



Eccleston Lane Ends Planning



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| Subject | Geography |
| Year Group | 3 |
| Topic | Land Use |
| Term | Autumn 1 & 2 |
| Sequence of lessons – objectives to be met | |
| Lesson 1 | <p>I can use simple sketch maps that show how land is used I can draw a simple sketch map.</p> <ul style="list-style-type: none">• Show an unfamiliar sketch map to them. Explain that it was drawn quickly to show somebody else the key features of the area and to help them find a particular place. Pupils use the sketch map to give directions of how to get from one place to another on the map.• Compare the map to the same area on Google maps. Look at what she has missed on her map. Why do you think she missed them?• What are the important landmarks near our school? Children to draw a sketch map of local area and give directions from school to an important landmark. |
| Lesson 2 | <p>I can use a key on a map to show how land is used.</p> <ul style="list-style-type: none">• Discuss what a key on a map does. Model looking at a map and using the key. Show what the key does.• Children will look at images and symbols that represent them on a map. Discuss why the symbol is better for use on a map and what makes a good symbol.• Pupils add symbols and a key to a simple sketch map of our school. |
| Lesson 3 | <p>I can create a simple sketch map to show how land is used.</p> <ul style="list-style-type: none">• Use google maps to show the class the local area and where we will be walking today. Look at street names and landmarks etc shown on the map.• Write a list of landmarks to use (bus stops, litter bins, post boxes, public telephones, parking areas etc.• Pupils leave the classroom and make a sketch map of buildings they can see and what they are used for. Annotate the map with road and building names and spot the landmarks they listed in the classroom. <u>Make sure photographs and videos are taken during this local area trip</u> |
| Lesson 4 | <p>I can create a simple map to show how land is used.</p> <ul style="list-style-type: none">• Use photographs and video taken from our local area visit for the pupils to look at while they review their own sketch maps.• List the buildings uses the pupils identified. Discuss the different colours needed to shade each type of building. |

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| | <ul style="list-style-type: none"> • Share a sketch map and a final version of the same map. What are the differences between the two. • Pupils create their own maps. |
| <h2>Lesson 5</h2> | <p>I can describe land use in urban and rural areas in the UK.</p> <ul style="list-style-type: none"> • Discuss how and why space is limited in the UK and how it is used. • Discuss the different ways that land is used in the UK. • Look at images of urban and rural landscapes and discuss the differences. Think of words to describe each. • Does the UK have more rural or urban areas? Show cloudless maps to support the stats • What land uses would be in rural or urban areas. Pupils sort these in their books. • Pupils then label the major cities in England and using an atlas consider why the areas with smallest populations might be less populated. |
| <h2>Lesson 6</h2> | <p>I can explain how land is used for different types of farming</p> <ul style="list-style-type: none"> • Explain that only 10% of the UK is urban. What are the used for rural spaces? • Look at the pie charts for how rural landscape is used. • Look at the rural land use in the 1950's compared to today and the similarities and how they are basically the same. Does farming look the same today as it did in the 1950's • Look at crop and livestock maps and give groups time to look at, discuss and feedback to the rest of the class. • Pupils to write an explanation of how farming has changed since the 1950's and how the land is used differently today. |