

## 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. With a grounding on how Manchester grew during the industrial revolution, this topic is aimed to give the pupils a greater geographical knowledge of their local town and how it has grown exponentially over the years, geographical concepts and looking at disciplinary skills being a key thread. They make use of mapping and compare and contrast land use over the years and how this has impacted the residents and workforce.

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!



## URMSTON PRIDE: Why is it so great?



SKILLS	HISTORY LEARNING STATEMENTS
<b>Using Evidence</b>	I can 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.
	I consider different viewpoints or think about possible bias or anachronism.
<b>Communication</b>	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.
TIER 3 VOCABULARY	
<b>General</b>	trade, economy, business, culture, similarity, difference, technology, change, develop, connection, travel, regional, national, international, architecture
<b>Topic Specific</b>	Urmston, Manchester, North West, industrial revolution, cotton trade, textiles, slavery, oppression, British Empire, railways, class struggle, slavery, abolition, cotton and slave merchants/ traders...vocabulary linked to Urmston and west Manchester

HISTORY		
CONCEPTS (disciplinary knowledge)	LEARNING STATEMENTS	TIER 2 VOCABULARY
<b>Chronology</b>	I can continue to develop a chronologically secure knowledge of history. I can establish clear narratives within and across time periods studied.	periods of time, timeline, chronological order, decade, century, millennium, era, changes
<b>Causes and Consequences</b>	I can identify and give reasons for (and results of) historical events, situations and changes.	cause and consequence, result/impact, identifying reasons, links, change, difference, context, similarity, difference
<b>Continuity and change</b>	I can describe and make links between main events, situations and changes within and across different societies and periods.	reasons, continuity, change, trends, patterns over time, relationship between different periods, legacy, complexity, identify, specific changes across time periods, valid comparisons, connections, contrasts, trends over short and longer time periods
<b>Significance</b>	I can identify historically significant people and events in situations.	significant events, significant people, achievement
<b>Historical evidence and interpretation</b>	I understand that different versions of the past exist and can give some reasons for this.	represented, interpreted, different ways, historical sources, primary, secondary, artefacts, devise questions about the past, source of information, knowledge of the past, events, people, different versions, various sources, exist, evaluate, versions of the past, exist, relevant information, viewpoint, perspective, critically, sift evidence, weight evidence, develop perspective, judgement, infer, deduction, reliable, valid, fact, opinion
<b>Similarity, difference and diversity</b>	I can describe social, religious and ethnic diversity in Britain and the wider world.	similarities, differences, past, changes, impact, diversity

KNOWLEDGE (substantive/disciplinary)	
'Core'	'Additional'
1) I can use an Atlas to locate and label UK cities, rivers and geographical features (mountain ranges, motorways, etc.) – with a specific focus on Urmston.	a) I know what defines a city, town or rural area. b) I can name man-made and natural geographical features in the area (the difference between a canal and a natural river) and how they impact on those people living and working in the area. c) I know the difference between UK and Great Britain and how they fit within the world.
2) I can explain why Urmston exists using my knowledge of land use, leisure and recreation, transport and geographical features. I can explain the ways in which Urmston has changed and developed over time.	a) I can use maps over time to research changes to the local area. b) I understand that towns grew around areas of transport, water and industry. c) I can talk about whether it used to be better or worse and why I think that. d) I can talk about how Urmston is connected/linked to the region and the nation and the world differently to how it used to be. I know how this has impacted Urmston. e) I can talk about how human processes have impacted Urmston f) I can predict how these processes might impact in the future and explain my reasoning. g) I can explain what might happen if interconnections break down.
3) I can use maps of the UK making references to 8 points of a compass, 4 and 8 figure grid references, symbols and a key	a) I can identify many of the symbols used on an OS map. b) I understand the extra information maps can provide us with e.g. population, topographical features etc. c) I can follow directions using a compass or grid references.
4) I can plan a route between two local points using compass points, grid references and land marks.	a) I can follow directions using a compass or grid references. b) I understand what a landmark is and how some might be personal and others generic. c) I can extend this across countries and continents.
5) I can draw a map using a reasonable idea of scaled elements	a) I can draw to scale. b) I can create my own grid reference system. c) 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	a) I know the difference between urban and rural landscapes. b) 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. c) I can draw or model to scale.

GEOGRAPHICAL VOCABULARY AND CONCEPTS	
Human Geography	trade, economy, settlement, town, city, urban, rural, parks, borough, region, Europe, country, county, economy, trade, tourism, energy, infrastructure, culture, bars, shops, cafes, museums, transport, roads, trams, recycling, local charities, urban sprawl, growth, services, business, motorway
Physical Geography	landscape, hills and mountains, topography, Peak District, Lake District, river, ocean, sea, coast, weather, climate, biomes, vegetation, farmland (human)
Tier 3 place and locational vocabulary	Urmston, Manchester, London, England, Northern Ireland, Irish Republic, Scotland, Wales, United Kingdom, Great Britain, Edinburgh, Cardiff, Belfast, Dublin, Urmston, 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
Map-based vocabulary	6/8 figure grid reference, Ordnance Survey, Geographical Information Systems, digital mapping
Geographical concepts and tier 2 vocabulary	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes: topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, ecological, economic, trade, social, break down Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, modified, damage, Earth, future Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, similarities and differences, environmental resources

GEOGRAPHY LEARNING STATEMENTS	
Fieldwork	I can 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 and digital technologies. I can carry out a focused in-depth study, looking at issues and changes in the area. I can imagine how and why the area may change in future.
Use of basic geographical vocabulary	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 & their identifying physical and human characteristics using specific geographical vocabulary.
Using globes, maps and plans	I can use a globe and maps and some OS symbols on maps to name and locate UK counties and 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 and describe features studied. I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.
Map work skills	I know directions in my neighbourhood...and also, if I got lost 50 miles from home, I know how I'd get back! I know what a bird's eye view of UPS looks like. I can understand and use 6 figure grid references to interpret OS maps. I can use the 8 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. From photographs I have taken from the immediate area, I can create a painting.
Human and physical geography enquiry skills and communication	I can describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. I can describe in detail types of settlement, land use and economic activity, including trade links. I can understand key aspects of physical geography (e.g. climate zones, biomes and vegetation belts). I can describe the distribution of natural resources including energy, food, minerals and water in the continents & countries I have studied. I regularly use and apply maths skills in my work.
Locational knowledge and Place knowledge	I can name and locate cities and counties of the UK. I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features, including naming some UK hills, mountains and rivers or types of coasts. I can explain how aspects have changed over time. I can identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).

**MATHS AND SCIENCE ACROSS THE CURRICULUM – Data Handling and Statistics**  
**Science NC: recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs (and pie charts)**

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. - 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!