study of two settlements.</p> <p>Identify the origin, patterns of growth and economic and social challenges of large settlements.</p>	<p>Why is Birmingham/ Blackpool the city it is today?</p> <p>What were the original sites of Birmingham and Blackpool? How were they influenced by physical and human geography?</p> <p>What caused each of the cities to grow?</p> <p>Historically, what were the main economic activities?</p> <p>How have functions changed over time?</p>	<p>STARTER: Pupils watch two short video clips on Birmingham and Blackpool (evidence of origin, growth, change, problems and solutions) A working wall of key words on post-it notes is created adjacent to the 'UK Class Map'.</p> <p>MAIN ACTIVITY: Pupils, in groups of four, are presented with the resource pack of one of the two case study cities. They use the information given to prepare a presentation on their city. Pupils can also use city guides or the internet to add additional content.</p> <p>EXTENSION: Each Birmingham group joins with a Blackpool group and they peer-teach their case study through their presentation.</p> <p>PLENARY: Each Birmingham group joins with a Blackpool group and they peer-teach their case study through their presentation.</p>	<p>Interactive: History of Birmingham 'Coining it' video (1.07 - 3.22) https://www.youtube.com/watch?v=mD8qmA4CRXY Birmingham Big City Plan: https://www.youtube.com/watch?v=6fh7JB-LwCQ: Blackpool: Early 1960s: https://www.youtube.com/watch?v=-RliT51oaJA</p> <p>Downloads: Lesson Plan (MSWORD) Cities of Contrast (PPT) Resource packs for Birmingham and Blackpool PDF MSWORD Settlement Fact File Template PDF MSWORD</p> <p>OS Maps: (not provided): Birmingham: Explorer 220 Blackpool: Explorer 286</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>What do the city centres look like today?</p> <p>What are the current problems facing the cities?</p> <p>What are the current population totals and characteristics of the cities?</p>		Assessment opportunities
Describe and understand physical and human influences on the growth, development and functionality of cities.	<p>Interpret a range of sources of geographical information including maps and aerial photographs.</p> <p>Methodology of fieldwork, data presentation and analysis; graphical representation of data, grid references, direction, keys, symbols, sketch maps.</p>			<p>Baseline assessment from the Starter.</p> <p>Formative assessment from the annotated maps. The level of data interpretation and presentation will vary according to the pupils' understanding.</p>

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Lesson Six: 'The Best of British'.

Locational Knowledge	Place Knowledge	Key Questions and ideas	Teaching and Learning Activities	Resources
Name and locate capital cities and their identifying human and physical characteristics and how these aspects have changed over time.	London as an example of multicultural Britain; the values and processes of democracy; rule of law in safeguarding citizens; tolerance within society and freedom of speech.	<p>What are the key aspects of being British?</p> <p>How do different population groups express their culture?</p> <p>What are the benefits of living within a multi-cultural society?</p> <p>What problems might arise from multi-culturalism? How might tension develop between different racial/cultural groups?</p>	<p>STARTER: Ask pupils to provide guesses of the number of different nationalities living in London and the number of different languages spoken in the city. Write the guesses on the board and see who is closest to the actual figures. London is home to more than 270 nationalities. Over 250 languages are spoken in the city, making the capital the most linguistically diverse city in the world.</p> <p>MAIN ACTIVITY: Pupils imagine that they are a migrant to the UK and write a diary entry about the opportunities and difficulties that they might encounter.</p> <p>EXTENSION: pupils can create a bar graph showing the 2011 census data of ethnicity.</p> <p>PLENARY: pupils read aloud their passages, and record the combined 'pull factors' on an A3 sheet to feedback.</p>	<p>Interactive: Project Britain: Multicultural London (see Module Plan: additional web links).</p> <p>Downloads: Best of British (PPT) Lesson Plan (MSWORD) Ethnicity data England and Wales (MS EXCEL) JWF Ethnicity England and Wales information sheet (PDF) Diary entry PDF MSWORD</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>How has London's culture changed over time? What role has the migration of different ethnic groups played in this process?</p> <p>Where in London might you find different cultural groups living happily together?</p>		Assessment opportunities
Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity.	The ability to understand the values of tolerance and harmony between different cultural groups. Links with SMSC.			<p>Formative assessment of cultural understanding from the Starter worksheet/pupil feedback.</p> <p>Conceptual understanding of tolerance, democracy and equality assessed from the quality of argument in writing.</p>

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Lesson seven: Assessment - how much do you know?

Locational Knowledge	Place Knowledge	Key Questions and Ideas	Teaching and Learning Activities	Resources
The United Kingdom within the world/Europe; surrounding seas; regions and counties; major cities; physical features (mountains, rivers, climate and weather); farming and industrial zones.	Contextual knowledge of constituent countries including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth; settlement change and the value of multi-culturalism in London.	<p>What are the key locational characteristics of the UK?</p> <p>What are the key features of the UK's physical landscape (mountains, rivers, coasts, climate, weather)?</p> <p>What are the key features of the UK's human landscape (settlements, farming and industrial regions)?</p>	<p>Visual assessment Pupils view a series of images and describe what they see, try and recall the place the image shows, and explain human/physical processes leading to its creation (migration, erosion etc.)</p> <p>Just a Minute: Pupils are issued with a UK geographical topic and are given 3 minutes to think about what they are going to say. Once the game begins, pupils cannot refer to any written notes.</p>	<p>Downloads: Knowledge Test (MSWORD) Skills Test (MSWORD) Just a Minute instructions (MSWORD)</p>
Human and Physical Geography	Geographical Skills and Fieldwork	<p>How do counties/regions differ in terms of food production?</p> <p>How has industry shaped the growth of large settlements?</p> <p>What has caused cities to grow and be successful over time?</p> <p>What are the benefits of multi-culturalism? How does it contribute to Britishness?</p>	<p>Written assessment: Pupils answer a series of questions related to the preceding six lessons.</p> <p>The unit can be completed with a topic assembly, during which pupils could present their work, perform weather forecast roleplays, and deliver a 'Food Fair' related to lesson three.</p>	Assessment Opportunities
Pupils are able to describe and understand key aspects of physical and human geography and the interdependence between natural and man-made environments.	Use of maps, atlases, compasses, aerial photographs; observational and questioning skills; fluency in geographical enquiry (data collection, interpretation, presentation, analysis); understanding of interdependence and contemporary issues in society and the environment.			<p>Teaching assistant to make notes on pupils' contributions to the assessment part one.</p> <p>Just a Minute assesses fluency of expression and understanding of geographical concepts/processes/patterns.</p> <p>Written assessment provides a formative assessment of pupils' knowledge and understanding of the KS2 UK topic.</p>

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Additional Web links:

Lesson One: Building a Picture

Project Britain: Geography of the UK:

<http://resources.woodlands-junior.kent.sch.uk/customs/questions/geography.html>

UK Population: how it will change over the next few decades.

<http://www.theguardian.com/news/datablog/2013/nov/06/uk-population-increase-births-migration>

For data on UK population and migration:

<http://www.ons.gov.uk/ons/guide-method/compendiums/compendium-of-uk-statistics/population-and-migration/index.html>

UK Flags, emblems and other symbols of Britishness

<http://projectbritain.com/symbols.html>

For UK's top 50 landmarks:

<http://www.mirror.co.uk/news/uk-news/uks-top-50-landmarks-how-2204163>

Lesson Two: Scaling geographical heights

For information on temperate climates:

<http://www.oddizzi.com/teachers/explore-the-world/weather/climate-zones/>

For information on influences on the distribution of farming in the UK:

http://www.bbc.co.uk/schools/gcsebitesize/geography/rural_environments/farming_rural_areas_rev2.shtml

For UK thematic maps (Islands, Forests, Mountains, Population density, UK Rail Network, Counties and Regional Maps):

<http://www.mapsofworld.com/united-kingdom/thematic-maps/uk-population-map.html>

For population totals of UK cities and towns: <http://www.citypopulation.de/UK-Cities.html>

For a discussion of what makes a city:

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<http://www.theguardian.com/cities/2014/may/08/what-makes-city-tech-garden-smart-redefine>

For how UK cities compare in terms of population, employment etc:

<http://www.theguardian.com/cities/datablog/2015/jan/19/uk-cities-ranked-jobs-migration-house-prices-broadband-speeds-data>

For information on growth of UK cities and processes of suburbanisation and counter-urbanisation:

<http://www.s-cool.co.uk/a-level/geography/urban-profiles/revise-it/urbanisation>

For 'London's Transport – A History':

<https://tfl.gov.uk/corporate/about-tfl/culture-and-heritage/londons-transport-a-history>

For information on how pupils can create their own weather forecasts (including appropriate vocabulary):

<http://www.primaryresources.co.uk/geography/geography1.htm>

For weather data on the Three Peaks Challenge locations:

<https://www.national3peaks.com/weather-forecasts-for-the-national-3-peaks/62/>

Lesson Three: Trace the Taste

Unique British Foods: regional specialisation:

<http://www.visitbritain.com/en/Things-to-do/Food/Unique-British-foods.htm>

Cornwall Food and Farming:

<http://www.cornwallfoodandfarming.net/>

For information on the evolution of the farming landscape in Cornwall:

<http://www.historic-cornwall.org.uk/flyingpast/farms.html>

Lesson Four: Keeping the Team Alive

Sir Tom Finney Interview:

<http://www.dailymail.co.uk/sport/football/article-2559853>

Sheffield History Facts and Timeline:

http://www.world-guides.com/europe/england/south-yorkshire/sheffield/sheffield_history.html

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Lesson Five: B and B: Cities of Contrast

A brief history of Birmingham:

<http://www.localhistories.org/birmingham.html>

For information on Birmingham City Centre Development Plan:

<http://bigcityplan.birmingham.gov.uk/paradise-circus/>

For a short video on the Birmingham Big City Plan:

<https://www.youtube.com/watch?v=6fh7JB-LwCQ>:

Blackpool: growth, decline, problems, solutions:

<http://www.acegeography.com/tour--blackpool.html>

A Brief History of Blackpool:

<http://www.localhistories.org/blackpool.html>

For Blackpool Maps and Orientation:

http://www.world-guides.com/europe/england/lancashire/blackpool/blackpool_maps.html

For information on the development and decline of Tourism and employment in Blackpool:

http://coolgeography.co.uk/GCSE/AQA/Tourism/UK/Blackpool_Tourism.htm

For a short video on 'Blackpool – back in the day':

<https://www.youtube.com/watch?v=wiG4uDr998c>

For video coverage of Blackpool 1968 (no commentary):

https://www.youtube.com/watch?v=BEPwFfTPS_Y

Why Blackpool is the most unhealthy place in England:

<http://www.theguardian.com/money/2013/jul/27/blackpool-most-unhealthy-place-england>

Tourism at the seaside in Brighton:

<http://www.bbc.co.uk/education/clips/z6ngkqt>

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For images of New Brighton: A Victorian Seaside Resort:

<https://www.youtube.com/watch?v=avpOlf1EpOs>

For lesson plans on local fieldwork, GIS and emotional mapping, see 'Map it – Bike it – Walk it':

<http://www.geography.org.uk/resources/mapitbikeitwalkit/>

For video clips on settlement growth and change:

<http://www.bbc.co.uk/education/topics/zbyv4wx/resources/10>

Lesson Six: 'The Best of British'.

London: Multi-culturalism:

<https://www.google.co.uk/search?q=London+multiculturalism&biw=1600&bih=745&dtbm=ischandtbo=u&source=univ&sa=X&ved=0CCgQsARqFQoTCMnTuN26kscCFQrsFAod18QAqA>

Project Britain: Multicultural London:

<http://www.projectbritain.com/london/multicultural.htm>

Migration in the UK

<http://www.geographyinthenews.org.uk/issues/issue-17/migration-in-the-uk/ks2/>