

Geography Medium Term Spring 2 Year 3 Unit **The Lake District**

Enquiry Question **Pollution in the Lake District- Is it really a problem?**

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Know what a human and physical feature is. Compass directions NSEW. Physical and human features of the local area Some awareness of OS symbols</p>	<ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map • Use a range of maps and globes (including picture maps) at different scales. • Know that maps give information about places in the world (where/what?). • Draw a simple map e.g. of a garden, route map, place in a story. • Use and construct basic symbols in a map key. • Use basic geographical vocabulary to refer to: • key physical and human features. • Recognise some standard OS symbols. • Use 4 figure coordinates to locate features on maps. 	England, rural, human and physical features, compass, landmark, shop, hill, vegetation, map key, map symbol, North, East, South, West, aerial photographs,	<p>Spylark by Daniel Rurlander (read first to check it isn't too advanced for the cohort) Mapping, geographical skills, place (Lake District) and physical geography. https://www.youtube.com/watch?app=desktop&v=jwLqxYFdTZQ footage of the lake district https://www.rgs.org/schools/teaching-resources/lake-district/ and https://www.bbc.co.uk/bitesize/topics/z3fyedm/articles/zvys8xs (subject knowledge)</p>	
Year 3 Essential knowledge end point (substantive)	Year 3 Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>What a region is and which region the Lake District and our town are located in (both North West however Lake District is in the county of Cumbria and Accrington is in Lancashire). Physical features and human features of the lake district (include Scafell Pyke) Types of pollution in the Lake district and the impact- What can we do about it? Four figure grid references. Creating a map of the Lake district using some OS symbols.</p>	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • 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. • use maps and digital/computer mapping to locate and describe features studied • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale. • Create maps of small areas with features in the correct place. • Recognise that contours show height and slope • Make links between features observed in the environment to those on maps and aerial photos. • Identify and describe geographical features, processes (changes), and patterns. • Express opinions and personal views about what they like and don't like about specific geographical features and situations. 	Considering the human impact on an area of natural beauty.	Region, Lake District, Cumbria, national park, ordnance survey, grid references, Fieldwork Lake District- collect data on pollution (decide what type of pollution to focus on with cohort)	<p>Short sentences to describe location. Generating questions for surveys. Opportunities for presenting in a number of ways.</p>

Enquiry question: Pollution in the Lake District- Is it really a problem?		
Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Activities
Lesson 1- To locate the Lake District	<p>Essential knowledge end point (substantive): What a region is and which region the Lake District and our town are located in (both North West however Lake District is in the county of Cumbria and Accrington is in Lancashire)</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps at more than one scale. 	<p>Starter- meta minutes</p> <p>Map Detectives Children use atlases and Google Earth to find the Lake District. Then, they mark it on a blank UK map. Label Accrington and compare its location to the Lake District. As a class explain that a region is a large area that includes several counties.</p> <ul style="list-style-type: none"> Show a map of UK regions and highlight the North West. Locate Cumbria (Lake District) and Lancashire (Accrington). <p>Compass Challenge Use compass directions to describe the Lake District's location relative to major cities. Provide a compass rose and UK map with cities on (these could be stuck in books and children could find and circle the city then write a short sentence beneath to describe its location using compass directions? Ask children to describe where the Lake District is in relation to cities like Manchester, Liverpool, and London. E.g. "The Lake District is northwest of Manchester." You could do a couple together and just discuss then challenge the children to work in a pair to do a couple more and write their answers in books.</p> <p>Small and large scale maps Show children a small-scale UK map and a large-scale Ordnance Survey map of the Lake District. Discuss what features are visible on each. Question Prompts for discussion: "Which map shows more detail? Can you find a lake or a mountain?"</p> <p>Finish with a Symbol Hunt Use symbol flashcards and a real OS map of the lake district. Children find symbols like campsites, churches, and footpaths etc. Fastest finger first? Bingo?</p>
Lesson 2- To identify and locate key physical and human features in the Lake District	<p>Essential knowledge end point (substantive): Physical features and human features of the lake district (include Scafell Pyke)</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Recognise that contours show height and slope Use basic geographical vocabulary to refer to: key physical and human features. Use 4 figure coordinates to locate features on maps. 	<p>Starter- meta minutes</p> <p>Recap last lesson by showing a UK map and locating the Lake District. Can children remember the region of England it is in and the county? Discuss "What do you think you'd see there?" record children's ideas to refer back to.</p> <p>Introduce Scafell Pike as the highest mountain in England. Show a photo of Scafell Pike, Windermere, and a Lake District town (e.g. Keswick). Group sorting activity: Give children cards with images or words (e.g. "lake", "hotel", "mountain", "road", "village", "valley" etc.). Children sort into Physical Features and Human Features. Use Google Earth or photos to show real examples.</p> <p>Contour Lines and Elevation Show a simple diagram of contour lines. Explain "The closer the lines, the steeper the land." Children use playdough or layered cardboard to build a mini mountain and draw contour lines on it. (example activity in resources so you can get your head around it first). Link back to Scafell Pike: "Why do you think it has lots of contour lines?"</p> <p>4 figure grid references Show Windermere on an OS map with grid lines. All children to have a copy.</p>

		<p>Task: fastest finger first- as a class children to identify what features are in specific grid references given. Flip this and give children a symbol to look for and they must give a correct grid references to describe where it is. Use simplified OS map extracts for adaptive teaching.</p>
<p>Lesson 3- Is pollution a problem here?</p>	<p>Essential knowledge end point (substantive): Types of pollution in the Lake district and the impact</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Express opinions and personal views about what they like and don't like about specific geographical features and situations. 	<p>Starter: meta minutes Investigate types of pollution (litter, water, noise, air) in the Lake District Use case studies or news articles to explore real examples Discuss how pollution might affect wildlife, water, and tourism Plan a simple fieldwork investigation (e.g., litter survey, pollution survey, number of cars, views of the lake, sources of human pollution, ask people why they come here, take photos, survey of businesses here,) You may want to do a couple of different types of data collection e.g. 1 group conduct a litter survey or inspect the water and another group to survey the people visiting the area- What attracts you to this place? Do you think there are any problems here? What do you think could be done to help? You may want to collect other data when you are there.</p>
<p>Lesson 4- Fieldwork- Investigating the Lake District</p>	<p>Essential knowledge end point (substantive): Physical features and human features of the Lake District Types of pollution in the Lake district and the impact</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> 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. Create maps of small areas with features in the correct place. 	<ul style="list-style-type: none"> Conduct fieldwork activity (e.g., litter count, traffic survey, noise levels) Record findings using tally charts, bar graphs, and photos Create a sketch map of the area with features in correct places Discuss what could be done to help in all cases.
<p>Lesson 5- Is pollution in the Lake District really a problem?</p>	<p>Essential knowledge end point (substantive): Physical features and human features of the lake district (include Scafell Pyke) Types of pollution in the Lake district and the impact- What can we do about it?</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> Express opinions and personal views about what they like and don't like about specific geographical features and situations. Make links between features observed in the environment to those on maps and aerial photos. Identify and describe geographical features, processes (changes), and patterns. Use basic geographical vocabulary to refer to: key physical and human features. 	<p><u>Communicating findings- choose the best way for your class or have different ways for different children</u></p> <ul style="list-style-type: none"> Review all findings and revisit the question: "Is pollution in the Lake District really a problem?" Create posters or presentations showing their opinion with evidence (could be in groups or pairs) Use maps, photos, and graphs to support their viewpoint Hold a class debate or write a persuasive paragraph