



## URMSTON PRIDE: Why is it so great?

### Overview and rationale:

In Year 4, the children gained a greater historical understanding of how Manchester came to be and a geographical one too...why it's so great now! In Year 6, the children hone in on Urmston. Urmston Pride is a very geographical skills based topic. With a grounding on how Manchester grew during the industrial revolution, this topic is aimed to give the pupils not only a greater knowledge of their local town and how it has grown exponentially over the years, but provide extensive opportunities to enhance their skills in geography—be that fieldwork, map work, or further enquiry as mentioned to the left. They make use of mapping and compare and contrast land use over the years. They look at the increase and changes of local services and infrastructure, explore the links between business, local economy and transport, and even discuss housing and why it is that house prices have boomed in the area over the last decade, and in particular the last few years. Heading off to secondary school next year is a huge step and having a more secure knowledge of our local area will give the children greater confidence in their next move and a stronger sense of community identity and pride too, one of the reasons why J8 have named their class after a local lad who came good...Marcus Rashford!



### GEOGRAPHY LEARNING STATEMENTS

| Area of Learning   | Knowledge and Skills   |
|--|--|
| <b>Fieldwork</b>   | I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies.  |
|  | I can carry out a focused in-depth study, looking at issues/changes in the area.   |
|  | I can imagine how and why the area may change in future.   |
| <b>Use of basic geographical vocabulary</b>                          | I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.  |
|  | I can provide greater detail of geographical regions of the UK and their identifying physical and human characteristics using specific geographical vocabulary.  |
| <b>Using globes, maps and plans</b>                                  | I can use a globe and maps and some OS symbols on maps to name and locate UK counties & cities   |
|  | I can use 1:10.000 and 1:25.000 Ordnance Survey maps.  |
|  | I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.   |
| <b>Map work skills</b>   | I know directions in neighbourhood.  |
|  | I can understand and use 6 figure grid references to interpret OS maps.  |
|  | I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.   |
| <b>Human and physical geography enquiry skills and communication</b> | I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.  |
|  | I can describe in detail types of settlement, land use, economic activity including trade links.   |
|  | I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.  |
| <b>Geographical knowledge/ locational and place knowledge</b>        | I can use/apply maths skills in my work.   |
|  | I can show what a bird's eye view of Urmston Primary looks like.   |
|  | I can put together a map of the immediate area around our school.  |
|  | I can explain why Urmston exists and what would have brought people to live here in the first place...I can also explain why people live here today!   |
|  | I can use an OS map, including compass point directions, to help someone plan a route between two local points.  |
| <b>Locational knowledge and Place knowledge</b>                      | If I got lost within 50 miles of my home, I know how I would go about finding my way home.   |
|  | From the photographs I have taken of the immediate area, I can create a painting.  |
|  | I can name/ locate cities & counties of the UK   |
|  | I know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts. |
|  | I can explain how aspects have changed over time.  |

### GEOGRAPHICAL VOCABULARY

|                                       |  |
|---------------------------------------|--|
| <b>Human Geography</b>                | trade, economy settlement, town, city, urban, rural, borough, region, Europe, country, county, economy, trade, energy, infra-structure, culture, bars, shops, cafes, museums, transport, roads, trams, recycling, local charities, urban sprawl, growth, services, business, house prices, boom  |
| <b>Physical Geography</b>             | landscape, hills and mountains - N.B. including the European/ UK names, e.g. Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds (North and South Downs etc.), coast   |
| <b>Other useful vocab</b>             | globally significant, land use, mountains, rivers, hemisphere, differences/similarities, compare/ contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, change/ effect, interaction between physical and human processes, interconnected and change over time, spatial variation, vegetation, geographical influences / significance, 6 figure grid reference, Ordnance Survey, Geographical Information Systems |
| <b>Additional Challenging</b>         | Relief, Digital mapping  |
| <b>Specific content</b>               | Urmston, Manchester, London, England, Northern Ireland, Irish Republic, Scotland, Wales, United Kingdom, Great Britain, Edinburgh, Cardiff, Belfast, Dublin  |
| <b>Words linked to the local area</b> | Urmston, Eden Square, Manchester, M60, M62, M56, M6, Lancashire, railways, Pennines, Peak District, River Medlock, River Irwell, River Mersey, Manchester Ship Canal, Style Cotton Mill, Irish Sea, North Sea, Atlantic Ocean, Pacific Ocean   |
| <b>UK Map-based vocabulary</b>        | land use, towns, cities, energy, transport, food and farming, holidays and tourism, landscapes, rivers, coasts, weather, threatened habitats, environmental issues   |

| HISTORY LEARNING STATEMENTS |  |
|-----------------------------|--|
| Area of Learning            | Knowledge and Skills   |
| Historical Chronology       | I show a chronically secure knowledge and understanding of local, national and global history.   |
| Historical Concepts         | I can see the relationship between different periods and the legacy or impacts for me and my identity.   |
|                             | To understand historical concepts cause and consequence, continuity, change, similarity, difference etc.   |
|                             | I understand change and continuity.  |
|                             | I devise questions about change, cause, difference, similarity and significance in a wider context.  |
| Historical Interpretation   | I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.                              |
|                             | To think critically, weigh evidence, sift arguments, develop perspective and judgement.  |
|                             | I can explain that the past can be represented or interpreted in many different ways.  |
|                             | I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.  |
|                             | I can evaluate and carefully select from a range of historical sources to find relevant historical information.  |
| Historical Communication    | I consider different viewpoints or think about possible bias or anachronism.   |
|                             | I can create my own structured accounts, including written narratives and analyses.  |
|                             | I can use key historical terms accurately - e.g century, decade in structured, informed, written responses or descriptions of the main features of past societies/periods. |

| KEY HISTORICAL VOCABULARY |  |
|---------------------------|--|
| Key                       | millennium, century/ decade, time-period, era, similarities, differences, evidence, primary/secondary sources, contrasts, trends overtime, influence, significant, impact, society   |
| Skills                    | interpretation, facts/opinion, evidence, chronology - constructing a timeline, ordering artefacts, research, enquiry, comparison, reliability, historically-valid, draw contrasts, analyse trends, reflection, historical perspective, contrasting arguments   |
| General                   | achievements, process of change, landscape, settlements, Empire, diversity, society, culture, slave, citizen, influence, reveal, technology, climate, travel, road system, trade, art and culture, overview, connections, regional, national and international, architecture, religion, inventions, peace, power, conquer, laws, justice   |
| Specific                  | industrial revolution, cotton trade, textiles, slavery, oppression, British Empire, railways, Emmeline Pankhurst, votes for women, suffragette, music, Roman fort of Mamucium or Mancunium, capitalism, bread and labour riot, class struggle, Peterloo Massacre, slavery, Sarah Parker, Olaudah Equiano, Frederick Douglass, Thomas Clarkson, abolition, abolitionist, cotton famine, Abraham Lincoln, cotton famine, cotton and slave merchants/traders<br><a href="https://www.manchestereveningnews.co.uk/news/how-manchester-fought-profited-slavery-18401310">https://www.manchestereveningnews.co.uk/news/how-manchester-fought-profited-slavery-18401310</a> |

| 'CORE' KNOWLEDGE   | 'ADDITIONAL' KNOWLEDGE  |
|--|---|
| 1) I can use an Atlas to locate and label UK cities, rivers and geographical features (mountain ranges, motorways, etc.)         | I know what defines a city, town an urban or rural area.  |
|  | I can name man-made and natural geographical features (the difference between a canal and a natural river)  |
|  | I know the difference between UK and Great Britain and how they fit within the world.   |
| 2) I can use maps of the UK making references to 8 points of a compass, 4 figure grid references, symbols and a key              | I can identify many of the symbols used on an OS map.   |
|  | I understand the extra information maps can provide us with e.g. population, topographical features etc.  |
|  | I can follow directions using a compass or grid references.   |
| 3) I can explain why Urmston exists using my knowledge of land use, leisure and recreation, transport and geographical features. | I can use maps over time to research changes to the local area.   |
|  | I understand that towns grew around areas of transport, water and industry.   |
|  | Predict how Urmston might develop in the future and explain my reasoning.   |
| 4) I can plan a route between two local points using compass points, grid references and landmarks.                              | I can follow directions using a compass or grid references.   |
|  | I understand what a landmark is and how some might be personal and others generic.  |
|  | I can extend this across countries and continents.  |
| 5) I can draw a map using a reasonable idea of scaled elements   | I can draw to scale.  |
|  | I can create my own grid reference system.  |
|  | I can use my own knowledge of local landmarks when creating my map.   |
| 6) I can design a school based upon its locality and the surrounding features (urban or rural) – links to DT                     | I know the difference between urban and rural landscapes.   |
|  | I can identify resources which would be available or required to build a school in either area e.g. transport, green space, population, the need for school kitchen, parking, safety, wider community use, etc. |
|  | I can draw or model to scale.   |

| Possible Enrichment activities (including trips/visitors, etc) | Local walk/ litter pick/data collection  |
|--|--|
|  | Design a new school  |
| Possible 'higher order' questioning                            |  |
| Remember   | When was the Trafford Centre built and what impact has it had on Urmston?  |
| Understand   | Why does Urmston have a train station? Can you explain your reasoning?   |
| Apply  | Can you add 6 figure grid references to your school designs?   |
| Analyse  | How do the buildings change in style and use on Church Road? Why do you think this is?   |
| Evaluate   | Using your knowledge of local history, how do you think Urmston will continue to develop in the future?  |
| Create   | Can you label your school designs to explain the decisions you have made regarding the school setting?   |
| School Value   | Topic relevance: How/when/where/why is it needed?  |
| Resilience   | - There have been many times in history when 'Mancunians' have had to show tremendous resilience, through war, through recessions and through poverty. It is good to remember this when we look at how Urmston and Manchester has changed. |
| Respect  | - We respect everyone's uniqueness and differences, particularly considering where they come from and what they stand for.<br>- We can respect Urmston's history, how it has changed and how much we love it now.                          |
| Responsibility   | - We have a great sense of responsibility for looking after our local environment and the part we can play in making it great.   |
| Pride  | - We can be proud of many of the British values that we stand for in the UK and as part of a global community. We are also proud to live in Urmston, in Manchester and be part of UPS!   |