

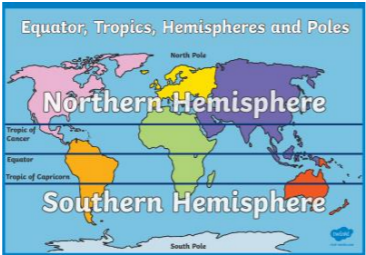


Medium Term Plan Y3/4: Geography
Why do so many people choose to go to the Mediterranean for their holiday?

Geographical Concept	Previous Geographical Vocabulary	New Geographical Vocabulary
<ul style="list-style-type: none"> Locational knowledge Place knowledge Human and physical Geography Geographical Skills 	Continents, Europe, North America, South America, Africa, Asia, Australasia, Antarctica, oceans, seas, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, climate, crops, tropical, drought, Equator, North Pole, South Pole, Arctic, Beach, cliff, coast, mountain, soil, vegetation, seasons, weather, city, town, village, factory, farm, port, harbour	Mediterranean, Greece, Athens, Northern Hemisphere, Southern Hemisphere, Tropic of cancer, Tropic of Capricorn, tourism, Acropolis, Parthenon, Temple of Poseidon, Temple of Olympian Zeus
Previous Learning End Point Assessment	End Point Assessment Statements:	
<ul style="list-style-type: none"> I can name and locate the seven continents of the world I can name and locate the five oceans of the world I know that the closer to the Equator the hotter it is and the further away the cooler it is I know where the Equator, North Pole and South Pole are on a globe I can name the following physical features of a seaside town: island, cliff and beach I can recognize human features of a seaside resort and know the types of work that it brings I know the main differences between Sheffield and the Maasai Mara reserve in Kenya (crops, wildlife, schools) 	<ul style="list-style-type: none"> I can name and locate The Mediterranean Sea and some of the countries that boarder it including Greece I can name and locate the capital cities of at least four European countries. I know why the climate of Greece (and other Mediterranean countries) is different to England I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle I know which fruits and vegetables are produced in the Mediterranean and why they are exported to different countries I know why tourism is important to many Mediterranean countries (concentrating on Greece) I can tell you some of the main industries in Greece I can identify and name landmarks and features of Greece I know the main differences between Sheffield and Greece (climate, coast, tourism, food) 	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question	What do I already know	Where is the Mediterranean?	Why do Mediterranean countries have a warmer climate than we do?	Which fruits and vegetables are produced in the Mediterranean?	What are the advantages/ disadvantages of living in a Mediterranean country?	Why would you want to visit Athens?	How would you go about attracting someone to visit Greece?
Conceptual knowledge	about the Mediterranean?	I can name and locate The Mediterranean Sea and some of the countries that boarder it including Greece I can name and locate the capital cities of at least four European countries.	I know the climate of Greece (and other Mediterranean countries) is different to England and why I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	I know which fruits and vegetables are produced in the Mediterranean and why they are exported to different countries	I know the main differences between Sheffield and Greece (climate, coast, tourism, food) I can tell you some of the main industries in Greece	I can identify and name landmarks and features of Greece	I know why tourism is important to many Mediterranean countries (concentrating on Greece)
Review/ Revisit	Post –it notes What do you know about the Mediterranean?	Flashback Continents of the world	Table groups: How many Mediterranean countries can you write on a white board in 2 minutes	Can you label the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on the IWB. What is a Mediterranean climate?	Table groups: How many Mediterranean fruits and vegetables can you write on a white board in 1 minute	Flashback What can you remember about Kenya? What are the similarities and differences between Kenya and Greece?	Review the advantages of the Mediterranean.
Read	Which continent/s is it in? Can you name the	The Mediterranean Sea is a body of water situated between parts of the 3 continents of Europe, Africa, and Asia. The name "Mediterranean" comes from the Latin term, mediterraneus, meaning middle of the earth. The Mediterranean region was home to great ancient civilizations including Rome, Greece, and Egypt.	https://sites.google.com/site/climate/types/mediterranean		https://internationalliving.com/counties/greece/#:~:text=Greece%20is%20super%2Daffordable%2C%20especially,as%20much%20as%2070%25%20less.	Athens is the capital of Greece. It was also at the heart of Ancient Greece, a powerful civilization and empire. The city is still dominated by 5th-century BC landmarks, including the Acropolis, a hilltop citadel topped with ancient buildings like the colonnaded Parthenon temple.	Look at a variety of holiday brochures.

<p>continents and Oceans of the world?</p> <p>Teach</p>	<p>What defines a Mediterranean country?</p>  <p>The Mediterranean countries are those that surround the Mediterranean Sea or located within the Mediterranean Basin. Twenty sovereign countries in Southern Europe, the Levant and North Africa regions border the sea itself, in addition to two island nations completely located in it (Malta and Cyprus).</p> 	<p>Play youtube clip to explain climate zones: https://www.youtube.com/watch?v=Ob8zzXjDfc4</p> <p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a map.</p>  <p>A Mediterranean climate is a climate that has dry summers that are hot or warm as well as winters that are cool or mild with moderate or high rainfall.</p> <p>We have a temperate climate because we are further away from the Equator and closer to the Arctic.</p>	<p>Show the fruits and vegetables that are grown.</p> <p>Explain that it is the climate that dictates what can be grown.</p> <p>We eat lots of fruits that are grown in Mediterranean countries because they are imported.</p>	<p>Explain advantage & disadvantage.</p> <p>Industries – fishing, farming, tourism Climate Cost of living language Food</p>	<p>Look at a map of Athens.</p> <p>Look at the tourist attractions:</p> <ul style="list-style-type: none"> • Acropolis • Temple of posiedon • The Acropolis Museum. ... • Ancient Agora & Temple of Hephaestus. ... • Roman Agora. ... • Hadrian's Library. ... • Temple of Olympian Zeus. ... • Kerameikos. ... • National Archaeological Museum. • Lycabettus Hill • 	<p>Think about:</p> <ul style="list-style-type: none"> • Climate – sunshine • Sea – swimming, sunbathing, water sports • Food • Culture • Tourist attractions – ancient civilisation <p>Play a holiday advert</p>
<p>Practice</p>	<p>Pairs: Using atlas's Children find the Mediterranean. Put the countries that boarder the Mediterranean on the IWB covered up.</p> <p>Uncover one at a time and challenge the children to find the countries on their map.</p>	<p>Pairs Chose a Mediterranean country and look up the temperature and rainfall in January and July</p> <p>Now look at the temperature and rainfall in Sheffield for those two months. What do you notice?</p>	<p>Sort fruits into grown in UK and grown in Mediterranean.</p>	<p>Split the class up so that pairs research one aspect of living in Greece – eg industry, climate, cost of living, food etc.</p> <p>They note down the pros and cons. Each pair then feed back their findings to the rest of the class.</p> <p>Teacher to note down the findings.</p>	<p>Divide the top 10 tourist attractions between the class.</p> <p>They have to persuade someone else in the class to visit their attraction.</p>	<p>Research a specific Greek destination on the internet.</p> <p>Persuade your partner to visit that destination.</p>
<p>Apply</p>	<p>Pairs: Label a map of the Mediterranean. (decide which countries the children have to locate) Locate the capital cities of: France, Italy, Spain. Greece</p>	<p>Label a map with Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Write a short paragraph to describe the climate in a Mediterranean country.</p>	<p>Choose a fruit that is grown in the Mediterranean and calculate how many miles it has travelled to get to Sheffield.</p>	<p>Split their page into 2 – Pros & cons of living in Greece.</p> <p>They write bullet points and then decide whether they would like to live in Greece</p>	<p>You are a tour guide in Athens. Write a brochure listing your top 5 destinations.</p>	<p>Produce a holiday brochure for your specific destination, eg a Greek island</p>
<p>Reflect</p>	<p>Play quiz – the Mediterranean sea: countries and islands map quiz game</p> <p>https://www.geoguessr.com/seterra/en/vgp/3334</p>	<p>Who has been to a Mediterranean country for a holiday? What did you do there? Discuss why so many people from Britain go to Spain/Mediterranean for their holidays.</p>	<p>Discussion: What are the advantages and disadvantages about eating fruit from the Mediterranean?</p>	<p>Discussion Would you rather live in a Mediterranean country or in England? Justify your answer.</p>	<p>Which destinations have the children chosen as their top 5?</p>	<p>Share your brochure. Vote on which place the class would most like to visit.</p>
<p>End of block assessment:</p> <p>- Explain why people chose to holiday in the Mediterranean</p>						

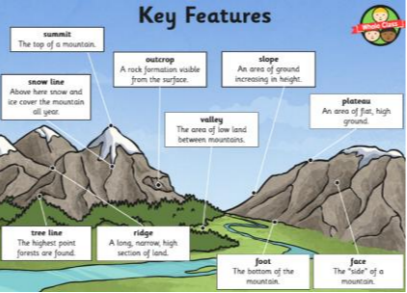
Medium Term Plan: Mediterranean Y3/4

Mountains

Geographical concept	Previous Geographical Vocabulary	New Geographical Vocabulary
<ul style="list-style-type: none"> • Locational knowledge • Human and physical Geography • Geographical Skills 	Continents, Europe, North America, South America, Africa, Asia, Australasia, Antarctica, mountain, river, valley,	mountain range, summit, slopes, face, sides, ridge, peak, tree line, snow line, tectonic plates, adjacent, collide, force/ pressure, fault lines, fold mountains, dome mountains, block mountains, volcanic mountains, volcano, altitude,
Previous Learning End Point Assessment	End Point Assessment Statements:	
<ul style="list-style-type: none"> • I can name and locate the seven continents of the world • I can name and locate the four countries and capital cities of the UK • I understand the symbols used in maps to identify physical and manmade features. • I can describe the physical features of the Peak District National Park • I understand the water cycle – Y4s • I know how volcanoes are formed – Y4s 	<ul style="list-style-type: none"> • I can name and locate the major mountain ranges of the world including the Urals in Russia • I can locate key areas of higher ground in the UK. • I can name and locate the highest mountains in England, Scotland, Wales and Northern Ireland • I can describe the key features of a mountain • I can explain how mountains are formed • I know how mountains change over time • I can describe a mountainous climate • I understand how tourism affects mountainous regions • I know why mountains are significant 	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question	What do I already know about mountains?	Where are the world's highest and most famous mountain ranges?	Where are there areas of higher ground in the UK? What are the names of the highest peaks in the four countries of the UK?	Can you identify the key features of mountains?	How are mountains formed?	What is a mountain climate?	How do people live on and enjoy mountains?
Conceptual Knowledge		I can name and locate the major mountain ranges of the world including the Urals in Russia	I can locate key areas of higher ground in the UK. I can name and locate the highest mountains in England, Scotland, Wales and Northern Ireland	I can describe the key features of a mountain	I can explain how mountains are formed I know how mountains change over time	I can describe a mountainous climate	I know why mountains are significant I understand how tourism affects mountainous regions
Review/ Revisit	Can you name any famous mountains?	Flashback Name the continents of the world	How many mountain ranges can you name? In which continents would you find them? How can you identify higher ground on a map?	Name the highest peaks in each of the countries of the UK.	Flashback Can the Y4s remember what a volcano is?	Flashback The water cycle (Y4s) How are mountains formed?	What is the weather like in mountain regions?

<p style="text-align: center;">Read</p>	<p>Can you name any mountain ranges?</p>	<p>What is a mountain? Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.</p>	<p>The highest mountains in the UK are: Ben Nevis in Scotland (also the highest in the UK) Scafell Pike in England Slieve Donard in Northern Ireland Snowdon in Wales</p> <p>Ben Nevis in Scotland was once a very large active volcano. It last erupted millions of years ago and the eruption was so violent that it caved in on itself.</p>	<p>Although the mountains around the world are very different from one another, they share many of the same features.</p> <p>They usually have steep, sloping sides and sharp or rounded ridges, and a high point, called a peak or summit. Most geologists classify a mountain as a landform that rises at least 1,000 feet (300 meters) or more above its surrounding area. A mountain range is a series or chain of mountains that are close together.</p>	<p>There are different types of mountains: ...</p> <p>Fold Mountains: Fold mountains are formed due to the collision of two tectonic plates. ...</p> <p>Block Mountains: They are created when large areas are broken and displaced vertically.</p> <p>Volcanic Mountains: They are formed due to volcanic activity.</p> <p>Dome Mountains: Dome mountains are formed when a large amount of magma builds up below the Earth's surface. This forces the rock above the magma to bulge out, forming a mountain.</p> <p>Mountains – National Geographic (video is the second thumbnail in the gallery)</p> <p>Plate tectonics – BBC Geography The two main types of mountain formation students need to know at KS2 are:</p> <ul style="list-style-type: none"> - volcanic mountains - fold mountains <p>Recap the structure of the Earth. Tell students that the Earth's crust is split into tectonic plates. What are the names of the boundaries between the plates? (Fault lines)</p> <p>Ask students to imagine their hands are two tectonic plates. In which directions could they move in relation to each other? Tectonic plates move:</p> <ul style="list-style-type: none"> - In opposite directions (transform) - Away from each other (divergent) - Towards each other (convergent) <p>Most mountain ranges are made when two tectonic plates collide into one another. These are called fold mountains (e.g. Rocky Mountains). Can the students find two more examples of fold mountains in the clip?</p> <p>You can actually see folding in the rocks of some fold mountain ranges. This created by the enormous force of two tectonic plates colliding.</p> <p>Take a look at the map of tectonic plates and explain that the formation of the Himalayas began 45 million years ago.</p>	<p>The temperature on mountains becomes colder the higher the altitude gets.</p> <p>Mountains tend to have much wetter climates than the surrounding flat land.</p> <p>Mountain weather conditions can change dramatically from one hour to the next. For example, in just a few minutes a thunder storm can roll in when the sky was perfectly clear, and in just a few hours the temperatures can drop from extremely hot temperatures to temperatures that are below freezing.</p> <p>Mountains receive more rainfall than low lying areas because the temperature on top of mountains is lower than the temperature at sea level.</p> <p>Winds carry moist air over the land. When air reaches the mountain, it rises because the mountains are in the way. As the air rises, it cools, and because cool air can carry less moisture than warm air, there is usually precipitation (rain).</p> <p>(Link to water cycle – relevant for current Y4s)</p>	<p>Print off the Val d'Isere brochure – read parts with the class.</p>
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					Which two plates collided to form these mountains? (Indian plate and Eurasian plate)		
Teach	<p>Play: An introduction to mountain ranges around the world – BBC Bitesize</p> <p>Watch the BBC Bitesize clip. What were the names of the three mountain ranges mentioned in the clip? What colour are the mountain ranges on the map? (Brown and grey)</p> <p>Show the flip with other mountain ranges. Look at the activity and the atlases. Which pages would be useful for identifying the world's major mountain ranges?</p> <p>Show the class how to use an atlas to locate the mountain ranges around the world. Explain why the different areas of the map are shaded in different colours.</p>	<p>The UK also has areas of high ground but our mountains are not as high as mountain ranges in other parts of the world.</p> <p>Look at the topographical map.</p> <ul style="list-style-type: none"> • What do the different colours tell you? • Where are the highest areas of land? • Where are the lowest areas? <p>Locate Sheffield and ask the children to identify the Pennines.</p> <p>Demonstrate how to find the highest peaks on a map</p> <p>Identify the areas of higher ground on a map/atlas</p>	<p>Play: https://www.youtube.com/watch?v=YiUL3eJ0FO4</p> <p>Share the labelled diagram with children, discussing each key feature in turn.</p> 	<p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3</p> <p>The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. This is how the mountains of the Himalayas in Asia were formed.</p> <p>Tectonic plates are also at work under the Atlantic Ocean, but instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions.</p> <p>This causes lava to erupt out of the gap that is left. As it cools down, the lava creates a long line of mountains - the longest mountain range on Earth.</p>	<p>Play: https://www.bbc.co.uk/bitesize/clips/zxmc7ty</p>	<p>Make a list of the things you can do at the resort:</p> <p>Winter:</p> <p>Ski, toboggan, ice floating, igloo building, open air ice skating, cycling, moon biking, walking, going out in the evening for meals</p> <p>Summer:</p> <p>Hiking, walking, cycling, high ropes in trees,</p>	
Practice	<p>Pairs: Ask the children to use the atlas to locate a specific mountain range.</p>	<p>Put an A3 sheet on each table with the outline of the UK. Children work together to identify and draw in higher ground.</p>	<p>Tables: Quickly draw a mountain on A3 paper and then label the parts that you can remember</p>	<p>Groups: Research one type of mountain. Make a poster. Present their findings to the rest of the class.</p>	<p>Children talk through what they would experience walking up a mountain. Get them to write down any geographical vocab they will need to do with the weather and the features of the mountain.</p>	<p>Groups: Write down all the activities that you can do in a mountain resort.</p>	
Apply	<p>Use atlases to locate and label specific mountain ranges: Differentiated</p>	<p>Give the children a map of the UK. Children draw in and then label areas of higher ground. Draw a red dot and label: Ben Nevis – Scotland Scafell Pike – England Slieve Donard - Northern Ireland Snowdon - Wales</p>	<p>Label the features of a mountain. Give a list of the features that they should find.</p>	<p>Each child has a table to write an interesting fact from the other groups.</p>	<p>Write a diary entry about hiking up a mountain. Ensure that the children talk about the way that the weather changes as they get further up.</p>	<p>Groups: Using Purple Mash, create a brochure to advertise Rainbow Mountain Resort.</p>	
Reflect	<p>Group table activity: Pair up the mountain range with the continent in which it is found.</p>	<p>How many areas of high ground can the children name in one minute?</p>	<p>Do all mountains look the same? Give out pictures of a range of different famous mountains. Can the children identify the features they have found on the diagram?</p>	<p>Share your interesting facts with the rest of your table.</p>	<p>Share your diary entry with a critical friend. Their job is to identify the geographical vocab.</p>	<p>Would you want to visit or live in a mountain resort? Discuss.</p>	



End of block assessment:



- Questions about what the children have learnt.

Medium Term Plan Y3/4: Geography
Why would you want to live in Sheffield?

Geographical concept	Previous Geographical Vocabulary	New Geographical Vocabulary
<ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical Geography • Geographical Skills 	Continents, Europe, climate, crops, mountain, soil, vegetation, seasons, weather, city, town, village, factory, farm, Mediterranean, Northern Hemisphere, Southern Hemisphere, tourism, farming,	Sheffield, county, South Yorkshire, Peak District National Park, landscape, urban, rural, feature, agriculture, leisure, business, moorland, reservoir, edge, limestone, White Peak, millstone grit, Dark Peak, Cave,
Previous Learning End Point Assessment	End Point Assessment Statements:	
<ul style="list-style-type: none"> • I know the types of settlement and land use in Greece • I know that tourism is a major industry in Greece and the Mediterranean • I can locate the UK on a map • I can name and locate the four countries of the UK • I can name and locate the four capital cities of England, Wales, Scotland and Northern Ireland • I know the main differences between cities, towns and villages 	<ul style="list-style-type: none"> • I can name and locate some counties of the United Kingdom including South Yorkshire • I can name and locate some major cities of the United Kingdom including Sheffield • I know how land is used in Sheffield • I understand the symbols used in maps to identify physical and manmade features. • I know the key human geography characteristics of Sheffield • I can identify and locate the Peak District National park • I can describe the physical features of the Peak District National Park • I know how land is used in the Peak District • I can explain the geographical similarities and differences between Sheffield and the Peak District • I know the types of settlements that you will find in the Peak District • I know the natural resources that you will find in the Peak District including energy, food, minerals and water 	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question	What do I already know about Sheffield and the Peak District?	Where is Sheffield?	How is land used in Sheffield?	What are the key human geography characteristics of Sheffield?	What is the landscape like in the Peak District?	How is land used in the Peak District?	Why would you want to visit the Peak District?
Conceptual knowledge		I can name and locate some counties of the United Kingdom including South Yorkshire I can name and locate some major cities of the United Kingdom including Sheffield	I know how land is used in Sheffield I understand the symbols used in maps to identify physical and manmade features.	I know the key human geography characteristics of Sheffield	I can identify and locate the Peak District National park I can describe the physical features of the Peak District National Park	I know how land is used in the Peak District I can explain the geographical similarities and differences between Sheffield and the Peak District I know the natural resources that you will find in the Peak District including energy, food, minerals and water	I know the types of settlements that you will find in the Peak District
Review/ Revisit	What do I already know about Sheffield and the Peak District? Which continent is Sheffield in?	Flashback List the continents and oceans Ask the children to name and locate the four countries of the UK.	Where about in the UK is Sheffield? Which country is it in? Which county? Can they remember any other facts about Sheffield?	Ask the children to list how land is used in Sheffield. Retail, Leisure, Housing, Business, Industrial, Agriculture	Flashback What is the landscape like in Kenya?	Can the children remember physical features of the Peak District?	Where Have You Been? Ask children to talk about a trip they have been on recently (this could be a school trip, a day out with family/friends or a holiday). What did you need to do before your trip? What did you take with you? How did you travel there? What did you do when you got there?

<p>Read</p>	<p>Do you know which county Sheffield is in?</p> <p>Can you name any towns or cities which are close to Sheffield?</p>	<p>Sheffield is a city in South Yorkshire, England. The name derives from the River Sheaf, which runs through the city. It is the largest settlement in South Yorkshire.</p> <p>The city is in the eastern foothills of the Pennines, and the valleys of the River Don and its four tributaries, the Loxley, the Porter Brook, the Rivelin and the Sheaf. Sixty-one per cent of Sheffield's entire area is green space, and a third of the city lies within the Peak District national park. There are more than 250 parks, woodlands and gardens in the city, which is estimated to contain around 4.5 million trees.</p>	<p>The land in urban areas is used for many different purposes: leisure and recreation - may include open land, e.g. parks or built facilities such as sports centres. Residential - the building of houses and flats. Transport - road and rail networks, stations and airports. Business – offices and industrial – factories.</p> <p>Clarify any vocabulary.</p>	<p>What Are Physical and Human Geography?</p> <p>What is physical geography? Discuss the children's ideas; drawing out that it is anything in an area that is naturally occurring – such as oceans, lakes, mountains, rivers, coastlines, and weather and climate patterns.</p> <p>What is human geography? Discuss the children's ideas; drawing out that it is anything in an area that is not naturally occurring – country/region boundaries, buildings, roads, and changes to river courses. It also includes cultural aspects of an area – such as language, religion, government, art and music.</p>	<p>The Peak District National Park contains an amazing variety of landscapes including broad open moorlands, more intimate enclosed farmlands and wooded valleys.</p> <p>The area has two main parts. The northern 'Dark Peak' is where most of the moorland is found. Its geology is gritstone. The southern 'White Peak' is where most of the population lives: its geology is mainly limestone.</p> <p>Despite its name, the landscape generally lacks sharp peaks, but has rounded hills and gritstone escarpments (the "edges"). The area is surrounded by major cities, including Huddersfield, Manchester, Sheffield, Derby and Stoke-on-Trent.</p>	<p>The Peak District is made up of impressive gritstone edges (Dark Peak), steep limestone dales (White Peak) and rolling hills and farmland (South West Peak). The highest point is Kinder Scout at 2,086ft (636 metres). There are 26,000 miles of dry stone wall in the Peak District – equivalent to a wall around the Earth.</p>	<p>https://www.visitpeakdistrict.com/things-to-do</p> <p>Look at the website.</p> <p>Walking Hiking Cycling Climbing Air sports Horse riding fishing watersports caving Camping Visiting Castleton and caves Visiting Chatsworth Visiting Eyam and other pretty villages Markets</p>
<p>Teach</p>	<p>What is a county? A county is an area of land. In the United Kingdom the county, or shire, has historically been the principal subdivision of the country for political, administrative, judicial, and cultural purposes. Show a map/atlas of the counties of UK. Locate Sheffield. Which country is Sheffield in? Which county is Sheffield in? Locate South Yorkshire. Look at a map of England. Ask the children to find other cities. Where is Sheffield in relation to these UK cities?</p>	<p>Look at the land use map of Sheffield:</p> <p>Discuss where areas are situated.</p>  <p>Show a map on IWB. Point out both human and physical features:</p> <p>Identify roads, rivers, woods, parks, buildings etc</p> <p>Discuss what is physical and what is man made/ human.</p>	<p>Look at the human geography sheet. What information can you fill in? How can you find out more? (books, internet, census, asking people)</p> <p>Model how to do this.</p>	<p>Show photos of features in the Peak District: Reservoirs, edges, rivers, villages, farmland, quarries, drystone walls, moorland, Kinder Scout, valleys with woodland (Padley Gorge) etc.</p> <p>Look at a map of the Peak District on IWB without the key. Ask the children what features they can identify. Can they guess at some other features?</p> <p>Show the key. What information does the map show?</p>	<p>Explain how land is used in the Peak District: Land is mostly used for farming – 86% - mostly for grazing sheep or cattle. 3 water companies – 11% National trust – 12%</p> <p>Quarries - Quarries have been operating here since prehistoric times and hundreds of millstones still lie scattered across the national park. (The national parks symbol is a millstone.)</p> <p>Tourism – caves Walking Hiking</p>	<p>Ask the children to note down the different things that you can do and see.</p> <p>What would each choose as their top 5?</p>	
<p>Practice</p>	<p>Give out maps/atlas's that show counties. Pairs: Which counties boarder South Yorkshire? Which towns / cities can you locate in these counties?</p>	<p>Give out maps of Hackenthorpe Identify: Shire Brook Valley Nature Reserve A river A main road A smaller road A retail area The police station The medical centre Rainbow Forge</p> 	<p>Give out laptops. Pairs: Ask the children to find the population of Sheffield.</p> <p>Check that they are able to use the search engine to find the correct information.</p>	<p>Give out maps of the Lake District Ask the children to find specific features – eg Lake Windermere A river A town Areas of high land The national park boundary A road</p>	<p>Look at pictures of how land is used in the Peak District. Children turn over a picture and ask a partner what the picture shows.</p>	<p>Laptops: Research the 5 things that they have chosen as their top 5 things to do and see in the Peak district.</p>	

<p>Apply</p>		 <p>Create a key - Choose different colours for Yorkshire and the bordering counties. Label Sheffield.</p> <p>Ext: Identify counties where you have been on holiday. Colour & name them.</p>	<p>Give out maps of Sheffield City Centre. Identify features – rivers, roads, parks, railway stations etc.</p> 	<p>Children complete the Human Geography of Sheffield sheet.</p> <table border="1" data-bbox="1267 174 1644 352"> <thead> <tr> <th>Name of Area</th> <th>Population</th> <th colspan="4">Main Types of Land Use</th> </tr> </thead> <tbody> <tr> <td>Sheffield</td> <td></td> <td><input type="checkbox"/> Residential</td> <td><input type="checkbox"/> Business</td> <td><input type="checkbox"/> Industry</td> <td><input type="checkbox"/> Agriculture</td> </tr> <tr> <td>Famous People</td> <td>Historical Information</td> <td>Landmarks/Buildings</td> <td colspan="3">Other Important Information about the Area</td> </tr> <tr> <td></td> <td></td> <td></td> <td colspan="3"></td> </tr> </tbody> </table> <p>Then compare Sheffield to Athens. Sheffield is similar to Athens because... Sheffield is different to Athens because...</p>	Name of Area	Population	Main Types of Land Use				Sheffield		<input type="checkbox"/> Residential	<input type="checkbox"/> Business	<input type="checkbox"/> Industry	<input type="checkbox"/> Agriculture	Famous People	Historical Information	Landmarks/Buildings	Other Important Information about the Area									<p>Give out maps of Peak District. Ask them to draw labels to specific features –</p> <ul style="list-style-type: none"> Ladybower Reservoir River Derwent Woodland High land (over 400 metres) A road B road Minor road Railway <p>Which cities surround the Peak District?</p>	<p>Children write sentences to explain how land is used in the Peak district.</p>	<p>Make a leaflet to encourage people to visit the Peak District.</p>
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<p>Reflect</p>	<p>What new information have you learnt about Sheffield?</p>	<p>What are the advantages of using a digital map to explore a town? Can the children identify the main river which flows through Sheffield – Sheffield is famously built around five rivers: the Don and its four main tributaries: the rivers Loxley, Rivelin, Sheaf and Porter</p>	<p>What do you enjoy doing in Sheffield? Why?</p>	<p>What are the similarities/differences between the map of the Peak District and the map of the Lake District?</p>	<p>What are the similarities and differences about how land is used in Sheffield and the Peak District?</p>	<p>Share the leaflets.</p>																									

End of block assessment:

Would you rather visit Sheffield or the Peak District?

Explain what you can do in both places before explaining where you would prefer and why.